

# **INTERMEDIATE**

## **English Textbook**

**First Year**

**Prose**

**Poetry**

**Extensive Reading**

**Grammar**

**Communication Skills**



**Board of Intermediate Education, Andhra Pradesh**

**Telugu and Sanskrit Akademi, Andhra Pradesh**



## Intermediate

First Year Text Book

## English

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Andhra Pradesh.

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**Y.S. JAGAN MOHAN REDDY**



**CHIEF MINISTER  
ANDHRA PRADESH**

**AMARAVATI**

## MESSAGE

I congratulate Akademi for starting its activities with printing of textbooks from the academic year 2021 – 22.

Education is a real asset which cannot be stolen by anyone and it is the foundation on which children build their future. As the world has become a global village, children will have to compete with the world as they grow up. For this there is every need for good books and good education.

Our government has brought in many changes in the education system and more are to come. The government has been taking care to provide education to the poor and needy through various measures, like developing infrastructure, upgrading the skills of teachers, providing incentives to the children and parents to pursue education. Nutritious mid-day meal and converting Anganwadis into pre-primary schools with English as medium of instruction are the steps taken to initiate children into education from a young age. Besides introducing CBSE syllabus and Telugu as a compulsory subject, the government has taken up numerous innovative programmes.

The revival of the Akademi also took place during the tenure of our government as it was neglected after the State was bifurcated. The Akademi, which was started on August 6, 1968 in the undivided state of Andhra Pradesh, was printing text books, works of popular writers and books for competitive exams and personality development.

Our government has decided to make available all kinds of books required for students and employees through Akademi, with headquarters at Tirupati.

I extend my best wishes to the Akademi and hope it will regain its past glory.

**(Y.S. Jagan Mohan Reddy)**





**Dr. Nandamuri Lakshmiparvathi**

**M.A., M.Phil., Ph.D.**

Chairperson, (Cabinet Minister Rank)

Telugu and Sanskrit Akademi, A.P.



## Message of Chairperson, Telugu and Sanskrit Akademi, A.P.

In accordance with the syllabus developed by the Board of Intermediate, State Council for Higher Education, SCERT etc., we design high quality Text books by recruiting efficient Professors, department heads and faculty members from various Universities and Colleges as writers and editors. We are taking steps to print the required number of these books in a timely manner and distribute through the Akademi's Regional Centers present across the Andhra Pradesh.

In addition to text books, we strive to keep monographs, dictionaries, dialect texts, question banks, contact texts, popular texts, essays, linguistics texts, school level dictionaries, glossaries, etc., updated and printed and made available to students from time to time.

For competitive examinations conducted by the Andhra Pradesh Public Service Commission and for Entrance examinations conducted by various Universities, the contents of the Akademi publications are taken as standard. So, I want all the students and Employees to make use of Akademi books of high standards for their golden future.

Congratulations and best wishes to all of you.

*N. Lakshmiparvathi*

**(Nandamuri Lakshmiparvathi)**

Chairperson, Telugu and Sanskrit Akademi, A.P.



**J. SYAMALA RAO, I.A.S.,**  
Principal Secretary to Government



**Higher Education Department**  
Government of Andhra Pradesh

## MESSAGE

I Congratulate Telugu and Sanskrit Akademi for taking up the initiative of printing and distributing textbooks in both Telugu and English media within a short span of establishing Telugu and Sanskrit Akademi.

Number of students of Andhra Pradesh are competing of National Level for admissions into Medicine and Engineering courses. In order to help these students Telugu and Sanskrit Akademi consultation with NCERT redesigned their Textbooks to suit the requirement of National Level Examinations in a lucid language.

As the content in Telugu and Sanskrit Akademi books is highly informative and authentic, printed in multi-color on high quality paper and will be made available to the students in a time bound manner. I hope all the students in Andhra Pradesh will utilize the Akademi textbooks for better understanding of the subjects to compete of state and national levels.

  
(J. SYAMALA RAO)

# THE CONSTITUTION OF INDIA

## PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

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## Foreword

The Government of India vowed to remove the educational disparities and adopt a common core curriculum across the country especially at the Intermediate level. Ever since the Government of Andhra Pradesh and the Board of Intermediate Education (BIE) swung into action with the task of evolving a revised syllabus in all the Science subjects on par with that of COBSE, approved by NCERT, its chief intention being enabling the students from Andhra Pradesh to prepare for the National Level Common Entrance tests like NEET, ISEET etc for admission into Institutions of professional courses in our Country.

For the first time BIE AP has decided to prepare the Science textbooks. Accordingly an Academic Review Committee was constituted with the Commissioner of Intermediate Education, AP as Chairman and the Secretary, BIE AP; the Director SCERT and the Director Telugu Akademi as members. The National and State Level Educational luminaries were involved in the textbook preparation, who did it with meticulous care. The textbooks are printed on the lines of NCERT maintaining National Level Standards.

The Education Department of Government of Andhra Pradesh has taken a decision to publish and to supply all the text books with free of cost for the students of all Government and Aided Junior Colleges of newly formed state of Andhra Pradesh.

We express our sincere gratitude to the Director, NCERT for according permission to adopt its syllabi and curriculum of Science textbooks. We have been permitted to make use of their textbooks which will be of great advantage to our student community. I also express my gratitude to the Chairman, BIE and the honorable Minister for HRD and Vice Chairman, BIE and Secretary (SE) for their dedicated sincere guidance and help.

I sincerely hope that the assorted methods of innovation that are adopted in the preparation of these textbooks will be of great help and guidance to the students.

I wholeheartedly appreciate the sincere endeavors of the Textbook Development Committee which has accomplished this noble task.

Constructive suggestions are solicited for the improvement of this textbook from the students, teachers and general public in the subjects concerned so that next edition will be revised duly incorporating these suggestions.

It is very much commendable that Intermediate text books are being printed for the first time by the Akademi from the 2021-22 academic year.

**Sri. V. Ramakrishna, I.R.S.**

**Director**

Telugu and Sanskrit Akademi,  
Andhra Pradesh

## Preface

The book has been prepared for the First Year Intermediate students with the objectives of facilitating English language learning coupled with communication skills and engaging young minds with relevant contemporary issues needed for today and tomorrow.

To fulfill these objectives, the course writers have chosen texts dealing with digital advances, environmental concerns, barriers to communication like caste, gender, race, generation divide consisting of letters, speeches, poems, short stories, extracts etc., These, we believe, will not only help in developing language skills but also aid in grooming a holistic young individual ready for tomorrow. Thus, in designing the textbook, the age of the students, their interests, their linguistic and communication abilities, and future communicative needs have been kept in mind. We all know that youngsters today face many challenges amidst conflicting interests and aspirations. Being balanced and making the right choices, especially in this most impressionable age determines their future. Hence we have included texts that will both kindle their thoughts and appeal to their hearts.

Inspiring one to achieve the impossible as in 'She Conquered the Everest'; making choices away from violence as in 'To a Student'; overcoming racial hurdles as in 'As I Grew Older'; celebrating the potential of the human body as in 'Body'; unraveling the beauty of compassion as in 'The Last Leaf'; and 'The Immaculate Child'; evoking laughter and tears as in 'Engine Trouble'; exploring relations between adolescents and parents as in 'Will He Come Home' and 'The Informer' : are a few selections made by the course writers.

The textbook has five parts, namely Prose, Poetry, Extensive Reading, Grammar and Communication Skills. Each lesson in prose explores vocabulary enhancement, writing skills and communication skills. The module on grammar is separately designed to develop accuracy in language use. The book has tasks that have to be done in the class room and exercises are the ones that will be tested in the examination. The textbook has taken its present shape due to the untiring efforts of practicing teachers from Junior Colleges, Degree Colleges, Technical Education and Professors from Universities. The team of teachers are thankful to The Secretary, Board of Intermediate Education, Andhra Pradesh for reposing confidence and for giving them this opportunity to serve the students in the new Sunrise State of Andhra Pradesh.

**Editors**

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# ANNUAL ACADEMIC PLAN

## English First Year

No. of working days	Poetry and Prose	Extensive Reading	Reading/ Writing skills	Communication skills
June 25 days	Introduction to syllabus (2 hrs) Model paper (2 hrs)		Parts of speech (5 hrs) Comprehension (5 hrs) (unseen)	Silent letters (2 hrs) Odd sounds (3 hrs) Phrasal verbs (3 hrs)
July 26 days	- Abraham Lincoln's Letter to His Son's Teacher (5 hrs) - Commonwealth of Bees (4 hrs)	The Engine Trouble (3 hrs)	Articles (3 hrs) Prepositions (3 hrs) Comprehension (2 hrs) (unseen)	Vowels Diphthongs Consonants (4 hrs)
Aug 25 days	- She Conquered the Everest (5 hrs) - This is my Prayer to Thee, My Lord! (4 hrs)	The Last Leaf (4 hrs)	Verb forms (7 hrs) Transcoding Information (3 hrs)	Transcription (3 hrs)
Sep 23 days	- Digital Technologies (5 hrs) - As I Grew Older (5 hrs)	The Immaculate Child (3 hrs)	Direct & Indirect speech (4 hrs) Transcoding Information (3 hrs)	Dialogue Writing (3 hrs)
Oct 20 days	- Disaster Management (5 hrs) - Body (5 hrs)		Active & Passive Voice (5 hrs)	Transcription (6 hrs) Syllable (5 hrs)
Nov 23 days	- To a Student (5 hrs) - What Makes a Nation (6 hrs)	Will He Come Home? (2 hrs)	Combining Sentences (6 hrs)	Vocabulary (5 hrs)
Dec 24 days	Revision	The Informer (One-Act Play)	Question forms & Question tags (6 hrs) Degrees of Comparison of Adjectives (4 hrs)	Dialogue Writing (4 hrs) Odd sounds (1 hr)
Jan 18 days	Revision	Revision	Correction of sentences (6 hrs)	Revision
Feb 22 days	Revision	Revision	Revision	Revision
March	PUBLIC EXAMINATIONS			







... in Prose

**Letter to His Son's Teacher**

- Abraham Lincoln

**She Conquered the Everest**

- Adapted by Dr. B. Sowjanya

**Digital Technologies**

- Dr. A. P. J. Abdul Kalam and Y.V.Rajan

**Disaster Management**

- Adapted by Dr. A. Madhavi Latha

**What Makes a Nation?**

- C. Rajagopalachari



in Prose...



## Abraham Lincoln's Letter to His Son's Teacher

Abraham Lincoln

### Taking off...

What do parents expect while sending children to school?

What should a school give apart from knowledge?

How does education contribute to personality development?



My son starts school today. It is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents. All the adventures probably include wars, tragedy and sorrow. To live this life will require faith, love and courage.

So dear Teacher, will you please take him by his hand and teach him things he will have to know - but gently, if you can? Teach him that for every enemy, there is a friend. He will have to know that all men are not just, that all men are not true. But teach him also that for every scoundrel there is a hero that for every crooked politician, there is a dedicated leader.

What does Lincoln mean by 'adventures' ?

What should the child learn about humanity?

Teach him if you can that 10 cents earned is of far more value than a dollar found. In school, teach him it is far more honorable to fail than to cheat. Teach him to learn how to gracefully lose, and enjoy winning when he does win.

Teach him to be gentle with gentle people, tough with tough people. Steer him away from envy if you can and teach him the secret of quiet laughter. Teach him if you can – how to laugh when he is sad, teach him there is no shame in tears. Teach him there can be glory in failure and despair in success. Teach him to scoff at cynics.

What does Lincoln say about honesty?

How should the child tackle ups and downs in life?

Teach him if you can the wonders of books, but also give time to ponder over the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill. Teach him to have faith in his own ideas, even if everyone tells him they are wrong.

Try to give my son the strength not to follow the crowd when everyone else is doing it. Teach him to listen to everyone, but teach him also to filter all that he hears on a screen of truth and take only the good that comes through.

What should reading books be complemented with?

How can the child save himself from 'following the crowd'?

Teach him to sell his talents and brains to the highest bidder but never to put a price tag on his heart and soul. Let him have the courage to be impatient, let him have the patience to be brave. Teach him to have sublime faith in himself, because then he will always have sublime faith in mankind, in God.

This is the order, teacher but see what best you can do. He is such a nice little boy and he is my son.

What is Lincoln's advice on utilizing talent, courage and confidence?

### About the Writer

Abraham Lincoln, a self-taught lawyer, legislator and vocal opponent of slavery, was elected the 16th president of the United States in November 1860, shortly before the outbreak of the Civil War. Lincoln proved to be a shrewd military strategist and a savvy leader: His Emancipation Proclamation paved the way for the abolition of slavery, while his Gettysburg Address stands as one of the most famous pieces of oratory in American history. In April 1865, with the Union on the brink of victory, Abraham Lincoln was assassinated by Confederate sympathizer John Wilkes Booth; his untimely death made him a martyr to the cause of liberty, and he is widely regarded as one of the greatest presidents in the history of the U.S.

(source: <http://www.history.com/topics/us-presidents/abraham-lincoln>)

### About the Lesson

"Abraham Lincoln's Letter To His Son's Teacher" is full of optimism and values he believed in. The letter has a universal appeal. It shows Lincoln's passion and zeal for learning. The purpose of education, as stated by Lincoln elsewhere, is to inculcate honour and character in children. Lincoln believed that education is a potential tool for building the all-round personality of the student, transforming him into a successful human being and an excellent global citizen. The letter has a far reaching impact on the whole gamut of education. It answers a number of challenges encountered by policy makers of education today.

The purpose and motivation for such an inspirational letter lies in Lincoln's childhood. Lincoln never had formal education. He did not enjoy the luxury of classroom learning. In his entire life, Lincoln had less than one full year of formal education. His father was an illiterate shoe maker who needed Lincoln's help on the farm. To help pay the bills, his father rented Lincoln's labor to neighbours which was a common practice at that time. Abe's stepmother encouraged his quest for knowledge. Books were scarce on the Indiana frontier. Lincoln borrowed books from clergymen, teachers and even the passersby and read them.

Hence, Lincoln conceived a different kind of education for the future kids of America. He knew that education is incomplete without the practical knowledge of wars, tragedy and sorrows. Knowledge remains static unless one masters its wide range of applications in life. Lincoln also talks about the need for appreciation of the mysteries of nature as part of education. Education should help the child replace indecision and doubt with confirmation and confidence. Lincoln believes that education should inculcate the right attitude in kids.

Lincoln appeals to his son's teacher to inculcate faith in his son so that he is not discouraged by scoundrels, and enemies. He should be taught the value of honesty, integrity and sincere tears. His son should learn that there is a friend for every enemy and a hero for every villain. He must learn to be gentle with the good and tough with the rude. He should be taught how to distance sadness with laughter. His son should be trained to listen to everyone only to filter the same on a screen of truth to arrive at a decisive action. He must be made to understand the value of hard work and the need to stay away from envy and enjoy quiet laughter. At the end, Lincoln appeals to the teacher 'neither to be too gentle nor too harsh.'

After reading the letter one cannot help appreciating Lincoln's poetic style of prose. Lincoln employs various figures of speech so effectively that the prose in his letter sounds poetic in style. The letter is replete with lots of antithetical and epigrammatic sentences. It contains dozens of maxims of astonishing insight and wisdom condensed into short and pithy sentences. Sentences such as 'for every scoundrel there is a hero' ... for every crooked politician, there is a dedicated leader' ... and 'it is far more honorable to fail than to cheat' are found throughout.

## Glossary

adventure (n): /ədven.tʃə(r)/	an unusual, exciting or dangerous activity e.g. Trekking in the Alps is a great adventure.
scoundrel (n): /skaʊn.drəl/	a person, especially a man, who treats others badly and has no moral principles e.g. He is a lying scoundrel.
crooked (adj.): /krʊk.ɪd/	dishonest e.g. The character of Satan is both cunning and crooked.
dedicated (adj.): /ded.ɪkeɪ.tɪd/	believing that something is very important and giving a lot of time and energy to it. e.g. Ambedkar was dedicated to the cause of the oppressed.
cents: (n): /sents/	a unit of money worth 0.01 of the US dollar e.g. One hundred cents make a dollar.
gracefully (adj.): /greɪs.fəl.i/	behaving in a polite and pleasant way e.g. She remained graceful even in her defeat.
steer (v): /stiə(r)/	to take sb/sth in the direction in which you want them to go e.g. People are usually steered by their conscience.
envy (adj.): /en.vi/	to wish that you had something that another person has e.g. I envy her ability to talk to strangers confidently.
despair (n): /dispeə(r)/	feeling that there is no hope and that you can do nothing to improve a difficult or troubling situation e.g. Four years of drought drove many farmers to despair.
scoff (v): /skɒf/	to laugh about a person or idea in a way which shows that you think they are stupid or ridiculous e.g. Critics in the beginning scoffed at Keats' poetry.
cynic (n): /sɪn.ɪk/	a person who believes that people are interested only in themselves and are not sincere e.g. Cynics criticize welfare measures of the government as vote bank politics.
mystery (n): /mɪst(ə)ri/	something strange or unknown which has not yet been explained or understood e.g. The mystery was solved when the dead body was discovered.

## English

bidder: ( <i>n</i> ): /bɪd.ə(r)/	a person who offers money in an auction e.g. the bank sold the property to the highest bidder.
impatient ( <i>adj.</i> ): /ɪmpeɪ.ʃənt/	easily annoyed by someone's mistakes or because you have to wait e.g. He's a good teacher, but turns impatient with slow learners.
sublime: ( <i>adj.</i> ): /səblaɪm/	extremely good, beautiful or enjoyable, very great e.g. Aristotle believed that the language of poetry should be sublime.

### Check Your Understanding: Answer in 10-15 lines.

1. How is the teacher expected to inculcate honesty and worldly wisdom in the child?
2. How can the teacher instill faith, love and courage in Lincoln's son?
3. What should the teacher do to help the child tackle good and evil in the world?

### Annotations

e.g. "It is all going to be strange and new to him for a while and I wish you would treat him gently."

### Context

These lines are taken from the prose lesson "Letter to his Son's Teacher" written by Abraham Lincoln, the 16<sup>th</sup> President of the United States of America. It is a letter written by Lincoln instructing the teacher of his son regarding the kind of education he should impart to a child. The letter is full of precepts and maxims on the character and conduct teachers should inculcate in students.

### Explanation

At the outset, Lincoln makes a mention of the embarrassment a child undergoes on stepping into the school for the first time. The child is used to staying free at home, enjoying the love and affection of his parents. He has no tasks, no worries. Going to school daily and listening to the instructions of the teacher are too difficult for the child to swallow. It all sounds strange and new to him. But soon, he gets used to the teachers and friends at school. Until then, the teacher should lure the child to school by being extra gentle, kind and friendly towards him. Hence, Lincoln appeals to the teacher to be soft until his son gets used to school. The lines show Lincoln is understanding of the psychology of a child.

### General Relevance

It is quite natural for children to complain against going to school for the first time. The reason is partly due to distancing themselves from home and partly the harsh treatment of the teachers. Hence, Lincoln's appeal sounds like a piece of advice to the teacher to remove the scare of school by taking extra care of his son.

### Annotate the following in 10 to 15 lines each.

1. Teach him to learn how to gracefully lose, and enjoy winning when he does win.
2. There can be glory in failure and despair in success.
3. Teach him to have faith in his own ideas, even if everyone tells him they are wrong.

## Reading for Pleasure

**Natalie Pederson**

Jan 19, 2016

Dear Teacher,

I want you to understand, as much as I wish it were, this letter is not addressed to every teacher I have ever had. This letter is addressed to you: the teacher who stood out in front of them all. The teacher who inspired me to be my best all the time. The teacher who did not just expect to receive respect, but also gave it in return. The teacher who changed the way I think about education.

Firstly, I want to thank you for your patience and perseverance. I know your job has probably had more downs than ups, but if you would not have stuck through it, I wouldn't have gotten the chance to be your student and gain such fulfillment from all you've taught me. Young people can be hard to deal with, and I truly admire your ability to come to work every day and deal with not only your own problems, but also ours.

Thank you for making me feel like I deserve to be heard. Before you, and, unfortunately, after you, I have experienced many teachers who just talk at us and expect us to take in everything he or she says. I have had teachers talk down to me and I have had teachers belittle me. Thank you for understanding that I have something important to say, and for letting me say it. Your faith in me has given me faith in myself, and for that I am eternally grateful.

Thank you for giving me someone to run to instead of run from. Thank you for your open-door policy and making me feel like I can talk to you about anything. So many of my teachers have made me feel too intimidated to really connect with them, but you made me feel like I can approach you with any problem, no matter the subject. At a time in my life when judgment and drama were so common, you were always there to listen to me vent or just hang out with during lunch instead of having to sit in the cafeteria.

Thank you for making class so entertaining. Not every student enjoyed the subject you taught, but every student still enjoyed being in your classroom. Your mood was always positive and it spread throughout the room. Thank you for finding a way to make us laugh, even when you were teaching about things many of us didn't really care about. For many of us, our experience in your classroom was one of the primary reasons we enjoyed coming to school.

Finally, and most importantly, thank you for not just teaching me to pass the test, but teaching me to succeed in life. Not only did you give me the tools I needed to do well in your class, but you also gave me many of the tools I needed to do well in college and beyond. You never made us focus on studying for standardized tests, because you know that information is not what should stick with us when we leave your classroom. You made me feel like I could succeed, and then you taught me how to succeed.

I am writing you this letter because I want you to know how much what you do matters. You have been there for me and other students in a way parents, siblings, and friends could not be, and you have inspired me to become the best version of myself. I can imagine it gets tough having students come in and out of your classroom every year, and it can often feel like you are not making a difference in their lives in just a few short months, so, for this reason above all, I want you to know that you have made a profound impact on my entire life and I could not be more grateful to have known you. Thank you for teaching me.

Sincerely,

Your Former Student

(<https://www.theodysseyonline.com/letter-former-teacher>)

## Comprehension

### I. Read the following passage and answer the questions given below.

Bapuji is in prison, but the magic of his message has stolen the hearts of India's millions. Men and women, and even little children, come out of their little shells and become India's soldiers of freedom. You and I are fortunate to see this happening before our eyes and to take some part ourselves in this great drama. What part shall we play in it? If we are to be India's soldiers we have to respect India's honour, and that honour is a sacred trust. It is no easy matter to decide what is right and what is not. One little test I shall ask you to apply whenever you are in doubt. Never do anything in secret or anything that you wish to hide. For, the desire to hide anything means that you are afraid and fear is a bad thing and unworthy of yours. Be brave and all the rest follows.

1. What has stolen the hearts of India's millions?
2. Who have become India's soldiers of freedom?
3. Identify the word in the passage that means 'lucky'.
4. What is India's sacred trust?
5. Why should one not do things in secret?

### II. Read the following passage and answer the questions given below.

The capitalist system of society does not foster healthy relations among human beings. A few people own all the means of production and others- though nominally few have to sell their labour under conditions imposed upon them. The emphasis of capitalism being on the supreme importance of material wealth, the intensity of its appeal is to the acquisitive intensity. It promotes worship of economic power with little regard to the means employed for its acquisition and the end that it serves. By its exploitation of human beings to the limits of endurance, its concentration is on the largest profit rather than maximum production. Thus the division of human family is done on the basis of economic circumstances. All this is injurious to division of human dignity. And when the harrowed poor turn to the founders of religion for succor, they rather offer a subtle defence for the established order. They promise future happiness for their present suffering and conjure up visions of paradise to redress the balance to soothe the suffering and the revolt of the tortured men. The system imposes injustice, the religion justifies it.

1. Does the capitalist system maintain healthy relations?
2. What promotes worship of economic power?
3. On what basis is the division of human family done?
4. What is the antonym for 'impose'?
5. What justifies the injustice imposed by the system?

## Vocabulary

### Task 1: Match the words to their meanings.

Words	Words meanings
Steer	
despair	
scoundrel	
appeal	
bidder	
sublime	



**Task 2:** *The following are words from the lesson. Tick the correct spelling from the options given :*

- |                  |               |               |
|------------------|---------------|---------------|
| 1. (a) gentil    | (b) gentel    | (c) gintle    |
| 2. (a) tough     | (b) tuff      | (c) togh      |
| 3. (a) stier     | (b) steere    | (c) steer     |
| 4. (a) talents   | (b) tallents  | (c) talentse  |
| 5. (a) impatient | (b) impashent | (c) impacient |

### Task 3: Word formation

Prefixes and suffixes together are called affixes. They serve as wonderful tools to form words in English. Both the prefixes and suffixes are formed with a letter or a group of letters. A prefix is added at the beginning of the root whereas a suffix, at the end of it.

e.g. a + thiest and be+little ('A-' and 'be-' are prefixes.)  
catch +y and calm+ly ('-Y' and '-ly' are suffixes.)

Prefixes and suffixes help form new words from roots. They also change the grammatical function of the word.

e.g. calm = adjective  
calmly = adverb  
little = adjective  
belittle = verb

Thus the knowledge of prefixes and suffixes will enhance our word power. Here is a compact table of commonly used prefixes and suffixes together with examples.

### Common Prefixes

Prefix	Meaning	Examples
a-, an-	without, lack of, not	amoral, acellular, atheist
ante-	before, earlier, in front of	antedate, ante-room, ante-natal
anti-	against, opposite of	anticlimax, antiaircraft
auto-	self, same	autopilot, autobiography
bi-	two, twice, double	bilingual, bifocal,
bio-	life	biography, biophysics
co-	with, together	copilot, coworker
counter-	against/opposite	counterpart, counterfoil
de-	down, off, away from	devalue, deactivate
dis-	not, apart, away	disappear, disagreeable
en-	put into, cover with	enclose, entangle
extra-	beyond, outside, more than	extracurricular, extramarital
hyper-	over, more, beyond	hyperactive, hypersensitive
il-, im-, in-, ir-	not, without	illegal, immoral
inter-	between, among	intersect, interstellar

## English

Prefix	Meaning	Examples
<i>intra-</i>	within, inside	intranet, intramural
<i>macro-</i>	large, prominent	macroeconomics, macrostructure
<i>micro-</i>	very small	microscope, microcosm
<i>mis-</i>	wrongly	misconception, misinterpret
<i>non-</i>	not, without	nonentity, nonaggressive
<i>omni-</i>	all, every	omniscient, omnibus
<i>over-</i>	more than usual	overdose, overdue
<i>post-</i>	after, behind	postmortem, posterior
<i>pre-</i>	before	premature, preview
<i>pro-</i>	in favour of	pro-democracy, proactive
<i>semi-</i>	partly/half	semi-final, semi-circle
<i>sub-</i>	under, lower	submarine, subdivision
<i>super-</i>	more than normal	superman, superhuman
<i>tele-</i>	distant	telephone, television
<i>tri-</i>	three, every third	tricycle, trimester
<i>un-</i>	not, lacking, opposite of	unfinished, unskilled
<i>uni-</i>	one, single	unicorn, unicellular
<i>vice-</i>	next in rank	vice-captain, vice-principal

## Common Suffixes

Suffix	Meaning	Example
-able	having the quality	comfortable, readable
-acy	state or quality	privacy, fallacy
-al	act or process of	refusal, recital
-an / -ian	person connected	American, Indian
-ance, -ence	state or quality of	maintenance, eminence
-cide	killing person/thing	pesticide, suicide
-cy	quality of being	accuracy, privacy
-dom	place or state of being	freedom, kingdom
-ee	someone who is 'verb'	employee, payee
-er, -or	one who 'does the work indicated by the' verb	trainer, examiner
-ism	doctrine, belief	communism, narcissism
-ity, -ty	quality of	inactivity, veracity
-ment	condition of	argument, endorsement
-ness	state of being	heaviness, sadness

Suffix	Meaning	Example
-ship	position held	fellowship, ownership
-sion, -tion	state of being	concession, transition
-ate	make, do	regulate, eradicate
-en	become	enlighten, awaken
-ess	feminine gender	goddess, actress
-ify, -fy	make or become	terrify, rectify
-ize, -ise*	become	civilize, humanize
-able, -ible	capable of being	edible, presentable
-al	pertaining to	regional, grammatical
-esque	reminiscent of	picturesque, statuesque
-ful	notable for	fanciful, resentful
-ic, -ical	pertaining to	musical, mystic
-ious, -ous	characterized by	nutritious, portentous
-ish	having the quality of	fiendish, childish
-ive	having the nature of	creative, punitive
-less	without	endless, ageless
-y	characterized by	sleazy, hasty

(Charlotte Buxton, *Oxford A-Z of Better Spelling*. Oxford University Press, 2009)

(From <https://www.thoughtco.com/common-prefixes-in-english-1692724>)

**Task 1:** Use prefixes or suffixes to form new words: (Exercise on Text) One has been done for you

Use prefix	New word	Use suffix	New word
-body, -comparable, -come, -siege, -place -still, -base -stead, , -sire -wilder, -sensible, -ways, -shakable, -take, -quest, -exact -action, -learn,	antibody	reason- desire- educate- master- conquer- base- pursue- history- empire- sensible- world- king- scarce- weight- base- persuade- perfect-	

**Task 2: Fill in the blanks using an appropriate prefix/suffix to the root provided.**

1. One who does not follow morality is \_\_\_\_\_ (moral).
2. Please \_\_\_\_\_ (mind) me to post the letter.
3. The second pilot in the airplane is called the ..... (pilot)
4. Where \_\_\_\_\_ (ignore) is a bliss, it is a folly to be wise.
5. A cheque with a prior date ..... (dated).
6. A class between 10<sup>th</sup> and degree is called ..... (mediate).
7. People living at the border between two states can usually \_\_\_\_\_ speak two languages (lingual).
8. One should not be ..... (sensitive) to the things happening around.
9. The prince need not be a ..... (grammar) according to Aurangzeb.
10. The ..... female (god) appeared in his dreams but ..... (appear) when he opened his eyes.

**Writing Skills****Describing People****How to describe people's appearance**

In everyday conversation, we often talk about people, their looks and attitudes. Especially, when we try to remind someone of a common friend, we describe the person to the minutest detail so as to help him/her recollect and identify the forgotten individual. Thus, we use a lot of adjectives and attributes to create a visual image of the person.

While describing persons, the narrator's attitude towards that person is very important. If the object of description is to create a negative image, the narrator can be harsh and discourteous. In contrast, to create a kind and sympathetic picture, the narrator adopts a soft and polite attitude.

In the process of describing a person, we narrate various peculiarities of the individual such as the eyes, forehead, cheeks, chin, teeth, smile, hairstyle, height, structure of the body, way of dressing and so on. Apart from these physical features, we also mention mannerisms, emotions and personality traits of those individuals, which are unique and traceable.

**Example 1: Look at the positive description of his grandmother by Khushwant Singh.**

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. .... She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain she had always been as we had known her. Old, so terribly old that she could not have grown older and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She hobbled about the house in a spotless white colour sari with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in inaudible prayers. Yes, she was beautiful. She was like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment.

The following are the adjectives and phrases used to describe the grandmother in the above passage:

- |                      |  |
|----------------------|--|
| 1. short and fat     | 2. criss-cross of wrinkles   |
| 3. terribly old      | 4. pretty  |
| 5. beautiful         | 6. spotless white sari   |
| 7. telling the beads | 8. hand resting on her waist   |
| 9. silver locks      | 10. pale   |
| 11. puckered face    | 12. lips constantly moved and she was like the winter landscape etc. |

**Example 2: Look at Dickens' description of the boastful, Mr. Bounderby in *Hard Times*.**

‘He was a rich man: banker, merchant, manufacturer, and what not. A big, loud man, with a stare, and a metallic laugh. A man made out of coarse material, which seemed to have been stretched to make so much of him... A man who was always proclaiming, through that brassy speaking-trumpet of a voice of his, his old ignorance and his old poverty. A man who was the Bully of humility.’

Dickens employs a lot of epithets (adjective or a short phrase).

- |                            |                       |
|----------------------------|-----------------------|
| 1. banker                  | 2. merchant           |
| 3. manufacturer            | 4. big                |
| 5. loud                    | 6. metallic           |
| 7. coarse                  | 8. proclaiming        |
| 9. brassy speaking-trumpet | 10. bully of humility |
| 11. ignorance etc.         |                       |

Here is a list of adjectives referring to various aspects that usually go into describing a person.

**Character**

When describing someone, it might be important to say something about the character of a person.

**Positive** : nice, kind, friendly, generous, smart, shy, calm, sensible, polite, well-mannered, intelligent, ambitious, resourceful, contented, modest

**Negative** : rude, impolite, viciousmean, unpleasant, nasty, vulgar, obscene, wise, dumb, slow, not too bright, hot-headed, introvert, extrovert, easy-going, , boring, arrogant, conceited, show-off

**Feelings**

Feelings of individuals may also be included in describing a person. A lot of words help describe how people feel. The following are a few positive and negative adjectives that describe feelings.

**Positive** : happy, elated, exuberant, cheerful, delighted, ecstatic, tranquil, serene, relaxed, enthusiastic affectionate, etc.

**Negative :** sad, melancholic, miserable, out of sorts, mad, angry, fed up, furious, livid, stressed and anxious, nervous, tired, bored , aggressive, etc.

We should avoid generalities and clichés while describing a person because they do not exactly specify the person. It is not enough if you just say he/she is “beautiful” or “thin, “tall” or “stout.” We should add details regarding ‘long, chestnut hair’, ‘crystal blue eyes lined with thick lashes’ and so on. Further, we may describe the kind of clothes the character wears, whether a character has freckles or moles, whether her teeth are straight or crooked or what kind of scars she has.

### **Figurative Language**

Apart from adjectives, figurative language helps one use words or expressions with a meaning that is different from the literal interpretation. It concretizes the imagination of the reader. For example, the sadness or despair in a person’s face is very difficult to narrate unless we employ figurative language such as a metaphor or a simile. e.g. A person may be described as “having a smile that looked like summer” or “with a brow like storm clouds.” etc.

### **Mannerisms**

While describing a person, his/her mannerisms play an important role. Mannerisms are something that a person does repeatedly with their face, hands or voice but they may not be aware of them. Some common mannerisms are tapping the fingers, cracking knuckles, biting finger nails or chewing the tips of the pencil, stroking the beards, running the hand over the head, twirling the hair around the finger, rolling the eyes , tilting the head, sticking out the tongue, rubbing the back of the neck, sighing a lot or clenching the hands.

### **Movements**

Any description of physical movement can also make the description vivid. For example, a person may walk with a slouch or may strut. He may nibble daintily or tear into his food, may make direct eye contact or move one’s eyes nervously about the room. The following adjectives may come handy while describing various aspects of the person.

### **Face**

square, oval, round, triangular, heart-shaped, thin, wide, wrinkled, freckled, ruddy, sallow, tanned, rosy or fresh-faced, pink-cheeked or fair

### **Skin-related**

pale, fair, spotless, silky, smooth, creamy, dewy, baby-soft, glowing, paper-thin or translucent, sunburned, peeling, rough, weathered, weather-beaten, craggy, leathery, mottled, dry, brown, dark

### **Eyes**

large, small, almond-shaped, round, squinty, crinkly, bulging, heavy-lidded, deep-set, close-set, hollow, tear-filled, black, brown, blue, violet, gray, piercing, mesmerizing, sad, sorrowful, haunted, gentle, sympathetic, warm, compassionate, expressive, bright, twinkling, lively, dancing, sleepy etc.

### **Mouth& Lips**

thin, full, pursed, laughing, smiling, beaming, grining, frowning, grimacing, scowling, sneering, curling, pouting, toothy, toothless, gap-toothed, kind, sweet, dimpled, relaxed, firm, serious, cruel, snarling

**Hair**

black, brunette, brown, blond, silky, red, gray, white, salt-and-pepper, wavy, curly, straight, spiky, stiff, parted, neatly-combed, long, short, cropped, shiny, ponytail, pigtails, thick, full, lustrous, bushy, coarse, wiry, , fine, bald, receding, dyed

**Beard**

bushy, bristly, scratchy, unshaven, shaggy, whiskered, beardless, clean-shaven, smooth, trimmed, neatly-trimmed

**Body**

small, slim, slight, thin, lean, skinny, angular, bony, chubby, large, plump, round, stout, full-figured, ample, broad-shouldered, solid, muscular

**Posture - To describe actions, one, may use the following verbs :**

stand, sit, slouch, flop, lean, recline, rest, stretch, sprawl, curl up, arch, stoop, bend, hunch, walk, jog

**Task 1: Given below is a list of words. Some of them describe physical appearance and some describe one's personality. Put them in the correct table.**

1. pretty 2. wise 3 cheerful 4. good-looking 5. smart 6. friendly 7. thin 8. heavy 9. short 10. tall 11. funny 12. nice 13. muscular 14. slim 15. sincere 16. handsome 17. ambitious 18. greedy 19. shy 20. foolish

Appearance	Personality
e.g. good-looking	e.g. sincere

**Clothing**

- ❖ **Fabric:** denim, twill, wool, cashmere, cotton, linen, lace, chiffon, tulle, velvet, fleece, flannel, tweed, polyester, jersey, leather
- ❖ **Bottoms:** jeans, cargo pants, pleated pants, slacks, trousers, skirt, shorts
- ❖ **Tops:** sport shirt, dress shirt, polo shirt, blouse, tunic, long-sleeve, short-sleeve, sleeveless, collared
- ❖ **Other clothing:** dress, gown, frock, uniform, pyjamas, bathrobe, robe, vest, jacket, blazer, coat, apron
- ❖ **Footwear:** socks, stockings, shoes, slippers, sandals, heels, boots, ankle boots, riding boots, slouch boots, athletic shoes, sneakers, tennis shoes, gym shoes, runner
- ❖ **Accessories:** gloves, hat, cap, scarf, muffler
- ❖ **Appearance:** stylish, natty, smart, chic, classy, elegant, polished, draped, flowing, sheer, casual, relaxed, carefree, starched, crisp, sharp, dressy, lacy, shiny, shimmering, sparkling,

glittery, sloppy, torn, ripped, tattered, dishevelled, slovenly, tacky, unkempt, faded, scratchy, worn, frayed, rough, smooth, pliable, warm, soft, quilted, knit

- ❖ **Patterns:** striped, solid, plaid, checked, floral print, geometric print smartly dressed in..., casually attired in... simply clad in...

From: <https://writeshop.com/how-to-describe-a-person-descriptive-words/>

### Check your understanding

Pick the words from the above sets and fill in the table given below with vocabulary related to clothing in Summer and Winter.

Summer	Winter

**Task 2:** Read the passage given below and underline the adjectives or the phrases used to describe a person.

Mary is as beautiful as a Hollywood star. Her thick, wavy, long black hair gracefully falls down to her shoulders and encircles her diamond-shaped face. A golden suntan usually brings out her smooth, clear complexion and high cheek bones. Her slightly arched chestnut brown eyebrows highlight her emotions by moving up and down as she reacts to her world around her. Her large deep blue eyes remind me of a lake on a stormy day. Her curved nose gives her a little girl look that makes me want to smile when she talks. And her mouth is a small mouth outlined by puffy lips that she often accentuates with glossy pink lipstick. When she smiles, which is often, her well formed and even, white teeth brighten up her whole face. I guess you can tell that I am head over heels in love with Mary.

<http://www.uni-koeln.de/owc/descperson.htm>

**Task 3:** Fill in the blanks with the appropriate words given below.

Rosie is young, \_\_\_\_\_ and middle aged woman? She has an \_\_\_\_\_ face, and \_\_\_\_\_ like eyes. True to her name, she is in \_\_\_\_\_ complexion and sensibilities. She is not completely modern in the sense she still has some feelings left for tradition and values. She fits into any setting – be it traditional or modern. She has aspirations like any other woman of her age - for a \_\_\_\_\_ husband, a home, children and what not. But the denial can be seen as plain on her face as on a \_\_\_\_\_. She likes dance. Anyone who sees her can say she is cut out to be a dancer. The moment music falls on her ears or she feels music around her, her body begins to sway like the little \_\_\_\_\_ balancing at the end of a long stem when touched by a \_\_\_\_\_ breeze.

1. mischievous    2. oval    3. crystal and mirror    4. piece of paper
5. respectable    6. rosy    7. bud    8. fashionable

**Task 4:** Describe the following people in 100-150 words using some of the descriptive expressions you have learnt.

1. Mother Teresa
2. A beggar
3. Your Grandfather





## She Conquered the Everest

Adapted by Dr. B. Sowjanya

### Taking Off...

There are a few stories, which we come across everyday and we don't pay much attention to. But a few events have the potential to inspire us to the extent that we let them influence the way we conduct ourselves in the future. Have you heard of any such stories? Do you want to share them with your classmates?

Did you know these facts? Bachendri Pal was the first Indian woman to scale the Everest. Arunima Sinha was the first woman amputee to climb the Everest.



Arunima Sinha is a resident of a small district of Ambedkar Nagar located 200 kilometers from Lucknow. Arunima's father was an engineer in the Indian Army and her mother was a supervisor in the health department. She lost her father when she was three and her sister's husband then became the family's head. She also has a younger brother.

Arunima was a cyclist, played football and has also been a national volley ball player. But she never had plans to seek a profession in the arena of sports. She hung up her boots for a while and although she was a law graduate, she was facing the brunt of unemployment. She received suggestions from her brother-in-law who asked her to apply to the Paramilitary Force in the army so that she could stay close to her family as well as be in touch with sports in some capacity. She didn't, however, make it despite several attempts. Desperate, she applied for a job in the Central Industrial Security Force in 2011. Though she got a call letter, they had got her birth date wrong. She made up her mind not to lose the job because of a technical error. So, she set out for Delhi to get this error corrected.

Arunima boarded Padmavathi Express for Delhi on April 12, 2011. In the train, she was harassed by some anti-social elements. It is not uncommon to have criminals aboard a train in UP and that day wasn't different. Thugs tried to snatch her gold chain gifted by her mother. She put up a brave fight and for a while it even seemed she had the upper hand. The compartment was full of people, but no one came to the rescue of the girl being robbed and attacked.

What would you do if you were in the place of Arunima?

How would you react if you were a fellow passenger of Arunima?

Since the thugs couldn't take her on one at a time, each grabbed a limb and hauled her out of the moving train. She flew into an on-coming train and the force threw her onto the opposite tracks. What happened thereafter took a matter of seconds. Before she could move her body from the tracks, a train went over her left leg.

Much later, it was discovered that 49 trains had passed her by as she lay wrecked and bleeding, on the tracks. Rodents feasted on her oozing wounds. She kept screaming in pain. Next morning her mangled body was sighted by some lads who came to take a dump. She was to be taken to the Bareilly District Hospital. But the move involved so many bureaucratic hurdles before being taken to the hospital.

In hospital, she was informed that her leg had to be amputated from below the knee immediately to prevent gangrene from setting in. The hospital was out of anesthesia. The limb was sawed off while she was fully conscious.

The media picked up her story and soon, Arunima became a sensation. The then sports minister, Ajay Maken, had her moved to AIIMS so that she could receive the best treatment. The government officials wanted to save their skin so rumours of her possibly attempting suicide began to circulate. Some even went to absurd lengths to claim she was travelling without a ticket but this was cleared when CCTV footage of her buying the ticket surfaced.

Usually, what does everyone try to do in such a situation?

Can you guess what Arunima did?

Lying on the hospital bed, when she was the weakest and most vulnerable, she felt helpless to defend herself and her family against this onslaught. She said to herself, “Someday I will prove, without a doubt, the truth of what happened to me.” Her left leg was amputated. A rod was inserted in her right leg, from the knee to the ankle, to hold the shattered bones together. She pondered on the most impossible dream she could set for herself. She decided to climb the Everest!!!!

But her decision was laughed off and met with doubts about her mental health.

While most amputees require months or years to get acclimated to their prosthetic limbs, Arunima started to walk in two days. She understood the power of mind over body.

Straight out of the hospital she went to see Bachendri Pal, the first Indian woman to climb the Everest. Apart from her immediate family, Pal was the only person to encourage her. She told her, “Arunima in this condition you made such a tough and difficult huge decision. Now that you have already conquered your inner Everest. Now you need to climb the mountain only to show the world what you are made of.”

Arunima did a basic course from the Nehru Institute of Mountaineering, the best school of its kind in Asia. It also supported her with a grant. Then the Tata Steel provided her with a generous scholarship. This was followed by eighteen months of rigorous training. She climbed smaller, but no less dangerous mountains, had a couple of near death experiences and underwent mind numbing, exhausting, spirit crushing pain.

Even normal people face harsh difficulties while launching expeditions to the Everest. For Arunima, it was more painful. The ankle and heel of her prosthetic leg would swivel causing to lose her grip often. Any pressure on her right leg would send spasms of acute intense pain. The fourth camp, 3500 feet to the summit, en route to the peak, is called the death zone, notorious for the number of lives it has claimed. She saw bodies of people lying around. But she overcame pain, fear, and anxiety to reach the summit. Her oxygen was critically low and her Sherpa warned her that she might lose her life. But she went on and on 21<sup>st</sup> May 2013 she reached the Everest summit. She erected the Indian Flag and placed pictures of Swami Vivekananda on the summit.

Then she used the last vestiges of her oxygen to take pictures and videos on the peak. She knew she was probably going to die. Fifty steps later, her oxygen was finished. As she lay suffocating and gasping for breath, luckily, she came across an extra cylinder of oxygen. Her Sherpa quickly latched it on her.

Arunima said, “Climbing mountains has yielded the most valuable life lessons for me. It has taught me about confidence, resilience, team building and leadership. But above all it has taught me the power of humility. It doesn’t matter what you achieve in life. What matters is how these achievements make you a better person. How you treat others is at the core of what makes a good human being”.

### About the Lesson

Arunima Sinha is the first female amputee, and the first Indian amputee to climb the Everest. She lost her leg but didn’t lose her heart. She decided to live her life with dignity and self-respect so that people didn’t look at her with pity. Her memoirs, aptly titled, ‘Born Again on the Mountain: A Story of Losing Everything and Finding it Back’, was launched by PM Narendra Modi in December 2014. She was awarded the Padma Shri, the fourth highest civilian award of India, in 2015. After climbing the Everest, she decided to climb the highest peaks from each continent around the world. So far she has accomplished four—Everest in Asia, Kilimanjaro in Africa, Elbrus in Europe, and Kosciuszko in Australia. She runs a non-profit school, Shahid Chandrasekhar Azad Khel Academy, for the under privileged, physically challenged children.

### Glossary

brunt (n) /brʌnt/	: the full negative results of a thing or event e.g. Unfortunately, poor localities in Vizag bore the brunt of the Hud Hud cyclone.
hauled (v) /hɔːld/	: pulled or drew something heavy e.g. The damaged car was hauled away to the junkyard.
mangled (adj) /'mæŋg(ə)ld/	: mutilated, disfigured e.g. These buildings are mangled after an explosion.
onslaught (n) /'ɒnsleɪt/	: a strong or violent attack against somebody e.g. The massive onslaught of enemy troops caught the country by surprise.
amputate (v) /'æmpjʊteɪt/	: to cut off somebody’s arm, leg, finger or toe in a medical operation e.g. His legs have been amputated to save his life.
acclimated (v) /ækləmeɪtɪd/	: to get used to (a situation, a new place) e.g. She was fine once she got acclimated to the snow.
prosthetic (adj) /prɒs'thetɪk/	: artificial, acting as a substitute for part of the body e.g. Prosthetic limbs are a boon to those who lose limbs for various reasons.
swivel (v) /'swɪv(ə)l/	: to turn or make something turn around a fixed central point e.g. She swiveled the chair around to face them.
Sherpa (n) /'ʃɜːpə/	: a member of a Himalayan people, who often guide people in the mountains, sometimes carrying their luggage. e.g. Sherpas are a great help for amateur mountaineers at the Himalayas.

## English

en route (adv) / ɒn 'ruːt/	: on the way e.g. My cousins arrived in Hyderabad en route to Delhi.
vestige (n) / 'vestɪdʒ/	: remains, a trace e.g. After the huge fire, only a vestige of the house remained visible among the ashes.
resilience (n) / rɪ'zɪliəns/	: the ability to recover quickly from depression, illness or misfortune e.g. Low self-esteem stands in the way to build resilience.

### Check Your Understanding: Answer in 10-15 lines each.

- 1) Why was Arunima Sinha desperately trying to get into a job?
- 2) Describe the incident that led to the amputation of the left leg of Arunima. Describe the way she was treated after she was found beside the tracks.
- 3) Did Arunima lose hope while she was on the hospital bed? What made her take such a tough difficult decision of climbing a mountain with an amputated leg?
- 4) What were the difficulties faced by Arunima while climbing the Everest? What do you learn from her story?

### Annotations

e.g. She hung up her boots for a while and although she was a law graduate, she was facing the brunt of unemployment.

### Context

The above lines are taken from the prose piece 'She Conquered the Everest' adapted by Dr. B. Sowjanya from an article on the internet. It tells us about the indomitable spirit of a young woman who overcame the terrible tragedy in her life.

### Explanation

Arunima Sinha lost her father at the age of three. Her sister's husband took charge of the family. She also had a younger brother. She was a cyclist, played football and also had been a national volley ball player. But she had to put aside all her passion for sports to get a job. Though she was a law graduate, it was difficult for her to get a job. For a period she suffered because of unemployment.

### General Relevance

This line explains the will power and strong determination of Arunima Sinha. Sometimes the circumstances in real life situations will change one's personality and make one challenging and dynamic. It has happened in the life of Arunima Sinha, the brave and challenging lady.

### Annotate the following in 10 to 15 lines each.

- 1) The compartment was full of people, but no one came to the rescue of the girl being robbed and attacked.
- 2) "Someday I will prove, without a doubt, the truth of what happened to me."
- 3) Her oxygen was critically low and her Sherpa warned her that she might lose her life.

## Reading for Pleasure

### The first people to climb Everest

Mount Everest is the highest mountain in the world with a height of 29,028 feet above sea level. It was climbed for the first time on May 29, 1953, by Edmund Hillary and Tenzing Norgay. Edmund Hillary was a New Zealand mountaineer, explorer and philanthropist, and Tenzing Norgay was a Nepali Sherpa mountaineer. Both of them were part of the British Everest Expedition led by Colonel John Hunt – a siege group that included a dozen climbers, 35 Sherpa guides and 350 porters carrying 18 tons of food and equipment. After they climbed the Everest, both of them wrote about their experiences during their journey, Tenzing wrote “The Dream Comes True” and Hillary wrote “The View From the Summit”. Since Hillary and Norgay’s historic climb, numerous expeditions have made their way up to the Everest’s summit.

## Comprehension

1. Read the following passage carefully and answer the questions that follow.

When he was born everyone ‘advised’ his parents to get rid of the kid as he was blind. But his parents, who were not affluent by any count, chose to take care of him, that too, to the best of their abilities and gave him education. Forbes has named him in the list of super achievers from Asia under the age of 30 but visually challenged Srikanth Bolla is in no mood to celebrate. His goal is to get into the Forbes list of richest persons – and he won’t settle for anything less.

Such is the determination of the 25 year-old, who was born blind and overcame all adversities to become the first international blind student at the Massachusetts Institute of Technology (MIT) and now heads a Rs 30 crore (\$4. 6 million) company.

Visiting manufacturing plants in different locations in Telangana and Karnataka, attending business meetings and, in between, troubleshooting over the phone, the CEO of Bollant Industries is a busy man.

Born in a family of farmers in Machilipatnam in Andhra Pradesh, life has been one long struggle for him. After passing his Class 10 exam, he chose the science stream for the plus-two stage but was not permitted to write the Joint Entrance Exam for IIT-aspirants as he was blind.

“I said when IIT doesn’t want me, I don’t want IIT either. Let me find the best opportunity in the world – better than IIT. MIT being the top school in the world, I always wanted to go there and I went there,” said Srikanth, who has a B.Sc in management from MIT.

1. What did people advise the parents of Srikanth when he was born?
2. What was the goal of Srikanth?
3. Why did Srikanth decide to study in MIT?
4. Write the antonym of ‘permit’.
5. Answer ‘True’ or ‘False’.

Srikanth missed a great chance because he could not take the Joint Entrance Exam for IIT.

2. Read the following passage carefully and answer the questions that follow.

Yuvraj Singh is one of the most phenomenal cricketers who have redefined winning over struggle. Since the year 2000, this Punjab boy has been the reason for many victories of India.

## English

His personal life and his struggle with the dreaded disease cancer is an inspiration for all of us. He is also one of the players who is honored with Arjuna Award and has been declared Man of the Tournament in the 2011 ICC Cricket World Cup.

Yuvraj Singh made a comeback to the Indian national cricket team (ODI squad) after a long period earlier this year, and fared average. The cricketer, also known for his entrepreneurial initiatives and his charity work, says cricket will always be a priority in his life but he also tries to inspire young people with his story.

He made India proud by hitting six sixes off an over in 2007, and was part of the Indian cricket team when they won World Cup in 2011. But the turning point came in his life when he battled cancer in 2012. Yuvraj found a new meaning to life after the hardship.

“Earlier on in my career, it was more about cricket and now it is being more about inspiring people to come out of the adversity and create examples... Since my treatment, things have changed a lot for me.”

1. What is the struggle that Yuvraj Singh won over?
2. Yuvraj was honored with which award?
3. What is the best feat by Yuvraj in his cricket career?
4. Give a synonym of ‘adversity’.
5. Find the word from the passage which means ‘very remarkable or highly extraordinary’.

## Vocabulary

**Task 1:** Match the words with their antonyms.

Words	Antonyms
bravely	pleasure
pain	falsehood
conscious	advanced
truth	cowardly
basic	diffidence
confidence	unconscious

**Task 2:** Supply the missing letters in the following words.

1. br – nt
2. h – – led
3. m – ngl – d
4. am – – tate
5. ac – l – mate
6. pr – sth – tic
7. sw – v – l
8. v – tige
9. resil – – nce

Correct only the misspelt words in the following table. The words are from your lesson.

Misspelt word	Correct spelling	Misspelt word	Correct spelling
prosthetic		anxiety	
mangeled		scholarship	
encarage		decision	
privilege		conscious	
bureaucratic		rigorous	
central		supervicor	
acclimate		saffocate	

### Task 3: Words often confused – Homophones

Homophones are the words that sound the same but have different meanings/spellings. Given below are some homophones from the unit.

right – write, rite	flew – flu, flue	taught – taut
course – coarse	fourth – forth	sight – site, cite
been – bean		

Here is another list of homophones of commonly used words for you.

flower – flour	ate – eight	no – know
hair – hare	sun – son	right – write
deer – dear	here – hear	so – sew
male – mail	hole – whole	pair – pear
see – sea	plain – plane	hour – our
some – sum	great – grate	new – knew
one – won	week – weak	

### Task 4: Choose the correct word from the pair of homophones given and fill in the blanks.

1. She is supposed to — at work today. (bee/ be)
2. The Pacific ocean is in deep — colour. (blew/blue)
3. The — didn't work and so the car collided with the truck. (brake/break)
4. My grandma is always in her — garden. (flour/flower)
5. The — jumped right into the middle of the road in front of us. (deer/dear)
6. Come over —. (here/hear)
7. She got mud on her — shoes. (new/knew)
8. Stars shine — the darkness. (threw/through)
9. My team — the game. (one/won)
10. She became — when the doctor said she needed a shot. (pale/ pail)



## Writing Skills

Are you in the habit of keeping a diary? It is a very good habit followed by many great people. How do you write a diary? You record the incidents of your day to day life. So it begins with writing the daily routine. Slowly it improves into writing important incidents of the day. So let us begin with writing our daily routine. It is really important for a student to have a fixed daily routine. Using the following guidelines write your daily routine.

- Use simple present tense or simple past tense.
- Start with the time you woke up.
- Mention your daily chores at home.
- Write about your college timings.
- Then you can write about your family time at dinner.
- End with the time you go to bed.

In this unit you read about the personal experience of Arunima Sinha. You can narrate your personal experience too. It could be an incident or it could be about someone, or some incident who/which has influenced your life greatly.

Use simple present tense or simple past tense. You can try writing on any of the following topics:

- What I most enjoy during my schooling days
- My favourite teacher
- The person I like most
- My best summer holidays
- The place I like most
- The book that influenced me a lot





## Digital Technologies

APJ Abdul Kalam, Y.S. Rajan

### Taking off...

Have you ever booked an online train ticket using the smart mobile phone?

Do you think digital literacy has become an important aspect of day to day life?

Have you ever operated ATM machines to withdraw money?

Are you sure that the electronic gadgets are making our lives flexible?

In **‘India 2020: A vision for the New Millennium’ (1998)**, Abdul Kalam and Y.S.Rajan pressed the need for digital use in every sector of economy for the growth of the country and in our daily routine.... Let’s find out their remarks on digital learning.



In the coming years, requirements for rapid changes in the skills of a large number of people in periods of say three to five years may become a continuous feature when newer technologies are introduced into the economy. Such rapid changes will occur in all sectors, underlining how the agriculture, manufacturing and service sectors are intertwined. In the agriculture sector there will be better optimization of input resources like seeds, soil conditioning, fertilizer micronutrient mixes, pesticides and so on, as well as changes in the overall agriculture management. The agriculture sector may also use information technology much more intensely than it does now, be it in the use of remote sensing through satellites for regular monitoring of crops and soil conditions or water resources, or for better weather forecasts through satellites and ground borne systems, or in the use of modern communications to be in closer touch with old or new markets. Water quality may be monitored more carefully in the future whether for human or animal consumption. Rapid improvements in advanced sensors would make it possible to have such sensing systems at affordable prices in many of our sectors.

What are the input resources in the agriculture sector?

How do satellites help farmers?

How does modern communication technology bring changes in the agriculture sector?

In the industrial and manufacturing sector, of course, the use of sensors, and modern electronics and information technology will be a continual feature requiring rapid reorientation of the skills of not only the workforce but also the entire management including board level operations. Installation of IT systems for all these sectors, training persons at all levels and maintaining and improving their skills would be a major service industry.

Despite voluminous growth in the banking and insurance sectors, processing and transactions have been carried out by largely manual means. A national network of banking and the insurance business has to emerge. This lack has adversely affected efficiency and is a major cause of the high rates charged for financial services. The introduction of IT for various operations at the earliest has become a necessity. This means use of computers for near total electronic data management and the

use of telecommunications and multimedia data, adopting a total systems approach. Some modern technologies like Automated Teller Machines (ATM), automatic cheque clearing systems, telephonic banking, credit cards, and electronic fund transfers are being introduced in a small way and will be prevalent in most of the banks in the coming years. The Bombay and National Stock Exchange have recently adopted screen based trading. At the lower end of banking, that is rural banking, many of these technologies may not have relevance except for the wealthy, at least for a decade or more. The problem in the bulk of our village communities is to generate money and make it available to workers, not merely for their subsistence but to carry out some economic activities of their own with small investments. Financial or lending systems for such poor rural folk could be patterned on the 'Grameen bank systems' successfully operated in Bangladesh.

Among the newer services that have emerged are advertising, marketing management, and various consultancies. Some of the sectors considered to be of great value for India are: Financial services, Marketing communication services (i.e. advertising, media, consultancy and infotainment), Marketing logistics, trading and distribution Trade promotion services, human resources development Technical and management consultancy, Testing, certification and calibration services, Government administration, Security services. There are also other important activities. To name a few: repair and maintenance, tourism and hotels, leisure and sports, resorts, cultural activities, old age care services, preventive health care services.

What is marketing logistics?

How does information technology help in preventive health care services?

Marketing communication which comprises services such as advertising, market research and entertainment, depends primarily on the stage of economic development and the nature of the target groups. Though currently 70 per cent of the population is rural, by the year 2020 this figure should decline to 55 per cent and the literacy rate is expected to rise to 80 per cent. Because of these trends there would be major shifts in marketing communication. The strategy now is to focus on innovation and create new needs. Market research and market communication have so far been confined to a handful of consumer goods like soaps, cosmetics, toothpastes, beverage, and select food products. They are now being applied to white goods like television sets, refrigerators, and washing machines. In rural areas also the purchase of these goods is on the increase.

What will be the rural population by the year 2020?

Give examples of consumer goods.

Will advertizing and entertainment play a key role in marketing communication?

The sale of an increased volume of products would also create a trend of market segmentation for high quality products. People would demand newer features, like greater user friendliness or greater portability or better aesthetics or looks. There are also other demands, which are of a technical nature. They are: greater reliability, tending towards zero repair over the products 'life time, or lower energy consumption, or lesser noise or radiation emission, or lower levels of environment pollution, etc. These demand new standards of performance and greater technological inputs. In India too, such trends will be on the increase and local businesses and industries will have to learn to

adjust to them. Marketing communication by foreign companies even through satellite based TV and other information services will also affect Indian consumer preference even in rural India. Presently, Indian industries or markets or consumers follow trends which are often a decade or more old in the developed world. This has to change.

Coming to packing, wherever possible we can avoid the older route of plastics, though they are necessary for some products. Biodegradable tapioca –linked paper packages have been developed in our country. Why not try many such innovations instead of adopting mere imitations of other advanced countries? Another important technological input in marketing logistics, trading and distribution is going to be satellite communication and computer networks. We often forget we are a vast country of about 3.2 million sq. km, where goods move by trucks or railway. A fast-growing, high volume economy cannot sustain its distribution channels without a first-rate computer network and satellite communication channels. But a truck, goods train or a ship each requires different links. Mobile communication can be established. Satellite navigational system helps in pinpointing the position as well. Mobility of business persons and traders is also crucial. Effective trade promotion services would be required to tap new markets and increase our exports. Short term activities (five years) should include strengthening IT for trade and building necessary infrastructure for meeting customer requirements. Medium/long term activities (ten to twenty years) should include large global databases, communication links and improved transportation and banking facilities.

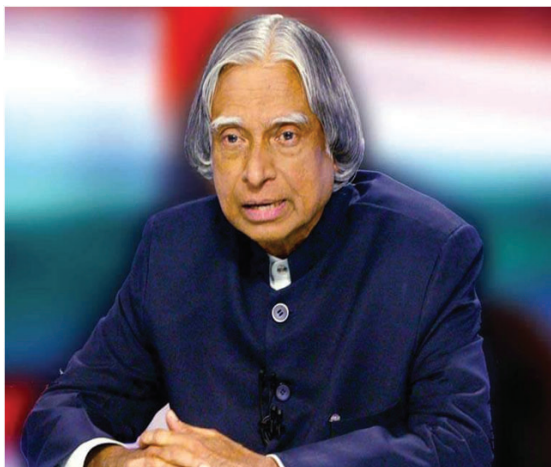
How can we avoid the older route of using plastics for packing?

What is satellite navigational system?

Most people are familiar with the traditional concepts of tourism: hotels, access to easy transport, special places to visit, starting from the TajMahal, Goa, Kanyakumari, the beautiful Northeast, coastal India and the islands, the deserts and the Himalayas. But the modern day tourist expects something more and different. He comes here not merely to eat, drink and make merry. Many want to learn more about the people they meet and the places they visit. We can call it ‘cultural’ or ‘knowledge oriented’ tourism. There is plenty of scope for meeting such a requirement through the help of information technology. Multipresentations can be made available in most tourist spots on music, culture, history, biodiversity and other features of that could open by giving foreign tourists glimpses of such information, including local maps, by electronic mail even as they are planning their trips.

As must have become self evident, the services sector is dominated by human needs, comforts and convenience. Naturally, development of human resources becomes an important requirement for having a services sector. The very activity of human resource development and continuous skill upgradation in the face of changing technologies or preferably in advance preparation of likely changes in technologies and consumption styles is going to be another major component of the services sector. As the UN Human Development Report of 1995 makes clear, massive investments in human capital and development of managerial and technological skills are needed in developing countries if they are to improve their peoples’ living standards.

### About the Authors



**Avul Pakir Jainulabdeen Abdul Kalam** better known as **A. P. J. Abdul Kalam** (15 October 1931 – 27 July 2015), was the 11<sup>th</sup> President of India from 2002 to 2007. A scientist turned statesman, Kalam was born and raised in Rameswaram, Tamil Nadu, and studied physics and aerospace engineering. While delivering a lecture at the Indian Institute of Management, Shillong, Kalam collapsed and died from an apparent cardiac arrest on 27 July 2015.



**Yagnaswami Sundara Rajan** or **Y. S. Rajan** (born 10 April 1943) is an Indian professor, scientist and administrator. He is Honorary Distinguished Professor in Indian Space Research Organisation. He has made major contributions to various aspects of management of Science, Technology and Innovation. In 2012, He has been awarded with Padma Shri for his contribution in Science and Engineering. He is one of the well known scientists, who have closely worked with Abdul Kalam, former President of India. He is a co-author of the popular and path breaking book *India 2020: A Vision for the New*

*Millennium* with A P J Abdul Kalam. He has authored many books including *Discover Your Power Quotient* and more than 200 articles and papers, which have also been published in international journals.

### About the Lesson

Abdul Kalam and Y.S. Rajan, in their book-*INDIA 2020: A Vision for the New Millennium* envisage an increased use of that information technology and digital skills in the future for the development of economy of the country. The sectors like agriculture, industry could make use of sensors, and modern electronics and information technology. Banking and insurance sectors shall have to use IT for various operations to render services to the public. Newer services like financial services, marketing communication services, marketing logistics, trading, tourism, and preventive health care services etc., have emerged and they shall be playing a vital role in the economic growth of the country. Mobile communication, satellite navigational system will be crucial in marketing logistics. For the development of cultural or knowledge oriented tourism, information technology can be made useful by making the availability of multi presentations on the cultural importance of the tourist spots to attract foreign tourists.

## Glossary

affordable /ə'fɔːdəbəl/ (adj)	: inexpensive; reasonably priced e.g.: Smart phones are available at affordable prices in the market.
calibration /kəlɪ'breɪʃ(ə)n/ (n)	: careful assessment or adjustment (something abstract) e.g.: The measuring devices require calibration.
subsistence /səb'sɪst(ə)ns/ (n)	: the action or fact of maintaining or supporting oneself, especially at a minimal level. e.g.: The garden crop provided not only subsistence but a little profit.
innovation /ɪnə'veɪʃ(ə)n/ (n)	: a new method, idea, product, etc. e.g.: Innovation is crucial for the continued success of any organization.
segmentation /sɛgmɛn'teɪʃ(ə)n/ (n)	: dividing into separate parts or sections e.g. The religious segmentation in the society is undesirable.
portability /pɔːtə'bɪlɪti/ (n)	: the ability to be easily carried or moved e.g. The portability of a laptop is a great advantage.
aesthetics /ɪ's'θɛtɪks, ɛs'θɛtɪks/ (n)	: a set of principles concerned with the nature and appreciation of beauty e.g. The pictures give great aesthetic pleasure.
emission /ɪ'mɪʃ(ə)n/ (n)	: the discharge of something, especially gas or radiation e.g. The effects of lead emission on health are very severe.
logistics /lə'dʒɪstɪks/ (n)	: the commercial activity of transporting goods to customers e.g. Our fleet vehicle management system enables logistics firms to track deliveries using satellite technology.
navigational/nævɪ'geɪʃ(ə)n(ə)l/(adj)	: relating to or used for navigation on a route e.g: Navigational aids like lighthouses are useful for marine travel.
glimpse /glɪm(p)s/(n)	: a momentary or partial view e.g. She caught a glimpse of the ocean while travelling to chennai.



**Check Your Understanding : Answer in 10-15 lines.**

1. How does information technology, according to Abdul Kalam and Rajan, change the agriculture sector?
2. Satellite navigational systems are going to transform marketing logistics in a complete way. How do the writers explain this?
3. Why is Marketing communication crucial for the economic development of the country?
4. What is cultural or knowledge oriented tourism?

**Annotations : Answer in 10-15 lines each.**

e.g. Rapid improvements in advanced sensors would make it possible to have such sensing systems at affordable prices in many of our sectors.

**Context**

These lines are taken from the lesson 'Digital Learning' written by Abdul kalam and Y.S.Rajan. The essay is extracted from their book 'INDIA 2020: A Vision for the New Millennium'. In this essay they describe how communication technology is going to bring changes in many sectors.

**Explanation**

Remote sensing, weather forecasts through satellites will be helpful in agriculture. The introduction of Information technology is crucial in various day to day transactions in banking and insurance sectors. It also helps in financial services, marketing communication services, government administration and in human resource development. Such rapid changes will occur in all sectors, underlining how the agriculture, manufacturing and service sectors are intertwined.

**General relevance**

The rapid improvement of advanced sensors at affordable prices will surely help various sectors. Technical and management consultancy and other sectors like preventive health care, tourism require the use of satellite communication. In the agriculture sector there will be better optimization of input resources like seeds and soil conditioning,

1. Some modern technologies like Automated Teller Machines (ATM), automatic cheque clearing systems, telephonic banking, credit cards, and electronic fund transfers are being introduced in a small way and will be prevalent in most of the banks in the coming years.
2. Coming to packing, wherever possible we can avoid the older route of plastics, though they are necessary for some products. Biodegradable tapioca –linked paper packages have been developed in our country.
3. Multipresentations can be made available in most tourist spots on the music, culture, history, biodiversity and other features of that could open by giving foreign tourists glimpses of such information, including local maps, by electronic mail even as they are planning their trips.

## Vocabulary

Working with words to improve vocabulary skills...

**Task 1:** Check your spelling skills by correcting only the misspelt following words in the list given below:

S No	Mis-spelt word	Correctly spelt word
1	e.g: accur	occur
2	satellites	
3	wether	
4	insurance	
5	midea	
6	noice	
7	comunication	
8	necessary	
9	energy	
10	pollution	

**Task 2:** Make use of the dictionary to find the meanings the following words

Words often used	Words rarely used
rapid	beverage
modern	preventive
consumption	prevalent
improvement	transaction
training	forecast
growth	sensors
computer	voluminous
tourism	manual
create	relevance
refrigerators	resorts

## Task 3: Collocations

Look at the following phrases.

- Rapid changes
- Voluminous growth

They combine an adjective and a noun. Phrases can be formed by combining specific words. They are called collocations. Knowledge of collocations can improve your vocabulary and make you a proficient user of the language.

Match the adjectives given in the left box with the appropriate nouns in the right box.

Adjectives	Nouns
1. illiterate	a. phone
2. plastic	b. people
3. mobile	c. paper
4. technological	d. prices
5. electronic	e. country
6. biodegradable	f. card
7. developing	g. skills
8. affordable	h. data

**Task 4: A worksheet to practice adjective - noun collocations**

Go through the work sheet and practise the collocations with each adjective given in the work sheet.

Adjective	Noun	Noun	Noun	Noun
sweet	wine	moment	music	voice
warm	clothes	plate	colour	light
strong	drink	smell	teeth	team
stunning	view	appearance	design	beauty
impressive	design	dress	personality	performance

**Comprehension**

*Reading the following passages and answer the questions that follow:*

- The Ministry of Human Resource Development under its National Mission on Education through Information and Communication Technology has initiated the National Digital Library of India (NDL India) pilot project to develop a framework of virtual repository of learning resources with a single-window search facility. Filtered and federated searching is employed to facilitate focused searching so that learners can find out the right resource with least effort and in minimum time. NDL India is designed to hold content of any language and provides interface support for leading Indian languages (currently Hindi and Bengali). It is being arranged to provide support for all academic levels including researchers and life-long learners, all disciplines, all popular form of access devices and differently-abled learners. It is being developed to help students to prepare for entrance and competitive examination, to enable people to learn and prepare from best practices from all over the world and to facilitate researchers to perform inter-linked exploration from multiple sources. The pilot project is devising a framework that is being scaled up with respect to content volume and diversity to serve all levels and disciplines of learners. It is being developed at IIT Kharagpur.

(Source: <https://ndl.iitkgp.ac.in/>)



1. What is the passage about?
  2. NDL means \_\_\_\_\_
  3. Which languages does NDL support currently?
  4. Find a word from the passage that means 'search'?
  5. Who has developed the pilot project of the NDL?
2. In a country with more than 6, 50,000 villages, more than half of its population live in rural areas and villages. Most are remote and too isolated to benefit from the country's impressive economic progress. Yet there's a growing desire among people in rural India to be part of the modern Digital India. But the last-mile delivery has always been a challenge for India due to low technology literacy among the rural citizens.

The need for digital literacy in a country as populous and diverse as India is critical. If it is used for education, health care, citizen services, financial services, or any other basic need, technology and connectivity, it can make a huge difference to the socio-economic levels of a community, and ultimately to the country, since true progress comes from inclusive growth. Digital Literacy plays a vital role in e-services like e-commerce, e-governance, e-panchayat, e-learning, etc. In the current scenario, technology is becoming an inevitable part of our daily life, be it using mobile phones, drawing cash from ATM machines, booking a railway ticket etc. Hence, there is a need that every individual in the country must be equipped with necessary skills so as to use the technology with responsibility. The definition of who is considered a literate or educated has evolved over time and it is not complete without Digital Literacy. Digital Literacy, according to the popular definition is the ability to locate, organize, understand, evaluate, and create information using digital technology. (Source: [www. finacialexpress.com](http://www.finacialexpress.com))

1. What is meant by digital literacy?
2. Give any two examples of e-services.
3. Which one of the following is NOT true?
  - a. More than half of India's population lives in cities.
  - b. More than half of India's population lives in rural areas and villages.
  - c. Most of the Indian villages are remote and isolated.
4. What is the noun form of the word 'inevitable'?
5. Find a phrase in the passage that means the same as the word 'countryside'.

## Writing skills

### Task 1: *Writing a newspaper report*

Do you read the newspaper every day? You must have come across many interesting articles in newspapers. How is a newspaper article written? Imagine you are a reporter. Here are some guidelines. You can use them to write a report.

**Headline:** This is a short statement to draw the reader's attention.

**Byline:** This tells who wrote the story.

**1. First paragraph**

In your first one or two sentences tell 'who', 'what', 'when', 'where', and why something happened. You could use an interesting beginning to grab the reader's attention.

**2. Second (and third) paragraph (s)**

Give the reader the details. Include one or two quotes from the people you interviewed. Write in the third person (he, she, it, and they).

**3. Last paragraph**

Conclude with a quote or catchy phrase.

\*(This is a process. Why a newspaper article on it?)

Write a newspaper article about a new gadget that has been invented. Remember to keep the report short and crisp.



## Disaster Management

Adapted by Dr. A. Madhavi Latha

### Taking off...

Do you know the difference between a natural disaster and a man-made disaster?

Why is India one of the most disaster-prone countries in the world?

Discuss with your partner the geographical configuration of India.



Disaster is a catastrophic situation in which normal pattern of life or ecosystem gets disturbed and extraordinary emergency interventions are required to save and preserve lives or environment. India is one of the most disaster-prone countries in the world because of its peculiar geographical configuration. When there is a disruption in the balance of the environment, a natural disaster occurs and affects both humans and the flora and fauna of a region. Natural disasters are the manifestation of nature's anger and can take place anywhere and at anytime. Such natural calamities include tsunamis, floods, hurricanes, earthquakes, forest fires and volcano eruptions. They have immediate impact on human health and lasting impact on human life.

There is another type of disaster which is caused mainly by human error. These man-made disasters may result from gas leaks, oil spills, nuclear meltdown and industrial fires. Only natural disasters can be mitigated but not man-made disasters. India has taken many steps to manage disasters and has formed many organizations to mitigate, reduce and avoid the hazards of the disasters.

How do you define a disaster?

What are natural disasters?

What is the difference between man-made disasters and natural disasters?

Disaster management is a strategy adopted to reduce the hazards caused by disasters. The Red Cross and Red Crescent societies define disaster management as the organization which manages the resources and takes up the responsibilities of dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters. Vulnerability to disaster varies, but there is no country that is immune to disaster.

India, with its nearly 4,700 miles of coastline, regularly confronts cyclones in the Bay of Bengal and the Arabian Sea. It faces many disasters such as floods, earthquakes, cyclones, tsunamis, droughts, and landslides. The recent disasters faced by India include floods in Uttarakhand, cyclone "Vardah" in Chennai, recurring earthquakes in northern India, "Cama" earthquake in Gujarat, super cyclone in Orissa in 1999, "Bhuj" earthquake in Gujarat in 2001, tsunami in 2004 and Mumbai-Gujarat flood in 2005. On 12 October 2013, cyclone "Phailin" battered the coast of India, causing landfall close to Gopalpur in Odisha and led to great destruction: With high breeze paces and overwhelming downpours, the tempest brushed off roof tops, removed trees, overflowed homes, and

brought down electrical cables. The very recent cyclone Hudhud in 2014 is also an instance of natural disaster.

The India Meteorological Department has strengthened India's capacity to prepare for and cope with disasters. National Disaster Management Institute (NDMI) provided various programmes for mitigation and responsiveness for specific situations. The Government of India is taking all steps to increase awareness of and preparedness for disaster risks within Indian communities. It is devoted to strengthening its disaster management institutions by passing important legislations. The India Meteorological Department forecasts and enhances communication of early warning information, prior to the onset of a cyclone. It successfully forecast and warned about the arrival of the cyclone "Phailin". This gave the country lead time for preparedness efforts and for saving lives and livelihoods of nearly one million people living in low-lying coastal areas.

How does the Red Cross society define disaster management?

Name some natural disasters.

Discuss the role of the National Disaster Management Institute (NDMI).

The "tsunami" tidal wave that occurred during the 2004-Sumatra-Andaman earthquake of Mw 9.3 was primarily caused by vertical displacement of the seafloor. The earthquake and resulting Tsunami in the Indian Ocean affected many countries in Southeast Asia and beyond, including Indonesia, India and many other countries. This tsunami-genic earthquake was one of the ten worst earthquakes in recorded history and was also the single worst tsunami in history. The intensity of this natural phenomenon was far beyond the assessment of the meteorology department. The disaster drew the attention of affected countries for setting up effective Tsunami warning system and institutional mechanism for handling disasters. Government of India has put in place an Early Warning System for mitigation of such oceanogenic disasters under the control of Indian National Centre for Ocean Information Services (INCOIS), Hyderabad. Seismic and sea-level data are continuously monitored in the Early Warning Centre using custom-built software application. This software generates alarms in the warning centre whenever a pre-set threshold is crossed.

The vision of the National Disaster Management Authority (NDMA) is "to build a safer and disaster resilient India by a holistic, pro-active, technology driven and sustainable development strategy that involves all stakeholders and fosters a culture of prevention, preparedness and mitigation". The NDMA generates a prompt and efficient response during disasters. The entire process will centre-stage the community and will be provided momentum and sustenance through the collective efforts of all government agencies and Non-Governmental Organizations. India faced a severe cyclone storm when Hudhud hit the country's east coast at Vishakhapatnam on 12th October 2014. It has been the most devastating one in recent times which made landfall in an urban area and caused tremendous loss to natural resources.

What were the causes of the tsunami in 2004?

Write the full form of: INCOIS, NDMI.

What is the Vision of NDMA?

Disasters caused by humans are called man-made and technological disasters. Technological and industrial progress often puts the natural environment at risk. Chemical spills, nuclear meltdowns, nuclear testing, the careless use and disposal of hazardous materials are more common and can cause significant property damage and loss of life. The Bhopal gas disaster was a man-made industrial disaster that occurred on 3rd December 1984. This tragedy was caused by the poisonous gas that leaked from the factory of Union Carbide India Limited (UCIL) a pesticide plant in Bhopal, Madhya Pradesh. The plant accidentally released 42 tonnes of toxic methyl isocyanate (MIC) gas, exposing more than 500,000 people to toxic gases. It caused extensive damage to the environment in the surrounding. The impact was both immediate and long-term because the lethal gas diffused into the atmosphere and people survived in the disaster have been getting lung, eye and skin diseases till today. This is an accidental disaster.

Some man-made disasters are caused by carelessness and mere negligence. The mercury contamination in Kodaikanal that originated at a thermometer factory owned by Hindustan Unilever is a good example for this. The factory imported mercury from the United States and exported finished thermometers to markets in the United States and Europe. Many workers of that factory began complaining of kidney and related ailments. The Company had been disposing mercury waste without following proper protocols. In early 2001, public interest groups unearthed a pile of broken glass thermometers with remains of mercury from an interior part of Sola forest. International environmental organisations protested and Greenpeace forced the company to shut down the factory. The Department of Atomic Energy of Government of India, found that the free mercury level in the atmosphere of Kodaikanal was 1000 times more than what is found in normal conditions.

Analysis of water, sediment and fish samples collected from Kodaikanal Lake by a team of scientists showed elevated levels of mercury four years after the stoppage of mercury emissions. A series of scientific studies have revealed the damage caused to the environment and to the people who were exposed to mercury in the factory.

When the threat of a natural disaster is dire, the Global Facility for Disaster Reduction and Recovery (GFDRR) helps governments worldwide with a view to making resilience integral for development planning and policy making. The National Institute of Disaster Management in partnership with the World Bank (GFDRR), Washington, offers a series of online courses on Disaster Management. The aim of these programmes is to raise the level of awareness and preparedness as well as to enhance analytical skills and professional competencies of different key stakeholders in various areas of Disaster Risk Management. The National Institute of Disaster Management (NIDM) online courses are the first of its kind in India and help different users in acquiring knowledge in the subject.

### Diagram showing Disaster Management



**Sources:**

1. <http://www.wcpt.org/disaster-management/what-is-disaster-management>
2. <http://www.ifrc.org/en/what-we-do/disaster-management/about-disaster-management/>
3. [https://en.wikipedia.org/wiki/Disaster\\_management\\_in\\_India](https://en.wikipedia.org/wiki/Disaster_management_in_India)
4. <http://www.ndma.gov.in/en/policy.html>
5. <http://www.ndma.gov.in/en/andhra-pradesh-sdma-office>

**About the Lesson**

This essay “Disaster Management” is compiled by taking the information from various websites, magazines and newspapers to bring awareness among students about natural and man-made disasters. The difference between these two types of disasters is explained with examples. India is one of the disaster-prone countries in the world because of the peculiar geographical configuration. The main objective is to state what steps the Government has taken up and what are the organizations that are working for disaster management. Disaster management is a strategy adopted to reduce the hazards caused by disasters. India experienced many disasters such as floods, earthquakes, cyclones, tsunamis, droughts, and landslides. The Red Cross and Red Crescent societies define disaster management as the organization which manages the resources and takes up the responsibilities of dealing with all humanitarian aspects of emergencies. These organizations work to reduce the impact of any disaster. Cause and effect of a tsunami tidal wave is explained. The role of India's Meteorology Department and its technological advancement to forecast the disaster are elaborated. The vision of National Disaster Management Authority is “to build a safer and disaster resilient India by a holistic pro-active, technology driven and sustainable development strategy that involves all stakeholders and fosters a culture of prevention, preparedness and mitigation.”

**Glossary**

- 1 catastrophe (n) /kə'tastrəfi/ : a bad situation  
e.g. The emigration of scientists is a catastrophe for the country.
- 2 intervention (n) /Intə'venʃ(ə)n/ : the act or fact of becoming involved intentionally in a difficult situation  
e.g. The intervention by UN troops prevented fighting from breaking out.
- 3 configuration (n) /kən,fiɡə'reɪʃ(ə)n/ : an arrangement of parts or elements in a particular form  
e.g. India has a peculiar geographical configuration.
- 4 flora and fauna (n) /,flɔ:rə ən 'fɔ:nə/ : plants and animals  
e.g. A sample collection of the flora and fauna was to be made by the students.
- 5 manifestation (n) /manɪfe'steɪʃ(ə)n/ : the action or fact of showing something  
e.g. The first obvious manifestations of global warming are felt near the North Pole.

- 6 eruption (n) /ɪˈrʌpʃ(ə)n/ : an act or instance of blast/explosion  
e.g. A volcanic eruption is predicted on the Mount Abu.
- 7 mitigated (v) /ˈmɪtɪgeɪtəd/ : made (something bad) less severe, serious, or painful  
e.g. Certain schemes taken by the government have helped to mitigate poverty
- 8 hazards (n) /ˈhæzəds/ : a danger or risk  
e.g. Growing levels of pollution represent a serious health hazard to the local population.
- 9 strategy (n) /ˈstrætɪdʒi/ : a plan of action designed to achieve a long-term or overall aim  
e.g. It is time to develop a coherent economic strategy.
- 10 humanitarian (adj) /hjuˌmæniˈteriən/ : concerned with or seeking to promote human welfare  
e.g. Groups sending humanitarian aid are being or were attacked in Afganistan.
- 11 vulnerability (n) /vʌln(ə)rəˈbɪlɪti/ : the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally  
e.g. Conservation authorities have realized the vulnerability of the local population.
- 12 immune (adj) /ɪˈmjuːn/ : resistant to a particular infection or toxin owing to the presence of specific antibodies or sensitized white blood cells  
e.g. They were naturally immune to hepatitis B.
- 13 confront (v) /kənˈfrʌnt/ : come face to face with someone with hostile or argumentative intent.  
e.g. 300 policemen confronted an equal number of union supporters.
- 14 battered (adj) /ˈbætəd/ : injured by repeated blows or punishment  
e.g. He finished the day, battered and bruised in the battle.
- 15 tempest (n) /ˈtempɪst/ : a violent windy storm  
e.g. Raging tempests are often witnessed in Coastal Orissa.
- 16 meteorological (adj) /miːtɪərəˈlɒdʒɪkl/ : relating to the branch of science concerned with the processes and phenomena of the atmosphere, especially as a means of forecasting the weather  
e.g. Detailed meteorological data should be maintained every day by the department.
- 17 legislation (n) /ledʒɪsˈleɪʃ(ə)n/ : laws, considered collectively  
e.g. A new legislation on the sale of drugs will be introduced next year.
- 18 substantial (adj) /səbˈstʌnʃ(ə)l/ : of considerable importance, size, or worth  
e.g. A substantial amount of cash is required to fill ATMs.



## English

- 19 phenomenon (n) /fə'nɒmɪnən/: a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question  
e.g. Glaciers are interesting natural phenomena.
- 20 seismic (adj) /'saɪzmɪk/ : relating to earthquakes or other vibrations of the earth and its crust  
e.g. After a few days of seismic activity the volcanic eruption started.
- 21 holistic (adj) /həʊ'lɪstɪk/ : characterized by the belief that the parts of something are intimately interconnected and explicable only by reference to the whole  
e.g. My doctor takes a holistic approach to any disease.
- 22 protocol (n) /'prəʊtəkɒl/ : the official procedure or system of rules governing affairs of state or diplomatic occasions  
e.g. Protocol forbids the prince from making any public statement in his defence.
- 23 stakeholder (n) /'steɪkhəʊldə/: a person with an interest or concern in something, especially a business  
e.g. Corporate executives need to think about the whole business and how it creates value for customers and stakeholders.

### Check your Understanding : Answer in 10-15 lines each.

1. How do you define disaster management? Name some natural disasters.
2. Illustrate the difference between natural disasters and man-made disasters.
3. Write about the Bhopal gas leak disaster.
4. What are the steps that NDMI is taking up to manage disasters?

### Annotations : Answer in 10-15 lines each.

e.g. India is one of the most disaster-prone countries in the world.

#### Context

These lines are taken from the essay “Disaster Management” compiled by Dr. A. Madhavi Latha. This essay explains the types of disasters and steps taken to manage disasters. It also mentions various government and non-government organizations which play a vital role in disaster management.

#### Explanation

Natural disasters are the manifestations of nature and can take place at anyplace and at any time. Some countries are prone to natural disasters like cyclones, tsunamis and earth quakes. India is one of the most disaster-prone countries in the world because of its geographical configuration. When the ecosystem gets disturbed, natural calamities occur and cause a lot of



destruction to the people and property. A disaster is a cataclysmic situation in which regular patterns of the are disturbed. When there is an imbalance in the ecosystem, natural disasters occur and affect both humans and the flora and fauna of the region.

### General Relevance

India, with its nearly 4,700 miles of coastline, regularly experiences cyclones in the Bay of Bengal and the Arabian Sea. It faces many disasters such as floods, earthquakes, tsunamis, droughts, and landslides in many other regions. Therefore disaster management is important.

1. The India Meteorological Department has strengthened India's capacity to prepare for and cope with disasters.
2. This tsunami-genic earthquake was one of the ten worst earthquakes in recorded history and was also the single worst tsunami in history.
3. The National Institute of Disaster Management (NIDM) online courses are the first of its kind in India and help different users in acquiring knowledge in the subject.

### Reading for Pleasure

#### The difference between a hurricane, a typhoon and a cyclone

The short answer is that there is none. They are all organized storm systems that form over warm ocean waters, rotate around areas of low pressure, and have wind speeds of at least 74 mph (119 km per hour). The reason for the three names is that these storms are called different things in different places. Scientists often use "tropical cyclone" as a generic term, while "hurricane," "typhoon," and "cyclone" are regional terms. In this article, "hurricane" will be used as an umbrella term to refer to them no matter where they are.

#### How are hurricanes named?

Hurricanes also get their own **individual names**, just like new babies. In the Atlantic, this practice began during World War II, when military meteorologists had to figure out how ships and planes could navigate around hurricanes. They initially tried several naming strategies, including naming hurricanes after the girlfriends of those observing them, but by 1953, meteorologists had begun using alphabetically ordered female names. In 1979, male names were added. Today, the World Meteorological Organization maintains six lists of alphabetically ordered male and female names that are rotated, meaning that eventually, each hurricane name will come around again—except if the hurricane is devastating enough that its name is retired (as were the names Camille and Katrina). Greek letters are used if the entire list is used within a season and if a hurricane forms outside the official hurricane season, it is named after the date on which it occurs.

### Comprehension

1. Read the passage given below and answer the questions.

The National Disaster Management Authority has been constituted under the Disaster Management Act 2005, with the Prime Minister of India as its Chairman; a Vice Chairman with the status of Cabinet Minister, and eight members with the status of Ministers of State. With well-defined functional domains for each of its members and concern to carry out the

mandated functions, NDMA has evolved into a lean and professional organization which is IT-enabled and knowledge based specialists are extensively used to address disaster related issues. A functional and operational infrastructure has been built, which is appropriate for disaster management involving uncertainties coupled with desired plans of action. NDMA also has the National Disaster Management Operations Centre which will be equipped with a state-of-the-art and resilient communication systems. NDMA also carries out the tasks of capacity development, training and knowledge management.

1. Under which Act was Disaster Management Authority constituted?
  2. Who is generally the chairman of the National Disaster Management Authority?
  3. How many persons can be members of NDMA?
  4. What are the aspects that the NDMA secretariat deals with?
  5. What is the part of speech of the word 'extensively'?
2. The 'Swachh Bharat Abhiyan' is a massive mass movement that seeks to create a Clean India. To accelerate the efforts to achieve universal sanitation coverage and to put focus on sanitation, the Prime Minister of India, launched the Swachh Bharat Mission on 2 October 2014. The Mission Coordinator shall be Secretary, Ministry of Drinking Water and Sanitation (MDWS) with two Sub-Missions– the Swachh Bharat Mission (Gramin) and the Swachh Bharat Mission (Urban). The Mission aims to achieve a Swachh Bharat by 2019, 'Swachhata' (cleanliness) of our motherland as a fitting tribute to Mahatma Gandhi on his 150th birth anniversary.

The Hon'ble Chief Minister of Andhra Pradesh has established Swachha Andhra Corporation(SAC) which was incorporated on 1st May 2015 with a goal to achieve the campaign "Swachh Bharat Mission". The main aim is to eliminate open defecation, eradicate manual scavenging manage solid and liquid waste management and promote information, education and communication and capacity building activities to maintain the cleanliness and hygiene in urban and rural areas of Andhra Pradesh. The Swachha Andhra Corporation is taking up the activities of construction of Individual Household Toilets, Community Toilets and Public Toilets.

1. What are the two Sub-Missions of Swachh Bharat Mission?
2. What is the best tribute that we can pay to Mahatma Gandhi?
3. What is the goal of Swachh Andhra Corporation?
4. Write the antonym of 'liquid' from the above passage.
5. Pick out the relevant synonym for 'hygiene'.

## Vocabulary

1. Look up the unknown word in the dictionary and write the meaning.  
(One is done for you.)

S.No	Words	Known	Unknown	Meaning
1	volcano		✓	a mountain/hill, having a vent through which lava is erupted from the earth's crust
2	disruption			
3	calamities			
4	thermometer			
5	necessary			
6	catastrophe			
7	peculiar			
8	resilient			
9	cleanliness			
10	sanitation			
11	massive			
12	tribute			
13	eradication			
14	mitigation			
15	impact			

2. Find ten misspelt words in the following paragraph and write the correct spelling which one is correct?

- (a) neccessary (b) necessary (c) necesary
- (a) bussiness (b) buseness (c) business
- (a) committee (b) comittee (c) commitee
- (a) disaster (b) disaster (c) dissaster
- (a) resources (b) resourses (c) recourses

3. Find the appropriate words from the box given below to make the paragraph complete and meaningful.

Plastic pollution has the \_\_\_1\_\_\_ to poison animals, which can then \_\_\_2\_\_\_ affect human food supplies. Plastic pollution has been described as being highly \_\_\_3\_\_\_ to large marine \_\_\_4\_\_\_, described in the book *Introduction to Marine Biology* as \_\_\_5\_\_\_ the “single greatest \_\_\_6\_\_\_” to them. Some marine species, such as sea turtles, have been found to contain large \_\_\_7\_\_\_ of plastics in their stomach. When this occurs, the animal

## English

typically \_\_\_\_8\_\_\_\_, because the plastic blocks the animal's \_\_\_\_9\_\_\_\_ tract. Marine mammals sometimes become \_\_\_\_10\_\_\_\_ in plastic products such as nets, which can harm or kill them.

potential, danger, capacity, adversely, threat, proportions, entangled, respiratory, detrimental, mammals, starves, digestive, posing

## Know some of the logos related to Disaster Management

	NDMA National Disaster Management Authority.		NIDM National Institute of Disaster Management.
	NDRF National Disaster Response Force		NWS National Weather Service
	USAID United State Agency National Development		NDRF National Disaster Response Force
	NDMS National Disaster Medical System		Disaster Management



## What Makes a Nation

C. Rajagopalachari

### Taking off...

Your attitude is everything.

It makes you or mars you.

It is the foundation for every success and every failure.

Attitude determines the state of the world you live in.

Attitude makes habit, habit makes character and character makes a man.

Read on to assimilate the idea that what makes a man makes the nation!



I wish I had the eloquence which your Vice-Chancellor commanded. I wish I had the courage which your representative sister commanded. I do not believe that when I was so young as that girl, I could have faced such a vast gathering exhilarated, potentially mischievous material as the one ranged before me. I am amazed at the courage of your sister, my dear boys. Would you dare to think that one of you could come up and talk as she did in spite of all the possible shouts that you could raise? The first thing therefore I should do is to warn boys to be prepared against this competition of the girls. Not only have girls as much brain matter as you have, but they have been displaying in their studies a concentration which boys have not been displaying. I am not stating merely a theoretical proposition. I have been watching results in various institutions and the curve of the success is going in favour of the girls, let me tell you. Mother-India wants hard-working good boys and good girls, character being the gold out of which everything else is made. If we have no character, I tell you, this freedom that we are all acclaiming would be burnt up like waste paper.

It is only if we have character that freedom will produce happiness for millions of our country. Character is not merely a copy-book ideal. It is the wisest national policy that can be conceived by any statesman. It is only if we have character that all things will work. Otherwise, not only freedom, education and the universities but the whole constitution will be mere waste paper. Hence the emphasis on character that has to be formed by the best type. I welcome the growing number of girls in schools and colleges because it means that the schools and colleges are carried bodily into families. We will not need to multiply universities if only mothers are all university products. Then every home will in itself be a university. All boys and girls that have to be looked after will be looked after from the earliest stages in the home by a worthy principal, namely the mother of the family. Do you then doubt the evaluation I make that every girl graduate is worth five boy graduates taking the average of a family to be five?

Why did Rajaji appreciate girls?

What does Mother India want?

What is the importance of character?

How can every home become a university?

It is only in our country that ten lakhs of people can congregate in a small area round a temple and finish a festival without accident. In other places, gatherings such as this will be possible only with organisations for preservation of order. Our culture is so ancient and so well established that we can ordinarily have the most difficult congregations without any special arrangements for preservation of order. I had feared that there was a deterioration in this matter in our country in recent times and when I saw so vast a crowd in this place, I was a little doubtful whether you would maintain sufficient silence and discipline to let me complete my task of thanking you for all this affection you have bestowed upon me.

We are in very serious times, because we are free. If we had not got freedom, the task would have been less serious. In the old days, our task was only to fight to wrest freedom, enthuse one another and carry on the work. That was easy as we know, but now that we have freedom and the entire burden of the future structure of our country is on our own shoulders, we must be as true in our conduct and thoughts as a brick that supports a building is true.

We can deceive one another but can we deceive dynamics? Can we deceive the laws of Nature? If bricks are not true and good and if they are not laid properly, the building will tumble down, whatever may be the engineer's words or promises. In the national structure we are dealing with, deception has no place. Unless we are very strenuous in our conduct and honest in our minds, we cannot make a glorious India. Whatever may be the policies and tactics of statesmanship, whatever may be the science of politics and application of politics, whatever may be the organization of the government, ultimately, if we wish to make India not only free but glorious, as was the hope of those who fought for freedom, we will have to work hard and you will all have to be thoroughly honest.

What are bricks compared to?

What is the task of free Indians?

How can we make a glorious India?

Is it difficult to be straightforward? If anybody has any doubts about it, all that we work for would be vanity. Unless we make up our minds that it is easy to be straightforward, easy to bear the troubles that arise out of straightforwardness and overcome them, the glory that our country deserves cannot be built. We are not a small state like some of the states in Europe or anywhere in the world. We are not a new State with no tradition or culture to look up to. We are a great, big country. Even after partition we are a great, big country and we are a very ancient people with literature and culture

which, if we could sell to any other nation, they would sell their whole empire to buy. We have to work hard and live upto that tradition and culture. Therefore, friends, take what I say very seriously. It is easy to be straightforward. Difficulties that arise in life can always be overcome. Even if you fail, it will still add to your glory. Therefore, let us make up our minds that we shall in no matter swerve from the path of rectitude. In the first few years of Free India, whatever be the work that comes to you that is your God sent job and you must do that work. We must all resolve that, during this period when we are laying the glorious foundation of Free India, there is no time for wrangling or competitive ambitions. It is time for everyone to seize whatever work he can find and do it as well as he can and do it double shift, night and day, and build India quickly.

I am old and I wish to see glorious India before I die. It is only young men and women like you who can guide the nation and guide it in the right direction. You are the leaders of India. A country with 400 millions requires many, many leaders. Leaders are not only those whose faces appear in the newspapers. He who guides people round him in his village or town or home is also a leader and he should be a leader worthy of future India.

Therefore, the universities are here. Universities are the hopes of our national leaders. Our Government hopes that the universities will produce rapidly, year after year, thousands and thousands of leaders to guide people aright in honesty and work throughout the country. Then all will be well; India will grow, not like a structure, but like a tree. India will grow like a natural organic body if only you are true to yourselves.

What does Rajaji say about straightforwardness?  
Who, according to Rajaji, is a leader?  
What does Rajaji expect from universities?

### About the Writer

**Chakravarti Rajagopalachari** (10 December 1878 – 25 December 1972) popularly known as Rajaji or C.R., was the first Indian Governor General of India, an ardent patriot, a pioneering social reformer, incisive thinker, profound scholar and author. He was also an eminent statesman and able administrator. He personified the ideal of simple living and high thinking. He was one of the first recipients of India's highest civilian award, the Bharat Ratna. He vehemently opposed the use of nuclear weapons and was a proponent of world peace and disarmament.

An accomplished writer both in his mother tongue, Tamil, and English, Rajagopalachari wrote an abridged retelling of the Mahabharata and the Ramayana and also books on the Bhagavad Gita and the Upanishads in English.

(Source: [https://en.wikipedia.org/wiki/C.\\_Rajagopalachari](https://en.wikipedia.org/wiki/C._Rajagopalachari))



## About the Lesson

The essay “What Makes A Nation?” is an inspirational speech by C. Rajagopalachari delivered to the students of Laxminarayan Institute of Technology, Nagpur on August 26, 1948. He appeals to the young men and women to strive hard for the development of the country and to build the character of the citizen. While admiring them for their agile spirit and bubbling enthusiasm, he draws their attention to their responsibilities.

Rajaji stresses the importance of character. Character is not merely a thoughtless imitated ideal. It is the wisest national policy that can be viewed by any statesman. It should be formed by the best qualities or traits. When we have character, things will work out well. In the national structure with which we are dealing, deception has no place. We must be true in our conduct and thoughts as a brick that supports a building is true. Our nation should be built on such solid foundation which is laid properly by ‘good bricks’. Honesty and hard work are commendable traits of character. When we are very upright in our conduct and honest in our minds, we shall make a glorious India.

He advises the students that we should strive hard if we want to make India not only free but also splendid. This was the hope of those who fought for freedom. If we have character, freedom will produce happiness for us. Otherwise, it will smear our country’s prestige.

Rajaji further says that it is easy to be straightforward and to bear the troubles that arise out of it. We may fail to overcome them, but our failure supplements our glory. India is a vast country with a rich source of literature and culture. We are not a new state with new tradition. Our culture and literature are very precious and we have to live up to their standards. No material gain can deviate us from the path of rectitude. We shall remain committed and dedicated to build a strong, prosperous and glorious India.

In his speech, we find what an ardent hope Rajaji has in young men and women who have to contribute much for the growth of our nation. He believes that a well-educated mother will promise a civilized and educated nation. She is the worthy principal of a family and makes her home a university. He opines that a university is not merely a place of learning, but also a seminary and training ground for worthy leaders of our country.

## Glossary

eloquent (adj) / 'el.ə.kwənt/	: fluent or persuasive in speaking or writing e.g. She made an eloquent appeal for action.
exhilarate(v) / ɪg'zɪl.ə.reɪt/	: to make someone feel extremely happy, excited, and full of energy e.g. She was exhilarated when she won an award.
concentration (n) / ,kɒnsn'treɪʃn/	: the ability to direct all your effort and attention on one thing, without thinking of other things e.g. I find that Yoga improves my power of concentration.



theoretical (adj) / ˌθɪə'retɪkl/	: based on the ideas that relate to a subject, not the practical uses of that subject e.g. The first year provides students with a sound theoretical basis for later study.
acclaim (v) / ə'kleɪm/	: to praise or welcome somebody/something publicly e.g. This book has been widely acclaimed as a modern classic.
character (n) / 'kærəktə(r)/	: the mental and moral qualities distinctive to an individual e.g. Writing reflects the character of a person like nothing else.
conceive (v) / kən'siːv/	: to form an idea, a plan, etc. in your mind e.g. I find it hard to conceive that people are still treated so badly.
congregate (v) / 'kɒŋ.ɡrɪ.ɡeɪt/	: to come together in a large group e.g. As she neared the Village Square, she saw a crowd of people congregated there.
deterioration (n) / dɪ,tɪərɪə'reɪʃn/	: the process or fact of becoming worse e.g. We cannot allow continued deterioration of our production standards.
bestow (v) / bɪ'stəʊ/	: to give something as an honour or present e.g. He was ever ready to take blame on himself and bestow praise on others.
wrest (v) /rest/	: to get something with effort or difficulty e.g. The men had returned to wrest back power.
strenuous (adj.) / 'strenjuəs/	: requiring or using great effort or exertion e.g. The government made strenuous efforts to upgrade the quality of teaching.
dynamics (n) / daɪ'næm.ɪks/	: force that produces movement e.g. This software is used to modelling atmospheric dynamics.
straightforward (adj.) / ,streɪt'fɔːwəd/	: easy to understand or simple e.g. The instructions are fairly straightforward.
vanity (n) / 'vænəti/	: excessive pride in or admiration of one's own appearance or achievements e.g. Our vanity is the constant enemy of our dignity.
tradition (n) / trə'dɪʃn/	: a custom or belief that has existed for a long time e.g. The old people in the village still observe the local traditions.
swerve (v) / swɜːv/	: to change direction suddenly

	e.g. Suddenly, Raju swerved the truck, narrowly missing a blond teenager on a skateboard.
rectitude (n) /'rektɪtjuːd/	: honesty and correct moral behaviour
	e.g. We know that he has the moral rectitude to stand up to the vilest attacks and pressure.
wrangle (n) /'ræŋgl/	: a dispute or argument, typically one that is long and complicated
	e.g. An insurance wrangle is holding up compensation payments.
seize (v) /siːz/	: to take something quickly and keep or hold it
	e.g. Political instability helped the army to seize power.

### Check your Understanding : Answer in 10-15 lines each.

1. What is Rajaji's advice to the students of higher learning?
2. "Citizens of character are future of the nation." - Support your answer with the views of Rajaji.

### Annotations : Answer in 10-15 lines each.

e.g. Character is not merely a copy-book ideal. It is the wisest national policy that can be conceived by any statesman.

#### Context

These lines are taken from the lesson "What Makes A Nation". It is an inspirational speech by C. Rajagopalachari delivered to the students of Laxminarayan Institute of Technology, Nagpur on August 26, 1948. He appeals to the young men and women to strive hard for the development of the country and for character-building.

#### Explanation

According to Rajaji, character building is very essential for building a nation. Character is not merely a thoughtless imitated ideal. It is the wisest national policy that can be viewed by any statesman. It should be formed by the best qualities or traits. A good character is like precious gold out of which virtues like integrity, honesty, loyalty and fortitude are made. Deception has no place in the national structure. We must be truthful in our conduct and thoughts. Honesty and hard work are commendable traits of character. When we are very responsible and moral in our conduct and honest in our minds we shall make a glorious India. We, as Indians, must value our freedom and feel proud to be part of this great nation.

#### General Relevance

National character building is the biggest challenge facing our nation today. Materialistic progress alone does not guarantee national security. What is essential is character and integrity of the country's citizens.

1. Mother India wants hard-working good boys and good girls.
2. Unless we are very strenuous in our conduct and honest in our minds, we cannot make a glorious India.
3. Universities are the hopes of our national leaders.

## Reading for Pleasure

### Character and Personality Development

With so much emphasis placed on accumulating material possessions, many families today are giving less importance to building strong character in their children. It seems as if we have become a society more concerned about “Image” and less about “Character”. Although we have so much today in terms of knowledge, opportunities, modern conveniences and modern technology, are the children of today’s generation of stronger character? Are our children happier? It seems that anger, jealousy, hatred, and selfishness get more centre-stage nowadays. So what does it really mean to have character?

Martin Luther King, Jr. was speaking of character when he said, “The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” People of character are admired because they consistently do the right things for the right reasons. They do well in life. Character is synonymous with integrity, maturity, and moral wholeness.

Character is a choice. It transcends education, training, and position. Character can’t be downloaded and you won’t get it by reading a book—it is built rather than bestowed. A person with good behaviour is popular among his peers; he does not do anything that is unbecoming of him and is generally liked by everyone. A person who has character is someone who is able to accomplish something; be it a successful business, stable finances, or a great family. Behaviour is short-lived, while character is long-lived. And when a person’s positive behaviour becomes well-accepted in the mind, it becomes part of his character.

Character expresses most clearly in times of crisis or opportunity, when the surface layer of manners and superficial behaviour is swept aside by an external pressure or lure. When there is absolutely nothing that you can cover yourself with in terms of expressions, your character takes the cake. This is when you will show your true colours. Character develops during your trials and not before. Just as victory requires fighting a battle, the development of your character requires persevering through the battle. Use your trials as opportunities to build your character. Persevere with the expectation of victory. Character is the essence of your personality.

Character is largely inherited from family, community and the nation. Mothers are the most influential people who can affect students’ moral identity. Friends are the second most influential,

above fathers at third who themselves are followed by siblings. It is worthwhile examining oneself in terms of national character to see to what extent one's own nature is representative of the collective. Character is associated with capacity. One who accomplishes at any level or in any field relies on a stable capacity for effective action that is an expression of character. To unfurl yourself truly you have to get in touch with the essence of your personality- your character.

### Comprehension

**Read the following passages and answer the questions that follow:**

1. I am seldom considered, though I do more to influence everything about you than virtually any one thing in your life. I often control the time you get up in the morning, the time you go to sleep, what you eat and drink and the very thought that runs through your head. I can make you happy or sad, loving or hateful, cheerful or remorseful, congenial or spiteful and in doing so, control the very capacity that you have for success. Often at times unable to find anyone else to blame you look for shortcomings within yourself on which to lay the blame. When my impact on your life fully is considered in your every thought and action, when you are mindful of my awesome power, when you nurture and groom me for positive use in your life, I can become more contagious than the most prolific disease ever witnessed by man. My influence will spread to every person you come in contact with. Groomed and nurtured in a positive manner there will be no person or obstacle that can stand in the way of my success or fail to be impacted for the better. 'I am Your Attitude'..
  1. 'I' refers to whom?
  2. What do you seek when you fail to blame anyone?
  3. Write the antonym of the word 'cheerful'.
  4. Find the word in the passage which means, 'infectious'.
  5. The tone of the passage is:
    - a) laudatory or positive appreciation
    - b) nostalgic
    - c) satirical
2. Whenever I hold a strategic planning session, the first value that all the executives agree on is integrity. Leaders know that honesty and integrity are the foundations of leadership. Leaders stand up for what they believe in. For example, Jon Huntsman is a multi-billionaire who started a chemical company from scratch and grew it into a \$12 billion enterprise. His book, *Winners Never Cheat*, is filled with stories taken from his own experience in which he steadfastly refused to compromise his principles. Huntsman says that integrity is the reason that he has

been as successful as he is. "There are, basically, three kinds of people, the unsuccessful, the temporarily successful, and those who become and remain successful. The difference is character" – he writes. Leaders with integrity are not afraid to face the truth. This is called the reality principle, or "seeing the world as it really is, not as you wish it to be." It is perhaps the most important principle of leadership and dependent on integrity because it demands truthfulness and honesty.

1. What are the foundations of leadership?
2. What is the title of the book written by Jon Huntsman?
3. Name the three kinds of people mentioned in the passage.
4. Write the adjective form of the word 'truth'.
5. The author emphasizes the importance of \_\_\_\_\_ (Choose the right option.)
  - a) honesty and integrity
  - b) success
  - c) leadership

### Vocabulary

**Task 1:** *Match the words given with their synonyms*

Word	synonym
1. eloquent	assemble, collect
2. bestow	snatch, take
3. congregate	defame, dirty
4. acclaim	liberty
5. seize	many, varied
6. commendable	expressive, fluent
7. smear	valuable, satisfactory
8. deceive	praise, applaud
9. freedom	grant, offer
10. multiple	betray, trick

**Task 2:** *Check your spelling skills by correcting the following misspelt words.*

Sl. No.	Misspelt word	Correctly spelt word
	e.g: absense	e.g.: absence
1.	acheive	
2.	calender	
3.	decieve	
4.	expereince	
5.	fulfill	
6.	greatful	
7.	lisence	
8.	occasion	
9.	plesant	
10.	restarent	
11.	speech	
12.	succesful	
13.	truly	
14.	until	



## ... in Poetry

### Commonwealth of Bees

- William Shakespeare

### This is My Prayer to Thee, My Lord!

- Rabindranath Tagore

### As I Grew Older

- Langston Hughes

### Body

- K. Siva Reddy  
(Translated by M. Sridhar and Alladi Uma)

### To a Student

- Kamala Wijeratne
- 

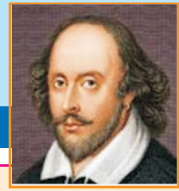
in Poetry...





## Commonwealth of Bees

William Shakespeare



### Taking off...

Have you ever imagined that the tiny insects like honey-bees can teach human beings amazing lessons?

What do you think bees can teach us? As a team player make yourself as busy as a bee and list out things that you can do for common good.



... for so work the honey-bees,  
Creatures that, by a rule in nature, teach  
The art of order to a peopled kingdom:  
They have a king and officers of sort,  
Where some, like magistrates, correct at home,  
Others, like merchants, venture trade abroad,  
Others, like soldiers, armed in their stings,  
Make boot upon the summer's velvet buds;  
Which pillage they with merry march bring home  
To the tent-royal of their emperor;  
Who, busied in his majesty, surveys  
The singing masons building roofs of gold,  
The civil citizens kneading up the honey,  
The poor mechanic porters crowding in  
Their heavy burdens at his narrow gate;  
The sad-eyed Justice, with his surly hum,  
Delivering o'er to executors pale  
The lazy, yawning drone. I this infer:  
That many things, having full reference  
To one consent, may work contrariously,  
As many arrows loosed several ways  
Come to one mark, as many ways meet in one town,  
As many fresh streams meet in one salt sea,  
As many lines close in the dial's center,  
So may a thousand actions, once afoot,  
End in one purpose, and be all well borne  
Without defeat. (Henry-V Act:1 Scene 2)

### About the Poet

**William Shakespeare** /ˈʃeɪkspɪər/ (26 April 1564 (baptised) – 23 April 1616) is widely acknowledged as the world's greatest English playwright. He wrote 36 plays, 154 sonnets and two long poems. He worked on Spanish tragedy, comedy, and historical plays both in poetry and prose. Some of the most popular plays of Shakespeare are *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Henry V*, *Julius Caesar*, *The Tempest*, *Romeo and Juliet*, *As You Like It* and *The Merchant of Venice*. His greatness as a dramatist could be attributed to his rare insights into the human mind and heart. He succeeded in rendering the subtlest turns of human consciousness in lines that are memorable. No wonder then that his plays continue to be read, performed and enjoyed even after hundreds of years.

### About the Poem

The poem, 'Commonwealth of Bees' is an excerpt from William Shakespeare's play, "Henry-V" Act 1, Scene 2. Here Henry's Archbishop of Canterbury offers to him in a lengthy speech a pattern for the organization of his commonwealth in the time of war. The Archbishop of Canterbury attempts to convince the young king Henry that he has the right to the throne of France. His country can support a military venture to take that throne while also protecting security at home. An important part of Canterbury's argument hinges on the beehive as a metaphor for a rightly ordered kingdom.

In this poem Shakespeare gives a vivid picture of bees' kingdom in a lyrical form. If we notice their living style, we can see that they have an organized life. They have some rules and regulations. They also have to maintain discipline in order to lead their lives.

Shakespeare uses bees as a part of a long, classical tradition of treating the natural world as a metaphor for the human kind. They are models of political and social organization. He says that honey bees have the capability to teach us the art of order. In fact, we can learn a lot about how to run a well-ordered governance from these creatures. Like us, they have a king and officers of sorts. Some, like magistrates dole out punishment at home, while others venture forth for commerce, like merchants. Still others armed like soldiers with stingers, pillage making war on the summer flowers. They bring the booty triumphantly to the royal tent of their emperor, who is preoccupied with governing.

It becomes clear that all other classes of bees are dependent on the work done by the soldiers and the spoils they bring back to the king. The soldiers' spoils are turned into glorious profit, obvious to the king as he watches his "singing masons building roofs of gold." Civil citizens turn the spoils into profitable honey, and the mechanic porters crowd around, carrying the pillaged goods into the hive. Justices and executors are also on hand to deal with those who do not work: the lazy, yawning drones. When such a natural order is in place, a kingdom can simultaneously fight a war and maintain peace and security at home.

There are different groups of bees who do their job with due diligence. Many different elements can work toward one common end - just as many arrows shot from different points can converge on a single target. It is like many roads meeting in a single town and many fresh streams emptying into only one salt sea. Just so, a thousand actions, once set in motion, will result in one desired goal, and all will be well carried out and have a successful end.

(\*Note: In fact, the emperor of a hive is always a female bee, the *Queen Bee*. In this poem, “Commonwealth of Bees”, Shakespeare uses his poetic license to employ a masculine counterpart, the *King Bee* while attributing the duties of King Henry in the time of war.)

## Glossary

order (n) /'ɔːrdər/	: arrangement e.g. The house has been kept in good order.
sort (n) /sɔːrt/	: class, level, social rank e.g. It takes all sorts to make a world.
magistrate (n) /'mædʒɪstreɪt/	: a judicial officer, judge e.g. If he does not pay the fine soon, he will be up before the magistrate.
boot (n) /buːt/	: booty, plunder, spoils e.g. After returning from the orchard, the kids settled down to enjoy their boot of apples.
civil (adj.) /'sɪvl/	: relating to the ordinary people of a country e.g. Helicopters are mainly used for military rather than civil use.
mechanic (adj.) /mə'kænɪk/	: (here) worker, laborer e.g. The mechanic pointed out the repair on the bonnet of my car.
executor (n) /ɪg'zekjutər/	: executioner, a public official whose job is to execute criminals e.g. The executer intimated that the moment of execution had arrived, and that they must part.
abroad(adv) /ə'brɔːd/	: in a foreign country e.g. We have two grown up children, both of whom live abroad.
pillage(V) /'pɪl.ɪdʒ/	: to loot or plunder by force e.g. Works of art were pillaged from many countries.
sad-eyed (adj.) /sæd aɪd /	: serious, very careful e.g. The sad-eyed judge sentenced the criminal to ten years in prison.
surly (adj.) /'sɜːli/	: imperious, bad-tempered, arrogant e.g. He gave me a surly look.
drone : /droʊn/	: a stingless male bee , a person who is lazy and gives nothing to society e.g. The medieval lord of the manor was what some today would call a drone.

## English

consent (n) : /kən'sent/	: agreement, accord, unanimity, compact e.g. She gave her consent to the sale of her painting.
contrarily (adv.) /'kɒn.trə.ri.əsli /	: in opposed ways e.g. I thought you said the film was exciting. Contrarily, I nearly fell asleep half way through it.
several (adj.) /'sevrəl/	: separate, different e.g. He has written several books about tourism.
way (n) /weɪ/	: direction, route e.g. Only local people could find their way through the maze of narrow streets.
dial (n) : /'daɪəl/	: the face of a watch or clock e.g. He bought a clock with a luminous dial.
afoot(adj.) /ə'fʊt/	: happening, being planned e.g. There are plans afoot to increase taxation.
purpose (n) /'pʊr.pəs/	: outcome, result, end e.g. The purpose of the research is to try to find out more about the causes of the disease.

### Check your Understanding : Answer in 10-15 lines each:

1. According to Shakespeare, what are the lessons that human beings must learn from honey-bees?
2. “Real results will emerge when we realize the power of combined individual actions.” How can you justify this statement in the light of the poem, “Commonwealth of Bees”?

### Annotations : Answer in 10-15 lines each:

e.g. Creatures that, by a rule in nature, teach the art of order to a peopled kingdom:

#### Context

These lines are taken from the poem “Commonwealth of Bees” written by William Shakespeare. The poem is an excerpt from Shakespeare’s play, “Henry-V” Act1, Scene 2. In this play the Archbishop of Canterbury offers to the young king Henry, in a lengthy speech, the life of bees as the best pattern for the organization of his commonwealth at the time of war.

#### Explanation

Here, Shakespeare provides an extraordinary figurative landscape. He uses bees as a metaphor for human beings. The bees are models of political and social organization. He says that honey bees have the capability to teach us the art of order. In fact, we can learn a lot about how to run a well-ordered kingdom from these creatures.

The poet observes that in the bee hives, there are different classes of bees engaged in diverse works. The magistrate-bees do the corrective work. The merchant-bees collect honey, soldier-bees protect their hives and the king observes the work of everyday including mason-

bees who build the hives. They do their job with due diligence. The lives of bees are organized in an ordered way. Though they are insects, they have the capability to teach the human beings the art of order.

### General Relevance

Shakespeare makes a comparison between bees and human beings about working together for a collective purpose. He advises us to instill team spirit, industry and active co-operation in pursuit of a common goal.

2. Others, like soldiers, armed in their stings,  
Make boot upon the summer's velvet buds;
3. The poor mechanic porters crowding in  
Their heavy burdens at his narrow gate;
4. So may a thousand actions, once afoot,  
End in one purpose, and be all well borne  
Without defeat.

A **metaphor** is a figure of speech. It is used to make a comparison between two things that are not alike but do have something in common. Unlike a simile, where two things are compared directly using *like* or *as*, a metaphor's comparison is more indirect by stating something *is* something else. It creates an impact in the minds of the readers. It provides a visual description of the word or thought. A metaphor is very expressive; it is not meant to be taken literally. Examples: '*The curtain of night*', '*All the world's a stage*,' '*Books are keys to your imagination*', '*Her heart is gold*', '*The peaceful lake was a mirror*,' and '*The teacher planted the seeds of wisdom*'.

### Reading for Pleasure

Read the following poem on a similar theme:

Poem: **The Bee-Boy's Song**

*Rudyard Kipling*

*BEES! BEES! Hark to your bees!*

*"Hide from your neighbours as much as you please,*

*But all that has happened, to us you must tell,*

*Or else we will give you no honey to sell!"*

A maiden in her glory,  
Upon her wedding-day,  
Must tell her Bees the story,  
Or else they'll fly away.  
Fly away - die away -  
Dwindle down and leave you!  
But if you don't deceive your Bees,  
Your Bees will not deceive you.

Marriage, birth or buryin',  
News across the seas,  
All you're sad or merry in,  
You must tell the Bees.  
Tell 'em coming in an' out,  
Where the Fanners fan,  
'Cause the Bees are just about  
As curious as a man!

Don't you wait where the trees are,  
When the lightnings play,  
Nor don't you hate where Bees are,  
Or else they'll pine away.  
Pine away – dwine? away -  
Anything to leave you!  
But if you never grieve your Bees,  
Your Bees'll never grieve you.

## Comprehension

### 1. Read the following passages and answer the questions that follow.

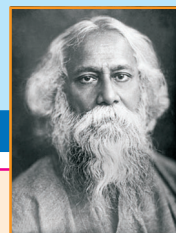
It is sad, but true, that many people focus on negative things. On the other hand, bees are very optimistic. You'll never find a bee saying, "Oh, I'd like to get some nectar, but that flower has too many thorns!" Forget it — bees look right past the thorns and go straight to the flower. Instead of focusing on the negative, they're always looking for that which is sweet. Being positive also helps bees stay persistent when looking for nectar. Sometimes they have to travel for miles to find a flower full of nectar. They also have to deal with people shooing them away from their gardens. But have you noticed that they always come right back? They're focused on their mission of gathering sweet nectar, not the obstacles that stand in their way. Like bees, you should also be optimistic. Your attitude to others is like a witness. You will always go after that which is positive and be a sweet example to everyone around you.

1. What is the mission of bees?
  2. What do people focus on?
  3. What helps bees to stay persistent?
  4. Find the word in the passage which means ‘continuing’.
  5. Write the antonym of the word ‘optimistic’.
2. Many people think of bees simply as a summertime nuisance. But these small and hard-working insects actually make it possible for many of your favorite foods to reach your table. From apples to almonds to the pumpkin in our pumpkin pies, we have bees to thank. Now, a condition known as Colony Collapse Disorder is causing bee populations to plummet, which means these foods are also at risk. In the United States alone, more than 25 percent of the managed honey bee population has disappeared since 1990. Researchers think this Colony Collapse Disorder may be caused by global warming, pesticide use and habitat loss. Bees are one of a myriad of other animals, including birds, bats, beetles, and butterflies, called pollinators. Pollinators transfer pollen and seeds from one flower to another, fertilizing the plant so it can grow and produce food. Cross-pollination helps at least 30 percent of the world’s crops and 90 percent of our wild plants to thrive. Without bees to spread seeds, many plants—including food crops—would die off.
1. Who are called pollinators?
  2. What do people generally think about bees?
  3. How does cross pollination help in making fruits?
  4. Name any one cause of Colony Collapse Disorder.
  5. The word ‘plummet’ means:
    - a) drastic fall
    - b) a fruit
    - c) uprise



## This is my Prayer to thee my Lord

Rabindranath Tagore



### Taking off...

Why do you pray to God?

What do you wish for when you pray to God?

Can you think of a prayer that is universally good?

Here is one such prayer by Rabindranath Tagore.



This is my prayer to thee, my lord -  
Strike, strike at the root of penury in my heart.  
Give me the strength lightly  
to bear my joys and sorrows.  
Give me the strength  
to make my love fruitful in service.  
Give me the strength  
never to disown the poor  
or bend my knees before insolent might.  
Give me the strength to raise my mind  
high above daily trifles.  
And give me the strength  
to surrender my strength  
to thy will with love.

### About the Poet

**Rabindranath Tagore** (7th May 1861 – 7 August 1941) was popularly known as “Gurudev.” He was a multifaceted genius. He was a poet, novelist, dramatist, short story writer, artist and philosopher rolled into one. He is also very well known for composing music. His writings greatly influenced Bengali culture during the late 19th century and the early 20th century. His influence on Indian literatures is also pervasive. In 1913, he won the Nobel Prize in Literature. He was the first Asian ever to win this prize.

His major works include *Gitanjali* (*Song Offerings*), a world-famous poetry book; *Gora* (*Fair-Faced*); *Ghare-Baire* (*The Home and the World*); and many other works of literature and art. Tagore was also a cultural reformer, and modernized Bangla art. He made it possible to make art using different forms and styles.



## About the Poem

This is from the Song number 36 of Tagore's "Gitanjali", the song offering. The poem has a universal appeal. Tagore's prayer reads more patriotic and humanistic than spiritual. Tagore dreamed for a heaven on earth. For him, strength is not physical. It is that of the spirit or the soul. Tagore held that man can elevate himself to godhood if he assumes divine qualities. He believed that if man perfects himself after the divine, he need not seek any other heaven. Elsewhere, Tagore refers to the fact that 'tireless striving stretches its arms towards perfection' of "ever widening thought and action." In this short prayer, Tagore prays to God to bestow His supreme qualities upon mankind and perfect them to create a heaven on earth.

The poem opens with a humble appeal to the Almighty to give him strength to perform the divine mission on earth. Tagore believes that penury of a person or a nation is not lack of physical possessions. It is the absence of kindheartedness. England at that time was very rich in material wealth. But the people and the nation were still impoverished according to Tagore because they were unkind and inhuman towards the poverty and suffering of Indians. He desired to build India on the foundations of kindness and concern. Hence, Tagore prays to God to strike at the root of penury at heart.

Then Tagore refers to the concept of equanimity or "Sthithapraghnatha" referred to in the Indian scriptures. One should maintain a sense of balance between prosperity and poverty. It is quite subhuman to jump with joys and slump with sorrows. So, Tagore prays to God to confer upon him the capacity to bear both joys and sorrows /lightly. In the subsequent lines, he prays to God to keep his mind 'high above daily trifles.'

True love is selfless. It seeks fulfillment through service. Here, Tagore tries to present the abstract concept of love in its concrete form of service. Love turns fruitful only in selfless service. Therefore, Tagore prays to God to give him the strength to make his love fruitful in service. Tagore is perhaps disheartened to see his countrymen disowned and discarded by the British. It further pained him to see the Indians meekly surrendering before the cruel authority of the British rulers. So, Tagore seeks divine strength never to disown the poor nor to surrender before insolent might.

At the end Tagore visualizes a strong and independent India. He is not unmindful of the fact that absolute power corrupts absolutely. Strength without obedience leads to power mongering. Hence, in the last lines, Tagore prays to God to bestow him the strength to surrender his strength to the divine will with love.

**Rabindranath Tagore, 1936.**

**Image credit: Ministry of Culture, Government of India.**

## Glossary

thee (pro): /ði:/	: a word, meaning 'you', used when talking to only one person e.g. We beseech thee, O Lord.
strike (v): /straɪk/	: to hit somebody/something hard e.g. The ball bounced when he tried to strike it.

## English

penury (n): /'penjəri/	: the state of being very poor e.g. She asked his help at a time when he was in utter penury.
fruitful (adj.): /'fru:tfl/	: producing many useful results e.g. It was a fruitful debate.
disown (v): /dIs'əʊn/	: to decide that you no longer want to be connected with or responsible for somebody/something e.g. He was disowned by his parents for his misdeeds.
insolent (adj.): /'Insələnt/	: extremely rude and showing a lack of respect e.g. He was an insolent child and never obeyed elders.
might: (n): /maɪt/	: great and impressive power or strength e.g. He fought with his full might.
trifle. (n): /'traɪfl/	: something that is not valuable or important e.g. Don't worry about the trifles.
surrender: (v): /sə'rendər/	: to submit or yield e.g. The enemy surrendered at last.
will (n): /wɪl/	: determination to do something e.g. He displayed a tremendous will power.

### Check your Understanding : Answer in 10-15 lines each.

1. How unique is Tagore's prayer to God?
2. What kind of strength does Tagore seek and why?
3. What are Tagore's views on equanimity?

### Annotations : Answer in 10-15 lines each.

e.g. "Strike, strike at the root of penury in my heart."

#### Context

These lines are taken from song No. 36 titled "This is My Prayer to Thee My Lord" written by the universal poet Rabindranath Tagore. The poem is an extract from the Nobel Prize winning *Gitanjali*. The 'I' in the poem stands for humanity in general. The poem is in the form of a universal prayer to the Almighty God to bestow His divine strength upon mankind so as to convert them into ideal human beings.

#### Explanation

Tagore begins his prayer with a sincere appeal to God. He seeks God to hit at the root of poverty in his heart. Tagore believes that poverty is not purely materialistic. It is the inability of the heart to be kind and sympathetic towards the needy. The line refers to the cruel and inhuman attitude of the British. Ironically, India is projected as a poor country while England is the most impoverished nation at heart. Hence the poet prays to God to strike at the root of this poverty at heart to create greater wealth than all the materialistic possessions.

### General Relevance

Tagore's prayer to God to hit poverty at the root has a great significance. Poverty is the root cause of all evils. Hence, the appeal to God begins with hacking poverty at its roots.

1. Give me the strength to raise my mind  
high above daily trifles.
2. Give me the strength  
to make my love fruitful in service.
3. Give me the strength  
never to disown the poor.

### Reading for Pleasure

#### Lead, Kindly Light

- John Henry Newman

Lead, kindly Light, amid the encircling gloom,  
Lead thou me on!  
The night is dark, and I am far from home,—  
Lead thou me on!  
Keep thou my feet; I do not ask to see  
The distant scene,—one step enough for me.

I was not ever thus, nor prayed that thou  
Shouldst lead me on:  
I loved to choose and see my path, but now  
Lead thou me on!  
I loved the garish days, and, spite of fears,  
Pride ruled my will: remember not past years.

So long thy power hath blessed me, sure it still  
Will lead me on;  
O'er moor and fen, o'er crag and torrent, till  
The night is gone;  
And with the morn those angel faces smile  
Which I have loved long since, and lost awhile.

## Comprehension

### I. Read the following passage and answer the questions given below.

Rabindranath Tagore's family's outlook on religion and life was influenced by the Upanishads and the Bhagavadgita. When Rabindranath was twelve and went to the Himalayas with his father, they chanted the Upanishads together. His father insisted that he should know the verses by heart. Rabindranath Tagore's writings are full of references to the Upanishads.

The Upanishads are a collection of writings that were originally orally transmitted. Upanishad literally means "sitting close to", and implies listening closely to the mystic doctrines of a guru. It has also been translated as "secret wisdom" that include philosophical discussions of concepts such as: Salvation (moksha/mukti), ultimate reality (brahman), the individual soul (atman), religion, duty, essence (dharma). The Upanishads build the foundation of what is called Vedanta (which means "the end of the Veda" – goal, conclusion, highest aim).

1. What influenced Tagore's religion and life?
2. With whom did Tagore go to the Himalayas?
3. What does '*Upanishads*' literally mean?
4. Pick out the translated words for '*Upanishads*'.
5. What part of speech is the word 'highest'?

### II. Read the following passage given below and answer the questions.

Tagore insisted that education should be imparted in an atmosphere of nature with all its beauty, colours, sounds, forms and such other manifestations. In his opinion, education in natural surroundings develops intimacy with the world and the power of communication with nature. Nature, according to him, was the manuscript of God. So he emphasized that education must enable a person to realize his immediate relationship with nature. It should take the child nearer nature and, therefore, in close proximity of God. It should help him to learn freely and spontaneously from the book of Nature. Since Nature never betrays the heart that loves her, she will provide the child with spontaneous development and natural growth.

1. What according to Tagore develops intimacy with the world?
2. What was considered as the manuscript of God?
3. "It should take the child nearer nature. 'It' refers to what?"
4. Name the two things that are provided by Nature.
5. Write the present tense form of 'emphasized'.



## As I Grew Older

Langston Hughes



### Taking off...

How old are you now?

Do you have any dreams ?

How important is it for you to have dreams?

How will you achieve them?

What challenges do you have to overcome to achieve your dreams?

Who are the great people who spoke about dreams?



It was a long time ago.  
I have almost forgotten my dream.  
But it was there then,  
In front of me,  
Bright like a sun—  
My dream.  
And then the wall rose,  
Rose slowly,  
Slowly,  
Between me and my dream.  
Rose until it touched the sky—  
The wall.  
Shadow.  
I am black.  
I lie down in the shadow.  
No longer the light of my dream before me,  
Above me.  
Only the thick wall.  
Only the shadow.  
My hands!  
My dark hands!  
Break through the wall!  
Find my dream!  
Help me to shatter this darkness,  
To smash this night,  
To break this shadow  
Into a thousand lights of sun,  
Into a thousand whirling dreams  
Of sun!

## About the Poet

James Mercer Langston Hughes (1902- 1967) is an African American poet, novelist, short story writer and playwright. His first book of poetry *The Weary Blues* was first published in 1926 and his first novel *Not Without Laughter* in 1930. His life and work were enormously important in shaping the artistic contributions of the Harlem Renaissance of the 1920s in America. As a Black poet, he always identified himself with his fellow Black Americans, and depicted their common experience in his work. He wanted to portray the stories of his people in their culture, their suffering and their music, their laughter and the language itself.

## About the Poem

“As I Grew Older,” carries a theme that no matter what stands in the way of someone’s dream he can always find his dream and fight for it. Throughout the poem, Hughes refers to different symbols to show the barriers between the Blacks and the Whites in American society. He uses imagery to describe his own ability to overcome prejudice in his society. Langston Hughes ends his poem by describing the dreams to become “of sun!” and to show that his dream may still be too far to reach but when reached will shine brighter than all of the dreams ever to come true. The light from the sun is seen by Hughes again and it is as if he and his dreams were reunited.

In the beginning of the poem, the poet recalls a dream he had long ago and which he had nearly forgotten, but now he can see it ahead of him once more. This is fairly straightforward symbolism. The Poet’s dream first appeared “bright like the sun”, because as a child he was not aware of what was actually happening around him. He could not realize various social and racial obstacles that might come in his way in achieving his dreams. The poet owns his dream and differentiates it from that of the white people and hence he says “My dream”. The poet represents all African Americans who had to relinquish their dreams. He became aware of his status as second-class citizen. A wall of injustice rises up to gradually block the sunlight. All he can see is the “thick” wall and the shadow. Hughes deliberately uses the symbol of a shadow as a way to actualize his blackness, because his race is the barrier that is keeping him from achieving his dream.

As the poem progresses, the poet’s listlessness and apathy turns into determination and vigour, creating a shift of energy. The speaker forcefully commands his “dark hands” to break through the wall so he can access his dream. He is no longer willing to let it languish beyond his grasp. He wants to “shatter this darkness” and “smash this night.” Hughes uses this violent language to show that he is suddenly empowered and feels no equivocation or anxiety about what he must do.

The concluding image is fantastic, as the poet imagines the shadow breaking apart into thousands of fragments of sunlight and liberating the “whirling dreams / Of sun!” By confronting the obstacle, the poet has found his voice and his purpose. The largely affirmative tone of the second half of the poem seems to suggest that even if he fails, there is spiritual value in possessing the self-realization to grasp for a dream that might be out of reach.

## Glossary

rose (v) /rəʊz/	: simple past form of 'rise'; to stand e.g. The boy rose quickly to greet his teacher.
shatter (v) /'ʃæt.ə/	: to break suddenly into small pieces, extremely upset e.g. The family got shattered after the death of the father.
smash (v) /smæʃ/	: to break something into small pieces e.g. The robbers smashed the window panes and looted the shop.
whirling (adj) /wɜ:lɪŋ/	: turning around e.g. David whirled his sling and threw the stone at Goliath.

## Check your Understanding : Answer in 10-15 lines each.

1. "Hold fast to dreams for when dreams go, Life is a barren field frozen with snow". How did Langston Hughes hold fast to his saying 'as he grew older'?
2. What is the theme of the poem "As I Grew Older"?

## Annotations : Answer in 10-15 lines each.

e.g. *It was a long time ago.*

*I have almost forgotten my dream.*

*.....In front of me, / Bright like a sun—My dream*

## Context

The above lines are taken from Langston Hughes's poem "As I Grew Older" written by James Mercer Langston Hughes. The poem carries a theme that no matter what stands in the way of someone's dream, he can always find his dream and fight for it. Throughout the poem, Hughes refers to different symbols to show the barriers between the Blacks and the Whites in American society.

## Explanation

In these lines, the poet says that his dream is "in front of me, bright like a sun—My dream." Hughes's dream is about a non-racist society in America. He also dreams of having freedom for anyone to do what they choose. He envisions that everyone should be treated equally. The Poet's dream first appeared "bright like the sun", because as a child he was not aware of what was actually happening around him. He could not realize various social and racial obstacles that might come in his way in achieving his dreams. The poet owns his dream and differentiates it from that of the white people and hence he says "My dream". It is so important for everyone to have a dream and also to fight in life to get the dream come true in one's life.

## General Relevance

The mood of the poem "As I Grew Older" is very encouraging of letting people know that if you have a dream, you can fight for it, and be happy. The poem revolves around the strong will power needed for everyone to achieve his goals.

2. *And then the wall rose, Rose slowly, Slowly,  
Between me and my dream. Rose until it touched the sky-  
The wall. Shadow. I am black.*
3. *To break this shadow  
Into a thousand lights of sun,  
Into a thousand whirling dreams/ Of sun!*

### Reading for Pleasure

Read the following poem on a similar theme.

#### A Dream

*Edgar Allan Poe*

In visions of the dark night  
I have dreamed of joy departed-  
But a waking dream of life and light  
Hath left me broken-hearted.  
Ah! what is not a dream by day  
To him whose eyes are cast  
On things around him with a ray  
Turned back upon the past?  
That holy dream- that holy dream,  
While all the world were chiding,  
Hath cheered me as a lovely beam  
A lonely spirit guiding.  
What though that light, thro' storm and night,  
So trembled from afar-  
What could there be more purely bright  
In Truth's day-star?

### Comprehension

1. **Read the following passage and answer the questions that follow.**

"I say to you today, my friends, even though we face the difficulties of today and tomorrow, I still have a dream.. I have a dream that one day this nation will rise up, live out the true meaning of its creed. I have a dream that one day on the red hills of Georgia sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream ... I have a dream that one day in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in



Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.” - On 28 August in 1963, Dr. Martin Luther King, Jr. spoke these immortal words to a crowd of over 200,000 people who had gathered for the now historic march of Washington to demand an end to racial segregation in the USA, and for equality in jobs and civil rights.

1. What sort of discrimination did the speaker fight against?
2. What were his dreams?
3. The speaker used rhetorical technique of repetition in his speech. Find the phrase repeated in the passage.
4. Who is the speaker?
5. Locate the word in the passage which means ‘a person who shows discrimination against people of other races.’

**2. Read the following passage and answer the questions that follow.**

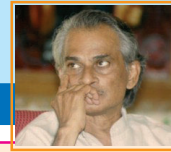
The architects of the Indian Republic hoped that, as secular ethos took roots, democratic institutions spread and a secular-scientific outlook consolidated itself, the Indian society would outgrow the evil of caste system. This did not happen. What has happened is that the India of our dreams began to undergo a radical re-definition. Our republican dreams are being revised. A political engineering to perpetuate caste domination has gained gradual ascendancy over the liberal-secular ideal of an egalitarian society. This has happened by default. Today there is widespread cynicism on whether or not the war against caste is winnable. Experiences spread over five decades of nation-building leave us in no doubt that the evil of caste system will not wither away, unless the war against it is joined in a tactical and practical way. Concrete measures have to be adopted and implemented; foremost among them being inter-dining and inter-marrying. (Source: THE HINDU Thursday, Dec 13, 2001)

1. What did the architects of the Indian Republic hope?
2. A society characterised by social equality and equal rights for all people is known as \_\_\_\_\_
3. What are the concrete measures mentioned in the passage to curb caste system?
4. What happened to our republican dreams?
5. Write the antonym of the word ‘secular’.



## Body

K. Siva Reddy



### Taking off...

Have you ever read a translated poem?

What do you understand by the expression 'Mind over body'?

What are your inner strengths?



Even as I close my eyes  
I can hear closing and opening of doors,  
the fan moving, the broom sweeping,  
clanking of cups,  
filling the water pot  
going up stairs, coming down,  
drawing water from the river-  
all kinds of sounds-  
Word-birds hover over me  
building nests.  
A breathing corpse doesn't decompose-  
It floats amidst words like a boat,  
like a ship on the high seas.  
I am breathing;  
even breath is a sound-  
an unformed word.  
I breathe a mixture of sounds-  
emotions behind struggles, tears, war-sounds.  
A body with closed eyes is not a corpse-  
It is a war-ship,  
a forest enveloped in darkness,  
a river drowned in a forest.  
The wind touches me,  
opens doors, enters and gets out  
I breathe life.  
My body fertilizes like a field

becomes a fundamental element.  
 Even when limbs break and hopes shatter it revives itself  
 History too grows with my body.  
 My body doesn't disintegrate, waste itself,  
 it discovers, it atomizes.  
 The word from my womb lashes like sea waves,  
 encompasses like the sky, and brings down showers like a cloud.  
 Just as a word takes a root in man  
 man too takes root in words.  
 The body bears word-fruits,  
 sends out word-arrows.  
 Body is not for us to ride on,  
 body is free,  
 like a watchful hound  
 it hunts for its independence  
 asserting its own person.  
 Come close, listen carefully.  
 Don't you hear the twang of word-arrows from the body,  
 the roars from the pen?  
 The body- an unextinguished fire in a forest- burns.  
 Touch my body,  
 You will be ignited, electrified.  
 A touch of this body  
 will touch you,  
 move you to revolt.

### About the Poet

K. Siva Reddy was born into a lower middle class agricultural family in KarmurivariPalem near Tenali in 1943. His father owned a couple of acres of land. Though the family lived in a fertile area, its living standard was just above the *rythu* coolie. He lost his mother when he was barely five or six years old. During his childhood, he had to run the chores at home and work at the family's farm. He had to spend a lonely life devoid of any privileges as his mother died early.

K. Siva Reddy is a major voice in contemporary Telugu poetry. He has published eleven collections of poems: his first was published in 1973 and his most recent book in 2003. He has won several honours, including the SahityaAkademi award in 1990 for his sixth book, *Mohana! Oh Mohana!* His translators, M. Sridhar and Alladi Uma, attempt to encapsulate the complexity of his poetic project in the following lines: "A village in the city, Sanskrit diction in modern Telugu free verse, a romantic strain in a revolutionary song, the folkloric, the oral and the song amidst the written

word, the individual in the communitarian, the particular in the universal – that, in short, is K. Siva Reddy.”

### About the poem

This poem, *Body*, translation of *Sareeram* from *Bharamiti* (1983) is taken from *Mohana! Oh Mohana!* (1988), the English translations of selected poems of K. Siva Reddy in Telugu, edited and translated by M. Sridhar and Alladi Uma. The poem is a description of the human body. The poet uses many imaginative metaphors and similes to highlight that the human body is not just a physical or biological organism. Our body has immense potential to do any kind of task. He closes his eyes but he could still hear the sounds like the closing and opening of doors, the noise of the fan, the crisp sound of a broom sweeping the floor, the clinking of cups, the filling of a pot with water, the steps nearing his bed, the fetching of water from the river etc. He is not a decaying dead body. Words flutter over his head like birds and build nests in his mind. His body floats like a ship on the high seas of words. For him, breath is a sound and it is an unformed word. He experiences the sounds and emotions behind all struggles, tears and wars. The body is a warship which carries the powerful weapon of words. It is like a forest which is covered in darkness. The poet compares it with a river that flows in the deep forest. The body is fertile like a field and becomes a chief element. It flourishes again even when the limbs are broken and hopes are shattered. The body and words never disintegrate. The body locates itself and converts into fine particles. The word which generates from the womb strikes like massive ocean waves, it surrounds like sky and brings showers like clouds. Man takes roots in words as well as words originate from man. The body is full of word-fruits and it shoots arrows of words. The body is not a vehicle to ride on it. It craves for freedom. It chases for independence like a watchful hunting dog. It is like a flaming fire in a forest. The poet asks the listeners to come close to him and listen carefully to the sound of word-arrows from the body and the roars from the pen. He finally requests us to touch his igniting and electrifying body so that we shall be inspired to rise up.

### Glossary

hover (v) /'hɒvə(r)/	:	to float in the air without moving in any direction e.g. Army helicopters hovered overhead.
corpse (n) /kɔːps /	:	a dead body e.g. The corpse of a soldier lay there.
decompose(v) /diːkəm'pəʊz /	:	to cause something ( such as dead plants and bodies of dead animals ) to be slowly destroyed and broken down by natural process, chemicals etc e.g. The body has begun to decompose.
fertilize (v) /'fəːtɪlaɪz/	:	to make (soil , land etc) richer better and be able to support plant growth by adding chemicals or natural substances (such as manure) e.g. Natural manure is used to fertilize the fields in organic cultivation.

shatter (v) /'ʃatə/	:	break or cause to break suddenly and violently into pieces e.g. Bombs have shattered many buildings in the city.
revive (v) /rɪ'vaɪv/	:	restore to life or consciousness e.g. She was beginning to revive from her faint.
disintegrate (v) /dɪs'ɪntɪɡreɪt/	:	break up into small parts as the result of impact or decay. e.g. Water disintegrates limestone.
atomize (v) /'atəmaɪz/	:	convert (a substance) into very fine particles or droplets e.g. Motor vehicle engines atomize fuel.
encompass (v) /ɪn'kʌmpəs/	:	surround and have or hold within e.g. The framework does not encompass methodological process.
hound (n) /haʊnd/	:	a dog of a breed used for hunting, especially one able to track by scent e.g. A hound came running through the trees.

### Check your Understanding : Answer in 10-15 lines each.

1. Why does the poet call the body 'a breathing corpse'?
2. "I found a word, and carefully placed it next to another. Soon I had a bridge and a pathway to a wonderful future." Tim Hollingworth. Explain the power of words according to the poet of the poem "Body".

### Annotations : Answer in 10-15 lines each.

e.g. A breathing corpse doesn't decompose- It floats amidst words like a boat, like a ship on the high seas.

#### Context

These lines are taken from the poem 'Body' by K. Siva Reddy. In this poem the poet describes the potentiality of human body and words. Words are the most powerful, force available to humanity. Words have energy and power with the ability to help, to heal, to hinder, to hurt, to harm, to humiliate and to humble.

#### Explanation

Words are beacons of inspiration, enthusiasm and encouragement. The poet says that a living body never decays. The body floats like a ship on the high seas of words. The body is inspired by the words that hover over the head. Words take root in the body and in turn the body takes root in words.

#### General relevance

The poet talks about the innate strength of the human body. human body is not just a physical or biological organism. Our body has immense potential to do any kind of task. The body is a warship which carries the powerful weapon of words.

1. My body fertilizes like a field,  
becomes a fundamental element.
2. The word from my womb lashes like sea waves,  
Encompasses like the sky and brings down showers like a cloud.
3. The body bears word-fruits  
sends out word-arrows.

### Reading for Pleasure

#### **Because I could not stop for Death (479)**

- Emily Dickinson

Because I could not stop for Death –  
He kindly stopped for me –  
The Carriage held but just Ourselves –  
And Immortality.

We slowly drove – He knew no haste  
And I had put away  
My labor and my leisure too,  
For His Civility –

We passed the School, where Children strove  
At Recess – in the Ring –  
We passed the Fields of Gazing Grain –  
We passed the Setting Sun –

Or rather – He passed us –  
The Dews drew quivering and chill –  
For only Gossamer, my Gown –  
My Tippet – only Tulle –

We paused before a House that seemed  
A Swelling of the Ground –  
The Roof was scarcely visible –  
The Cornice – in the Ground –

Since then – 'tis Centuries – and yet  
Feels shorter than the Day  
I first surmised the Horses' Heads  
Were toward Eternity –

## Comprehension

### 1. Read the following passages and answer the questions given below:

1. Gary Chapman in his book, *Love as a Way of Life* uses the vivid metaphor for words as being either ‘bullets or seeds’. If we use our words as bullets with a feeling of superiority and condemnation, we are not going to be able to restore a relationship to love. If we use our words as seeds with a feeling of supportiveness and sincere good will, we can rebuild a relationship in positive and life-affirming ways.

When we need to talk candidly about something difficult with another person, we must focus on the conversation with keen attention and purpose. During the conversation, we must listen patiently, speak tactfully, and tell the truth as we understand it. We must align our words, voice inflection and tone, eye expression, body language, and actions with our inner awareness in an honest exchange.

1. What is the title of the book written by Gary Chapman?
  2. How does the writer describe words?
  3. How can we rebuild a relationship in positive and life-affirming ways?
  4. What is the noun form of the word ‘patiently’?
  5. Find a word in the passage which means the same as the word ‘frankly’?
2. There are three stages in meditation. The first is what is called [Dharana], concentrating the mind upon an object. I try to concentrate my mind upon this glass, excluding every other object from my mind except this glass. But the mind is wavering . . . When it has become strong and does not waver so much, it is called [Dhyana], meditation. And then there is a still higher state when the differentiation between the glass and myself is lost — [Samadhi or absorption]. The mind and the glass are identical. I do not see any difference. All the senses stop and all powers that have been working through other channels of other senses [are focused in the mind]. Then this glass is under the power of the mind entirely. This is to be realized. It is a tremendous play played by the Yogis. (From Swami Vivekananda’s lecture *Meditation*)
1. What are the three stages in meditation?
  2. What happens to the mind in the Dhyana stage?
  3. Which object does the writer select in the passage for concentration of mind?
  4. What is the verb form of the word ‘meditation’?
  5. Find the antonym of ‘different’?



## To a Student

Kamala Wijeratna



### Taking off...

Have you ever read about the impact of war on society and on young minds?  
Brainstorm and discuss the causes and effects of war and list them out.



I know why your eyes leap away

When they meet mine,

Why they quickly stray

From their quiet contact.

I do know your ears are stopped

Against my voice.

The echoes of gun- shots have blocked

All extraneous sound,

Blasts of grenades have cracked the drums,

(you fear for brother, friend and lover).

My eyes as they see yours

See torn pieces of human flesh,

Suspended from bushes and trees;

Fragments of splintered bones,

Shreds of olive green;

The roads spewing human blood.

My ears echo bursts of landmines.

(I tremble for men of kindred blood.)

But why can't your irises lock with mine?

Our ears stop all unkind sound?

Let us shake off these brand names

And search for a herb that heals,

Make a poultice to cure mass lunacy.

Leave behind Ilion and Carthages to antique dealers,

And plan fresh methods to stop Hiroshimas.



### About the Poet

Kamala Wijeratne is a Sri Lankan poet of Sinhalese origin. She is an educationist in the field of English and a creative writer. She has published six volumes of poetry and two Anthologies of short stories. She was awarded the State Literary Prize for poetry in 2004 for her anthology entitled *Millennium Poems* and was also awarded the prestigious Godage Prize for her best collection of short stories and State Literary Prize for her anthology of short stories in 2012. She takes her readers in expression of collective grief because of the violence of that time.

She longs for peace and harmony. *I wept for Ahkmatova, Sleep They Divided Even in Death, Tsunami Poems* are some of her poems with the backdrop of War and how people's lives are ruined by war. Her poems involve some sort of witnessing and seem autobiographical and confessional. The Island nation is terribly torn into pieces and destroyed because of the racial war between two groups, the Tamils and the Sinhalese. She laments and mourns at the violence of the ethnic conflict. Throughout her works, she expresses principled rejection of violence or intensified Sinhalese nationalism.

### About the Poem

In the poem '*To a Student*' she talks about how ethnic divisions have penetrated the classroom and how they have influenced the young minds. Torn pieces of human flesh suspending from bushes and trees, fragments of splintered bones and the roads spewing human blood are some of the pathetic and fearful sights the poet-teacher sees in her students' eyes. The teacher tries to be conciliatory but feels ineffective in the face of mistrust and prejudice generated by the society. The students neither can maintain eye contact with the teacher nor lend their ears as they have witnessed gruesome happenings and the ears are deafened by the terrible bomb blasts. The fear about the safety of their brothers, friends and lovers is seen in the eyes of the students. She feels that there must be a fresh methodology to end the racial war, and peace to prevail. She does not want her students to be the inheritors of such violent history as recorded in wars fought in Ilium and Carthage and she pleads not to have any more Hiroshimas. She trembles at the thought of kindred blood. She wants her students to strive for a new beginning with peace and harmony. She wants her students to look into her eyes so that communication with another human being can respect humanity in them. They may thus turn away from violence.

### Glossary

stray(v) /streɪ/	:	move away from the right course. e.g. Dog owners are urged not to allow their dogs to stray.
echo (n) /'ekəʊ/	:	a sound or sounds caused by the reflection of sound waves from a surface e.g. The avenue echoed the screeches of motor vehicles.
extraneous (adj.) /ɪk'streɪniəs/	:	irrelevant or unrelated to the subject being dealt with e.g. Do not allow extraneous considerations to influence your judgement.

## English

grenade (n) /grə'neɪd/	:	a small bomb thrown by hand or launched mechanically e.g. Blasts of grenades have cracked the eardrums of old men.
suspend (v) /sə'spend/	:	hang (something) from somewhere e.g. The lamp was suspended from the ceiling.
fragments (n) /frægm(ə)nts/	:	small parts broken off or separated from something e.g. Small fragments of pottery were found at the excavation site.
splinter (v) /'splɪntə/	:	break or cause to break into small sharp fragments e.g. The looking glass fell down accidentally and splintered into pieces.
shreds (n) /ʃreds/	:	strips of material, such as paper, cloth, or food, that has been torn, cut, or scraped from something larger e.g. Her dress was torn to shreds.
spew(v) /spjʊ/	:	be poured or forced out in large quantities e.g. During the war, the roads were spewed with human blood.
kindred (adj) /'kɪndrɪd/	:	related, connected e.g. They are working on industrial and kindred subjects.
iris (n) /'aɪrɪs/	:	a flat, coloured, ring-shaped membrane behind the cornea of the eye, with an adjustable circular opening (pupil) in the centre e.g. The irises of the people are captured for Aadhaar Card.
herb (n) /hɜːb/	:	any plant with leaves, seeds, or flowers used for flavouring, food, medicine e.g. God has created many medicated herbs for us.
poultice (n) /'pəʊltɪs/	:	a soft, moist mass of material, typically consisting of bran, flour, herbs, etc., applied to the body to relieve soreness and inflammation and kept in place with a cloth e.g. Poultice made of herbs will be applied to the body to relieve one from soreness and pain.
lunacy (n) /'luːnəsi/	:	the state of being a lunatic; madness e.g. Lunacy can be cured by using some herbs.
Ilium (n) /'ɪlɪəm/	:	an ancient city in Asia Minor that was the site of the Trojan War

- Carthage (n) /'kɑ:θɪdʒ/ : an ancient city on the coast of North Africa near present-day Tunis; Founded by the Phoenicians c.814 BC, Carthage became a major force in the Mediterranean, and came into conflict with Rome in the Punic Wars. It was finally destroyed by the Romans in 146 BC.
- Note: The writer does not want to have any kind of war like Trojan war, war of Carthage and reminds of Hiroshima which was destroyed because of war. She instils a desire for peace in students.
- antique (n) /æn'ti:k/ : a collectable object such as a piece of furniture or work of art that has a high value because of its age and quality  
e.g. In the museum we find beautiful antique pieces.

### Check your Understanding : Answer in 10-15 lines each.

1. Why does the poet, Kamala Wijeratne want us to make a medicine with herbs to cure mass lunacy?
2. Briefly explain the theme of the poem 'To a Student.'

### Annotations : Answer in 10-15 lines each.

e.g. I know why your eyes leap away  
When they meet mine,  
Why they quickly stray  
From their quiet contact.

### Context

These lines are taken from the poem "To a Student" written by Kamala Wijeratne. She is an educationist in the field of English and a creative writer. This poem is taken from her anthology of poems entitled *Millennium Poems* for which she was awarded State Literary Prize. She takes in her readers by expression of collective grief because of the violence of that time in Sri Lanka. The Island nation was terribly torn to pieces and destroyed because of the racial war between Tamils and Sinhalese. She laments the violence of the ethnic conflict.

### Explanation

The poet says these lines when she talks about how ethnic divisions have penetrated the classroom and how it has influenced the young minds. The poet-teacher sees fear in the eyes of the students. She says that the torn pieces of human flesh suspending from bushes and trees, fragments of splintered bones and the roads spewing human blood are some of the pathetic and fearful sights disturbing the students. They are unable to concentrate and keep an eye contact with the teacher because of their fear for their friends, brothers and dear ones.

### General Relevance

The poet knows the reason why the eyes of the students leap away and why they quickly stray from their quiet contact. They are unable to look into the eyes of the teacher. The reason is the impact of war on the young minds.

1. Fragments of splintered bones,  
Shreds of olive green;  
The roads spewing human blood.  
My ears echo bursts of landmines.  
(I tremble for men of kindred blood.)
2. But why can't your irises lock with mine?  
Our ears stop all unkind sound?  
Let us shake off these brand names  
And search for a herb that heals,  
Make a poultice to cure mass lunacy.
3. Leave behind Ilion and Carthage to antique dealers,  
And plan fresh method to stop Hiroshimas.

### Reading for Pleasure

#### Read another poem by Kamala Wijeratne

(The eyes that have seen terrible scenes of blood shed  
can also see the beauties of nature with aesthetic sense.)

Waiting for the Spring  
They all seemed to wait  
Like gloomy passengers  
The bare grey trees  
Leafless, their branches  
Like the tracery of spiders' hands.

A solitary grey bird  
Alights for a moment on one  
But the tree makes no sign  
It felt the touch of warm feet:  
Wrapped in its long sleep  
It stretches wiry hands  
To the ashen sunlight  
And holds its breath.  
It's uncanny  
How they stand in a row  
Like corpses  
Sleeping and waiting in a tomb:  
If I prick the bark with my nail

I know it'll ooze green fluid  
Like a snail secreting life fluid.

I seem to hear the breathing  
Of the earth, sky and all firmament  
Waiting for the foetal movement  
The silence presses on my ears  
And I become an atom  
Of that crushing silence.

## Comprehension

### I. Read the following passage and answer the following questions:

Bertrand Russell appeals to all concerned as a human being, a member of the species man, whose continued existence is in doubt. A war with the hydrogen bombs puts an end to the human race. In his view, it seems that the 'general public' have not realised the real impact of a war with atomic bombs. A hydrogen bomb is 25,000 times as powerful as that which destroyed Hiroshima. So the stark, dreadful and inescapable problem before us is whether we shall put an end to the human race or we shall give up wars. He explains in great detail the role of ordinary people in the peace process and requests the 'general public' to be more aware and assertive so that the fate of the nations need not be decided by despotic leaders alone.

1. According to Bertrand Russell, what puts an end to the human race?
2. Who have not realised the real impact of a war with atomic bombs?
3. Who does Bertrand Russell request to be more aware and assertive?
4. Antonym for '*despotic*' is \_\_\_\_\_.
5. How many times is a Hydrogen bomb as powerful as that which destroyed Hiroshima?

### II. Read the following passage and answer the following questions:

Throughout the 1700s and 1800s, continual rebellion occurred as the Indian people tried to drive the British out. The British government took control of the East India Company after a large rebellion in 1857. Conditions for the *sepoys*, Indian soldiers in the British army, caused unrest among them. They had lower pay than the Indians of the upper caste and saw discrimination in matters of privilege and promotion by the British officers. The situation which finally pushed the soldiers to rebel was that tallow from cows and lard from pigs were put into the gun cartridges. The soldiers had to bite off the tallow or wax before putting them into their rifles. This offended both Muslims and Hindus for religious reasons. Mangal Pandey, a 29-year-old sepoy played a key role in Sepoy Mutiny. He urged the other sepoys to revolt

against the British. Most of these rebels were defeated by spring, 1859. However, the revolt brought about great changes in relations between India and Britain.

1. Who took control of East India Company after the rebellion in 1857?
2. According to the passage, what does the word '*sepoy*' mean?
3. Who played a key role in Sepoy Mutiny?
4. Which brought changes in relationship between India and the British?
5. What is the antonym for the word, '*rebel*'?



## ... in Extensive Reading

### Engine Trouble

- *R. K. Narayan*

### The Last Leaf

- *O. Henry*

### The Immaculate Child

- *Munshi Premchand*  
(Translated by PC Ghai)

### Will He Come Home?

- *P. Sathyawathi*  
(Translated by Y. Padmavathi)

### The Informer

#### One Act Play

- *Bertolt Brecht*
- 

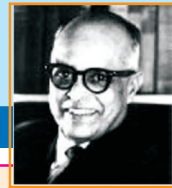
in Extensive Reading...





## Engine Trouble

R.K. Narayan



### Taking off...

Have you ever seen MEK, Meelo Evaru Koteeswarudu?

Suppose you reach the final round of MEK and win the prize money worth rupees one crore, how would you feel? What would be your plans and programmes?

How would your friends react?

How would people around you react?

Could this lump sum prize money create troubles for you?

To find out read on....



There came down to our town some years ago (said the Talkative Man) a showman owning an institution called the Gaiety Land. Overnight our Gymkhana Grounds became resplendent with banners and streamers and coloured lamps. From all over the district, crowds poured into the show. Within a week of opening, in gate money alone they collected nearly five hundred rupees a day. Gaiety Land provided us with all sorts of fun and gambling and side-shows. For a couple of *annas* in each booth we could watch anything from performing parrots to crack motor cyclists looping the loop in the Dome of Death. In addition to this there were lotteries and shooting galleries where for an *anna* you always stood a chance of winning a hundred rupees.

There was a particular corner of the show which was in great favour. Here for a ticket costing eight *annas* you stood a chance of acquiring a variety of articles - pincushions, sewing machines, cameras or even a road engine. On one evening they drew a ticket number 1005, and I happened to own the other half of the ticket. Glancing down the list of articles, they declared that I became the owner of the road engine! Don't ask me how a road engine came to be included among the prizes. It is more than I can tell you.

I looked stunned. People gathered around and gazed at me as if I were some curious animal. "Fancy anyone becoming the owner of a road engine!" some persons muttered and giggled.

It was not the sort of prize one could carry home at short notice. I asked the showman if he would help me to transport it. He merely pointed at a notice which decreed that all winners should remove the prizes immediately on drawing and by their own effort. However they had to make an exception in my case. They agreed to keep the engine on the Gymkhana Grounds till the end of their season and then I would have to make my own arrangements to take it out. When I asked the showman if he could find me a driver he just smiled: "The fellow who brought it here had to be paid a hundred rupees for the job and five rupees a day. I sent him away and made up my mind that if no one was going to draw it, I would just leave it to its fate. I got it down just as a novelty for the show. God! What a bother it has proved!"

“Can’t I sell it to some municipality?” I asked innocently. He burst into a laugh. “As a showman I have enough troubles with municipal people. I would rather keep out of their way. . .”

My friends and well-wishers poured in to congratulate me on my latest acquisition. No one knew precisely how much a road engine would fetch; all the same they felt that there was a lot of money in it. “Even if you sell it as scrap iron you can make a few thousands,” some of my friends declared. Every day I made a trip to the Gymkhana Grounds to have a look at my engine. I grew very fond of it. I loved its shining brass parts. I stood near it and patted it affectionately, hovered about it, and returned home every day only at the close of the show. I was a poor man. I thought that after all my troubles were coming to an end. How ignorant we are! How little did I guess that my troubles had just begun.

When the showman took down his booths and packed up, I received a notice from the municipality to attend to my road engine. When I went there next day it looked forlorn with no one about. The ground was littered with torn streamers and paper decorations. The showman had moved on, leaving the engine where it stood. It was perfectly safe anywhere!

I left it alone for a few days, not knowing what to do with it. I received a notice from the municipality ordering that the engine should at once be removed from the ground as otherwise they would charge rent for the occupation of the Gymkhana Grounds. After deep thought I consented to pay the rent, and I paid ten rupees a month for the next three months. Dear sirs, I was a poor man. Even the house which I and my wife occupied cost me only four rupees a month. And fancy my paying ten rupees a month for the road engine. It cut into my slender budget, and I had to pledge a jewel or two belonging to my wife! And every day my wife was asking me what I proposed to do with this terrible property of mine and I had no answer to give her. I went up and down the town offering it for sale to all and sundry. Someone suggested that the Secretary of the local Cosmopolitan Club might be interested in it. When I approached him he laughed and asked what he should do with a road engine. “I’ll dispose of it at a concession for you. You have a tennis court to be rolled every morning/” I began, and even before I saw him smile I knew it was a stupid thing to say. Next someone suggested, “See the Municipal Chairman. He may buy it for the municipality.” With great trepidation I went to the municipal office one day. I buttoned up my coat as I entered the Chairman’s room and mentioned my business. I was prepared to give away the engine at a great concession. I started a great harangue on municipal duties, the regime of this chairman, and the importance of owning a road roller but before I was done with him I knew there was greater chance of my selling it to some child on the roadside for playing with.

I was making myself a bankrupt maintaining this engine in the Gymkhana Grounds. I really hoped some day there would come my way a lump sum and make amends for all this deficit and suffering. Fresh complications arose when a cattle show came in the offing. It was to be held on the grounds. I was given twenty-four hours for getting the thing out of the ground. The show was opening in a week and the advance party was arriving and insisted upon having the engine out of the way. I became desperate; there was not a single person for fifty miles around who knew anything about a road engine. I begged and cringed every passing bus driver to help me; but without use. I even approached the station master to put in a word with the mail engine driver. But the engine driver pointed out that he had his own locomotive to mind and couldn’t think of jumping off at a

wayside station for anybody's sake. Meanwhile the municipality was pressing me to clear out. I thought it over. I saw the priest of the local temple and managed to gain his sympathy. He offered me the services of his temple elephant. I also engaged fifty coolies to push the engine from behind. You may be sure this drained all my resources. The coolies wanted eight *annas* per head and the temple elephant cost me seven rupees a day and I had to give it one feed. My plan was to take the engine out of the gymkhana and then down the road to a field half a furlong off. The field was owned by a friend. He would not mind if I kept the engine there for a couple of months, when I could go to Madras and find a customer for it.

I also took into service one Joseph, a dismissed bus-driver who said that although he knew nothing of road rollers he could nevertheless steer one if it was somehow kept in motion.

It was a fine sight: the temple elephant yoked to the engine by means of stout ropes, with fifty determined men pushing it from behind, and my friend Joseph sitting in the driving seat. A huge crowd stood around and watched in great glee. The engine began to move. It seemed to me the greatest moment in my life. When it came out of the gymkhana and reached the road it began to behave in a strange manner. Instead of going straight down the road it showed a tendency to wobble and move zigzag. The elephant dragged it one way, Joseph turned the wheel for all he was worth without any idea of where he was going, and fifty men behind it clung to it in every possible manner and pushed it just where they liked. As a result of all this confused dragging the engine ran straight into the opposite compound wall and reduced a good length of it to powder. At this the crowd let out a joyous yell. The elephant, disliking the behaviour of the crowd, trumpeted loudly, strained and snapped its ropes and kicked down a further length of the wall. The fifty men fled in panic, the crowd created a pandemonium. Someone slapped me in the face. It was the owner of the compound wall. The police came on the scene and marched me off.

When I was released from the lock-up I found the following consequences awaiting me: (1) several yards of compound wall to be built by me; (2) wages of fifty men who ran away (they would not explain how they were entitled to the wages when they had not done their job); (3) Joseph's fee for steering the engine over the wall; (4) cost of medicine for treating the knee of the temple elephant which had received some injuries while kicking down the wall (here again the temple authorities would not listen when I pointed out that I didn't engage an elephant to break a wall); (5) last, but not the least, the demand to move the engine out of its present station.

Sirs, I was a poor man. I really could not find any means of paying these bills. When I went home my wife asked: "What is this I hear about you everywhere?" I took the opportunity to explain my difficulties. She took it as a hint that I was again asking for her jewels, and she lost her temper and cried that she would write to her father to come and take her away.

I was at my wit's end. People smiled at me when they met me in the streets. I was seriously wondering why I should not run away to my village. I decided to encourage my wife to write to her father and arrange for her exit. Not a soul was going to know what my plans were. I was going to put off my creditors and disappear one fine night.

At this point came an unexpected relief in the shape of a *Swamiji*. One fine evening under the distinguished patronage of our Municipal Chairman a show was held in our small town hall. It was a free performance and the hall was packed with people. I sat in the gallery. Spellbound we witnessed

the *Swamiji*'s yogic feats. He bit off glass tumblers and ate them with contentment; he lay on spike boards; gargled and drank all kinds of acids; licked white-hot iron rods; chewed and swallowed sharp nails; stopped his heart-beat, and buried himself underground. We sat there and watched him in stupefaction. At the end of it all he got up and delivered a speech in which he declared that he was carrying on his master's message to the people in this manner. His performance was the more remarkable because he had nothing to gain by all this extraordinary meal except the satisfaction of serving humanity, and now he said he was coming to the very masterpiece and the last act. He looked at the Municipal Chairman and asked: "Have you a road engine? I would like to have it driven over my chest." The chairman looked abashed and felt ashamed to acknowledge that he had none. The *Swamiji* insisted, "I must have a road engine."

The Municipal Chairman tried to put him off by saying, "There is no driver." The *Swamiji* replied, "Don't worry about it. My assistant has been trained to handle any kind of road engine." At this point I stood up in the gallery and shouted, "Don't ask him for an engine. Ask me. . . ." In a moment I was on the stage and became as important a person as the fire-eater himself. I was pleased with the recognition I now received from all quarters. The Municipal Chairman went into the background.

In return for lending him the engine he would drive it where I wanted. Though I felt inclined to ask for a money contribution I knew it would be useless to expect it from one who was on a missionary work.

Soon the whole gathering was at the compound wall opposite to the Gymkhana. *Swamiji*'s assistant was an expert in handling engines. In a short while my engine stood steaming up proudly. It was a gratifying sight. The *Swamiji* called for two pillows, placed one near his head and the other at his feet. He gave detailed instructions as to how the engine should be run over him. He made a chalk mark on his chest and said, "It must go exactly on this; not an inch this way or that." The engine hissed and waited. The crowd watching the show became suddenly unhappy and morose. This seemed to be a terrible thing to be doing. The *Swami* lay down on the pillows and said, "When I say Om, drive it on." He closed his eyes. The crowd watched tensely. I looked at the whole show in absolute rapture after all; the road engine was going to get on the move.

At this point a police inspector came into the crowd with a brown envelope in his hand. He held up his hand, beckoned to the *Swamiji*'s assistant, and said: "I am sorry I have to tell you that you can't go on with this. The magistrate has issued an order prohibiting the engine from running over him." The *Swamiji* picked himself up. There was a lot of commotion. The *Swamiji* became indignant. "I have done it in hundreds of places already and nobody questioned me about it. Nobody can stop me from doing what I like. It's my master's order to demonstrate the power of the Yoga to the people of this country, and who can question me?"

"A magistrate can," said the police inspector, and held up the order. "What business is it of yours or his to interfere in this manner?" "I don't know all that; this is his order. He permits you to do everything except swallow potassium cyanide and run this engine over your chest. You are free to do whatever you like outside our jurisdiction."

"I am leaving this cursed place this very minute." the *Swamiji* said in great rage, and started to go, followed by his assistant. I gripped his assistant's arm and said, "You have steamed it up. Why

not take it over to that field and then go.” He glared at me, shook off my hand and muttered, “With my Guru so unhappy, how dare you ask me to drive?” He went away. I muttered, “You can’t drive it except over his chest, I suppose?”

I made preparations to leave the town in a couple of days, leaving the engine to its fate, with all its commitments. However, Nature came to my rescue in an unexpected manner. You may have heard of the earthquake of that year which destroyed whole towns in Northern India. There was a reverberation of it in our town, too. We were thrown out of our beds that night, and doors and windows rattled.

Next morning I went over to take a last look at my engine before leaving the town. I could hardly believe my eyes. The engine was not there. I looked about and raised a hue and cry. Search parties went round. And the engine was found in a disused well nearby, with its back up. I prayed to heaven to save me from fresh complications. But the owner of the house when he came round and saw what had happened, laughed heartily and beamed at me: “You have done me a service. It was the dirtiest water on earth in that well and the municipality was sending notice to close it, week after week. I was dreading the cost of closing, but your engine fits it like a cork. Just leave it there.”

“But, but . . .”

“There are no buts. I will withdraw all complaints and charges against you, and build that broken wall myself, but only leave the thing there.”

“That’s hardly enough.” I mentioned a few other expenses that this engine had brought on me. He agreed to pay for all that. When I again passed that way some months later I peeped over the wall. I found the mouth of the well neatly cemented up. I heaved a sigh of great relief.

### About the Author

Rasipuram Krishnaswami Narayan (1906-2001) was born in Madras. His first novel *Swami and Friends*, published in 1935, won him instant fame. A succession of short stories made him popular around the world. Among his other well-known novels are *The English Teacher*, *Mr. Sampath* and *The Guide*. *The Guide* is a high watermark of Narayan’s subtle technique. R. K. Narayan is known for the extreme simplicity of his plots and characters which revolve round the lives and hopes of average middle and lower class Indians. His stories are set in an imaginary place called ‘Malgudi’. They are told with a quiet realism and humour. The most characteristic tone of his short stories is a gentle irony. Ironic reversal sometimes throws light on human psychology. He won the Sahitya Academy Award in 1960.

### About the Story

The narrator wins a road engine at a Gaiety show in the Gymkhana grounds. People gather around him and look at the engine with wonder. The narrator feels thrilled at winning such a rare prize. However, what is a prize proves to be a problem. He can neither shift the road engine to his house or use it for any good. Rental for the ground drains the meagre amount that the narrator has. Pressured to vacate the ground, he hires the temple elephant, 50 men to push the engine and an engine driver to move the road engine. However, moving the engine only results in further mishaps. The engine rams into a compound wall and the workers flee and the narrator ends up in jail. The



proposed feat of the Swamiji is halted by the authorities. The road engine is again a burdensome property.

Nature however comes to his rescue in the form of an earthquake. The engine is thrown on the mouth of a disused well where it fits like a cork. The owner of the house is grateful to the narrator for covering the well as he is saved from undergoing the harassment at the hands of the municipality. The narrator is exempted from getting the wall repaired. The land-lord agrees to pay the sundry expenses also. Thus, the narrator ultimately gets his share of the prize.

Paradoxically, a natural calamity that usually claims a great loss for many comes as a stroke of luck for the narrator and solves all his problems.

## Glossary

resplendent /rɪˈsplɛnd(ə)nt/(adj.)	:	attractive and impressive through being richly colourful examples not given! or sumptuous
anna /ˈanə/(n)	:	a former Indian monetary unit equal to one sixteenth of a rupee
mutter /ˈmʌtə/(v)	:	say something in a low or barely audible voice, especially in dissatisfaction or irritation
giggle /ˈɡɪɡ(ə)l/(v)	:	laugh repeatedly in a quiet but uncontrolled way
novelty /ˈnɒv(ə)lɪti/(n)	:	the quality of being new, original, or unusual
acquisition /ˌakwɪˈzɪʃ(ə)n/(n)	:	an asset or object bought or obtained
precisely /prɪˈsaɪsli/(adv.)	:	in exact terms; without any confusion
forlorn /fɔːˈlɔːn/(adj.)	:	pitifully sad and abandoned or lonely
streamer /ˈstriːmə/(n)	:	a long, narrow strip of material used as a decoration
trepidation /ˌtrɛpɪˈdeɪʃ(ə)n/(n)	:	a feeling of fear or anxiety about something that may happen
bankrupt /ˈbʌŋkrʌpt/(adj.)	:	declared in law as unable to pay the debts of a person or an organization
harangue /həˈraŋ/(n)	:	a lengthy and aggressive speech
in the offing /ɪn ðəˈɒfɪŋ/(phrase)	:	likely to happen or appear soon
desperate /ˈdɛsp(ə)rət/(adj.)	:	very serious or bad
cringe /krɪŋ(d)ʒ/(v)	:	bend one's head and body in fear in a servile manner
drain /dreɪn/(v)	:	(here) cause (a valuable resource) to be lost or used up
wobble /ˈwɒb(ə)l/(v)	:	to (cause something to) shake or move from side to side
zigzag /ˈzɪgzag/(n)	:	a line or pattern that looks like a Z or a row of Zs joined together
yell /jɛl/(n)	:	a loud, sharp cry of pain, surprise, or delight

pandemonium /pændɪ'məʊniəm/(n)	: wild and noisy disorder or confusion; uproar
patronage/'pætr(ə)nɪdʒ(n)	: the support given by a patron(supporter)
stupefaction/,stju:pɪ'fækʃn/(n)	: the state of being astonished or shocked
morose /mə'rəʊs/(adj.)	: unhappy, annoyed
rapture /'ræptʃə(n)	: a feeling of intense pleasure or joy
indignant /ɪn'dɪgnənt/(adj.)	: angry because of something that is wrong or not fair
reverberation /rɪ,vəɪ'bə'reɪʃn/(n)	: a sound that lasts for a long time
rattle /'ræt(ə)l/(v)	: make or cause to make a rapid succession of short, sharp knocking sounds

**Check your Understanding : Answer in 20-25 lines each.**

1. Give an account of the series of troubles the narrator experienced in the wake of winning a road engine.
2. The narrator said, "Nature came to my rescue in an unexpected manner." How did nature help the narrator get rid of his troubles?

## The Last Leaf

O. Henry



### Taking off...

- What is art? Are there any artists in this class?
- Do you have any painted scenery in your house?
- Who are the people you care most about and why?
- Have you done anything for them when they were ill?

To Greenwich Village, which is a section of New York City, many people came who were interested in art. They liked the bohemian life of the village, and they enjoyed living among so many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

At the top of an old three-storey brick house, Sue and Johnsy had their studio. One of them was from the state of Maine, the other from California. They had met in the restaurant of an Eighth Street hotel. Both were artists who had recently come to New York to make their living.

That was in May. In November, a cold, unseen stranger, whom the doctors called pneumonia, visited the city, touching one here and one there with his icy finger.

He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning the busy doctor invited Sue into the hall.

“She has about one chance in ten to live”, he said as he shook down the ‘mercury in his clinical thermometer. “And that one chance depends upon her desire to get better. But your little friend has made up her mind that she is going to die. Is she worrying about something?”

“She wanted to paint a picture of the Bay of Naples some day”, said Sue. “No, something more important — a man perhaps?”

“No.”

“Well, perhaps it is a result of her fever and her general physical weakness. But when a patient begins to feel sure that she is going to die, then I subtract fifty per cent from the power of medicines. If you can succeed in making her interested in something, in asking, for instance, about the latest styles in women’s clothes, then I can promise you a one-to- five chance for her instead of one-to-ten.”

After the doctor had gone, Sue went into her own room and cried. Later, trying not to show her sadness, she went into Johnsy’s room, whistling.

Johnsy lay under the bedclothes, with her face toward the window. Sue stopped whistling, thinking Johnsy was asleep. But soon Sue heard a low sound, several times repeated. Sue went quickly to the bedside.

Johnsy’s eyes were wide open. She was looking out of the window, and counting backwards.



“Twelve”, she said, and a little later, “eleven”, and then “ten” and “nine” and then “eight” — “seven.”

Sue looked out of the window. What was Johnsy counting? There was only a gray, back yard and the blank wall of the opposite house. An old, old vine, dead at the roots, climbed halfway up the wall. The cold breath of autumn had blown almost all the leaves from the vine until its branches were almost bare.

“What is it, dear?” asked Sue.

“Six” said Johnsy very quietly. “They are falling faster now. Three days ago there were almost a hundred. It makes my head ache to count them. But now it’s easy. There goes another one. There are only five left now.”

“Five what, dear? Tell me!” said Sue.

“Leaves. The leaves of that vine. When the last leaf of the vine falls, I must go too. I’ve known that for three days. Didn’t the doctor tell you?”

“The doctor didn’t say any such thing. That is pure foolishness”, said Sue. “What connection have those old leaves with your getting well? And you used to love that old vine so much. Please don’t be silly! The doctor told me this morning that your chances of getting well soon were excellent. Now try to take some of your soup and let me get back to work so that I can make money to buy you some good port wine.”

“There’s no use buying any more wine”, said Johnsy, keeping her eyes fixed on the blank wall of the house opposite. “There goes another leaf. That leaves just four. I want to see the last one fall before it gets dark. Then I’ll go too.”

“Johnsy, dear,” said Sue, bending over her. “Will you promise me to keep your eyes closed and not look out of the window until I have finished working? I must deliver these drawings tomorrow. I need the light; otherwise I would pull down the curtain.”

“Can’t you draw in your room?” said Johnsy coldly.

“I’d rather stay here with you”, said Sue. “Besides, I don’t want you to keep looking at those silly leaves.”

“Tell me as soon as you have finished”, said Johnsy, closing her eyes and lying white and still. “Because I want to see the last leaf fall. I’m tired of waiting. I’m tired of thinking.”

“Try to sleep”, said Sue a little later. “I must go downstairs for a minute to get Mr. Behrman who is going to sit as my model. But I will be right back. And don’t move and also please promise me not to look out of the window.”

Old Mr. Behrman was a painter who lived on the first floor beneath them. He was more than sixty years old. Behrman was a failure in art. He had always wanted to paint a masterpiece, but he had never yet begun to paint it. For many years he had painted nothing, except now and then something in the line of commercial or advertising work. He earned a little money by serving as a model for those young artists who could not pay the price for a regular model. He drank much whiskey and when he was drunk always talked about the great masterpiece he was going to paint. He was a fierce, intense little man who considered himself as a watch-dog and protector for the two young artists living above him, of whom he was very fond.

Sue found Behrman in his poorly-lighted studio. In one corner of the room stood a blank canvas which had been waiting for twenty-five years to receive the first line of the promised masterpiece. Sue told him of the strange idea which Johnsy had concerning the last leaf, and Sue said that she feared that Johnsy would really die when the last leaf fell.

Old Behrman shouted, "Are there people in the world who are foolish enough to die simply because leaves fall from an old vine? I have never heard of such a thing. Why do you permit such silly ideas to come into her mind? Oh, that poor little Miss Johnsy."

"She is very ill and very weak", explained Sue, "and the fever has left her mind full of strange ideas."

Johnsy was sleeping when they both went upstairs. Sue pulled down the curtain and motioned to Behrman to go into the other room. There they looked out of the window fearfully at the vine. Then they looked at each other for a moment without speaking. A cold rain was falling, mixed with snow. Behrman took a seat and prepared himself to pose for Sue as a model.

When Sue woke up the next morning, she found Johnsy with dull, wide open eyes, looking at the window.

"Put up the curtain. I want to see", Johnsy said quietly. Sue obeyed.

But, oh, after the heavy rain and the strong wind, one leaf was still hanging on the vine. The last leaf. Still dark green, it hung from a branch some twenty feet above the ground."

"It is the last one", said Johnsy, "I thought it would surely fall during the night. I heard the wind and the rain. It will fall today and I shall die at the same time."

"Dear Johnsy", said Sue, placing her face close to Johnsy's on the pillow. "Think of me if you won't think of yourself. What shall I do?"

The day passed slowly, and even through the growing darkness of the evening they could see the lone leaf still hanging from the branch against the wall. And then, with the coming of the night, the wind began to blow again, and the rain began to fall heavily.

But the next morning when Johnsy commanded that the curtain be raised again, the leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue.

"I've been a bad girl, Sue", said Johnsy. "Something has made the last leaf stay there just to show me how bad I was. It was a sin to want to die. You may bring me a little soup now — and then put some pillows behind me and I will sit up and watch you cook."

An hour later Johnsy said, "Sue some day I want to paint a picture of the Bay of Naples."

The doctor came in the afternoon. "You are doing fine", he said, taking Johnsy's thin hand in his. "In another week or so you will be perfectly well. And now I must go to see another patient downstairs.

His name is Behrman. He is some kind of artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is very severe. There is no hope for him, but I am sending him to the hospital in order to make him more comfortable."

The next day, Sue came to the bed where Johnsy lay. “The doctor tells me that soon you will be perfectly well again”, Sue said, putting her arm around Johnsy. Johnsy smiled at her happily. “Isn’t it wonderful?” Sue continued. “But now I have something important to tell you. Old Mr. Behrman died in the hospital this morning of pneumonia. He was sick only two days. They found him in his room the morning of the first day helpless with pain and fever. His shoes and clothing were completely wet and icy cold. They couldn’t figure out where he had been on such a terrible night. And then they found a lantern, still lighted, a ladder, and some other things which showed that, during the wind and the rain, he had climbed up and painted a green leaf on the wall of the house opposite. Didn’t you think it was strange that the leaf never moved when the wind blew. Ah, darling, it was Behrman’s real masterpiece, — he painted it there the night that the last leaf fell”.

### About the Author

**William Sydney Porter** (September 11, 1862 – June 5, 1910), known by his pen name **O. Henry**, was an American short story writer whose short stories are known for wit, word play and surprise endings. He was in Greensboro, North Carolina. As a child, Porter was always reading, everything from classics to popular novels. In his day, he was called the American answer to Guy de Maupassant. While both authors wrote plot twist endings, O. Henry’s stories were considerably more playful, and are also known for their witty narration. Most of O. Henry’s stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people: policemen, waitresses, etc.

### About the Story

The story, “The Last Leaf” published in 1907, is set in Greenwich Village during a pneumonia epidemic. It deals with the sacrifice of an old artist, Mr. Behrman, who paints the illusion of a last leaf on the wall, and saves the life of a young artist, dying of pneumonia. Johnsy suffers from pneumonia and the doctor has no hopes of her recovery. She can see an ivy plant through the window gradually losing its leaves, and has taken it into her mind that she will die when the last leaf falls. Seemingly, it never does fall, and she survives. In reality, the vine lost all its leaves. What she thought she saw was actually a leaf painted on the wall with perfect naturality. That was the masterpiece painted by Mr. Behrman in cool weather the whole night and as a result, who dies of pneumonia.

This story includes sacrifice, commitment, compassion, friendship as well as hope and dedication. O. Henry suggests that people with artistic prowess are focused individuals driven by their goals for greatness.

### Glossary

- bohemian (adj) /bəʊ'hi:mən/: unconventional, especially in habit or dress  
e.g. David’s parents did not approve of their son’s bohemian life style.
- studio (n) /'stju:dɪəʊ/ : the room in which an artist works  
e.g. The Department of Music has a professional recording studio.
- scarcely (adv) /'ske:slɪ/ : almost not  
e.g. There was scarcely a tree left standing after the storm.

## English

Bay of Naples (n) /beɪ (ə)v 'neɪp(ə)lz/ : The Gulf of Naples, also called the Bay of Naples, is a roughly 15-kilometer-wide gulf located along the south-western coast of Italy.

vine (n) /vaɪn/ : a climbing woody-stemmed plant related to the grapevine  
e.g. The vine that is creeping on the wall of our house is full of fruits.

bare (adj) /beɪ/ : minimal, uncovered  
e.g. They wore shabby clothes and their feet were bare.

watch-dog (n) /'wɒtʃdɒg/ : a person whose job is to check the behavior of someone else  
e.g. The committee acts as an independent watchdog over government spending.

port wine (n) /pɒt waɪn/ : a type of wine traditionally made in Portugal

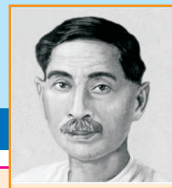
### Answer the following questions in about 25 lines each.

1. How is "The Last Leaf" by O. Henry a story of hope, friendship and sacrifice?
2. Justify the statement "A diseased mind is even more harmful than the actual disease itself" with reference to O. Henry's 'The Last Leaf'.



## The Immaculate Child

Premchand (Translated by P.C. Ghai)



### Taking off...

Gangu, an illiterate Brahmin servant, thinks that he is superior to the rest by virtue of being a “Brahmin”. The master is very much irritated by Gangu’s attitude. One day Gangu confesses his love towards a pregnant widow named Gomti Devi, and marries the lady who has betrayed three husbands before her marriage to Gangu. Now Gomati delivers a baby within six months of her marriage with Gangu ... Now, read on to see whether Gangu accepts the baby or succumbs to the social censure ...



People call Gangu a brahmin; and Gangu behaves like one. My syce and servants salaam me from a distance. Gangu never does that. Perhaps he expects me to touch his feet. He never handles the tumbler in which I have drunk, and I have never dared to ask him to fan me. Whenever I am sweating profusely and no one is around, Gangu picks up the fan by himself. But it becomes clear from his looks that he is doing me a favour. And I don’t know why I at once snatch the fan from his hands. He is short-tempered and can’t stand any criticism. He thinks it below his dignity to sit beside my syce and servants. I have never seen him socializing with anyone. What surprises me most is that he is not addicted to bhang or things like that, a habit that is a special characteristic of the people of his caste. I have never seen him performing any religious rituals or bathing in a river. He is totally illiterate; even then he is a Brahmin; and expects others to revere and serve him. But why shouldn’t he? When people are holding onto the wealth inherited from their ancestors under the belief that they themselves have created that wealth, why should he give up the privilege and status bequeathed by his ancestors? This is his birthright.

By nature I am reserved with my servants. I don’t like them to come to me unless I ask for them. I don’t like to shout for them for small matters. I find it more convenient to pour water for myself from the surahi, or light the lamp, or put on my shoes, or to take out a book from the shelf, all by myself, than ask Hingan or Maikoo to do any of that. This gives me a feeling of my independence and self-confidence. My servants too have understood my nature, and seldom come to me unless I call them. Therefore, one morning when Gangu came and stood in front of me, I didn’t like it. These people come to me either to ask for an advance or to complain about one of their companions. And I don’t like any of this. I pay everyone on the first of the month and whenever someone comes to ask for an advance I get worked up. I don’t like keeping account of small amounts. And then if someone has got his full salary for a month he has no business to fritter it away in fifteen days and then come and ask for an advance or a loan. And I hate listening to complaints. I look upon them as a sign of weakness or a mean attempt at flattery.

I knitted my brow and said, ‘What’s the matter? I didn’t call you.’

I was amazed to see a look of politeness, supplication and even unease on his proud face. It seemed he wanted to say something but was unable to find words for it.

In irritation I said, 'What's wrong? Why don't you say something? You know it's time for me to go for a walk. I'm getting late.'

Gangu replied in a dejected tone, 'All right, you go for your walk. I'll come again.'

This was still more worrisome. Now knowing that I don't have much time he would quickly blurt out all in one outburst. On another occasion the rogue would go on bemoaning for hours. He may be regarding my reading and writing as some kind of work, but my moments of contemplation, the most crucial ones of my vocation, are mere relaxation in his eyes. And he would catch hold of me at such a time.

'Have you come to ask for an advance? I don't give advances.' I said, rudely.

'No, *sarkar*. I have never asked for an advance.'

'Then, have you come to complain against someone? I don't like to listen to complaints.'

'No, *sarkar*. I have never complained against anyone.'

Gangu now looked determined. From the expression on his face it seemed he was marshalling all his strength for a long hop. He spoke in an unsteady voice, 'Please, relieve me of my duties. Now I won't be able to serve under you.'

I had never before heard this kind of demand and it hurt my self-pride. I consider myself a model of humane behaviour. I don't speak harshly to my servants and try to keep my bossy attitude sheathed in a scabbard. So I was amazed at this proposal. I said in a harsh tone, 'Why? What's your resentment?'

'Very few are so good-natured as you, *hazoor*; but I'm in a situation in which I can no longer work with you. I don't want that your reputation should suffer because of me.'

I was perplexed and became inflamed with curiosity. I threw myself into the chair lying in the verandah and said, 'Why do you talk in riddles? Tell me straight what the matter is.'

Very politely Gangu said, 'The truth is the woman who has been expelled from the Widows' Ashram, the same Gomti Devi...'

I asked impatiently, 'Yes, she has been expelled. So what? What has that to do with your job?'

It was as if Gangu had unloaded a heavy burden, 'I want to marry her, babuji.'

I looked at him with astonishment. This illiterate and orthodox brahmin, untouched by new ideas, is marrying this lecherous woman, whom no one would even let into their house! Gomti had created a stir in the peaceful atmosphere of the mohalla. She had come to this Widows' Ashram a few years ago. The officials of the Ashram had married her off three times, and each time she had left her husband and returned after a few weeks or a month. So much so that the secretary of the Ashram had expelled her, and now she lived in a small room in the mohalla and had become a source of fun for the mohalla's rogues.

I was angered at Gangu's simplicity but I also pitied him. The donkey could not find any other woman except this one to marry. When she had forsaken three men how long would she stay with him? Had there been some money, she might have stayed with him for six months or a year. He is stark blind. She won't stay with him even for a week.



I asked him peremptorily, 'Don't you know the stories of her misdeeds?'

Gangu spoke as if he had been an eyewitness, 'These are all lies. People have maligned her for nothing.'

'What do you mean? Hasn't she left three men?'

'They drove her out. What could she do?'

'You fool! Does anyone come from so far, spend thousands of rupees just to drive away a woman?'

Gangu replied with emotion, '*Hazoor*, no woman can stay where there's no love. A wife doesn't need just food and clothing. She needs love too. They must have thought they had done a widow a great favour by marrying her. They must have expected her to surrender to them body and soul; but to do that one has first to surrender oneself, *hazoor*. Moreover, she is suffering from a sickness. She is sometimes possessed by a spirit. Then she starts talking nonsense, and falls unconscious.'

'And you'll marry such a woman?' I asked, shaking my head in scepticism. 'Take it from me, you will reap a bitter harvest.'

Gangu shook his head like a martyr and said, 'Babuji, I believe it will end happily for me, God willing.'

'Then you have decided finally?' I asked him firmly.

'Yes, *hazoor*.'

'Then I accept your resignation.'

I am not a prisoner of worn-out customs and orthodoxies, but to keep in my employment a man who was marrying a slut was really a risky proposition. Every now and then there would arise new complications and troubles; the police would come, and court cases. There might even be thefts. So it was advisable to keep off these quicksands. Gangu, like a man suffering from deprivation, is leaping for a piece of bread unmindful that the bread is old, dry and rotten. I thought it right to keep him out.

Five months went by. Gangu had married Gomti and he lived in a shack in the same mohalla. Now he made his living by hawking *chaat*. Whenever I met him in the bazaar, I would enquire about his well-being, for I had become deeply interested in him. His life was a testing ground for a social question, not only social, a psychological one too. I was curious to know how this would end. I always found Gangu in a happy state of mind. I could clearly see on his face the sparkle and self-confidence that is the result of happiness and contentment in life. His sale was no more than a rupee and a half, and out of this, his earnings came to about eight-to-ten annas. This was his livelihood but it seemed blessed by a god because there was not a trace of the shame and misfortune that is found among such people. On his face there was a look of self-assurance and joy that comes only to a contented soul.

One day, I heard that Gomti had run away. I don't know why but I derived a strange pleasure from this news. I had become envious of Gangu's happy and contented life, and was waiting for some deadly or shameful end to it. This news softened my envy. After all the very thing I had expected had happened. The fellow was punished for his lack of foresight. Let me see how he

shows his face to me. Now he would realize how right they were who had advised him against this marriage. He had thought that he had come to possess something rare, as if the doors to salvation had opened for him. People had warned him that the woman could not be trusted, that she had deceived so many, but it had all fallen on deaf ears. Now when he meets me I shall ask him how happy he was after this boon from his goddess! He used to say that people defamed her out of ill will, and let me see who was mistaken.

The same day I happened to meet Gangu in the market. He was shaken and unsettled, completely lost to himself. Tears flowed from his eyes the moment he saw me, not out of shame but pain. 'Babuji, Gomti deceived me too.' Hiding my pleasure under an outward show of sympathy, I said, 'I had warned you of this and you did not listen. Now have patience. There is nothing else you can do. Has she cleaned you out or left something behind?'

Gangu touched his heart with his hands. It seemed my speech had hurt him deeply.

'Oh babuji, don't say this. She took away nothing. In fact she left behind whatever she had. I don't know what my fault was. May be I was not good enough for her. She was literate and I, unlettered. It was enough that she stayed with me for so long. Had she stayed with me a little longer I would have become a good person. What should I tell you about her? She was like a god's blessing for me. I don't know where I had faulted. I swear I never saw a trace of resentment on her face. I'm nobody, babuji. I earn no more than ten-twelve annas, but she was so good at housekeeping that I never felt the shortage of anything.'

I was acutely disappointed at what he said. I had thought he would narrate the story of her infidelity and I would show my sympathy for him, but his eyes were not yet opened, the fool that he was. He was still under her spell and had become disorientated.

I began to ridicule him, 'So she hasn't carried anything with her?'

'Nothing at all, babuji. Not a pie.'

'And she loved you very much?'

'How should I convince you, babuji? That love I shall not forget till my death.'

'And even then she deserted you?'

'That's what surprises me, babuji.'

'Haven't you heard the stories of female treachery?'

'Don't say that, babuji. I would keep singing her praises even if someone should threaten to slit my throat.'

'Then go and search for her.'

'Yes, master. I won't rest till I have found her. Once I come to know where she is I shall definitely bring her back, and my heart tells me that she will come back. You'll see. She hasn't gone away out of any resentment. I shall search for her everywhere. And when I have found her I'll see you again.'

Saying this he went his way, distraught with emotion.

Just after this meeting I had to go to Nainital for some work and returned after a month. I hadn't yet changed my dress when I saw Gangu standing in front of me holding a newly born baby



in his hands. Perhaps even Nand himself would not have been so overjoyed to hold the child Krishna in his lap. Gangu's whole body seemed to exude an uncontrollable joy. His face and eyes were singing with gratitude and love. He displayed the same kind of contentment that one finds on the face of a starving beggar after he had had his fill.

I said, 'Tell me, great man, did you get some news of Gomti Devi?'

Gangu burst out, 'Yes, babuji. With your blessings I have brought her back. She was found in a hospital in Lucknow. She had confided her whereabouts to one of her female friends here. The moment I came to know I rushed to Lucknow and dragged her back. And I got this baby, over and above.'

He lifted the baby and brought it in full view of me like a sportsman proudly displaying his medal.

I remarked mockingly, 'Very fine, you got this boy, too. Perhaps that is why she had run away. Is he your son?'

'Why mine, babuji? He's yours. God's.'

'Was he born in Lucknow?'

'Yes, babuji, He's just a month old.'

'How long have you been married?'

'This is the seventh month.'

'So he was born in the sixth month of your marriage?'

'What else.'

'And even then he's yours?'

'Yes.'

'You're talking nonsense.'

I am not sure whether he understood what I was trying to say but he replied out of plain innocence, 'Babuji, she nearly died giving birth to him. She has got a new life. She struggled between life and death for three days and three nights.'

I taunted him. 'This is the first time I hear that a baby can be born after six months of marriage.'

The arrow had hit the target.

'Oh, it's that. I didn't even think of it. That's why Gomti had run away.'

He continued: 'I said "Gomti, if you don't like me, you can leave me. I shall go away and never trouble you again. If you ever need my help, write to me and I shall do everything I can. I have no resentment against you. In my eyes you are still as good as you were before. I love you as before. No, now I love you even more. And if you have not turned away from me, then come with me. Gangu would never be unfaithful to you. I married you not because you are a goddess but because I loved you and believed you also loved me. This child is my child, my own child. I took a sown field. Should I then disown the harvest just because someone else had sown it?"'

Saying this, Gangu burst out into a loud laughter.

I forgot to change my dress. I don't know why but my eyes were filled with tears. I don't know the power that crushed my revulsion and made me open my arms. I took that immaculate child in my lap and kissed his face with the affection that perhaps I had not shown even for my own children.

Gangu said, 'Babuji, you're such a good human being. I have always sung your praises before Gomti. I keep telling her to come and meet you, but she doesn't come out of shyness.'

I am a good human being! The veneer of goodness was gone today. I spoke to him with a heart full of devotion, 'No. Why should she come to meet a black-hearted person like me? Come, take me to meet her. You say I'm a good person! No. I'm good only from outside but very mean from inside. It is you who is truly good, and this baby is a flower that radiates the fragrance of your goodness.'

I embraced the baby and walked along side Gangu.

### About the Author

Premchand is the pen name adopted by the Hindi writer Dhanpatrai who was born on 31 July 1880 at Lamahi near Varanasi. His early education was in a madarasa under a Maulavi, where he learnt Urdu. He passed B.A. in 1919, with English, Persian and History. He had a second marriage with Shivarani Devi, a child-widow, who wrote a book on him, 'Premchand Gharmein' after his death.

Premchand's literary career started as a freelancer in Urdu. In his early short stories he depicted the patriotic upsurge that was sweeping the land in the first decade of the present century. *Soz-e-Watan*, a collection of such stories published by Premchand in 1907, attracted the attention of the British government. In 1914, when Premchand switched over to Hindi, he had already established his reputation as a fiction writer in Urdu.

He has left behind a dozen novels and nearly 250 short stories. His best known novels are *Sevasadan*, *Rangamanch*, *Ghaban*, *Nirmala* and *Godan*. Three of his novels have been made into films. Besides being a great novelist, Premchand was also a social reformer and thinker. The present story is a free translation of his story "Balak" into English by Mr. TC Ghai.

TC Ghai (1937) graduated in English from Punjabi University and did his M.Litt in Comparative Indian Literature from Delhi University. He served with the Government of India for more than a decade and travelled extensively along the Indo-Tibetan border. He took up teaching English language and literature at Deshbandhu Evening College in 1970 and retired as Associate Professor at Ramanujan College, New Delhi in 2002. He has published fiction, poetry translations of Punjabi poetry into English. He also produced English language teaching course books for schools.

His work *Pattern and Significance in the Novels of R.K. Narayan* was published in Indian Literature, Sahitya Akademi in 1975. He published two short novels, *The Stricken Moth* (1984) and *Alone in the Wilderness* (2000), and a few poems in *The Journal of the Poetry Society (India)* and *Poetry India: Voices for the Future* (1993). He was a reviewer for the poetry society journal between 1991-94. He translated 22 short stories of Hindi writer Premchand, all of which are available in his blog, 2010. A collection of his 100 poems, titled '*Exclusion Deprivation Nothingness: Selected Poems of Lal Singh Dil*' have been published by LG Publishers Distributors Delhi, 2017.

## About the Story

The story, “The Immaculate Child” deals with various issues of Indian society and also the psychological aspects of the Indian mindset. It starts with an introduction of an illiterate Brahmin servant “Gangu” who thinks he is the superior among all the servants because he is a “Brahmin”. The owner of the house is the narrator of the story. The rigid mentality of Gangu irritates his master again and again but he is not much affected with this kind of behaviour. One day, Gangu confesses his love for a widow named Gomti Devi, and he also marries Gomti, who has betrayed three husbands before her marriage with Gangu. Gomti gives birth to a child, a baby boy just after six months of her marriage with Gangu and Gangu accepts that child as if it was his own. In the story, we can observe that Gangu is an illiterate Brahmin and yet, his thinking is higher than his master’s. Gomti is a widow and remarriage of widows was not a general practice. It highlights the general attitude of men to women and their exploitation. The issue of poverty in Gangu's life and his social life is also important. The child is a symbol of love between Gomti and Gangu as well as a symbol of awareness on the part of the narrator.

## Glossary

immaculate ( <i>adj.</i> ) /ɪmæk.jʊ.lət/	: perfectly clean or tidy e.g. With all varieties of trees it seems to be an immaculate garden.
syce ( <i>n</i> ) /saɪs/	: (especially in India) a person who takes care of horses; a groom e.g. They have appointed a syce for the stable.
bhang ( <i>n</i> ) /bʌŋ/	: a mild preparation of marijuana made from young leaves and stems of the Indian hemp plant or water as a fermented brew or smoked for its hallucinogenic effects e.g. He drinks <i>bhang</i> only occasionally.
ritual ( <i>n</i> ) /rɪt.ju.əl/	: a set of actions and words performed regularly as part of a ceremony e.g. The Hindus believe in performing certain rituals at the birth or death of a person.
ancestor ( <i>n</i> ) /æn.ses.tər/	: a person, who is related to one existing at an earlier point in time e.g. He hung the portraits of his ancestors on the walls.
privilege ( <i>n</i> ) /prɪv.əl.ɪdʒ/	: an advantage that only one person or a group of people has, usually because of their position e.g. Minorities are given certain constitutional privileges in India.
bequeath ( <i>v</i> ) /bɪkwiːð/	: to arrange to give money or property to others after somebody’s death e.g. Her father bequeathed her the family fortune in his will.

## English

surahi (n) /sʊˈrɑːhi/	: an Indian clay pot with a long neck, used for storing water e.g. We use a <i>surahi</i> to place water on the table.
get worked up (ph.v)	: to make yourself or another person feel upset or feel strong emotions e.g. I get worked up when I have lot of work to do.
fritter (v) /frɪt.ə/	: to waste money, time or an opportunity e.g. He frittered away all the property he inherited from his ancestors.
flattery (n) /flæt.ər.i/	: praising somebody expecting something from them e.g. He flatters people when he wants something from them.
supplication (n) /sʌp.lɪkeɪ.ʃən/	: asking for something abjectly e.g. I cannot put up with his absolute supplication.
unease (n) /ʌniː.z/	: discomfort at a particular situation e.g. There is a growing unease at the prospect of recent elections.
dejected (adj.) /dɪdʒek.tɪd/	: unhappy, disappointed or lacking hope e.g. He was dejected on learning that everything was lost in floods.
blurt(v) /blɜːt/	: to say something suddenly and without thinking e.g. He blurted out the truth quite inadvertently.
bemoan (v) /bɪməʊn/	: to complain about or express sadness e.g. Institutions of higher education today are bemoaning about the shortage of resources.
vocation (n) /vəʊkeɪ.ʃən/	: a type of work that you feel you are suited for and to which you should give all your time and energy e.g. The job of a teacher combines his vocation and avocation.
sarcar (n) /səˈkɑː/	: a man who is in a position of authority, especially one who owns land worked by tenant farmers (often used as a form of address) e.g. When I asked about the bill, he replied, ‘Your will <i>sarcar</i> !’
marshal (v) /mɑː.ʃəl/	: to gather or organize people or things in order to achieve an aim e.g. The girl marshaled courage to say that she had lost the ring.
sheathe (v) /ʃiːð/	: to cover or put a knife back inside its sheath e.g. The dagger was sheathed in a leather cover.
scabbard (n) /skæb.əd/	: a long thin cover for the blade of a sword e.g. Knives are usually hidden in scabbards fixed to the belt.

hazoor ( <i>n</i> ) /hʌ'zʊə/	: an Indian of high rank; a title of respect for such a person e.g. When the king called the minister, he responded "Ji, <i>Hazoor</i> ."
inflame ( <i>v</i> ) /ɪnflaɪm/	: very strong feelings, such as anger or excitement e.g. He was inflamed on hearing that his horse was stolen.
impatiently ( <i>adv.</i> ) /ɪmpeɪ.ʃənt.li/	: wanting something to happen as soon as possible e.g. He waited for the response quite impatiently.
lecherous ( <i>adj.</i> ) /letʃ.ər.əs/	: (especially of men) showing a strong sexual interest in people e.g. The man gave her a lecherous look.
mohalla: ( <i>n</i> ) /məʊ'hʌlə:/	: an area of a town or village; a community. e.g. The underprivileged people were accommodated in <i>mohallas</i> .
deaf ears ( <i>n</i> ) /def ɪəz/	: go unheeded, paid no attention to etc. e.g. All our pleas fell on deaf ears.
forsaken /fə'seɪkən/	: abandoned; deserted e.g. The child was forsaken by his parents.
peremptorily ( <i>adv.</i> ) /pərem.pə.trə.li/	: expecting to be obeyed immediately and without questioning e.g. "Now," he said peremptorily, "come and tell your name."
malign ( <i>v</i> ) /mə'lain/	: speak about (someone) in a spitefully critical manner e.g. Her name was maligned time and again.
scepticism ( <i>n</i> ) /skep.tɪ.sɪ.zəm/	: doubting whether something is true or useful e.g. Loss of faith in religion resulted in scepticism.
bitter harvest ( <i>n</i> ) /bɪt.ə hɑɪ.vɪst/	: negative consequence e.g. If you do not cultivate discipline in childhood, you will reap a bitter harvest.
slut ( <i>n</i> ) /slʌt/	: a woman who has sexual relationships with a lot of men e.g. She was accused of being a slut.
proposition ( <i>n</i> ) /prəp.əzɪʃ.ən/	: an offer or suggestion e.g. That was a different proposition altogether.
quicksand(s) ( <i>n</i> ) 'kwɪksand/	: a bad or dangerous situation from which it is hard to escape e.g. He found himself sinking in financial quicksand.
deprivation ( <i>n</i> ) /dep.rɪveɪ.ʃən/	: absence of conditions necessary for a pleasant life e.g. Deprivation of comforts is a form of training for saints.
shack ( <i>n</i> ) /ʃæk/	: a very simple and small building made from bits of wood e.g. The poor couple lived in a shack.
testing ground ( <i>n</i> ) /testɪŋ graʊnd/	: an area or field of activity used for the testing of a product or an idea, especially a military site used for the testing of weapons. e.g. A college is a testing ground for your success in the world.

## English

stark ( <i>adj.</i> ) /sta:k/	: bare, simple or obvious, especially without decoration e.g. The way he dressed up was in stark contrast to what he earned.
salvation ( <i>n</i> ) /sælveɪ.ʃən/	: (a way of) being saved from danger, loss or harm e.g. Death is never a salvation.
infidelity ( <i>n</i> ) /ɪn.fɪdel.ə.ti/	: not being loyal or faithful esp. in sex e.g. Infidelity of partners is one of the reasons for divorce.
disoriented ( <i>adj.</i> ) /dɪsɔɪ.ri.ən.tɪd/	: confused and not knowing where to go or what to do e.g. Animals get disoriented when light is focused on them.
treachery ( <i>n</i> ) /treɪʃ.ər.i/	: deceiving someone who trusts them, or lack of loyalty e.g. One cannot tolerate treachery in business.
distraught ( <i>adj.</i> ) /dɪstrɔɪt/	: extremely worried, anxious or upset e.g. The parents of the missing child turned distraught.
exude ( <i>v</i> ) /ɪgzjuːd/	: showing that one has a lot of that feeling e.g. She just exudes confidence.
confide ( <i>v</i> ) /kənfaɪd/	: to tell a secret or personal matter to someone whom you trust not to tell anyone else e.g. He confided to her that he had cheated the bank.
mockingly ( <i>adv.</i> ) /mɒk.ɪŋ.li/	: appearing or pretending to be exactly real He mockingly told her that he was a pauper.
taunt ( <i>v</i> ) /tɔɪnt/	: to intentionally annoy and upset someone by making unkind remarks e.g. Cinderella's step mother taunted her bitterly.
revulsion ( <i>n</i> ) /rɪvʌl.ʃən/	: a sudden strong feeling that something is extremely unpleasant e.g. I turned away in revulsion seeing the murdered body.
veneer ( <i>n</i> ) /vəneɪr/	: a thin layer of decorative wood or plastic used to cover e.g. The almirah is made of cheap wood with a pine veneer.
the arrow had hit the target	: achieved the objective e.g. After several unsuccessful attempts, the arrow has finally hit the target.

## Check your Understanding : Answer in 20-25 lines each.

1. Sketch the character of Gangu.
2. Justify the title of the story "The Immaculate Child."



## Will he Come Home?

P. Satyavathi - Translated by: Y. Padmavathi

Pillaadostada, Andhra Jyothi Sunday, June 2014



### Taking off...

One day the college going son had not returned home and his mother, Vijaya was nervous. Read on to find out her wild thoughts about her missing son.



Today, the 9999th episode of the daily serial, Royal Family, is about to be telecast for one hour. In today's episode, all the actors will recall their experiences of enacting scenes and memories of memorable scenes; they will flick their hair here and there, talk in honey sweet voices in Telugu, peppered with English. For the past ten days, producers have been telling all viewers that this episode should not be missed!

That is why Vijaya prepared pizza and his favourite dinner for her college going son, ragi malt for Ammamma and phulkas for herself, before settling down in front of the newly purchased television set fixed to the wall.

Her grandmother Savitramma is eighty seven years old. The day before yesterday, she brought her home to stay with them for ten days. Vijaya's husband is on a business trip to Singapore, her daughter is married and stays in America, her son is in college, studying engineering - a typical middle class family.

What is the name of the daily serial?

Does Vijaya want to watch the serial?

How old is Ammamma?

Ammamma is neither interested in television programmes nor does she like to sit in an enclosed room. She likes to sit under the open star - studded sky and with a few plants around her in the balcony. As soon as the sun starts going down, she heads to her favourite spot in the balcony. Suddenly, she rushed into the room saying, "The boy has not yet returned, it is cloudy and has started drizzling".

Just then, the jewellery decked actress, who played the role of the king's daughter-in-law, made an entrance, and politely greeted the audience. Vijaya who was thinking, "The girl's necklace is beautiful," was startled by Ammamma's words. "Oh my! It is already 8 o'clock, why has the boy not returned? Why has the child not yet come home? Even if he is half an hour late, he calls her to inform her. When she calls him, there is no response. "What has happened to him?"

The rain is getting heavier!

Hey, Motu, Chintu, Bablu, Bunt, Munna, Rahim, Raja, where is my son? I have been calling them repeatedly!



All of them reply, "We have no idea, aunty."

"You are all back home. Why has he not returned? Please, dears, telephone and find out."

"Aunty, he does not respond."

The phone is switched off even after the hundredth call.

What should I do? Every day he is home by seven o'clock. It is 10 o'clock now and yet, no sign of him? What should I do now?

His father is also not in the country. If I call him and tell him, won't he get worried?

"He will come, do not worry, he must have got stuck somewhere in the rain. Let the rain stop, he will come himself," saying so, grandma drank her malt drink and curled up on the sofa.

Vijaya ran through all the numbers of his friends and places the boy regularly hangs out at.

The clock chimes 12 o'clock.

Neighbours are switching off television sets to get ready to sleep and all the vehicles have returned to park in the cellar of the apartment building. The boy has not returned.

Grandma piped in once more, "He must be stuck somewhere, I say. Don't brood! Eat something."

Vijaya was maddened, "While I die a thousand deaths here because the boy has not returned, how can you insist that I eat! You drank your ragi java, now go to sleep."

How does Vijaya react about her son who has not returned home?

Do all mothers react like Vijaya?

"I ate so that I do not become dizzy and fall down and become an additional burden, said Amamma. "I take care of myself so that I am not a bother to others. What will you gain by becoming fretful and nervous?"

Vijaya's feverish imagination has taken the shape of a television playing scenes again and again!!

On a motorbike, three youngsters talking on the phone, a drunk lorry driver rushing towards the motorbike in a zigzag manner at high speed. Three dead bodies scattered on the road in a pool of blood. White T-shirts soaked in red.

In the rain, a lone biker, an unknown man waves his hand for a lift, the bike stops. The stranger pulls the biker off the motorbike, drags him to the road and beats him badly. The man steals the laptop, mobile, wallet and snatching bike keys and runs into the darkness without a backward glance. The child is unconscious on the road. Vijaya fervently prays to Lord Venkateswara to keep her son safe and vows that she will walk up to the temple, not drive up.

Someone's birthday.... A friend invites him to a party, he refuses, they mock him. He is provoked and goes along with his friends. There are arguments... and from arguments to fisticuffs to a full blown fight. Someone commented on his girl friend, he commented on the other person's girlfriend. No one is aware whose life is snuffed out in the blind rage that ensues.

A youth went to swim in the river Krishna and drowned.



Cricket betting in thousands of rupees! If they win, it is wild, wild partying!! If they lose, where will they get money to replace it? They steal scooters, motorbikes, laptops and sell these in the grey market. Police apprehend the offenders, mask them, put them on the identification line. I hope that our innocent child is not caught in that.

What are the negative thoughts that run in her mind?

Why does she pray to Lord Venkateswara?

Ammamma says again, “Our child will not get involved in all this, do not have bad thoughts! You raised him for 20 years, do you not know what kind of person he is? Look, how you are drenched in sweat, drink a glass of hot milk to regain your energy.”

“I will not even have a drop of water till my son returns. My one and only son - he is my life.”

Ammamma was silent!

“Of late he has been giving a lift to Sandhya, the girl who lives at the end of our lane. Did her family misunderstand it to be a love affair and kill him? They are not from our caste. They beat our Venkatratnam’s grandson and dumped him, you know about it, don’t you?” Ammamma listened silently and did not respond.

2 o’clock, 3 o’clock, 4 o’clock...

Vijaya paced anxiously in the room, jumping at every sound, suddenly she threw up. Ammamma slowly got her to bed and gave her a nightie to change.

Lying down on the bed, Vijaya started weeping bitterly, tears swelling up. Helplessly, Ammamma listened to Vijaya’s hiccoughs. “Ammamma! Nowadays it is difficult to find out who are friends or enemies. A few days ago, his own friends murdered a youth and threw him in a canal.”

“My child! Why do you get only unpleasant thoughts? Since last night, you have only bad thoughts and are thinking of the worst. During the days of the freedom struggle, your grandfather would not come home for ten days at a stretch. In those days there were no mobile phones to find out, were they? We continued our day to day chores and waited for him anxiously!” Ammamma recalled her past.

Within three years of her marriage, her mother-in-law passed away, her father-in-law married a woman of her own age. Both together took care of her children and his children. When father-in-law’s first wife’s daughters came home to deliver their babies, the house was full of small and lactating babies. With so many children, none had time to see who came home at what time or to worry why they had not come home. Who had time to imagine worst scenarios and weep! Father-in-law would occasionally gather all the children and tell them stories. Women were always busy with work. My own husband was busy with meetings and the freedom struggle. My eldest son was also involved in the freedom struggle, meetings, rallies, protest marches; he worried about police and of going underground.... We were busy with our work and carried on with our lives, confident that they were doing good work,. We never worried as you do now..... Maybe, he has stopped somewhere to help someone. Ammamma was irritated, ‘Why does this girl think only of bad things? Has she no faith and trust in her own child, in society?’

Were the days of Ammamma different from the present day?

Why did her husband and the eldest son get involved in the freedom struggle?

“Ammamma, those days were different, today’s generation is different. If you read the daily newspapers, you will understand.”

“Yes child! Those days, people were bound by ideology. Desires and wealth were also meagre. Whenever anyone needed any support, your uncle was there! He never thought about his own requirements - even food and water! I thought that your son could have inherited your uncle’s traits.”

Wiping her tears, Vijaya said, “Everyday I advise him not to get involved in other people’s affairs and avoid getting into fixes. It is not good to get mired by being altruistic. If we are kind to ourselves, it is enough. Let us not meddle with others’ affairs. Let us mind our own business, focus on studies and settle well in life”. I tell him that I will provide him whatever he needs, and I will cook whatever he would like to eat. How do we know what he does once he steps out of the house?

Ammamma was surprised. Did Vijaya mean that he should not help others as this could be risky? ‘If he does face dangers, will any one help him and bring him home? Can she not understand that help is reciprocal? Is this the granddaughter who was brought up in my house? She is so convinced that something really bad has happened!! Has the world changed so much?’

The sun rose after an eternity. The child had not returned home still. The help Durga, collected the milk packets and newspapers lying on the door step.

Ammamma started pleading again, “Get up, drink some coffee, and then figure out what to do next. Try contacting your husband and your friends. What do you gain by crying?”

Vijaya picked up a newspaper and turned to the crime page to look for news about murders, accidents and robberies. There was no news related to her son, only suicides of married women, road accidents. ..After calming down, she tried drinking some coffee, but could not take even a sip. Her stomach was revolting. She thought, ‘If there was an incident last night, how can it come in the morning edition! Who will bother about accident victims lying on the road? Who has the time to call 108? Why would anyone take unnecessary trouble? Everyone wants to mind their own business, don’t they?’

Just then, the calling bell rang..

Vijaya sank into the sofa dejectedly, ‘What news is brought by the messenger?’

Ammamma shouted, “Durga dear, open the door quickly, maybe the child has returned home!!”

### About the writer

With four novels, three anthologies to her credit, P.Sathyavathi made her mark in Telugu literature with her prize winning story “Glasu Pagilindi,” in 1977. Her anthology *Illalakagaane* (*After Cleaning the House*), written in folk style was translated into English and many Indian languages. It is part of Women Studies courses in universities. The stories revolve round the lives of women, who search for identity, empowerment and space, making her one of the leading feminist writers in Telugu. Her next anthology *Manthranagari* (*The Magic City*) shows her prowess in adapting magic realism, allegory and plain narrative with equal ease. These stories deal with the chaotic effect of globalization, and market economy on the lives of women. The distinguishing mark of Sathyavathi’s work is the ability to see several sides of an issue and bring it out hilariously. The comic flair is rare among Telugu women writers who are mostly seriously involved in identity politics. Having worked as English

lecturer for three decades, she has retired and lives in Vijayawada. The present short story is translated into English by Y. Padmavathi.

### About the Story

The short story highlights the anxiety and irrational thinking prevailing in present day society. During the existence of joint families, members of the family used to get all kinds of support from the other family members. Members of the family remained cool and contended with their way of life. They got moral and psychological support from the elders of the family. Children were taught moral values, pleasure in helping others and their social responsibilities. Parents were never stressed in bringing up children. The youth used to actively take part in social activities, and fight for social causes. The education system was value based and it was helpful in inculcating moral and social values among youth.

There has been lot of changes in the structure of the family over the last three or four decades. Nuclear families has replaced joint families. People have become self-centered. Values are being least bothered about. Everything seems to be based on money and owning things. Social evils have destroyed traditional values. Parents are over protective and anxious about their children and their future. Vijaya is the mother in a typical middle class family. She develops negative thoughts. She becomes nervous about why her son has not returned from college at his usual time. She enquires his friends if they know about his whereabouts. She imagines that her son is in danger. His mobile phone is switched off. Many crime scenes shown in television daily serials like murders, accidents and robberies haunt her. She fears that something might have happened to her son as shown in the serials. She does not eat anything and prays to Lord Venkateswara for the safe return of her son.

On the other hand, her grandmother, Savithramma is not much worried. She tries to comfort Vijaya that nothing will happen to her son. But Vijaya doesn't stop crying. Grandmother is surprised as to why Vijaya is in panic. But the boy does not return even the next morning. The story ends in suspense whether the boy has returned home or not. The underlying theme of the story is whether he returns to the old system of values. Will he think about society?

### Glossary

fisticuffs /'fɪstɪkʌfs/(n)	: fighting with the fists e.g. A heated argument can sometimes end in fisticuffs.
apprehend /əprɪ'hɛnd/(v)	: arrest (someone) for a crime e.g. A warrant was issued but he has not yet been apprehended.
copiously /'kəʊpiəsli/(adv)	: in large quantities e.g. It has been raining copiously.
meagre /'mi:ɡə/(adj)	: (especially of food, money, or some other resource) insufficient for the demand e.g. With jobs so meagre, many young people have nothing to do.

### English

reciprocal /rɪ'sɪprək(ə)l/ (adj) : given, felt, or done in return

e.g. The arrangements are *reciprocal*, so Americans benefit from visa-free travel to participating countries.

revolt /rɪ'veʊlt/ (v) : turn someone's stomach

e.g. When she heard the sad news, she felt that her stomach was revolting.

### Check your Understanding : Answer in 20-25 lines each.

1. Why did Vijaya panic? Describe her reaction and anxiety about her missing son who had not returned home from college.
2. How did people in the olden days show concern for social values? Explain this in the light of the short story 'Will he Come Home'?



## The Informer

Bertolt Brecht - Translated by Ruth Norden



### Taking off...

- Are you in the habit of reading newspapers?
- Are you interested in reading about politics?
- Have you ever heard of Hitler as Chancellor of Germany?
- Do you know the difference between democracy and dictatorship?



(A dramatic sketch of family life as it is today in Hitler's Germany)

**Place:** The living-room of a typical German middle-class home.

**Time:** The present. A rainy Sunday afternoon.

(The curtain rises upon THE MAN, THE WOMAN and THE BOY.

A telephone rings offstage. The Maid enters.)

THE MAID : Mr. and Mrs. Klimbtsch are on the phone. Shall I say you are in?

THE MAN : **(Irritably)** No.

**(Exit THE MAID)**

THE WOMAN : You should have answered the telephone yourself. They know very well that we couldn't have left the house so soon.

THE MAN : Why couldn't we be out?

THE WOMAN : Because it's raining.

THE MAN : That's no reason.

THE WOMAN : Where could we have gone? That's the first question they'll ask themselves.

THE MAN : There are lots of places to go.

THE WOMAN : Well then, why don't we go?

THE MAN : Where?

THE WOMAN : If only, it weren't raining!

THE MAN : And even if it weren't raining, where would we go?

THE WOMAN : At least we used to see some people. **(Pause)**

It was wrong of you not to answer the telephone. Now they know we don't want to have them here.

THE MAN : And what if they know?

THE WOMAN : It's not nice of us to shy away from them, just now, when everyone is avoiding them.

THE MAN : We aren't shying away from them.

THE WOMAN : Then why shouldn't they come here?

- THE MAN : Because - because this Klimbtsch fellow bores me to death.
- THE WOMAN : He didn't use to bore you.
- THE MAN : He didn't use to! Don't make me nervous with your 'you used to!'
- THE WOMAN : Well, there was a time when you wouldn't have cut him dead just because the Board of Education was investigating him.
- THE MAN : Do you want to say that I'm a coward? **(Pause)**  
All right, call them up and say we've just returned on account of the rain.
- THE WOMAN : **(Does not move. After a pause)**  
Shall we ask the Lemkes whether they'd like to come over?
- THE MAN : So that they can prove to us that we don't show the proper enthusiasm about air defense?
- THE WOMAN : (To the boy) Klaus-Heinrich, leave the radio alone!  
**(THE BOY prowls around restlessly and then turns to the newspapers.)**
- THE MAN : Just look at this rain! How is one to live in a country where a little rain is a major disaster!
- THE WOMAN : Do you think there is much sense in such talk?
- THE MAN : I can say what I please in my own home. I'm not going to let anyone tell me.  
**(He breaks off sharply as THE MAID, bringing the coffee service, enters. Silence as long as she is present)**
- THE MAN : **(After, THE MAID has left)** Must we keep a maid whose father is block captain?
- THE WOMAN : I think we've talked enough about that. The last time you said it had its advantages.
- THE MAN : All the things I'm supposed to have said! Just drop a word of that to your mother and we'll be in a nice pickle.'
- THE WOMAN : What I tell my mother. . . .  
**(THE MAID interrupts again, bringing coffee.)**  
All right, Erna, you may go. I'll take care of it.
- THE MAID : Thank you, Ma'am.**(Exits)**
- THE BOY : **(Looking up from the newspaper)** Do all priests do that, papa?
- THE MAN : Do what?
- THE BOY : What it says here;**(He reads aloud.)**
- THE MAN : What are you reading!  
**(He snatches the newspaper out of THE BOY'S hands.)**
- THE BOY : But our groupleader says we always ought to read what this paper says.
- THE MAN : I don't care what the groupleader says! I'll decide what you may read and what you may not.

THE WOMAN : (*Nervously*) Here is 10 Pfennig, Klaus-Heinrich. Go across the street and buy yourself something.

THE BOY : (*Nervously*) But it's raining.

(*He mopes undecidedly at the window.*)

THE MAN : If those reports about the trials of the priests don't stop, I'm going to discontinue the paper altogether.

THE WOMAN : And which one will you take instead? It's in all of them.

THE MAN : If there's such dirty stuff in all the papers, I just won't read any paper. I can't very well know less of what's happening in the world than I do now.

THE WOMAN : It isn't so bad, this cleanup business.

THE MAN : Cleanup! It's nothing but politics.

THE WOMAN : Well, it's none of our business. After all, we are Protestants.

THE MAN : It makes a lot of difference to the people, when they can't think of a Church without thinking of such nastiness.

THE WOMAN : What are they supposed to do when something like that happens?

THE MAN : What are they supposed to do? Perhaps they might clean up in their own front yard. Their Brown House doesn't seem to be quite so clean itself, I hear.

THE WOMAN : But it's merely proof of the growing health of our people, Karl.

THE MAN : Growing health! Fine health! If health looks like that, I prefer disease.

THE WOMAN : You're so nervous today. Did anything happen in school?

THE MAN : What could have happened in school? And please don't always say that I'm so nervous. That's exactly what makes me nervous.

THE WOMAN : We shouldn't be quarreling all the time, Karl. We used to. . . .

THE MAN : I've only been waiting for that. We used to! I have never wished and I do not wish now that the mind of my child should be poisoned.

THE WOMAN : (*Sharply*) Where is he?

THE MAN : How am I to know?

THE WOMAN : Did you see him leave?

THE MAN : No.

THE WOMAN : I don't understand where he can be.

(*She calls*)

Klaus-Heinrich!

(*She gets up quickly and runs out of the room. She is heard calling.*)

Klaus-Heinrich! Klaus-Heinrich!

(*She returns*)

He is really gone!



English

- THE MAN : Well, why shouldn't he go?
- THE WOMAN : But it's pouring!
- THE MAN : Why should you be so nervous when the boy goes away?
- THE WOMAN : What were we talking about?
- THE MAN : What's that got to do with it?
- THE WOMAN : You've been losing your self-control so often.
- THE MAN : I have not been losing my self-control. But even if I had, what's that got to do with the boy being away?
- THE WOMAN : You know very well how children listen.
- THE MAN : Well?
- THE WOMAN : Well—what if he talks about it? You know the kind of talk they get in the Hitler Youth. They are actually told to report everything they hear. It's strange that he went away so quietly.
- THE MAN : Nonsense!
- THE WOMAN : Didn't you notice when he left?
- THE MAN : He was over at the window for quite a while.
- THE WOMAN : I'd like to know what he heard.
- THE MAN : But he knows what happens when people are denounced.
- THE WOMAN : And what about the boy about whom the Schmulkes were talking? His father is still supposed to be in the camp. If we only knew how long he stayed in the room!
- THE MAN : This is all nonsense!

*(Nevertheless he too gets up and runs through the other rooms, calling the boy.)*

- THE WOMAN : I can't imagine that he should simply go away without saying a word. It isn't like him.
- THE MAN : Perhaps he's with one of his schoolmates.
- THE WOMAN : He could only be over at the Mummermanns'. I'll call up.

*(She telephones)*

- THE MAN : I think this is all a false alarm.
- THE WOMAN : *(At the telephone)* This is Mrs. Furcke. How do you do, Mrs. Mummermann?
- Is Klaus -Hein- rich there? No? I can't imagine where the boy is. . . . Tell me; Mrs. Mum- mermann, do you know whether the Hitler Youth local is open Sunday afternoon? It is? Thank you very much, I'll inquire there.

*(She hangs up. Both of them sit silently.)*



- THE MAN : What could he have heard?
- THE WOMAN : You said something about the paper. You shouldn't have mentioned the Brown House at all. You know how strong his nationalist feelings are.
- THE MAN : What am I supposed to have said about the Brown House?
- THE WOMAN : You must remember! That everything wasn't clean there.
- THE MAN : That can hardly be interpreted as an attack. I qualified my statement by saying that things were not quite so clean. That makes a lot of difference. It was nothing more than a facetious remark, you might say, said colloquially. It doesn't mean anything more than perhaps that everything isn't always quite as the leaders might want it to be. Moreover, I purposely expressed only a degree of probability by saying, as I distinctly recall, that it doesn't 'seem' to be quite so clean. You see, I used the term to qualify the statement. I said 'seem,' not 'is.' Of course I'm unable to say that anything is not clean - I have no proof. Where there are men, there are imperfections. I indicated no more than that, and I qualified even that. On a certain occasion Fuhrer himself expressed his criticism along these lines in a much sharper manner.
- THE WOMAN : I don't understand you. You don't have to talk to me like that.
- THE MAN : I wish I didn't have to! I'm not sure what you yourself thoughtlessly repeat about the things that may have been said within these walls on the spur of the moment. Don't misunderstand me—I'm far from accusing you of spreading frivolous gossip about your husband, just as I don't believe for a moment that the boy would knowingly do anything against his own father. But unfortunately there is a great difference between doing a bad thing and knowing that you are doing it.
- THE WOMAN : Stop it, do you hear? You'd better be watching your own tongue. I've been worrying all the time whether you made that statement about not being able to live in Hitler Germany before or after you made the one about the Brown House.
- THE MAN : I didn't say anything of the kind.
- THE WOMAN : You act as if I were the police. I'm merely worrying what the boy may have heard.
- THE MAN : The phrase 'Hitler Germany' isn't even in my vocabulary.
- THE WOMAN : And what you said about the block captain? And that there's nothing but lies in the papers? And the other day about air raid protection—the boy doesn't hear anything constructive! That isn't good at all for a young mind. It merely poisons him—and the Fuhrer always insists that Germany's youth is Germany's future. The boy really isn't the kind that would just run out and denounce anyone. I'm quite sick about it.
- THE MAN : But he is vindictive.
- THE WOMAN : What should he be vindictive about?

- THE MAN : Hell, I don't know. There's always something. Perhaps it's because I took his frog away from him.
- THE WOMAN : But that's more than a week ago.
- THE MAN : He remembers things like that.
- THE WOMAN : Why did you take it away in the first place?
- THE MAN : Because he wasn't catching any flies for it. He let it starve.
- THE WOMAN : But he really has so much to do.
- THE MAN : The frog couldn't help that.
- THE WOMAN : He didn't say anything about it. . . .  
And only just now I gave him 10 Pfennig. He gets everything he wants.
- THE MAN : That's what they call bribery.
- THE WOMAN : What do you mean by that?
- THE MAN : They'll say at once that we tried to bribe him, to keep his mouth shut.
- THE WOMAN : What do you think they can do to you?
- THE MAN : Everything! There are simply no limits. Good God, and I'm supposed to be a teacher! An educator of youth! I'm afraid of youth!
- THE WOMAN : But there's nothing in your record against you!
- THE MAN : There's something against everyone. All are suspected. It's enough if there's a suspicion, if someone is suspicious.
- THE WOMAN : But a child isn't a reliable witness—it doesn't even know what it's saying!
- THE MAN : That's what you say. Since when do they need a witness for anything?
- THE WOMAN : Can't we think up some meaning for your remarks? He simply misunderstood you.
- THE MAN : What could I have said? I can't even remember myself. It's all the fault of this damned rain. One gets depressed. After all, I'm the last one to say anything against the spiritual upsurge experienced by the German people today. I predicted the whole thing as early as 1932.
- THE WOMAN : Karl, there's no time now to talk about that. We've got to arrange everything exactly and we've got to do it right away. There isn't a minute to lose.
- THE MAN : I can't believe it of Klaus-Heinrich.
- THE WOMAN : First that business about the Brown House and the dirty stuff.
- THE MAN : I didn't say a word about dirty stuff!
- THE WOMAN : You said the paper is full of it and you wanted to drop the subscription.
- THE MAN : Oh yes, the paper! But not the Brown House!
- THE WOMAN : Couldn't you have said that you disapprove of these goings on in the churches? And that you thought it quite possible these people on trial today were the same who cooked up the atrocities about the Brown House and everything

being not quite clean there? And that they should have cleaned up their own front yard even then? What you really said to the boy was to leave the radio alone and to look at the newspaper because you believe that youth in the Third Reich should know the truth about what happens around it.

THE MAN : That doesn't help any.

THE WOMAN : Karl, you mustn't lose your head now! You must be strong, like the Fuhrer always.

THE MAN : I can't step before the bar of justice, while my own flesh and blood testifies against me on the witness-stand.

THE WOMAN : You mustn't take it like that.

THE MAN : Our association with the Klimbtschs was very careless.

THE WOMAN : But nothing has happened to them yet.

THE MAN : Yes, but there is an investigation.

THE WOMAN : If all the people who have ever been investigated were to despair!

THE MAN : Do you think the block captain has anything against us?

THE WOMAN : You mean if they question him? He just got a box of cigars for his birthday and his New Year's tip was ample.

THE MAN : The Gaufts next door gave him fifteen marks!

THE WOMAN : Yes, but they read the Vorwarts as late as '32; and even in May '33 they still hung out black-white-and-red flags.

*(The telephone rings)*

THE MAN : The telephone. . . .

THE WOMAN : Shall I answer it?

THE MAN : I don't know.

THE WOMAN : Who can be calling?

THE MAN : Wait a moment. If it rings again you can still answer.

*(They wait. The ringing stops.)*

What kind of life is this?

THE WOMAN : Karl!

THE MAN : It's a Judas you bore me! He sits at the table and listens while he eats our soup and remembers everything his parents say, the informer!

THE WOMAN : You mustn't say that. *(Pause)*

Do you think we should make any preparations?

THE MAN : Will they come with him right away?

THE WOMAN : It's possible.

THE MAN : Perhaps I should put on my Iron Cross.

THE WOMAN : Of course you should, Karl!

*(He goes for it and pins it on with trembling hands)*

There isn't anything against you in school, is there?

THE MAN : How am I to know? I'm ready to teach whatever they want to have taught. But what do they want to have taught? If I only always knew! How do I know what kind of a man they want Bismarck to have been? They take such a long time bringing out the new school books. Can't you give the girl ten marks? She's always listening.

THE WOMAN : (*Nodding*) And Hitler's portrait—shouldn't we hang it over your desk? It looks better there.

THE MAN : Yes, let's do that. (THE WOMAN *is about to change the picture.*) But what if the boy says we changed it around on purpose—that would look like a guilty conscience. (THE WOMAN *replaces the picture.*)

THE MAN : Wasn't that the door?

THE WOMAN : I didn't hear anything.

THE MAN : Yes, it was!

THE WOMAN : Karl! (*She embraces him*)

THE MAN : Don't lose your nerve. Pack a few of my things.

*(The outer door is heard. THE MAN and WOMAN stand side by side, rigid, in the corner of the room. The door opens and THE BOY enters, a paper bag in his hand. Pause.)*

THE BOY : What's the matter with you?

THE WOMAN : Where have you been?

(THE BOY *points to the bag of candy.*)

THE WOMAN : You merely bought some chocolate?

THE BOY : Of course. What else?

*(He walks through the room and exits, eating. His parents look at him questioningly.)*

THE MAN : Do you think he is telling the truth? (The Woman *shrugs her shoulders.*)

### About the Author

Bertolt Brecht (10 February 1898 – 14 August 1956) was a German theatre practitioner, playwright, and poet. He began writing 'Fear and Misery' when he was outraged by the rise of the Nazi dictatorship in his homeland. He set out to create a work that portrayed the fear, repression, and violence of life in Nazi Germany. Brecht portrays a cross section of "average" German citizens—soldiers, workers, farmers, butchers, housekeepers, teachers, doctors, and judges and children—and the impact of the Nazi regime on them. This play 'The Informer' is in the anthology of Six Anti-Nazi One-act plays. Fearing persecution, Brecht left Nazi Germany in 1933 just after Hitler came into power. During the war period he became a prominent writer who expressed his opposition to the National Socialist and Fascist movements in most of his famous plays. Brecht received the Stalin Peace Prize in 1954.

## About the Play

One-act plays, like short stories are brief and compact. Usually these plays deal with the problems of everyday life and take one particular episode to bring about a single effect. This play is about a family during the period of Hitler as the Chancellor and it has unique comedy issuing from the tragic and oppressive conditions in fascist Germany. It is an incisive portrayal of the psychology of a schoolmaster and his wife in an atmosphere surcharged with fear, distrust and suspicion. Brecht has fully used the comic potential of a tragic situation.

The whole play consists of a running dialogue between the man and his wife triggered off by a telephone ring from certain friends desiring to call on them and the maid's tutored reply that they were not at home. The dialogue sparks off a heated argument when each expression from the husband on the rains, the priests' trials, the Brown House or the concentration camps is subjected to construction which smack of anti-Hitler postures. They begin to doubt each other's *bona fides* when they suddenly notice the disappearance of their school-going son. They suspect their son of being an informer to the German Gestapo. They convince themselves that their son drafted as a member of the Hitler Youth Club. When there is a knock at the door had been the couple tremble with fear. They think that they will be arrested like the father of Walter Hess, who was a 'Hitler Youth'. To their surprise, the boy comes in with a bag of chocolates he has bought with the ten cents given to him earlier by his mother. Throughout, the tense and fear-ridden exercise has an undertone of ironic and grotesque humour.

"...You, my youth, are our nation's most precious guarantee for a great future, and you are destined to be the leaders of a glorious new order under the supremacy of National Socialism. Never forget that one day you will rule the world..." - Adolf Hitler, 1938.

## Glossary

catastrophe (n) /kə'tæstrəfi/	: sudden event that causes great destruction e.g. The attack on the world Trade Centre was the greatest catastrophe in the history of America.
lutherans (anj) /'lu:θərənʒ/	: followers of Martin Luther, leader of the Reformation in Germany e.g. Jacob has been a member of the Lutheran church.
abomination (n) /ə,bɒmɪ'neɪʃən/	: something not acceptable e.g. Eating eggs is an abomination to many vegans.
frivolous (adj) /'frɪvələs/	: of little importance, not serious, playful e.g. Political parties spend more money on frivolous publicity than on welfare.
figure out (Phrasal verb) /'fɪgəraʊt/	: understand finally e.g. It's very difficult to figure out the communication modes of terrorists.
disgruntled (adj) /dɪs'grʌntld/	: dissatisfied and sulky e.g. The players were disgruntled with the comments of the umpire.
block captain (n) blɒk kæptən	: the key person in any neighbourhood watch groups who prevents crimes and helps in information exchange between neighbours.

## English

straighten out (Phrasal verb) /'steɪtəʊt/	: to improve or solve a problem e.g. We thought that his marriage would straighten out his behaviour.
judas (n) /'dʒuːdəs/	: the disciple who betrayed Christ for thirty pieces of silver, or any other person who is not loyal, a traitor e.g. Kunwar Singh was the Judas of the Indian Army as he gave away vital information to the enemies.
informer (n) /ɪn'fɔːmə r /	: a person who informs against a crime e.g. Govind acts as a police informer in the forests.
petrified (adj) /'petrəfaɪd/	: extremely frightened, terrified e.g. I was petrified when I saw the huge python under the tree.
prowl (v) /praʊl/	: move around secretly e.g. Jackals prowl in the ruins of the city.
nasty (n) /'nɑːstɪ/	: bad, or unpleasant e.g. He has the habit of making nasty comments on others.
trial (n) /traɪəl/	: hearing in a court of law, a test e.g. She is going on a trial for fraud in the bank.
protestant (n) /'prɒtɪstənt/	: a member of the parts of the Christian Church separated from the Roman Catholic Church e.g. The Protestants do not worship the holy mother Mary.
denounce (v) /dɪ'naʊns/	: to criticize someone strongly and publicly e.g. We must denounce injustice and oppression.
gossip (n) /'gɒsɪp/	: unkind conversations about the private lives of others e.g. Radha and Rani sat in the kitchen having a good gossip about their friends.
constructive (adj) /kən'strʌktɪv/	: useful and helpful e.g. He always gives constructive suggestions.
vindictive (adj) /vɪn'dɪktɪv/	: having an intention to harm others in return to the harm others have done e.g. Ravana's attitude to others is always vindictive.
suspicious (adj) /sə'spɪʃəs/	: creating doubts in others e.g. The behavior of that old woman in the gold shop was very suspicious.
upsurge (n) /'ʌpsɜːdʒ/	: a sudden increase e.g. There is an upsurge of heat in the month of April.


### Check your Understanding : Answer in 20-25 lines each.

1. Is the title "The Informer" appropriate? (or) Give an account of the parents' reactions to the boy's disappearance from the house.
2. How does Brecht bring out the comic effect out of a seemingly tense situation?



## ... in Grammar

Parts of Speech  
Articles  
Prepositions  
Sentence Patterns  
Time, Tense and Aspect  
Modal Auxiliaries  
Concord: Agreement of Subject and Verb  
Active and Passive Voice  
Reported Speech  
Degrees of Comparison  
Clause Analysis and Synthesis of Sentences  
Question Tags  
Phrasal Verbs  
Correction of Sentences



in Grammar...





## Parts of Speech

‘Part’ means ‘role’ and ‘speech’ means ‘language.’ The following discussion on Parts of speech shows the roles played by words in language especially in sentences.

Look at the sentence.

e.g. He booked a book for the book bank yesterday.

In the above example, the word ‘book’ occurs three times. But it does not mean the same everywhere. It functions differently at each place. Based on their use and functions, words are categorized into eight parts of speech. They are noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection.

### Nouns

Nouns are the names of persons, places or things. They can be **Proper** names such as ‘Ravi’ and ‘Radha’ or **common** names such as ‘boy’ and ‘girl.’ They can also be names of **collection** of persons or things such as ‘team’, ‘dozen’, ‘herd’ etc or the names of **materials** such as ‘sand’, ‘iron’, and ‘stone.’ At times nouns can also be the names of **abstract** feelings such as ‘love’, ‘anger,’ and ‘pleasure’ etc.

**Note:** All material and abstract nouns such as paper, soap, advice, chalk, cloth, news, information, business, work, and bread are usually treated as uncountable nouns in English.

Nouns fall under one of the three numbers namely **Singular Nouns** referring to one, (boy, cat) **Plural Nouns** referring to more than one (boys, cats) and **Uncountable Nouns** referring to things that cannot be counted (sand, dust, paper).

Nouns are also classified on the basis of gender. All male nouns are called **Masculine** Nouns (man, king, lion) and all female nouns are called **Feminine** Nouns (woman, queen, lioness). There are **common** nouns which belong to male or female gender (teacher, doctor, bird). There are **neuter** nouns also which do not belong to any gender at all (table, pen, rain).

Nouns discharge different functions in a sentence. They usually function as **subjects, objects, and complements**. Nouns can also be used as a **possessive** with the help of a’s. Study the function of the noun ‘doctor’ in the examples below.

Ravi and Venu are doctors. (complement)

Doctors serve patients. (Subject)

Patients pay doctors. (object)

Doctors’ services are invaluable. (Possessive)

I live in Doctors’ colony. (Adj.)

Given below is a brief list of odd singular - plurals and Masculine and Feminine Nouns

Singulars	Plurals	Masculine	Feminine
attorney general	attorneys general	bachelor	spinster
bacterium	bacteria	gander	goose
bison	bison	fox	vixen
cactus	cacti	stallion	mare
child	children	count	countess
corps	corps	czar	czarina
criterion	criteria	monk	nun
datum	data	drake	duck
deer	deer	boar	sow
diagnosis	diagnoses	bridegroom	bride
dice	dice	buck	doe
elf	elves	lad	lass
focus	foci	lord	lady
foot	feet	heir	heiress
formula	formulae	wizard	witch
fowl	fowl	actor	actress
genius	geniuses/ genii	author	authoress
goose	geese	nephew	niece
graffito	graffiti	wizard	witch
hippopotamus	hippopotami	dog	bitch
brother-in-law	brothers-in-law	uncle	aunt

**Task-1: Underline the nouns in the following sentences.**

1. Money is the root cause of all evils.
2. Haste makes waste.
3. Necessity is the mother of invention.
4. Rome was not built in a day.
5. Distance lends enchantment to the view.
6. A bird in hand is worth two in the bush.
7. A fool and his money are soon parted.
8. A friend in need is a friend indeed.
9. A little knowledge is a dangerous thing.
10. A penny saved is a penny earned.

## Pronouns

e.g. See the man and the woman walking hand in hand.

He was a tourist and she was a journalist. (Man = he; woman = she)

A **Pronoun** is used in place of a noun. It helps avoid the repetition of the noun. Pronouns perform all the functions of nouns as subjects, objects, possessives etc.

Pronouns are of different types. Pronouns referring to persons are **Personal Pronouns**. They occur in subjective, objective, adjective and possessive, emphatic or reflexive forms as shown below.

Subjective Pronouns	Objective Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive/ Emphatic Pronouns
*I	me	my	mine	myself
we	us	our	**ours	ourselves
you	you	your	**yours	yourself
he	him	his	his	himself
she	her	her	**hers	herself
it	it	**its	**its	itself
they	them	their	**theirs	themselves

\*‘ I’ is written as a Capital letter at all positions in a sentence.

\*\* The pronouns in these cases do not take an apostrophe.

**Note:** Sometimes we see an apostrophe with ‘it’ as it’s. There it means ‘it is’. The apostrophe stands for the missing letter ‘i’.

# **The Reflective Pronouns** and the **Emphatic Pronouns** look alike. Both of them end with ‘self’ or ‘selves’. But they differ in their function. The reflect pronoun serves as the object where as the emphatic pronoun emphasizes the subject.

e.g. He convinced himself. (‘He’ is the subject and ‘himself’ is the object referring back to the subject.)

e.g. He convinced her himself. (‘Himself’ emphasizes the subject ‘he’.)

The **Demonstrative Pronoun** combines the demonstrative adjective and noun. It helps show persons or things. e.g. this, that, these, those and such etc.

e.g. That is not what I mean.

Show this to him.

**Note:** The Demonstrative Pronoun and the Demonstrative Adjective look alike but differ in function. The Demonstrative Pronoun does not take any noun after it but the Demonstrative adjective is always followed by a noun. e.g. ‘this’, ‘that’, ‘these’, ‘those’ ‘such’ etc.

**This** is not mine. (Demonstrative Pronoun)

**This** book is not mine. (Demonstrative Adjective)

The **Distributive Pronoun** combines the distributive adjective + Pronoun. e.g. 'each', 'any', 'either', 'neither' etc. It distributes individual units from a group.

e.g. **Neither** of the books serves the purpose.

**Each** of the soldiers has a gun.

The **Indefinite Pronouns** are vague and do not refer to any particular person.

e.g. 'one', 'none', 'nobody', 'nothing', 'some', 'something', 'someone', 'many', 'few', 'all', 'any', 'anybody' etc.

e.g. **None** came forward.

**Someone** picked my purse.

The **Interrogative pronouns** look like Relative Pronouns. They help question the missing subject or object or things. e.g. 'who', 'whose', 'whom', 'what', 'which' etc.

e.g. **Who** did it? (Subject)

**Whose** book is it? (Possessive)

**Whom** do you want? (Object - Persons)

**What /Which** do you want? (Object - Things)

**Note:** 'What' and 'which' can also be **Interrogative Adjectives** when followed by a noun.

e.g. **What/which** book do you want?

**Relative Pronouns** such as 'who', 'whom', 'which', 'that' and 'whose' relate themselves to the immediate noun before them.

e.g. I saw the boy who got the first rank. (Relative Pronoun – Subj).

I saw the boy whom the CM honoured (Relative Pronoun – Obj.)

I saw the boy whose brother got the first rank. (Relative Pronoun – Possessive)

The **Reciprocal Pronoun** expresses a mutual or reciprocated relationship. e.g. One another, each other.

e.g. The couple understood **each other**. (Used with two)

The students helped **one another**. (Used with more than two)

## Task:2

### 1. Change the underlined nouns into pronouns

Once there was a lion. The lion was very cruel. The lion killed the animals indiscriminately and ate the animals. Gradually, the number of animals began to dwindle. One day, the animals held a meeting. The animals proposed to the lion that the animals would offer only one animal daily as the lion's food. The lion agreed to the truce. One day, it was the turn of the clever rabbit. The rabbit hit upon a plan. The rabbit went to the lion late. When the lion demanded an explanation, the rabbit told the lion that the rabbit was held up on the way by another lion who declared himself as the real king of the forest.

## Verbs

A 'Verb' usually means action. Apart from an action, the verb carries tense with it. Verbs are broadly 2 types.

### Regular and Irregular Verbs

Verbs which form their past and past participle forms with the help of the suffixes 'ed' or 't' are known as Regular Verbs and those formed with change of vowel are known as irregular verbs.

e.g. dance, danced, danced (regular)

learn, learnt, learnt (regular)

e.g. take, took, taken (irregular)

see, saw, seen. (irregular)

cut, cut, cut. (irregular)

### Finite Verbs and Non-Finite Verbs

The tense carrying verbs are called Finite Verbs while the tense less verbs are called **Non-finite Verbs**. The tense carrying verbs can be in Present or Past forms (go and went). The tense less verbs can be 'Infinitive' (to go/go) or 'Present Participle' (going) or 'Past Participle' (gone).

**Note:** An Infinitive looks like present form. But it carries no tense.

Infinitives can be with or without 'to' in front of them.

e.g. I wish **to serve** in India. ('to' infinitive)

She made me **do** that. (bare infinitive without 'to')

### Auxiliary Verbs

There are other verbs called **Auxiliary Verbs** which occur in front of the main verb (infinitive) and add force or emotion to the action verb. e.g. will, shall, can, may, must, etc.

e.g. Ravi plays chess. (action+ Present tense)

Ravi is a chess player. (No action + Present tense)

Ravi can play chess. (Can=Aux Verb+Present tense+ability)

(play=infinitive/main verb)

### Transitive Verbs and Intransitive Verbs

Verbs which take objects are called 'Transitive Verbs' and those without objects are called 'Intransitive Verbs.'

e.g. Ravi plays chess. (Transitive Verb)

He slept well. (Intransitive Verb)

**Note:** Verbs will be discussed in detail under the topic Tense.

Here is a brief list of irregular verbs:

## English

Present	Past	Past Participle	Present	Past	Past Participle
blow	blew	blown	lie	lay	lain
break	broke	broken	mistake	mistook	mistaken
bring	brought	brought	overcome	overcame	overcome
build	built	built	plead	pled	pled
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
catch	caught	caught	see	saw	seen
come	came	come	shake	shook	shaken
creep	crept	crept	shear	shore	shorn
cut	cut	cut	shrink	shrank	shrunk
dig	dug	dug	sing	sang	sung
do	did	done	sink	sank	sunk
draw	drew	drawn	sit	sat	sat
drink	drank	drunk	speed	sped	sped
eat	ate	eaten	spring	sprang	sprung
fall	fell	fallen	sting	stung	stung
fling	flung	flung	strive	strove	striven
fly	flew	flown	swear	swore	sworn
forget	forgot	forgotten	swim	swam	swum
forgive	forgave	forgiven	teach	taught	taught
get	got	got	throw	threw	thrown
go	went	gone	tread	trod	trodden
grow	grew	grown	wake	woke	woken
hang	hung	hung	weep	wept	wept
hit	hit	hit	win	won	won
lay	laid	laid	wring	wrung	wrung
lead	led	led	write	wrote	written

## Task:3

## I. Underline the verbs in the following sentences.

1. She told me a secret.
2. One should love one's country.
3. I want to become a doctor.
4. Ravi is a gentleman.
5. It was ten last night when we parted.
6. My father is working in a paper mill.
7. Slow and steady wins the race.
8. Time and tide waits for none.
9. Books give us knowledge.
10. We have been striving hard to make him understand that.

## Adjectives

An Adjective qualifies a noun. It shows the quantity, quality, number etc of the noun. Adjectives can occur before or after the noun. Adjectives are of different kinds. Look at these sentences.

e.g. Meera is a good girl. (good=adj. of quality; qualifying the noun 'girl')

I won **many** awards. (many=adj. of quantity; qualifying the noun 'awards')

The **American plane** landed in New Delhi. (American= Proper Adj. qualifying 'plane')

Sudha designed **her** career. (her= Possessive adj. qualifying the noun 'career')

She got **three** prizes. (three= Numerical Adj. qualifying the noun 'prizes')

**This** book is very interesting. (This= Demonstrative Adj. qualifying the noun 'book')

**Each** book costs Rs.100. (Each= Distributive Adj. qualifying the noun 'book')

**Which** book did you read? (Which=Interrogative Adj. qualifying the noun 'book')

**Qualitative Adjectives** describe the quality of the noun. (good, blue, old, kind, etc.)

e.g. Have you ever seen a **blue** whale?

They sell **old** things here.

Madan is **kind** and **helpful**.

**Quantitative Adjectives** convey/express the quantity of the noun. (little, much, enough, no, any, whole, half, full etc.)

e.g. I have a **little** knowledge about robotics.

He wasted **much** time arguing with her.

Suresh has **enough** GK to succeed in the test.

You have **no** excuse for this.

He studied arithmetic the **whole** year.

**Proper Adjectives** are Proper Nouns functioning as adjectives. (Indian, American, Himalayan, Herculean etc.)

- e.g. Patanjali is an **Indian** brand.  
The **British** Prime Minister visited India.  
We use **Nilgiri** tea.  
It is a **Herculean** task for you.

Adjectives showing possessions of persons are called **Possessive Adjectives**. (my, our, your, his, her, its, their etc.)

- e.g. I serve **my** country.  
This is **our** dog.  
**Your** house is very near.  
They know **their** limits.

Adjectives showing definite numbers such as forty, first, last, next are called **Numerical Adjectives**.

- e.g. I told you a **thousand** times.  
My son is in the **second** standard.  
'I' is the **first** person.  
Indians won the match **last** time also.

**Demonstrative Adjectives** help show the noun (this, that, these, those, such etc.).

- e.g. This house is **very** old.  
I know **these** tricks.  
Can you name **that** book?  
**Such** people are quite dangerous.

Adjectives like each, every, either, neither, etc. referring to individual units from a group are called **Distributive Adjectives**.

- e.g. **Each** soldier has a gun.  
I enquired **every** passerby.  
You can take **either** book.  
**Neither** money nor power can tempt him.

**Interrogative Adjectives** such as what, which and whose, are used in front of nouns to question.

- e.g. I don't know **what** plans you have.  
**Which** shirt do you like?  
**Whose** bag is it?



## Order of Adjectives

When too many adjectives occur before a noun, they follow a certain order as shown below.

Adjectives usually take this order:

opinion + size + shape + age + colour + nationality + material:

e.g. The historical, huge, rectangular, new white Chitrangi Palace is behind my office.

## Comparison of Adjectives

Adjectives and adverbs form degrees namely, Positive Degree, Comparative Degree and Superlative Degree. All root adjectives are called Positive forms while the addition of suffixes 'er'/'more' to the root make Comparative forms and the suffixes 'est'/'most' make Superlative forms.

	Positive	Comparative	Superlative
	(root)	(root+er)	(root+est)
e.g.	tall	taller	tallest
	great	greater	greatest
	(root)	(more+root)	(most+root)
e.g.	important	more important	most important
	essential	more essential	most essential

**Note:** Some adjectives form their Comparative and Superlative forms irregularly.

	Positive	Comparative	Superlative
e.g.	good/well	better	best
	bad	worse	worst
	little	less	least
	much	more	most
	far	farther	farthest

## Adverbs

Adverbs modify a verb or an adjective or another adverb. They add details regarding the time, place, manner, degree or extent of an action. Adverbs are usually formed from adjectives with the help of the 'ly' suffix.

e.g. He walks **slowly**.

Ramya is **very** clever. (degree adverb modifying an adjective)

Usha recovered **quite** fast. (degree adverb modifying an adjective)

There are several types of adverbs. **Adverbs of Time** show when an action is over. e.g. before, now, lately, daily, already, since, formerly, late, ago, soon, yesterday, never, tomorrow etc.

e.g. She came **yesterday**.

I have read it **before**.

The **Adverb of Place** shows where the action has taken place. e.g. here, everywhere, up, within, away, there, out, in, backward etc.

e.g. Please come **here**.

She sat **down**.

The **Adverb of Manner** shows how the action has taken place. e.g. clearly, well, soundly, sadly, bravely, hard, etc.

e.g. Gita spoke **clearly**.

You did **well**.

**Note:** Usually, the adverbs of manner and degree are formed with 'ly' suffix.

e.g. clear – clearly; great – greatly etc.

**Adverbs of Frequency** show how often the action has happened. e.g. twice, often, once, seldom, again, always, frequently etc.

e.g. We have met twice.

Let's meet again.

Adverbs which show 'how much' or in 'what degree' or to 'what extent' of action are called the **Adverbs of Degree or Quantity**. e.g. too, almost, fully, very, enough, so, altogether, no, pretty, any, quite, rather, partly, as... as etc.

e.g. We are **fully** prepared.

He came **twice**.

**Adverbs of Affirmation** are 'surely' and 'certainly' and the **Adverb of Negation** is 'not'.

e.g. We will **certainly** do it.

I do **not** know that.

**Adverbs of Reason** explain the reason for actions. e.g. hence, therefore etc.

e.g. The man, hence, obeyed to pay the penalty.

We, therefore request you to pass the orders.

**Interrogative Adverbs** help ask questions. e.g. where, when, why, how, how many, etc.

e.g. How is your health?

Where are you?

**Relative Adverbs** like relative pronouns are related to the verbs that occur before them.

e.g. That is the reason why he never comes here.

Do you know when America got independence?

### Adverb or Adjective?

Sometimes, the same form serves as both the adverb and adjective. They can be distinguished by their function. The adjective modifies the noun whereas the adverb modifies the verb. Look at the examples below:

e.g. He is a hard nut. ('Hard' is an adjective modifying the noun 'nut'.)

He works hard. ('Hard' is an adverb modifying the verb 'works'.)

**Words indicating frequency** such as 'early', 'daily', 'weekly', 'yearly', 'hourly', and 'quarterly', 'half-yearly' etc. function both as adjectives and adverbs.

e.g. This is a weekly magazine. ('Weekly' is an adjective modifying the noun 'magazine'.)

It comes out weekly. ('Weekly' is an adverb modifying the verb 'comes'.)

The early bird catches the worm. (The adjective 'early' modifies the noun 'worm'.)

I wake up early. (The adverb 'early' modifies the verb 'get up'.)

Some such words are *fast, half, straight, just, late, low, clear, clean etc.*

#### Task:4: Choose the correct Word.

1. He is a ..... student. (good/ well)
2. He solved the problem (quick/ quickly)
3. Gracy spoke ..... (loud/ loudly)
4. Gita moves ..... (friendly/ friend) with all.
5. They performed the job ..... (efficient/ efficiently)
6. The bus arrived ..... (late/ lately)
7. It all happened quite..... (accidental/ accidentally)
8. Children feel ..... (nervous/ nervously) when ranks are announced.
9. The tea tastes ..... (strong/ strongly)
10. The children jumped ..... (joyfull/ joyfully)

### Prepositions

A Preposition is a word that occurs before a noun or pronoun which is in Objective Case. It expresses the relationship of a noun with another noun, adjective or verb in the sentence.

e.g. I saw the **teacher** in the class.

He is **angry** with me.

He is **waiting** for me.

Prepositions are classified based on their structure and formation. The simple prepositions do not take any affixes. They are short and made up of one word. (e.g. at, by, for, from, in, into, of, off, on, out, over, till, to, up, upon, with, under, down.)

e.g. Please look **at** the blackboard.

The procession starts **from** the town hall.

He fell **off** his bike.

The books lay **on** the table.

She was born **in** 2015.

They are waiting **at** the main gate.

## Confusing Pairs of Prepositions

### 1. In – At

- a. **In** is generally used with countries, cities and towns e.g in Bombay, in Vijayawada;  
**At** is usually employed with small towns, and villages e.g at Kovvur, at Muvva.
- b. **In** is used with names of roads e.g. In MG Road, in the main bazaar etc.  
**At** is used with addresses e.g. at 18-1, Tilak Road, Rajanagaram, Eluru.

### 2. Since – For

- a. **Since** is used with exact point of time; past month, year, day or time e.g. since 1980, since last February, **Since** the accident; since he left the town etc.
- b. **For** is used with duration of time e.g. for 2 days; for 10 years; for 5 mts.

### 3. Beside – Besides

- a. **Beside** means by the side of e.g. He sat **beside** me.
- b. **Besides** means in addition to e.g. He speaks Hindi and English **besides** Telugu.

### 4. Between – Among

- a. **Between** is used if the number is two; e.g. between France and Germany
- b. **Among** is used when the number is more than two e.g., among four brothers, among six friends

### 5. Along – Across

- a. **Along** is used to mean parallel e.g. Banks are built along rivers to stop overflowing.
- b. **Across** means from one end to another e.g. He walked across the hall.

### 6. In- into and on – onto

- a. In and on show the position of stationary objects
  - i. The doctor is in the clinic.
  - ii. The book is on the table.
- b. In and onto show the movement.
  - i. The doctor is going into the clinic.
  - ii. The book is thrown onto the table.

### Task 5: Fill in the blanks with suitable prepositions

1. Ammajee spoke ..... women's problems.
2. I was born ..... an auspicious day.
3. The government has reduced taxes ..... medicines.
4. The latest mobile is ..... sale.
5. Children wear new clothes .... festivals.
6. Answer the question ..... 50 words.
7. MK Gandhi was born ..... 2<sup>nd</sup> October ..... Porbandar ..... Gujarat.

8. My uncle is living ..... SP Road, Secunderabad.
9. Don't stand too long ..... the sun.
10. He was sent ..... jail ..... charges ..... theft.

## Conjunctions

A conjunction is a connecting device in language. It connects phrases, clauses, or sentences. e.g. as, and, because, but, etc. There are three different kinds of conjunctions.

**Coordinating Conjunctions** join two or more Principal Clauses. (for, and, nor, but, or, yet, so)

**Subordinating Conjunctions** join two or more subordinating clauses with a main clause. These are after, although, as, because, before, how, if, once, since, than, that, though, until, when, where, whether, and while.

**Correlative Conjunctions** always occur together as a pair in a sentence. e.g. "both/and," "whether/or," "either/or," "neither/nor," "not/but" and "not only/but also."

Coordinating conjunctions are used to form compound sentences while subordinating conjunctions are used to form complex sentences.

*Coordinating conjunctions can be remembered easily with the acronym "FAN BOYS"*

- e.g.
- for – I prefer natural diet for I want to maintain a good health.
  - and – He goes to office at 8.00 am and he returns by 5.00 pm.
  - nor – The dog does not eat grass nor does it allow the cattle to graze.
  - but – The ant works but the grasshopper enjoys life all the time.
  - or – You can take B.A or B.Com.
  - yet – I warned him several times yet he never rides slowly.
  - so – He got a distinction so everyone has praised him.

Here are a few examples of subordinating conjunctions:

- e.g.
- because** - He stood first in IAS purely because he worked hard.
  - if** - You may do it if you like.
  - when** - She was sleeping when the phone rang.
  - until** - I shall wait here until you come.

## Correlative Conjunctions

Correlative conjunctions occur in pairs. They occur at different places in the sentence.

e.g. **Both** Rama **and** his sister got through the test.

I don't know **whether** he joins us **or** not.

**Either** Ravi **or** Rana will conduct the game.

The thief stole **not only** my bag **but also** my wallet.

It is **not** you **but** your honour which is at stake.

**Task:** Combine the following sentences using one appropriate conjunction from the pair given.

1. He was late. He was made to stand outside. (As/unless)
2. Work hard. You will succeed this time. (if/when)
3. He proved. He was not guilty. (so/that)
4. I was crossing the road. I saw an accident. (when/because)
5. You study from day one. You need not over strain at the end. (if/therefore)
6. He fainted in the assembly. He hadn't had breakfast. (because/when)
7. He lost his wallet. He lost his shoes. (not only... but also/or)
8. Join within three days. You will lose your job. (or/when)
9. Madhav is rich. He does not spend a pie. (so/but)
10. She was sleeping. The thief entered the house. (while/or)

### Interjections

An interjection is a word or phrase which expresses a speaker's sudden emotion or feeling. They stand alone and are placed before or after a sentence. Interjections are found in all languages. E.g. *Hey! Oh! Ouch! Ugh!*

e.g. Alas, the old man could not see his son's prosperity.

Oh! I forgot to bring the book today.

Sometimes, adjectives and nouns can be used as interjections in a sentence.

e.g. *Nice!* You won the distinction.

*Good!* You can move on to the next step.

*Congratulations,* you won the match.

*Hello!* How are you?

**Note:** An interjection may be followed by a comma or an exclamatory mark. Weak interjections take a comma while stronger ones are followed by an exclamatory mark. Some important interjections and their emotional meanings are given below.

EEK!	- Surprised, scream
eww!	- Disgusting
hurrah!	- joy
nah!	- no
oh!	- I see
ooh!	- Wonderful
oops!	- Surprise on acknowledging mistake, error
ouch!	- pain
wow!	- Impressed, astonished
yeah!	- Yes

alas!	- sorrow
ahem	- clearing the throat (“attention” or “listen”)
aah	- scared
boo	- to scare someone or to voice disapproval
eh	- when you didn’t hear or understand what someone said
hmm	- thinking or hesitating
oops	- when you accidentally do something
yahoo	- joy or happiness
yeah	- strong affirmation or approval

### Exercise 1

Identify the part of the speech of the following underlined words:

1. The young girl brought me a very long letter from her teacher.
2. My parents are traveling to Japan next month.
3. He doesn’t want to go with them.
4. Seema wanted those, but decided to compromise on these.
5. The boy who called yesterday came to see you.
6. The old man was talking in a quiet voice.
7. My brother is stronger than me.
8. Calvin runs fast.
9. The children ran happily to their father.
10. Have a look under the couch.
11. Raghav didn’t pass the test because he didn’t understand the subject.
12. Oh dear! What happened?
13. Edward drove for hours.
14. The new car broke down.
15. Wow, that looks amazing!
16. Tears began to fall as Dolly saw the completely lifeless body of her dog.
17. Elizabeth walks gracefully.
18. Emma is smart and beautiful.
19. This house is like a palace.
20. Not all old trains are considered classics.
21. Meena doubts if she’ll pass the test.
22. There were *a lot of* ifs in the insurance policy.
23. The bridegroom looked very handsome.
24. Riya whispered to Rasool so that no one else would hear.

## English

25. Do you smoke?
26. Shiya found her cat outside.
27. Hellen promised to write back soon.
28. This lotion can provide protection from the sun.
29. I knew it from the very beginning of the movie.
30. Darcy watched Jane as she walked through the crowd.
31. What clothes did you buy?
32. What a charming lady!
33. Congrats! Finally you won the match.
34. Rashmi got *an* **A** grade in Mathematics.
35. My father sends money once a week.
36. Who is that man?
37. Dorothy has big blue eyes.
38. The Shuttle flew into space.
39. Unless you work hard, you cannot reach the goal.
40. I left my keys under the table for you.





## Articles

‘A’ or ‘an’ and ‘the’ are called articles. Articles function as adjectives. As adjectives, articles always occur before nouns. ‘A’ or ‘an’ are called ‘Indefinite’ articles because they make the noun indefinite. ‘The’ is called ‘Definite’ article because, it is used before a noun to make the noun definite.

e.g. I saw a girl. The girl was in a uniform.

(a girl = unknown girl; the girl = that specific girl)

The indefinite articles, ‘a’ or ‘an’ occur before singular nouns only. They do not occur before plural nouns or uncountable nouns. ‘A’ is used before indefinite singular nouns beginning with a consonant sound whereas ‘an’ is used with indefinite singular nouns beginning with a vowel sound.

While dealing with the use of ‘an’, confusion arises between vowel letters and vowel sounds. All the consonant letters usually (unless silent) produce consonant sounds. But all the vowel letters may not produce vowel sounds. At times vowels letters produce consonant sounds also.

E.g. The letter ‘u’ in ‘an umbrella’ is pronounced with a vowel sound. Hence it takes the article ‘an’. Whereas in the word ‘a university,’ the ‘u’ is pronounced with a consonant sound and it takes the article ‘a’. Hence, for writing the indefinite articles, the sound should be considered rather than the letter.

e.g. an umbrella, an accident, an Italian, an eel, an egg  
an eight, an eye, an orient fan, an old man, an owl

Similarly sometimes, a singular noun beginning with a consonant letter may take ‘an,’ if the consonant is silent as in ‘an hour,’ ‘an heir,’ ‘an honorarium’ etc. In these examples the letter ‘h’ is a silent letter and is pronounced as ‘our’ with the vowel sound. So they take the article ‘an’ rather than ‘a’.

**Note:** It is important to note that sometimes, the initial sound of a single letter in a word also decides the indefinite article to be used. Look at the following examples.

e.g. an M.A; an OMR sheet, an NGO etc.

**Note:** If an indefinite singular noun is preceded by an adjective, the sound of the adjective decides which indefinite article should precede it.

e.g. I saw a child.

I saw an untidy child.

### Use of ‘A/An’

1. When a singular noun is introduced for the first time  
e.g. There lived a king.
2. In the sense of ‘one’  
e.g. Please give me a hundred rupee note.

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3. In the sense of 'any'  
e.g. Give me a pen.
4. To turn proper nouns into common nouns  
e.g. He thinks he is a Shakespeare. (a great dramatist)
5. Before a name if the speaker is new to that person  
e.g. A Mr. Murthy has come for you.
6. Before single units to say rate/price  
e.g. 60 Kms an hour.

## Use of 'The'

1. when a noun is repeated  
e.g. There lived a king. The king had a daughter.
2. when the speaker and the listener know it already  
e.g. Have you read the book?
3. when a noun represents a race or class of people  
e.g. The cow is a sacred animal for the Hindus.
4. before standard religious texts  
e.g. the Bible; the Gita etc.
5. when a noun is followed by a qualifying clause or phrase  
e.g. The man who is in white pajamas is my uncle.
6. the + language = people of the nationality  
e.g. The French are fashionable.
7. before musical instruments  
e.g. He plays the guitar.
8. the + adjective = people of that quality  
e.g. The rich hate the poor.
9. before superlative degrees  
e.g. Shakespeare is the greatest dramatist in English.
10. before comparative degree when one of the two is spoken about  
e.g. Jyothi is the taller of the two sisters.
11. when two comparatives are employed to show relativity  
e.g. The more you talk, the less I understand.
12. before church, temple, college, hospital, prison when visited for other purposes.  
e.g. I went to the prison to meet the officials.

13. 'The' occurs before the following:
- countries with United/Republic in their names.  
the USA; the Republic of Chile
  - group of mountains / islands  
the Himalays; the Andamans
  - before deserts and valleys  
the Thar; the Silent Valley
  - before rivers and oceans  
the Godavari; the Pacific
  - before public places and designations/titles  
the Town Hall; the Head Master
  - before ordinal numbers and similar adjectives  
the second emperor; the last king
  - before directions  
the North East; the South West

### Articles not used

- before 'God' in the universal sense  
God created the world.
- before 'man' in the sense of 'humanity'  
Man is a social animal.
- before sports/games and diseases  
I play chess. He died of cancer.
- before breakfast, dinner, lunch etc. in the usual sense  
I take breakfast at 8. a.m.
- before uncountable nouns/plural nouns used in general sense  
Gold is precious. Children are innocent.
- before names of people and countries  
I met Raju. I love India.
- before languages  
English is an international language.
- before church, temple, college, hospital, prison when visited for their main purpose  
Christians go to church.

**Task:** Fill in the blanks with articles wherever necessary.

Should you not, instead of your flattery, have taught me somewhat of that point so important to ..... king, which is, what ..... reciprocal duties are of ..... sovereign to his subjects and those of subjects to their sovereigns; and ought not you to have considered that one day I should be obliged with ..... sword to dispute my life and my crown with my brothers? ..... Have you ever taken any care to make me learn what 'tis to besiege ..... town, or to set ..... army in array? For these things I am obliged to others, not at all to you.

### Exercise 1

Fill in the blanks with 'a', 'an' or 'the' where necessary.

1. Arunima Sinha is .....first Indian amputee to climb Mt. Everest.
2. I told him ..... thousand times not to repeat the mistake.
3. Can you find me ..... small house for rent?
4. Rohit is ..... IAS officer.
5. He feels as if he were ..... Kalidasa.
6. .... police have been informed about the accident.
7. They sell oil at Rs. 60 ..... litre.
8. Mummy is in ..... kitchen.
9. Here is ..... pen you lost yesterday.
10. .... Bengal Tiger is on extinction.
11. Christians believe in ..... Trinity.
12. Hindus read ..... Gita.
13. .... lady standing at the Principal's room is my teacher.
14. .... dinner I had at AnandVihar is very heavy.
15. Many freedom fighters used English to fight ..... English.
16. .... Japanese are very intelligent.
17. ————— flute and the tabla make a wonderful combination.
18. Do you know where I left .....book?
19. For me, breakfast is ....best meal of the day.
20. We skip ..... dinner on Saturdays.
21. My father came to ...college to enquire about my performance.
22. .... US and England are allies.
23. The airplane belongs to ..... People's Republic of China.

24. ....Himalayas are in the North of India.
25. ....Maldives and theAndamans are in the East.
26. .... Rishi valley is in AP.
27. .... Thar desert is also called the **Great Indian Desert**.
28. .... AP Govt. has successfully connected both the rivers.
29. They held ..... meeting in the Central Library.
30. God created ..... man.
31. Akbar is ..... second greatest emperor among Mughals.
32. Babar is ..... first Mughal king in India.
33. Hockey is.....interesting game.
34. .... higher we go the cooler the weather turns.
35. This is ..... better of the two saris.
36. Tripura is in ..... North East of India.
37. One day, they will find medicine for .....AIDS.
38. .... apples are good for health.
39. The apples of Kashmir are ..... best.
40. Telugu is called ..... Italian of the East.



## Prepositions

A **preposition** is a word or set of words that indicates location or some other relationship between a noun or pronoun and other parts of the sentence.

### Examples

I met my friend **at** the market.

Rishi's school is **behind** the railway station.

Rajamahendravaram is **on** the banks of the Godavari.

The lecturer is going **into** the class room.

Charan is **in** the park.

Prepositions are connecting words. They link the nouns, pronouns, verbs and phrases together in a sentence. Without prepositions, it would be impossible to understand communication. Let us look at how a preposition functions in a sentence.

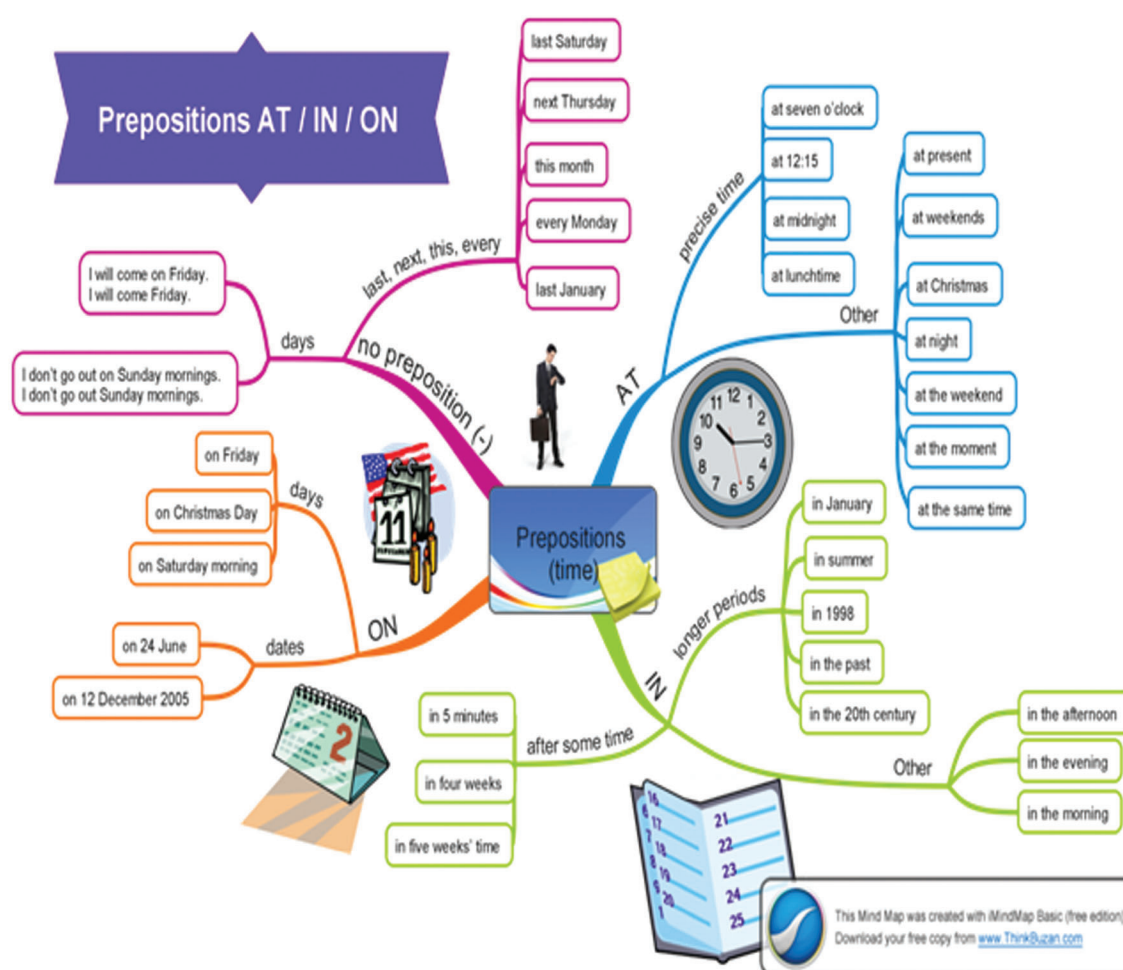
e.g. The book is on the table.

In this sentence *on* is a preposition. It relates '*The book*' to '*the table*' by showing the place where the book is kept. Here '*on the table*' is a prepositional phrase.

The object of a preposition is a noun or a pronoun: In the example above, '*the table*' is the object of the preposition '*on*'

### Look at the following examples

1. We spent a quiet evening **at** home.
2. I am growing tomatoes **in** my garden.
3. We watch TV **in** the living-room.
4. My brother lives **in** Bengaluru.
5. She looks **at** herself **in** the mirror.
6. I hung my shirt **behind** the door.
7. The cat is **under** the chair.
8. The plane is just **below** the cloud.
9. She jumped **over** the gate.
10. He rowed **across** the Krishna river.
11. Sunitha's birthday is **on** 3<sup>rd</sup> June.
12. They walked slowly **through** the woods.
13. She stood up and walked **towards** him.
14. I have a meeting **at** 9 A.M.
15. The dinner counter closes **at** midnight.
16. Do you work **on** Sundays?



## Prepositions and their use

Preposition	How it is used	Example
<b>Showing Time</b>		
<b>At</b>	exact times meal times parts of the day age	<i>at</i> 5pm <i>at</i> lunch <i>at</i> dawn <i>at</i> age20
<b>By</b>	a limit in time in the sense of <i>at the latest</i>	<i>by</i> sundown <i>by</i> the due date
<b>In</b>	seasons, months, years durations after a certain period of time	<i>in</i> the summer <i>in</i> December <i>in</i> 1992 <i>in</i> the same year <i>in</i> an hour

Preposition	How it is used	Example
On	days of the week parts of the day where the day is names and dates	<i>on Monday</i> <i>on Friday night</i> <i>on December 15<sup>th</sup></i>
Ago	a certain time in the past	5 years <i>ago</i>
After	a point in time that follows another point in time	<i>after</i> the game <i>after</i> the accident
Before	a point in time that precedes another point in time	<i>before</i> leaving <i>before</i> breakfast <i>before</i> 2004
During	something that happened/will happen in a specific period of time	<i>during</i> the night <i>during</i> war <i>during</i> holidays
For	over a certain period	<i>for</i> 12 years, <i>for</i> ten days
Past	telling the time	ten <i>past</i> eight (8:10)
Since	from a certain point of time	<i>since</i> 1990 <i>since</i> independence
Throughout	something that happened/will happen continuously in a specific period of time	<i>throughout</i> the year <i>throughout</i> the ordeal
To	telling time from an earlier time to a later time	ten <i>to</i> five 1 PM <i>to</i> 3 PM
up (to)	from an earlier point to a later point	<i>up (to)</i> now
<b>showing place</b> At	an object's settled position or position after it has moved meeting place or location point of direction a target	<i>at</i> the airport <i>at</i> the ceremony <i>at</i> home <i>at</i> the desk turning <i>at</i> the intersection <i>aim at</i> the target
By	close to a a longside of	<i>by</i> the school <i>by</i> the window



In	in an enclosed space in a geographic location in a print medium	<i>in</i> the garage, <i>in</i> an envelope <i>in</i> Europe; <i>in</i> Texas <i>in</i> a book; <i>in</i> a magazine
On	for a certain side for river/ lake for a floor in a house for television, radio	<i>on</i> the left London lies <i>on</i> the Thames. <i>on</i> the floor <i>on</i> the air; <i>on</i> TV
About	around or outside of related to	<i>about</i> city <i>about</i> five feet tall <i>about</i> my father's business
Above	suspended higher than something else superior to	<i>above</i> the door <i>above</i> me in rank
After	in pursuit a point further from an earlier point	chasing <i>after</i> the robbers the corner <i>after</i> the big house
Against	leaning on opposite to or facing	<i>against</i> the door <i>against</i> the wall
Along	tracing the length of, without emphasis on the ends	<i>along</i> the hallway <i>along</i> the road
Among	in the company of (three or more) in a crowd the end of a long list	<i>among</i> friends <i>among</i> the masses <i>among</i> other things
Around	location of something explaining a period of time	drive <i>around</i> the block <i>around</i> 4 o'clock
Before	in the front in terms of space	<i>before</i> the emperor <i>before</i> God
Behind	on the back side of a point in space	<i>behind</i> the car <i>behind</i> her smile
Below	something lower than or underneath something else	<i>below</i> the stairs <i>below</i> expectations
From	in the sense of <i>where from</i>	a <i>flower from</i> the garden
Into	enter a room/building	go <i>into</i> the kitchen/house
Onto	movement to the top of something	jump <i>onto</i> the table
Over	covered by something else "more than"  "getting to the other side" overcoming an obstacle	a jacket <i>over</i> your shirt <i>over</i> 16 years of age walk <i>over</i> the bridge climb <i>over</i> the wall

## English

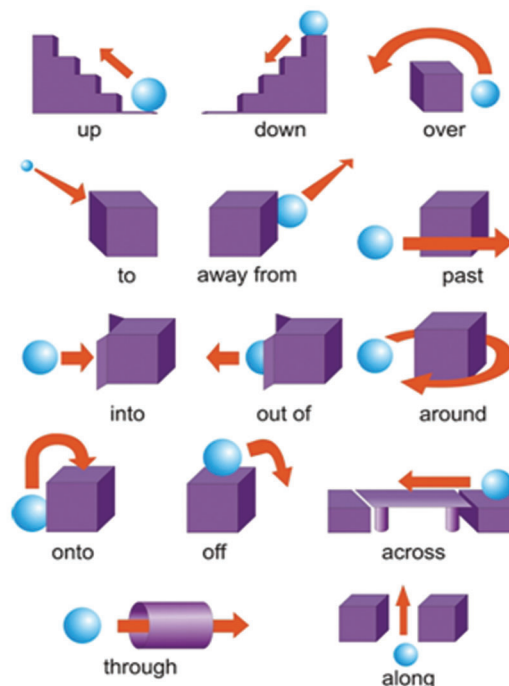
Through	something with limits on top, bottom and the sides	drive <b>through</b> the tunnel
Towards	movement in the direction of something	go 5 steps <b>towards</b> the house
<b>Other Important Prepositions</b>		
About	for topics, meaning <i>what about</i>	We were talking <b>about</b> you.
At	for <i>age</i>	She learned computer <b>at</b> 65.
Beside	by the side of	<b>beside</b> temple, <b>beside</b> school
Besides	in addition to	<b>besides</b> his business
till	up to a certain point in time	waited for her <b>till</b> 10 o'clock.
Until	up to a certain point in time how long something is going to last	<b>until</b> the end <b>until</b> sunrise
By	who made it rise or fall of something travelling (other than walking or horse riding)	a book <b>by</b> Charles Dickens prices have risen <b>by</b> 10 percent <b>by</b> car, <b>by</b> bus
From	who gave it to experience pain/a disease	a present <b>from</b> uncle suffering <b>from</b> fever
In	entering a car/taxi	get <b>in</b> the car
Of	who/what did it belong to what does it show	a page <b>of</b> the book the picture <b>of</b> a place
Off	leaving a public transport vehicle	get <b>off</b> the train
On	walking or riding on horseback	<b>on</b> foot, <b>on</b> horseback
out of	leaving a car/taxi	get <b>out</b> of the taxi
On	for a certain side for a river/ lake for a floor in a house	<b>on</b> the left London lies <b>on</b> the Thames. <b>on</b> the floor
to	in preference listening	I prefer coffee <b>to</b> tea. She is listening <b>to</b> music.

## Preposition Poem

### The Summer

by Chiquisrolph

Inside the school house  
Toward the window she stares.  
After the bell rings  
Among her schoolmates she runs,  
Through the hallways,  
Past the class rooms,  
Outside to the warm fresh air.  
Behind she leaves those cold dreary days,  
Before her are long days of fun.  
Without a thing to worry about  
Under the warm sun she lies.  
Near her a butterfly flies,  
Across the sky a rainbow spreads.  
With her friends she goes to the beach.  
About the waves she dreams,  
Beyond the prairies she runs.  
Inside the house she never steps  
On the hills of grass she rolls  
Into another lazy day she goes  
Since summer came around.



**Task 1: Fill in the blanks with appropriate prepositions. Choose your answers from the options given in the brackets.**

1. We are on our way ..... Vizag to Vijayawada. (from / for)
2. You should explain this ..... them. (to / at)
3. Teja has been absent ..... Monday. (since / for)
4. I haven't been to the theatre ..... a long time. (since / for)
5. Manaswi goes ..... school by car. (to / at)
6. This is a comfortable house to live ..... (on / in)
7. They are called ..... different names. (by / with)
8. We should not spend money ..... luxuries. (on / with)
9. I gave him a chair to sit ..... (at / in)
10. The new term begins ..... June 1st. (on / from)

11. He poured the tea ..... the mug. (into / in)
12. What shall we have .....coffee? (beside/besides)
13. Prasad is a cousin .....mine. (of/for)
14. Beer drinkers suffer abnormally .....rectal cancer. (from/with)
15. He can swim .....the river. (by/across)

### Kinds of Prepositions

#### 1. Simple Prepositions

Simple prepositions are short words like at, by, for, from, in, into, of, off, on, out, over, till, to, up, upon, with, under, down, etc

e.g. I am coming **with** you.

Dr. Sunshine is **in** the lecture hall.

We are going **to** the market.

#### 2. Compound Prepositions which are generally formed by prefixing a Preposition

(usually a = no or be = by) to a Noun, an Adjective or an Adverb.) About, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without.

e.g. We walked **around** the city for an hour.

There is a modem **within** the computer.

#### 3. Phrase Prepositions (Groups of words used with the force of a single preposition.)

according to — in accordance with — in place of

agreeably to — in addition to — in reference to

along with — in (on) behalf of — in regard to

away from — in case of — in spite of

because of — in comparison to — instead of

by means of — in consequence of — on account of

by virtue of — in favour of — with a view to

by way of — in front of — with an eye to

conformably to — in lieu of — with reference to

for the sake of — in order to — with regard to

e.g. He did everything **according to** the rules.

**Because of** her sickness, Rajani did not go to the party.

### Expressions without prepositions

1. Some verbs are normally followed by direct objects without prepositions. Examples are: *enter, discuss, marry, lack, resemble, approach, await, advocate, seek, demand, request, order, emphasize etc.*

e.g. We entered the compound. (NOT We entered into the compound.)

2. A number of expressions of time beginning *next, last, this, that, one, every, each, some* and *any* are used without prepositions.  
e.g. See you *next* Sunday. (NOT See you on next Sunday.)  
Buses leave for Vijayawada *every* ten minutes. (NOT Buses leave in every ten minutes.)
2. Prepositions are also dropped before *what time*.  
e.g. *What time* does the train arrive? (More natural than 'At what time does the train arrive?')

**Task 2: These could be more than 1 answer change this to the following exercise: correct the following sentences:**

A	B
1. Akhil hurt his leg as he jumped _____ the wall.	a. in
2. It was so hot, I stood _____ a cold shower for ten minutes.	b. over
3. Manikanta stood _____ all his friends in the room and felt very happy.	c. among
4. Balu is afraid _____ the snake.	d. with
5. Some of the highest profit products are widely popular _____ consumers.	e. of
6. Syam sat _____ Ram in the cinema.	f. on
7. A small stream runs _____ that bridge.	g. besides
8. Of the forests of the country approximately one third belongs _____ the state.	h. into
9. He poured milk _____ the cup.	i. below
10. You should concentrate _____ one thing and learn to do it well.	j. to

### Exercise I

**Fill in the blanks with suitable prepositions.**

- Amaravati is the capital city .....Andhra Pradesh.
- Bhanu goes ..... school by bus.
- Chandini said that she was very much pleased..... my work.
- It is better to get a cab if you are out alone .....night.
- The mango harvest in A. P. lasts.....April to June.
- Let us meet at the restaurant .....7:00P.M.
- Mohan likes to drink coffee ..... the morning.
- Lalitha bought the dress .....two thousand rupees.
- We have a party .....his birthday.

## English

10. What are you doing ..... the weekend?
11. The trees here are beautiful ..... summer.
12. I have been waiting for you ..... 7 O'clock.
13. Suguna hung her family photo ..... the wall.
14. One should have respect ..... one's own parents.
15. Participation ..... games and sports should be made compulsory in schools.
16. The game usually lasted ..... the younger boys are called home to bed.
17. Satya is feeling sorry ..... his bad temper.
18. Varma is very sure ..... making profits in his business this year.
19. Konaseema is a pleasant place surrounded ..... green fields and trees.
20. In hide and seek, I always used to hide ..... two wooden cupboards.
21. Students are anxious ..... their results.
22. An MNC is looking ..... good marketing personnel.
23. We will fight ..... corruption with full strength.
24. The opening speech will be made ..... the Principal.
25. John warned his son to keep away ..... bad company.
26. Anitha has left ..... Delhi to see her friend.
27. We walked ..... a narrow line.
28. Greatly disappointed, the little boy burst out ..... tears.
29. Aruna has not seen her friend ..... her wedding.
30. Sreshta always sits ..... Sonica in church.

## Exercise II

**Fill in the blanks with appropriate prepositions. Choose your answers from the options given in the brackets.**

1. Look ..... the word in a dictionary. (for/up)
2. The police are looking ..... the incident. (into/after)
3. An atheist does not believe ..... the existence of God. (in/for)
4. Who does this bag belong .....? (of/to)
5. I came ..... the article in a magazine. (across/up)
6. The car collided ..... a van. (with/against)
7. I want to concentrate ..... my mathematics. (in/on)
8. The flat consists ..... four rooms. (of/in)
9. We managed to cope ..... all of these difficulties. (up/with)
10. Sangeetha insisted ..... playing her song. (for/on)
11. Seventy countries participated ..... the Commonwealth Games. (to/in)
12. Please refrain ..... drinking alcohol. (from/to)

13. I will have to see ..... the arrangements. (to/for)
14. Let's stick ..... our original plan. (to/on)
15. Sunil succeeded ..... starting the car. (in/by)
16. Abdul has been suffering.....a back-ache. (from/with)
17. Sindhuri takes ..... her mother. (up/after)
18. I objected ..... being kept waiting. (against/to)
19. I'm sure Murthy can deal ..... the situation. (with/in)
20. It is impolite to talk.....people when they are not here. (about/with)

### Exercise III

**Fill in the blanks with suitable prepositions.**

1. Giridhar plays computer games..... hours on end.
2. The Pandits have lived here.....1985.
3. Not many people work .....Christmas and New Year's Day.
4. We were talking .....the weather.
5. Pradeep is reading a book written ..... Kazuo Ishiguro.
6. It's up ..... you to make your own decision.
7. Shivamani is the man ..... long hair.
8. She is an actress ..... great ability.
9. The thieves broke the door down ..... a hammer.
10. I prefer ..... travel by train.
11. Advitha prefers to go ..... foot.
12. Prabhakar is.....leave this week. He'll be in the office next Monday.
13. I saw it ..... television.
14. The plane took .....on time.
15. Pradeep paid ..... the meal.
16. The children are being looked .....by a neighbour.
17. The matter has been dealt .....
18. Harsha has given ..... smoking.
19. A new company has been set ..... in the capital.
20. Maruthi fell asleep .....the meeting.



## Sentence Patterns

Sentence Patterns refers to the arrangement of words in a sentence to convey clear meaning according to the context. Students are said to learn a language, when they can communicate freely in that language. Writing is one of the means of communication and to develop this ability students will be required to know a range of sentence patterns, which help him/her to write basic sentences.

The most basic sentence pattern consists of a subject and a verb. The verb may be an action verb or a linking verb. Then, there can be direct objects, indirect objects, complements, adverbials etc. Look at the following examples:

### 1. Subject – Verb - The boy plays. Birds fly.

Subject	Verb
The moon	is shining.
The baby	is crying.
Kamala	was singing.
The bell	has rung.
The sun	rose.
Fire	burns.
Stars	twinkle.

### 2. Subject – Verb –Object

I love mangoes.

Renu kicked the ball.

Children love stories.

Subject	Verb	Object
He	ate	an apple.
She	will cook	dinner.
I	have seen	the film.
They	played	kabaddi.
We	trusted	him.
Siva	wrote	a story.
Preeti	won	the game.



### 3. Subject – Verb – Adjective

Smita is pretty.

I am happy.

The beggar looks shabby.

Subject	verb	Adjective
The painting	is	beautiful.
The building	is	haunted.
She	looks	pretty.
The boy	is	angry.
The tower	was	old.
Pine trees	grow	tall.
Birds' feathers	are	light.

### 4. Subject – Verb – Adverb

Suma laughs loudly.

This dog jumps high.

He writes neatly.

Subject	Verb	Adverb
The boy	laughed	gleefully.
He	walked	slowly.
She	worked	hard.
They	played	well.
Susan	speaks	clearly.
Prabhakar	ran	fast.
Mona	prepared	thoroughly.

### 5. Subject – Verb – Noun

The girl is a student.

She is an engineer.

Srujan is my friend.

Subject	verb	Noun
My father	loves	cricket.
The building	is	our guest-house.
She	writes	poems.
They	make	dolls.
He	cooks	food.
Sreenu	sells	shells.
I	learnt	a lesson.

### 6. Subject – Verb – Indirect object - Direct Object

Elephants give children rides.

I gave her a pen.

Smita bought Megha a present.

Subject	Verb	Indirect object	Direct object
I	wish	you	a happy new year
My grandfather	told	me	a story.
She	gave	him	a present.
The detective	asked	him	many questions.
I	lent	her	my pen.
You	must tell	the police	the truth.
We	have paid	him	the money.

### 7. Subject – Verb – Object – Infinitive

She doesn't want us to go away.

I will try to do.

Subject	Verb	Object	Infinitive
I	want	him	to go.
She	taught	us	to forgive.
They	requested	him	to help.
They	want	us	to play.
I	would let	them	take decision.
She	heard	me	sing a song.
They	helped	their neighbor	to fix his car.

### 8. Subject – Verb – Gerund

Subject	Verb	Gerund
She	began	singing.
He	has finished	talking.
I	hate	borrowing.
Miss Nisha	loves	teaching.
David	enjoys	driving.
Sunil	started	trekking.
He	likes	swimming.

## Practice

Write as many meaningful sentences as possible from the tables given below.

Subject	Verb	Object
I	finished	the work.
We	received	them.
David	sent	the parcel.
He	scolded	the boy.
My mother	resembles	his father.
Venu	love/s	my country.
Sarika	is teaching	English.
	cooking	dinner.
	playing	chess.

Subject	Verb	Adverbial
The train	arrived	late.
The bus	started	early.
They	came	
My friends	play	suddenly.
My parents	work	very well.
		vigorously.

Subject	Verb	Indirect object	Direct object
The principal	gave	him	the medal.
He			a watch.
She	sold	her	her house.
The doctor			medicine.
Sarala	sent	us	a gift.
		me	pictures.



## Time, Tense and Aspect

“You’ve been fighting again! You lost two of your teeth!” “I haven’t lost them, Mum. They are in my pocket.”

\*\*\*

“It makes no sense to worry about the future. By the time you get there, it’s the past!”

\*\*\*

Tense is a term that refers to the way verbs change their form in order to indicate at which time a situation occurs or an event takes place. Time and tense are not overlapping concepts. Though tense is related to time, there is no one-to-one correspondence between the two. Tense is a grammatical category: rather than with “reality”, it has to do with how events are placed, seen, and referred to along the past-present-future time line. Thus, a present tense does not always refer to present time, nor a past tense to past time. Actually, the present and past tenses can refer to all three segments of the time line (past, present, and future).

For example, the present tense may be used to speak about a future event (often, but not necessarily, accompanied by a future time adverbial), while the so-called “historic present” – frequently used to convey dramatic immediacy – refers to the past as if it were happening now:

*The world cup starts next week.*

*My mother leaves at 4.30 tomorrow afternoon. The class starts in five minutes.*

“There is a famous story of President Abraham Lincoln, taking a vote at a cabinet meeting on whether to sign the Emancipation Proclamation. All his cabinet secretaries *vote* nay, whereupon Lincoln *raises* his right hand and *declares*: ‘The ayes have it.’” (Historic present)

By the same token, a past tense can refer to present time. This occurs, for instance, in hypothetical sentences, in reported speech, as well as in other structures:

*If I had more money, I would buy a new car. Did you tell him you were/are busy?*

*It’s time you changed your car.*

*Future in the past, i.e. future seen from a view point in the past:*

*They were just going to punish him, when he escaped.*

*The priceless tapestry was about to catch fire, but the firemen saved it.*

**Aspect** is a grammatical category that reflects the perspective from which an action/situation is seen: as complete, in progress, having duration, beginning, ending, or being repeated. English has two aspects, progressive (also called continuous) and perfect (ive).

The following combinations are possible:

Present progressive; past progressive; present perfective; past perfective; present perfective progressive; past perfective progressive:

*He is sleeping; He was sleeping. He has slept; He had slept.*

*He has been sleeping; He had been sleeping.*

## Progressive aspect (Continuous)

The progressive aspect, either in the present or past tense, generally refers to an action/event (usually of limited duration) in progress at a particular time, to an uncompleted activity, to a temporary state of affairs or a temporary habit.

The present progressive is formed by the present tense of the verb *am/is/are* + the *-ing* form of the lexical verb, the past progressive by *was/were* + the *-ing* form of the lexical verb:

*Look, it's snowing!*

*I'm going to bed very late these days. We're studying German this year.*

*I was sleeping when I heard a strange noise. I was living in Buenos Aires at the time.*

The activity may also not be, strictly speaking, continuous, that is to say it may refer to a series of individual acts:

Some of the demonstrators are smashing shop windows.

Needless to say, the progressive aspect does not reflect the length of an action, but the speaker's view of a certain event. The progressive aspect can combine with the perfective aspect, both present and past, as well as with a modal or a modal and a perfective together. Finally, the infinitive can also be used in the progressive:

*I've been toiling for hours. You must be kidding.*

*He must have been joking. It's too early to be sleeping.*

## Perfective aspect

The perfective aspect is used to refer to a state or action which has taken place before the time of speaking, as well as to a state or action (or series of actions) occurring in a period of time we imagine as continuing until the present or until a certain moment in the past (until now or until then), or that has just ended. Remember: the events and situations referred to by the perfective aspect have some relevance to the time of speaking (the present in the case of the present perfective, the past in the case of the past perfective, the future in the case of the future perfective). The perfective aspect is also used to indicate the completeness of an action, to see events as a whole:

*I have tidied my room.*

*I've often spent my holidays in South America. She had just found a solution to the problem.*

The present perfective is formed by *have/has* + past participle, the past perfective (statistically less common than the present) by *had* + past participle, while the future perfective by *will have* + past participle:

*I have had the same car for twelve years! It's time to get a new one.*

*I had lived in Paris for two years when I decided to come back home. We will have been together for ten years next month.*

The perfective aspect can combine with the progressive aspect, with a modal or with a modal and a progressive together:

*I've been running.*

*He had been watching TV all day.*

*You should have done this more carefully. He must have been kidding.*

*They seem to have liked the film.*

Note that the perfect progressive aspect indicates the possible incompleteness of an action. In the following examples, it is not clear whether the action has been completed or not:

*I've been repairing my bike. (I may or may not have finished repairing the bike).*

*They have been cleaning their room for hours. (They may or may not have finished cleaning.)*

English, however, has no future tense, no special future verb conjugation. In English, one way to indicate the future is to use the modal auxiliary verb *will* + a main verb in its base form. For example.

*He will eat fruits.*

*You will find your book.*

Currently “*will*” and “*shall*” are used mainly as the future expression. But originally these were the verbs that indicated the violation of “*will*” and the obligation of “*shall*”. They not only express future meaning but also the mood as modal auxiliary. Actually, these are present tense in themselves grammatically.

*Will/shall* followed by the progressive can be used in a regular way to add the temporary meaning of the *will* construction.

*Don't call her at eight o'clock – she will be eating dinner. The train will be arriving soon.*

The past in the future is expressed by *will* + perfect infinitive:

Tomorrow, Shyam and Leela will have been married twenty years. She will have typed the letter by the end of the meeting.

He will have gone by the time you reach there.

Another way to talk about the future in English is with the verb *GO*. In English, this is done with a conjugated form of the verb *BE* followed by the present participle of the verb *GO* (*going*) as a sort of auxiliary verb and then an infinitive: *BE* + *going* + infinitive.

*He is going to eat pizza.*

*You are going to find your keys. They are going to board the train.*

*I am going to board the train.*

\*\*\*

Since tense relates the meaning of the verb to a time scale, we must give some attention to the different kinds of meaning a verb may have. Broadly, verbs may refer to either an ‘event’ or to a ‘state’. Thus *be, live, stay, know, like, want, believe, appear, hate* etc may be considered ‘state verbs’ and *get, come, leave, hit, write*, etc ‘event verbs’.

Event verbs take the progressive aspect but state verbs do not take progressive aspect. Thus we can say:

*I see someone through the window. (not \* I am seeing....)*

*I don't hear what they are saying. (not \* I am not hearing....)*

Based on the discussion of aspect, verbs may be written in five forms.

Root form of the verb/present form	Third person singular form	Simple past	Present participle	Past participle
take (irregular verb)	takes	took	taking	taken
speak (irregular )	speaks	spoke	speaking	spoken
open (regular verb)	opens	opened	opening	opened
cook (regular verb)	cooks	cooked	cooking	cooked

These verb forms can be shown in the form of a table expressing different aspects of an action/event.

Time	Aspect	Form of an irregular verb	Form of a regular verb
The present	Present simple	take, takes	open, opens
	Present progressive	is/am/are taking	is/am/are opening
	Present perfect	have/has taken	have/has opened
	Present perfect progressive	have/has been taking	have/has been opening
The past	Past simple	took	opened
	Past progressive	was/were taking	was/were opening
	Past perfect	had taken	had opened
	Past perfect progressive	had been taking	had been opening
The future	Future simple	will take	will open
	Future progressive	will be taking	will be opening
	Future perfect	will have taken	will have opened
	Future perfect progressive	will have been taking	will have been opening

**Practice****I. Fill in the blanks with the simple present form of the verb given in brackets.**

1. Pratap ..... TV every day. (watch)
2. The earth ..... round the sun. (revolve)
3. I ..... reading novels. (like)
4. The next term ..... on Monday. (begin)
5. The sun ..... in the east. (rise)
6. What ..... your name? (be)
7. They ..... our relatives. (be)
8. Let's wait till he ..... his work. (finish)
9. Children ..... chocolates. (like)
10. What ..... snakes eat? (do)

**II. Fill in the blanks with the simple past form of the verb given in brackets.**

1. The young man ..... his own life to save the life of his friend. (risk)
2. Siddu ..... another window yesterday. (break)
3. Last year I ..... to Bangalore on holiday. (go)
4. Eshaan ..... a hundred rupee note on the road. (find)
5. You ..... at work yesterday morning. (be)
6. I ..... the dishes last time. (wash)
7. They ..... each other years ago. (know)
8. I ..... busy painting last night. (be)
9. Meghana ..... swimming in sixth class. (learn)
10. We ..... our breakfast half an hour ago. (finish)

**III. Fill in the blanks with the simple future form of the verb given in brackets.**

1. In two days, I ..... my result. (know)
2. Someday I ..... a novel. (write)
3. I ..... help you with your homework. (help)
4. Next year ..... exciting. (be)
5. But all this ..... when you are 60 years old. (happen)
6. The next game ..... hard to win. (be)
7. If you work hard, you ..... a lot of money. (earn)
8. We ..... pictures in a few minutes. (take)
9. Jim ..... some sweets on the way home. (buy)
10. If she passes the exam, she ..... very happy. (be)



**IV. Fill in the blanks with the present progressive form of the verb given in brackets.**

1. Hurryup! We ..... for you. (wait)
2. Rudra doesn't like to be disturbed when she ..... (work)
3. Where ..... you now? (go)
4. He ..... Don't disturb him now.(study)
5. My mom ..... dinner this evening because we are eating out. (not cook)
6. Look! Andy ..... in the garden. (play)
7. Don't make a noise. The baby ..... (sleep)
8. The students ..... for their exams which begin tomorrow. (prepare)
9. Geetika ..... because she lost her purse. (cry)
10. He ..... in Bengaluru at the moment. (work)

**V. Fill in the blanks with the past progressive form of the verb given in brackets.**

1. I ..... TV at seven o'clock yesterday evening. (watch)
2. The phone rang while I ..... dinner. (have)
3. When I entered her room, she ..... the piano. (play)
4. They ..... all the time they were together. (fight)
5. I tried to tell them the truth but they ..... (not pay heed)
6. My parents ..... in the garden when it suddenly began to rain. (work)
7. I ..... when the lights went out.(read)
8. Most of the time we ..... to his stories. (listen)
9. He ..... from fever even before he left for Delhi. (had suffered)
10. My brother and sister ..... tennis at 5pm yesterday. (play)

**VI. Fill in the blanks with the future progressive form of the verb given in brackets.**

1. This time next week we ..... at the beach. (sit)
2. They ..... the exams because of the elections (postpone)
3. Unfortunately, I ..... on my essay so I won't be able to watch the match. (work)
4. The baby ..... soon.(walk)
5. At midnight we ..... (sleep)? so don't disturb us.
6. At three o'clock tomorrow, he ..... for the train. (wait)
7. I ..... in Mumbai for a week. (stay)
8. By the time I go home, my children ..... (sleep)
9. My watchman ..... at 8 pm for night duty (come).
10. Tomorrow at this time, I ..... my English language exam. (take)

**VII. Fill in the blanks with the present perfect form of the verb given in brackets.**

1. She .....not yet from music class. (return)
2. This order ..... to many misunderstandings.(lead)
3. I ..... confirmation of this news. (receive)
4. The clock ..... just ..... 10. (strike)
5. I ..... Hindi for twenty years. (speak)
6. Our class ..... on field trips three times this year. (go)
7. We ..... eating homemade snacks all our lives. (enjoy)
8. Raghu and Madhav ..... already where they are going on vacation. (decide)
9. I ..... your book several times. (read)
10. You ..... the glass again. (break)

**VIII. Fill in the blanks with the past perfect form of the verb given in brackets.**

1. When I arrived at the cinema hall, the film ..... (start)
2. She ..... in Guntur before she went to Anantapur.(live)
3. We were late for the plane because we ..... our passports. (forget)
4. If you ..... to me, you would have got the job. (listen)
5. When I reached the station, the train ..... (leave)
6. I could not remember the poem that we ..... the week before. (learn)
7. The children collected the fruits that ..... from the tree. (fall)
8. Sandeep ..... home by the time I arrived. (go)
9. Preeti was embarrassed because she ..... her dad's birthday. (forget)
10. Kevin suddenly realized that he ..... his laptop on the train. (leave)

**IX. Fill in the blanks with the future perfect form of the verb given in brackets.**

1. By the time you return home, you ..... much time with your grandparents. (spend)
2. She ..... already a lot before the dessert arrived. (eat)
3. I ..... writing the novel by the 1<sup>st</sup> of June. (finish)
4. My dog ..... all of his food by the time I get home. (eat)
5. My brother ..... his military training by the time I graduate. (complete)

**X. Fill in the blanks with the present perfect progressive form of the verb given in brackets.**

1. We ..... in this street for twenty years.(live)
2. He..... in this garden since morning.(work)
3. The workers ..... higher wages for a long time. (demand)
4. My clothes are wet because I ..... the garden.(water)
5. She ..... to the cinema every weekend for years.(go)

**XI. Fill in the blanks with the past perfect progressive form of the verb given in brackets.**

1. We .....at the station for one hour when the train finally arrived. (wait)
2. Kousik ..... less than an hour when he ran out of petrol. (drive)
3. They were very tired in the evening because they ..... on the farm all day. (work)
4. Giridhar felt fit for the marathon because he ..... a lot. (practice)
5. We ..... for a year when we ran out of money and had to return home. (travel)

**XII. Fill in the blanks with the future perfect progressive form of the verb given in brackets.**

1. Suma ..... our class for five years by 2020. (attend)
2. They ..... for three hours by noon. (play)
3. By 5 pm, you ..... for four hours. (dance)
4. They ..... in Guntur for five years by the end of 2019. (live)
5. By next year, I ..... English for five years. (study)

Fill in the blanks choosing the most appropriate tense of the verb given in brackets. Use auxiliaries where necessary. There may be more than one correct answer for some of the sentences.

**Exercise 1**

1. My friends ..... the Prime Minister yesterday. (see)
2. It started to rain while we ..... tennis. (play)
3. He often ..... coffee. (drink)
4. Look there! Somebody ..... into the lake. (jump)
5. Sahasra .....not ..... her homework yet. (complete)
6. Mumbai ..... one of the largest cities in the world. (be)
7. I ..... everyday to keep myself fit. (exercise)
8. She ..... the guitar when I entered the room.(play)
9. This house ..... three lakhs in 1980. (cost)
10. Last year we ..... to the zoo. (go)
11. I ..... seventeen on my next birthday. (be)
12. Abdul.....to be a doctor. (want)
13. If you start at once, you ..... by six o' clock. (arrive)
14. My friend's family ..... in this house since 2000. (live)
15. I think they ..... tomorrow morning. (arrive)
16. My father ..... his car every day.(wash)
17. I saw him when I ..... out of the window. (look)
18. Look! The monkey ..... a banana. (eat)
19. Yashita ..... in Delhi for the next three days. (be)
20. He ..... a new bike last week.(buy)

**Exercise 2**

1. Deepa and Renu ..... late to class yesterday. (be)
2. At dinner time our family never ..... TV. (watch)
3. They are not sure if they .....the next match. (win)
4. By the time I go home, my children ..... still ..... (play)
5. The baby ..... all morning. (cry)
6. When he ..... to open the door, he dropped his key. (try)
7. Pranav never ..... to China. (be)
8. I ..... for this company for seventeen years. (work)
9. When the weather is fine, we ..... a picnic in our garden. (have)
10. Stop that! Somebody ..... (come)
11. Sindhu ..... tennis since she was seven. (play)
12. They ..... my brother an hour ago. (meet)
13. He ..... his hand before every meal. (wash)
14. The butcher ..... several pigs a moment ago. (kill)
15. Cows ..... on grass. (feed)
16. I ..... this film before. (see)
17. Please don't make a noise! I ..... (study)
18. Bread and butter ..... her favourite breakfast. (be)
19. Let's hope that the wind ..... away the clouds. (blow)
20. We ..... football at this time yesterday. (play)

**Exercise 3**

1. I hope the weather ..... nice. (be)
2. Mom thinks dad ..... home early to night. (come)
3. Yesterday I ..... up at 5 o'clock. (get)
4. I ..... not ..... him for two days. (see)
5. She jumped off the bus while it ..... (move)
6. They ..... to Vijayawada tomorrow morning. (drive)
7. We always ..... movies on Sundays. (watch)
8. I ..... a lot of work today. (do)
9. By this time next year, Meghana ..... her university degree. (take)
10. Can I have some milk before I ..... to bed? (go)



## Modal Auxiliaries

Modal Auxiliary. ... Helping verbs or auxiliary verbs such as **will, shall, may, might, can, could, must, ought to, should, would, need and used to** are used in conjunction with main verbs to express shades of time and mood. The combination of helping verbs with main verbs creates what are called verb phrases or verb strings.

### Modal Auxiliary Verbs

Modal	Meaning	Example
Can	Ability Permission Offer	1. Sunny can sing well. 2. Can I use your shampoo? 3. Can I carry your bag sir?
Could (it indicates more polite situation)	Permission Request Possibility Past ability	1. Could I use your text book for a while, please? 2. Could you please guide me to the library? 3. What he is telling could be true. 4. Preethi could swim when she was five years old.
May	Possibility Permission (it indicates politeness)	1. The principal may come to the class at any time. 2. May I barrow your ladder for a day? We are painting the wall.
Might	Past form of 'may' in reported speech. Slight possibility	1. My grandfather said he might come tonight. 2. We might win the race but I am not sure.
Must	Necessary to do something	1. You must meet me tomorrow.
Should and Ought to	These two are interchangeably used. They are used to express advice, obligatory or duty. But there is a slight difference. Should is used to express our subjective opinion. Ought is used to express an objective truth.	1. You should call your mother more often. ( <i>What is best for you to do.</i> ) 2. They ought to follow the Government policy. ( <i>What is necessary and cannot be avoided.</i> )
Shall	Offers suggestions With 'I' and 'we'	1. Shall I order a Pizza? 2. Shall we start playing the music?

## Using must, should and ought to

<https://www.englishgrammar.org> › Lessons

Difference between should, ought and must. Must is stronger than should and ought to. It is more like an order. Should and ought to, on the other hand, are more like pieces of advice.

Compare: He must give up smoking. (It is an order which is likely to be obeyed.)

He should / ought to give up smoking.

## Exercise 1

Choose the correct answer.

1. I didn't feel very well yesterday. I \_\_\_\_ go to college.  
a. cannot                      b. couldn't                      c. mustn't
2. You \_\_\_\_ look at me when I am teaching.  
a. could                      b. should                      c. would
3. I was using my pen a minute ago. It \_\_\_\_ be here somewhere!  
a. can                      b. could                      c. must
4. Call him now. He \_\_\_\_ home by now.  
a. has to be                      b. must be                      c. would be
5. You \_\_\_\_ forget your medicine.  
a. don't have to                      b. mustn't                      c. needn't
6. He \_\_\_\_ be able to help me. But he is not sure yet.  
a. might                      b. would                      c. should
7. Already as a child Bunny \_\_\_\_ play the guitar beautifully.  
a. could                      b. should                      c. would
8. At the railway station bags \_\_\_\_ not be left unattended. There are thieves.  
a. can                      b. must                      c. may
9. I really \_\_\_\_ try to get fit.  
a. may                      b. must                      c. would
10. Research scholars \_\_\_\_ borrow up to 5 books on every Monday.  
a. ought to                      b. could                      c. should
11. Whose books are these? I do not know, but they \_\_\_\_ belong to Nidhi.  
a. could                      b. may                      c. might
12. \_\_\_\_ I use your restroom, please?  
a. may                      b. must                      c. should
13. His excuse \_\_\_\_ be true, but I don't believe it.  
a. can                      b. may                      c. should
14. \_\_\_\_ you speak English? Yes, but my English is not good.  
a. could                      b. can                      c. May
15. I \_\_\_\_ talk already before I was two years old.  
a. could                      b. should                      c. would

## Exercise 2

Fill in the blanks with the suitable modal verb.

- \_\_\_\_\_ (Can/Could) I borrow your pencil? Yes, of course you \_\_\_\_\_ (May/shall).
- My grandfather is eighty-four, but he \_\_\_\_\_ (can / may) still read and write without glasses.
- \_\_\_\_\_ (Can / Could) I stay with you?
- \_\_\_\_\_ (Could / shall) you help me with the project, please?
- There was a time when I \_\_\_\_\_ (could/ should) stay up very late.
- We \_\_\_\_\_ (must/ ought) not make the first move.
- It is raining outside so I \_\_\_\_\_ (should/ may) take an umbrella.
- What \_\_\_\_\_ (may/ shall) I bring for you from Mumbai?
- \_\_\_\_\_ (Should/ Would) you mind if I borrow your bike?
- We \_\_\_\_\_ (should/ must) study hard for the final examinations.

## Exercise 3

Complete the short dialogues with the words in the box.

ought to, should, shouldn't

- Rita: Hi, Mani! What's wrong? You look dull.
- Mani: I'm being bullied at school. What \_\_\_\_\_ I do?
- Rani: You \_\_\_\_\_ go and tell a teacher.
- Mani: But what if the boy finds out?
- Rita: You \_\_\_\_\_ worry about that. You need to give a complaint.

### Tongue twisters with modal verbs

- Can you can a can as a canner can/can a can?
- How much wood would a woodchuck chuck if a woodchuck could chuck wood?
- A good cook could cook as much cookies as a good cook who could cook cookies.

## Exercise 4

Modal verbs – should, ought to, shouldn't, had better

Match the following questions (a–e) with the sentences with correct modal verb (1–5) given below.

- |   |     |
|---|-----|
| a I get very thirsty when I'm in the playground. What should I do?      | ( ) |
| b I shouted at my driver today and now I'm sorry. What should I do?     | ( ) |
| c I am making many mistakes with my homework. What should I do?         | ( ) |
| d My friends are angry because I'm often late. What should I do?        | ( ) |
| e I've got an important exam but I feel very nervous. What should I do? | ( ) |

## English

1. You should / shouldn't worry. Be confident.
2. You ought to / shouldn't keep your friends waiting when you meet each other.
3. You ought to / shouldn't concentrate on what you're doing.
4. You should / shouldn't drink plenty of water.
5. You had better / should apologize to your driver immediately.

**Can** you imagine  
What I **would** do if I  
**Could** do all I **can**?

- Sun Tzu





## Concord: Agreement of Subject and Verb

Subject verb agreement refers to the fact that the subject - noun or noun phrase - and the verb in a sentence must agree with each other in number, case and person. In other words, they both must be singular or they both must be plural. You can't have a singular subject with a plural verb or vice versa. The tricky part is finding the singular and plural forms of subject nouns and verbs. The following rules can guide you clearly in this regard.

Subject nouns and verbs must agree in number.

The baby cries when he is hungry.

The babies cry when they are hungry.

The words that come between the subject noun and verb do not affect agreement.

The boy, who is wearing black jeans, is my best friend.

The boys, who are standing in this line, are my students.

Prepositional phrases between the subject and the verb usually do not affect agreement.

The colours of the rainbow are beautiful.

The colour of these walls is dull.

If one of the words "each," "every," or "no" comes before the subject noun, the verb is singular.

No boy or girl is allowed to go out during college hours.

Each of the girls is qualified for the prize.

If two subject nouns are joined by "and," they typically require a plural verb form.

Ram and Rahim are best friends.

Fruits and vegetables are the best part of a healthy diet.

But the verb is singular if the two subject nouns are separated by "and," and refer to the same person or thing.

Bread and butter is my favourite snack.

My best friend and colleague has come.

If two plural subject nouns or noun phrases are connected by the words "or," "nor," "neither...nor," "either...or," and "not only...but also" the verb is plural.

Neither girls nor boys are supposed to quit the game in the middle.

Not only my brother's friends but also my friends are coming to the party.

If one singular subject noun and a plural subject noun are connected by the above mentioned conjunctions, then use the verb that agrees with the subject nearer to the verb.

Either my classmates or my brother is waiting for me.

Either my brother or my classmates are waiting for me.

Indefinite pronouns typically take singular verbs.

Someone has taken my pen.

Everybody wants to be loved.

But the pronouns “few,” “many,” “several,” “both,” “all,” and “some” always take the plural verb.

Few were left alive after the tsunami.

All are invited to the public meeting.

When sentences start with “there” or “here” the subject is not “there” or “here” but always occurs after the verb. So the verb agrees with that subject.

There are many paths to success.

Here is your book.

**Exercise 1: Fill in the blanks choosing the correct alternative from the word in brackets.**

1. Four years — a long time to spend away from your friends and family. (is/are)
2. Each and every student and instructor in this programme — to be careful. (needs/need)
3. One of my best friends — coming to my home this weekend. (is/ are)
4. To an outsider, the economy of this country — to be in disarray. (seem/ seems)
5. The milk — gone sour. (has/have)
6. Six liters of milk — still in the refrigerator. (are/is)
7. Politics — sometimes a dirty business. (is/are)
8. The Prime Minister, together with his wife, — the press cordially. (greet, greets)
9. The committee — these questions carefully. (debate, debates)
10. Nobody in the class — the answer to this question. (know, knows)
11. Every one of those books — fiction. (is, are)
12. Either my mother or my father — coming to the meeting. (is, are)
13. The players, as well as the captain, — to win. (want, wants)
14. Either my books or your bag — always on the floor. (is, are)
15. The girl with the pink ribbon on her hair — in our neighbourhood. (live, lives)
16. All of the CDs, even the scratched one, — in this case. (is, are)
17. One lakh rupees — a lot of money. (is/are)
18. Mathematics and English — my favourite subjects. (is/are)
19. There — lions, tigers and bears in the zoo. (is/are)
20. A box of sweets — a perfect gift for her. (is / are)
21. The famous singer and composer — arrived. (has/have)
22. Man and woman — complementary to each other. (is/are)
23. The brothers as well as their sister — to the same class. (belong, belongs)
24. Each of the boys — given a present. (was/were)
25. Neither of the contestants — able to win a decisive victory. (was/were)

**Exercise 2: Correct the following sentences.**

1. The sun is one of the stars that *give* light to the planets.
2. Neither of the computers *are* working.
3. Twelve miles *are* a long distance to run.
4. Each of the cars in the street *are* new.
5. The wicket keeper and captain, Dhoni *were* given the man of the match award.
6. Somebody *have* forgotten to turn off the TV.
7. Ramanujam's knowledge of mathematics *are* amazing.
8. Everyone *have* done the home work as expected.
9. This pair of gloves *aren't* mine.
10. One of the planets *take* a year to complete an orbit.
11. Either the workers or the boss *deliver* the merchandise.
12. Mumps *are* one of the most uncomfortable diseases.
13. It *don't* make any difference.
14. The student, as well as his family members, *are* excited about the trip.
15. One of my friends *like* to cook Italian food.
16. The number of students in each class *vary*.
17. Salman Rushdie's *Midnight's Children* *are* my favourite novel.
18. Waiting for buses *are* annoying.
19. There *is* no schools for baby birds.
20. The English department assured us that a series of seminars *were* to be arranged.
21. His jeans *is* too tight.
22. Every class *are* going on a field trip.
23. The characters in Shakespeare's *Twelfth Night* *lives* in a world that has been turned upside-down.
24. The number of people who pursue a PhD degree *are* less.
25. Everybody among your friends *like* playing.



## Active and Passive Voice

### The active voice

Verbs are written with the subject performing the process. (Subject: the noun (or its equivalent) about which the sentence is written. It agrees with the verb).

### The passive voice

Verbs are written with the subject receiving the action expressed by the verb. (Object: the noun (or its equivalent) governed by an active verb).

The active voice is used when the doer of the action is to be made prominent. The passive voice is used when the person or thing acted upon is to be made prominent. The passive voice is generally used when the doer of the action is not known, is not important, or is not to be mentioned.

Intransitive verbs cannot be changed into passive sentences.

Transitive verbs	Intransitive verbs
<p>A <b>transitive</b> verb is one that is used with an <u>object</u>: a <u>noun</u>, <u>phrase</u>, or <u>pronoun</u> that refers to the person or thing that is affected by the action of the verb.</p> <p>In the following sentences, <i>admire</i>, <i>maintain</i>, <i>face</i>, and <i>love</i> are transitive verbs:</p> <p><i>I <b>admire</b> your courage.</i></p> <p><i>We need to <b>maintain</b> product quality.</i></p> <p><i>I couldn't <b>face</b> him today.</i></p> <p><i>She <b>loves</b> animals.</i></p>	<p>An intransitive verb does not have an object.</p> <p>In the following sentences, <i>cry</i>, <i>work</i>, <i>laugh</i>, <i>sleep</i> and <i>talk</i> are intransitive verbs:</p> <p>The baby <b>was crying</b>.</p> <p>I <b>work</b> for a large firm in Paris.</p> <p>They <b>laughed</b> uncontrollably.</p> <p>We <b>talked</b> for hours.</p> <p>She <b>slept</b> at 10 P.M</p>

### To change sentences from active to passive voice, the following points must be taken note of:

1. The object of the active sentence becomes the subject of the passive sentence.
2. The subject of the active sentence becomes the object of the preposition in the passive sentence.
3. The past participle of the main verb is used.
4. The past participle of the main verb is preceded by the appropriate form of the verb 'to be' (am, is, are, was, were, be, been, being), keeping in mind the number of the subject and the tense of the verb.
5. by precedes the agent of the passive voice, if it is necessary.

### How to transform Active Voice sentences into Passive Voice sentences

Tense	Active Voice	Passive Voice
Simple present	Lalitha does home work.	am/is/are+v3 (past participle) Home work is done by Lalitha.
Present continuous	They are eating bananas.	am/is/are+being+v3 Bananas are being eaten by them.
Present perfect	Teja has painted the door.	have/has+been+v3 The door has been painted by Teja.
Simple past	We saw many animals in the zoo.	was/were+v3 Many animals were seen by us in the zoo.
Past continuous	Suresh was playing cricket.	was/were+being+v3 Cricket was being played by Suresh.
Past perfect	I had bought three books.	had+been+v3 Three books had been bought by me.
Simple future	I shall watch a movie.	shall/will+be+v3 A movie will be watched by me.
Future perfect	You will have built a house by the end of next year.	shall/will + have + been + v3 A house will have been built by the end of next year by you.
The future of intention	He is going to post this letter.	is going to be+v3 This letter is going to be posted by him.
Imperative	Close the door.	Let...be+v3 Let the door be closed.
Interrogative (Wh -type)	Why have you eaten it?	Why has it been eaten by you?
Interrogative (Yes/No)	Did you paint the door?	Was the door painted by you?
Modal verbs (should, must, ought to, can,	We can lock the gate.	should/ would/ must/ ought to/ can/ + be + v3 The gate can be locked by us.) or The gate can be locked.

## Exercise 1

Change the following sentences from the Active voice to the Passive voice:

**i. Simple Present**

1. Kiran repairs air coolers.
2. Sai writes books.
3. Alex teaches us French.
4. We expect good marks.
5. We sell toys.

**ii. Present Continuous**

1. Kriti is singing a prayer song.
2. The boys are eating food.
3. Rajani is playing the flute.
4. Sankar and Narayana are watering the plants.
5. Kamala is drinking milk.

**iii. Present Perfect**

1. The children have broken the window.
2. Rajitha has given me a gift.
3. Sruthi has painted these doors.
4. Chetan Bhagat has written many books.
5. I have played cricket.

**iv. Simple Past**

1. The dog killed the cat.
2. Vamsi took some pictures.
3. Her teacher appreciated her.
4. Suresh broke the toy.
5. Habeeb built three houses.

**v. Past Continuous**

1. The tiger was chasing a buffalo.
2. Renuka was writing a letter to the headmaster.
3. The teacher was teaching a poem.
4. The carpenters were making tables.
5. Yashwanth was eating an apple.

**vi. Past Perfect**

1. He had caught many snakes.
2. The hunter had killed many tigers.

3. We had finished the home work.
4. The police had arrested them.
5. Indrani had sent the letter.

**vii. Simple Future**

1. Lalitha will watch the movie tomorrow.
2. The teacher will punish you.
3. The tutors will give you the instructions.
4. He will finish the work in a couple of years.
5. Ramesh will look into your problem.

**viii. Future Perfect**

1. He shall have finished his homework by the time you wake up.
2. She will have completed the work by tomorrow.
3. They will have planted the saplings in the fields by the time we return.
4. By next year we will have constructed the building.
5. I will have written a few books on this subject by next year.

**ix. Interrogative Sentences**

1. Does she play tennis?
2. Has she invited you to lunch?
3. Where did he find the pencil?
4. Can he lift this drum?
5. Who wrote the National Anthem?

**x. Imperative Sentences**

1. Help the physically challenged persons.
2. Let them finish the work now.
3. Shut the windows at once.
4. Kindly grant her one month leave.
5. Tell them to stay here.

## Exercise II

**Change the following sentences from the Active voice to the Passive voice.**

1. We elected him our/the captain.
2. She gave him a book.
3. Thomas Alva Edison invented the bulb.
4. They locked the house.
5. She is giving a dance programme.
6. Who wrote this novel?

## English

7. Many people speak English.
8. When will she complete the work?
9. Can he draw the picture?
10. Take your medicines regularly.
11. She is making coffee.
12. They have watched the movie.
13. I have paid the bill.
14. The bank manager sanctioned the home loan.
15. Build the wall.
16. The government has introduced bio-metric attendance system in government offices.
17. Please help the old.
18. Mother is cleaning the floor.
19. S.S Rajamouli directed the film 'Bahubali'.
20. Why has she bought a new pen?

### Exercise III

**Choose the correct alternative.**

1. The verdict \_\_\_\_\_ by the judge.(was declared/declared)
2. Tea \_\_\_\_\_ by me.(sipped/was sipped)
3. Parents \_\_\_\_\_ to attend the meeting.(is requested/are requested)
4. An essay \_\_\_\_\_ by him.(wrote/was written)
5. Ravi \_\_\_\_\_ by me.(will be helped/help)

### Exercise IV

**Correct the following passive sentences.**

1. The bridge is being constructing now.
2. Urdu is speaking by many people.
3. Orange trees are growing by them.
4. A kite has been making by me.
5. Tea will preparing by my mother.
6. The ball threw Sourab.
7. The movie seen by them.
8. A mango is being ate by me.
9. An old man was ran over by a truck.
10. The plants are being watering by her.





## Reported Speech

### Let us learn Reported Speech

What is reported speech?

Reported speech is when you tell somebody else what you or a person said before. It is also called Indirect speech.

How do you tell others what somebody has told you?

It can be said in two ways: Direct speech or indirect speech.

### Direct Speech

Direct speech is a kind of speech which is reported by some other person exactly in the words spoken by the speaker. This speech is placed within *inverted commas*.

e.g. He said to her, "I will come." (Direct Speech)

### Indirect Speech

Indirect speech is that reported by some other person by using certain conjunctions in place of commas and making necessary changes in the verbs and the pronouns.

e.g. He told her that he would come. (Indirect Speech)

### Parts in statement of speech

There are two parts in the statement of a narration.

1. Reporting part
2. Reported part

e.g. Julie said to James, "You are very intelligent." (Direct Speech)

- In the above example, one that is outside the inverted commas (i.e., Julie said to James) is reporting part and the other that is inside inverted commas (i.e., "You are very intelligent") is the reported part.

**Julie told James that he was very intelligent. (Reported Speech)**

Reporting part

Conjunction

Reporting part

- In this sentence the reporting verb and the reported speech are connected by the conjunction 'that'.
- The reporting verb 'said to' in the direct speech is changed to 'told' in the indirect speech.

- ❑ If it is 'says' (present tense) in direct speech, then it would be 'says that' in the indirect speech.  
e.g. Julie **says**, "I am an actress".  
Julie **says that** she is an actress.
- ❑ If it is 'says to' (present tense) in direct speech, then it would be 'tells' in the indirect speech followed by the connecting conjunction 'that'.  
e.g. Julie **says to** John, "I am an actress".  
Julie **tells** John **that** she is an actress.
- ❑ If it is 'said' in direct speech, then it is retained as 'said' followed by 'that'.  
e.g. Julie **said**, "I am an actress".  
Julie **said that** she was an actress.
- ❑ The reporting verb **said or said to** is often replaced by the words like **asked, requested, ordered, suggested, enquired** in the indirect speech, when **an order, a suggestion, a permission or a request** is reported in the direct speech.  
e.g. Rita **said to** the watchman, "Either go or wait." (Direct Speech)  
Rita **asked** the watchman either to go or wait. (Indirect Speech)  
(This concept is discussed in detail in the coming sections.)
- As the verb in the reporting verb 'said' is in the past tense, the verb in the reported part is changed to the past tense 'was'.
- The pronoun 'you' in the reporting speech refers to 'James' and it is changed to 'he'.  
When reported statements are transformed you have to change
  - ❑ Pronouns
  - ❑ Tense
  - ❑ Place and time expressions

### 1-Pronoun

In reported speech, you often have to change the pronoun depending on who says what.

- e.g. She says, "My mother likes oranges." (Direct speech)  
She says that her mother likes oranges. (Indirect Speech)

### 2- Tenses

Do not change the tense if the introductory clause is in present tense (e. g. He says). Note, however, that you might have to change the form of the present tense verb (3rd person singular by adding -s or -es).

- e.g. Jane Austen says, "I write novels." (Direct speech)  
Jane Austen says that she writes novels. (Indirect speech)

You must change the tense if the introductory clause is in past tense (e. g. He said).

e.g. She said "I write novels." (Direct speech)

She said that she wrote novels. (Indirect speech)

### Examples of main changes in tense

Direct Speech	Reported Speech
<b>Simple Present</b> Kiran said, "I <b>am</b> angry."	<b>Simple Past</b> Kiran said that he <b>was</b> angry.
<b>Present Progressive</b> Vijay said, "I'm <b>searching</b> for my wallet."	<b>Past Progressive</b> Vijay said that he <b>was searching</b> for his wallet.
<b>Simple Past</b> He said, "I <b>watched this</b> movie last week"	<b>Past Perfect Simple</b> He said that he <b>had watched that</b> movie the previous week.
<b>Present Perfect</b> Latha said, "I <b>have lived</b> here since 1970."	<b>Past Perfect</b> Latha said that she <b>had lived</b> there from 1970.
<b>Past Perfect</b> He said, "They <b>had finished</b> the project when I <b>arrived</b> ."	<b>Past Perfect</b> He said that they <b>had finished</b> the project when he <b>had arrived</b> .
<b>Past Progressive</b> Shreya said, "I <b>was playing</b> tennis when the accident <b>occurred</b> ."	<b>Past Perfect Progressive</b> Shreya said that <b>she had been playing</b> tennis when the accident <b>had occurred</b> .
<b>Present Perfect Progressive</b> She said, "I <b>have been playing</b> piano for two hours."	<b>Past Perfect Progressive</b> She said that <b>she had been playing</b> piano for two hours.
<b>Past Perfect Progressive</b> Ajay said, "I <b>had been writing</b> a novel when the light <b>went off</b> ."	<b>Past Perfect Progressive</b> Ajay said that he <b>had been writing</b> a novel when the light <b>had gone off</b> .
<b>Future Simple (will+ verb)</b> Vimal said, "I <b>will shut</b> the window."	<b>Conditional (would+ verb)</b> Vimal said that he <b>would shut</b> the window.
<b>Conditional (would+ verb)</b> Anji said, "I <b>would buy</b> Rolls Royce if I <b>were</b> rich."	<b>Conditional (would+ verb)</b> Anji said that he <b>would buy</b> Rolls Royce if he <b>had been</b> rich.

### Other modal verbs may change

Modal	Direct speech	Reported speech
Can	She said, "I can swim."	She said that she could swim.
May	Jo asked, "May I come in?"	Jo wanted to know if he might come in.
Must	Dad said, "She must apply for this post."	Dad said that she must/ had to apply for that post.
Will	Glen said to me, "They will call you."	Glen told me that they would call me.

The modal verbs could, should, would, might, needn't, ought to, and used to do not normally change.

e.g. Rajeev said, "Shyam might be correct." (Direct Speech)

Rajeev said that Shyam might be correct. (Indirect Speech)

### 3- Place, demonstratives and time expressions

Place, demonstratives and time expressions change if the context of the reported statement (i.e. the location and/or the period of time) is different from that of the direct speech.

In the following table, you will find the different changes of place; demonstratives and time expressions.

Direct Speech	Reported Speech
Time Expressions	
Sheela said, "I saw him <b>today</b> ".	Sheela said that she had seen him <b>that day</b> .
"I will finish the case <b>now</b> ," said the lawyer.	The lawyer said that he would finish the case <b>then</b> .
"I saw you <b>yesterday</b> ," said Arjun.	Arjun said that he had seen me <b>the previous day</b> .
"I finished it so many <b>days ago</b> ," said the carpenter.	The carpenter said that he had finished it so many <b>days before</b> .
"I bought a new car <b>last week</b> ," said Raghav.	Raghav said that he had bought a new car <b>the week before</b> .
"I will visit you <b>next year</b> ," my mother said.	My mother said that she would visit me <b>the following year</b> .
"I'll complete it <b>tomorrow</b> ," said Shiva.	Shiva said that he would complete it <b>the next day</b> .

Direct Speech	Reported Speech
<b>Place</b>	
Willy said, "It is <b>here</b> ."	Willy said that it was <b>there</b> .
<b>Demonstratives</b>	
"Do you like <b>this</b> dress?" asked Bill. Afreen said, " <b>These</b> are my glasses."	Bill asked if I liked <b>that</b> dress. Afreen said that <b>those</b> were her glasses.

### Check your understanding

What did you learn till now?

We learnt about:

1. Definition of Direct and indirect Speech
2. Parts of the statement of a narration
3. Changes to be made in the transformation of direct speech into indirect
  - i. Change of pronoun
  - ii. Change of tense
  - iii. Change of place and time.

**When you use reported speech, you may report by using all types of sentences.**

- i. Assertive sentences
- ii. Interrogative sentences
- iii. Imperative sentences
- iv. Exclamatory sentences
- v. Optative sentences

### 1. Assertive Sentences

Sentences denoting statements in affirmative (declaration) and negative

e.g. He is a good teacher.

She was not sleeping.

Assertive sentences are changed into indirect speech as follows:

e.g. Sita said, "I am a good singer." (Direct Speech)

Sita said that she was a good singer. (Indirect Speech)

If the reporting verb is in the present or future or reported speech is a universal truth, the tense of the reported speech does not change.

e.g. The teacher said to the students, "Mercury is a liquid metal". (Direct Speech)

(Statement and a universal truth)

The teacher told the students that Mercury is a liquid metal. (Indirect Speech)

## 2. Interrogative Sentences

Sentences beginning with auxiliary verbs (yes/no type questions)

- Are you playing?
- Was she washing?
- Will you come tomorrow?

Sentences beginning with question words (How, What, Where, Why, When)

- When is your exam?
- What are you doing there?
- How is your father?

Interrogative sentences are changed into indirect speech as follows:

Questions can be reported in the same way as statements. When a *yes-no question* is reported, the *reported clause* is introduced by either **if** or **whether**.

### Examples

1. The girl asked him, "Can you dance with me?" (Direct speech)  
The girl asked him **if** he could dance with her. (Indirect speech)
2. The teacher asked the students, "Are you all going on a picnic?" (Direct speech)  
The teacher asked the students **whether** they were all going on a picnic.  
(Indirect speech)

We see in the above sentences that the auxiliary which is placed before the subject in *direct speech* is put after the subject in indirect speech. That is, when a question is reported, the indirect clause begins with **if** or **whether** and the auxiliary verb is placed after the subject.

When the word **whether** is used, we can continue the sentence with **or not**. That is, an alternative is provided with the clause beginning with **whether** whereas with the clause beginning with **if**, generally an alternative is not provided.

Indirect speech: They asked him **whether** he went to the zoo **or not**.

They asked him **if** he went to the zoo (✓)

They asked him **if**he went to the zoo **or not**. (✗)

If the direct speech begins with **who**, **what** or **which** followed by the form of **be** as the main verb, the verb is placed at the end of the sentence.

### Examples

1. Direct speech: I asked him, "**Who is** the doctor?"  
Indirect speech: I asked him **who** the doctor **was**.
2. Direct speech : He asked me, "**What is** your favorite food?"  
Indirect speech: He asked me **what** my favorite food **was**.

When **do** and **does** are used as auxiliary verbs in direct speech, they are omitted in indirect speech.

## Examples

1. Directspeech: He asked me, "Where **does** your sister live?"  
Indirect speech: He asked me where my sister lived.
2. Directspeech: He asked me, "**Do** you know French?"  
Indirect speech: He asked me if I knew French.
3. Imperative Sentences  
Sentences denoting command, request and advice are called imperative sentences.
  - Do not waste time.
  - Please give me a glass of water.
  - Let him stay here tonight.

**Imperative sentences are changed into indirect speech as shown below.**

When **an order, a suggestion, a permission or a request** is reported, the reporting verb is followed by the word **to** and the bare form of the verb. The reporting verb **said** is often replaced by the words like **asked, requested, ordered, suggested, enquired** which convey the tone used in direct speech. Words like **please** are omitted in indirect speech.

## Examples

1. Direct speech: He said, "**Please** come with me."  
Indirect speech: He **requested** me to go with him.
2. Directspeech: The teacher said, "You may go now."  
Indirect speech: The teacher **permitted** me to go then.
3. Directspeech: She said, "I'll take you to the park."  
Indirect speech: She **offered** to take me to the park.
4. Direct speech: He said, "Close the window, please."  
Indirect speech: He **requested** me to close the window.
5. Directspeech: The policeman said, "Hands up!"  
Indirect speech: The policeman **ordered** the person to put up his hand.

**\* Change of 'Let'**

1. **Let** as a suggestion/ a proposal  
e.g. i. Kesav said to Komali, "Let us buy a new car."  
Kesav suggested to Komali that they should buy a new car.  
ii. Rashmi said to me, "Let us celebrate Diwali."  
Rashmi proposed to me that we should celebrate Diwali.
2. **Let** as a request  
e.g. i. Simran said to the coordinator, "Let me go home."  
Simran requested the coordinator to let her go home.

- ii. The boys said to the gatekeeper, "Let us enter the exam hall."

The boys requested the gatekeeper to let them enter the exam hall.

3. **Let as an order**

e.g. The manager said to the watchman, "Let the customers in."

The manager ordered the watchman to let the customers in.

4. **Exclamatory Sentences**

Sentences expressing joy, sorrow, excitement, wonder etc.,

- What a pretty girl she is!
- Alas! All is over!
- How nice of her!

Exclamatory sentences are changed into indirect speech as shown below.

The verb in the reporting part is changed into 'exclaim with sorrow', 'exclaim with surprise', 'exclaim with joy', 'cry out' etc.,

e.g. 1. Linda said, "Hurrah! I have won the lottery."

Linda exclaimed with excitement that she had won the lottery.

2. Bunty said, "Ah! My kite is high up in the air".

Bunty exclaimed with joy that his kite was high up in the air.

5. **Optative sentences**

Expressing wish, prayer etc.,

- May God bless you!
- Happy Holi, Children!
- Good bye, my dear friend!

The optative sentences are changed into indirect speech shown below:

e.g. 1. The old woman said to her son, "May God bless you!"

The old woman wished/ blessed her son that God might bless him.

2. The soldiers said, "May God save our country!"

The soldiers prayed that God should save their country.

**Examples (From Indirect to Direct)**

1. Indirect: Clinton asked Calvin to go with him.

Direct: Clinton said to Calvin, "Come with me."

2. Indirect: Rani said to his father that she would be late that night.

Direct: Rani said to his father, "I will be late this night."



### Exercise 1

Convert the following sentences into direct speech. (One is done for you)

1. The Teacher says that I am a good girl.  
The Teacher says, "You are a good girl."
2. Rakesh said that the earth moves round the sun.  
Rakesh said, "\_\_\_\_\_"
3. My mother asked me where I was going.  
My mother asked me, "\_\_\_\_\_?"
4. Darcy asked Elizabeth whether she could dance with him or not.  
Darcy asked Elizabeth, "\_\_\_\_\_?"
5. Meena asked me if I could carry the bag.  
Meena asked me, "\_\_\_\_\_?"
6. Leslie requested me to help her.  
Leslie said to me, "Please \_\_\_\_\_."
7. Doctor advised Chanti to avoid unhealthy food.  
Doctor said to Chanti, "\_\_\_\_\_"
8. Bella exclaimed with wonder that it was a very wonderful flower.  
Bella said, "Wow! \_\_\_\_\_."
9. Amar bade his friends good bye.  
Amar said, "\_\_\_\_\_!"
10. Sneha wished her Mom good morning.  
Sneha said, "\_\_\_\_\_, Mom!"

### Exercise 2

Read the following conversation and convert it into reported speech.

1. The manager called one of his employees into his office and told him, "Jagan, I've decided to make you the plant manager."  
"Thanks, boss," the worker replied. "What do I have to do?"  
"Just water them every day," replied the manager.
2. "Why are you late?" asked the boss.  
"Because I overslept," replied the man.  
"What?" exclaimed the boss. "Do you sleep at home as well?"

### Exercise 3

Change the following sentences from direct speech to indirect speech.

1. The traveler said to me, "Can you tell me the way to the railway station?"
2. Ramu said to Revanth, "Please, don't go there."
3. "I've acted foolishly," he said.
4. "I've just received my progress report. Would you like to see it?" asked my sister.

5. Suman asked Seetha, "When did you arrive?"
6. "Don't go out too far in the jungle," the villager said to the stranger.
7. The teacher said to me, "I want to talk to you about your son's progress".
8. Seema said, "What a wonderful news!"
9. Meera said to me, "You are late. I've been waiting for you since 3 o'clock."
10. "Shut the door after you leave," she told him curtly.

#### Exercise 4

Complete the sentences below in reported speech.

1. Johnny said, "I like this village."  
Johnny said \_\_\_\_\_
2. "Do you like Chinese dishes?" Kavya asked Suresh.  
Kavya asked Suresh \_\_\_\_\_
3. "I can't drive a car," Naveen said.  
Naveen said \_\_\_\_\_
4. "Be nice to your sister," Mom said.  
Mom asked me \_\_\_\_\_
5. "Don't be ridiculous," Hema said.  
Hema urged me \_\_\_\_\_
6. "Don't waste your time," said the teacher to the students.  
The teacher told the students \_\_\_\_\_
7. "What have you decided to do with this project?" Calvin asked Wilbur.  
Calvin asked Wilbur \_\_\_\_\_
8. "I always stay up late," Mom said.  
Mom said \_\_\_\_\_
9. "You should revise your syllabus," said the professor to the students.  
The professor advised the students \_\_\_\_\_
10. "Where have you been till now?" Mom asked me.  
Mom wanted to know \_\_\_\_\_



## Degrees of Comparison

Adjectives form degrees namely, Positive Degree, Comparative Degree and Superlative Degree. All root adjectives are called Positive forms while the addition of suffix ‘-er’ or ‘more’ to the root makes Comparative forms and the suffix ‘-est’ or ‘most’ makes Superlative forms.

	<b>Positive</b> <b>(root)</b>	<b>Comparative</b> <b>(root+er)</b>	<b>Superlative</b> <b>(root+est)</b>
e.g.	tall	taller	tallest
	great	greater	greatest
	<b>(root)</b>	<b>(more+root)</b>	<b>(most+root)</b>
e.g.	important	more important	most important
	essential	more essential	most essential

**Note:** Some adjectives form their Comparative and Superlative forms in different ways.

	<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
e.g.	good/well	better	best
	bad	worse	worst
	little	less	least
	much	more	most
	far	farther	farthest

### Transformation of Degrees of Comparison

The following are a few basic models:

Model	Positive	Comparative	Superlative
I	Yashwanth is not so tall as . Praneeth	Praneeth is taller than Yashwanth.	Not Possible.
II	Few other/very few boys are as tall as Praneeth.	Praneeth is taller than most other boys.	Praneeth is one of the tallest boys.
III	No other boy is as tall as Praneeth.	Praneeth is taller than any other boy.	Praneeth is the tallest boy.

#### Note

- The Comparative Degree is usually followed by ‘than’
- The superlative Degrees take ‘the’ in front of them.
- ‘so... as’ can be written ‘as... as’ also.
- The Comparative Degrees and Superlative Degrees begin alike.
- The Comparative Degree and Positive Degree begin with the end of each other.

### Model-I

Only two objects are involved in comparison here. Hence there is no possibility for forming a superlative degree. Negative (not) exists only in one of the two.

e.g. Mumbai is bigger than Hyderabad.(C.D)

Hyderabad is not so/as big as Mumbai. (P.D)

### Model-II

The phrase 'few other/very few' in Positive Degree is always followed by a Plural noun. They are equated by 'most other + plural noun' in comparative Degree and 'one of the + Superlative form' in Superlative Degree.

e.g. Mumbai is one of the biggest cities in the world. (S.D)

Mumbai is bigger than most other cities in the world.(C.D)

Few other cities in the world are as big as Mumbai. (P.D)

### Model-III

The phrase 'no other' in Positive Degree is always followed by a Singular Noun. It is equated by the phrases 'any other' in Comparative Degree and 'the + Superlative form' in the Superlative Degree.

e.g. Mumbai is the biggest city in India.(S.D)

Mumbai is bigger than any other city in India.(C.D)

No other city in India is so/as big as Mumbai. (P.D)

### Exercise 1

**Convert the following as specified.**

1. The Hindu is one of the most leading newspapers in India. (Convert into Comparative and Positive Degrees)
2. Money is more liquid than gold. (Convert into Positive Degree.)
3. Keats died younger than most other Romantics.(Convert into Superlative and Positive Degrees)
4. You sing better than I.(Convert into Positive Degree.)
5. Express trains travel faster than passenger trains.(Convert into Positive Degree.)
6. Shakespeare is the greatest dramatist.(Convert into Comparative and Positive Degrees.)
7. Time flies faster than any other thing. (Convert into Superlative and Positive Degrees)
8. Indian Civilization is one of the oldest ones in the world. (convert into Comparative and Positive Degrees.)

9. No other metal is as heavy as lead.(Convert into Comparative and Superlative Degrees.)
10. Very few singers were as popular as Ghantasala.(convert into Comparative and Superlative Degrees.)
11. Life is less important than honor to a soldier.(Convert into Positive Degree.)
12. Copper is the best conductor. (Convert into Comparative and Positive Degrees.)
13. I am not as good as you at chess. (Convert into Comparative Degree.)
14. Nights seem longer in winter than they are in summer. (Convert into Positive Degree.)
15. Abdul Kalam is one of the greatest visionaries of India. (Convert into Comparative and Positive Degrees.)
16. Art is longer than life. (Convert into Positive Degrees.)
17. She wrote better than she spoke. (Convert into Positive Degree.)
18. Indus Valley Civilization is one of the best civilizations in the world.(Convert into Comparative and Positive Degrees.)
19. No other Kaurava was as strong as Duryodhana. (Convert into Comparative and Positive Degrees.)
20. Practice is the best way to master grammar. (Convert into Comparative and Positive Degrees.)



## Clause analysis and Synthesis of Sentences

Clause analysis is essential to understand the structure of a sentence. Clause is a syntactic unit consisting of a verb, a subject, objects or complements and adverbials. The only obligatory elements are the subject and the verb. A sentence consisting of subject and predicate is called a clause. The predicate is the part of a sentence (or clause) that tells us what the subject does or is. At the heart of the predicate is a verb.

### Example 1:

Seeing the tiger, he ran away.

Seeing the tiger – Phrase (only a group of words, it has no subject or finite verb)

He ran away – clause

He – Subject

ran away – predicate

### Explanation

This sentence has a clause and a phrase. It has only one clause and it gives full meaning without depending on any other clause. This is called a simple sentence.

### The structure of the Simple sentence

with or without phrase	Subject	Verb	with or without a phrase/ object/complement
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### Example 2

Hearing the news, we felt happy

phrase      subject      verb      complement

### Structure of the Compound sentence

#### Example 1

*He saw the tiger and he ran away.*

a. *He saw the tiger* - main clause

b. *He ran away* - main clause

### Explanation

In this sentence there are two clauses. Both the clauses are independent clauses. These two main clauses are combined with a coordinate conjunction *and*. When there are two main clauses in a sentence, it is called a compound sentence.

Main Clause	coordinate conjunction	Main Clause
He saw the tiger	and	He ran away

Coordinating conjunctions are conjunctions that join or coordinate two or more items (such as words, main clauses, or sentences) of equal syntactic importance.

Some coordinate conjunctions are, *and so, but, yet, or, nor, not only but also* etc.,.

### Example 2

We heard the news and we felt happy.

We heard the news and so we felt happy

S	V	O		and		S	V	C
Main clause				coordinate conjunction		Main clause		

### Structure of the complex sentence

A complex sentence has one main clause and one or more subordinate clauses.

Main clause	Subordinate clause
-------------	--------------------

### Example 1

When he saw the tiger, he ran away.

- When he saw the tiger- subordinate clause
- He ran away- main clause

### Explanation

In this sentence, there are two clauses. One is the main clause and the other is the subordinate clause. The main clause is the independent clause whereas the other clause 'when he saw the tiger' is incomplete. This clause is depending on the main clause to give complete sense. Hence it is called subordinate clause. The main clause and the subordinate clauses have been combined by the subordinate conjunction *when*. A subordinating conjunction may appear at the beginning of a sentence or between two clauses.

Some subordinate conjunctions : *after, since, when, although, so that, whenever, as, where, because, than, whereas, before, that, wherever, though, whether, if, though, which, in order that, till, while, lest, unless, who, no matter* etc.,.

### Example 2

When we heard the news, we felt happy.

When [we heard the news] [we felt happy]

(connective)

S V O

S V C

Main clause We felt happy	Subordinate conjunction when	Subordinate clause we heard the news
------------------------------	---------------------------------	---

We felt happy when we heard the news.

(Both the sentences are correct. The Subordinate clause can be in the beginning of the sentence or at the end of the sentence.)

**Task 1: Change the given simple sentences into complex sentences (one is done for you).**

1. Kamal hoped to win the prize.

Kamal hoped to win the prize.

Main clause      phrase

As there should be one Main clause and one Subordinate clause in the complex sentence the phrase in the sentence must be converted into a clause.

How to convert the phrase into a clause?

- Get the subject.
- Who is hoping to win? Kamal (So subject is Kamal.)
- In which tense is the sentence? Past tense
- What is the hope of Kamal? To win the prize

Complex sentence: Kamal hoped that he would win the prize.

main clause      subordinate clause

**Task 2: Change the following into complex sentences**

1. She saw a wounded rabbit.
2. The man standing next to Percy is his brother.
3. He was the first to reach the meeting.
4. My uncle liked his former place.
5. We need a house to live in.

**Answers**

1. She saw a rabbit that was wounded.
2. The man who is standing next to Percy is his brother.
3. He was the first who reached the meeting.
4. My uncle liked the place where he lived formerly.
5. We need a house where we can live in.



## Synthesis of Sentences

**Synthesis** is the combining of two or more simple sentences into a single sentence.

### I. Combine the two sentences using the present participle. One is done for you.

1. He saw the tiger. He ran away.  
Seeing the tiger, he ran away.
2. I lost my purse. I went home.
3. She walked out. She was smiling.
4. The man was sitting at the window. He was counting money.
5. The shepherd was tired. The shepherd went home.
6. He entered the room. He was singing a song.
7. She was dissatisfied. She resigned the job.
8. I did not know what to do. I called the doctor.
9. She finished cooking. She kept the dishes on the table.
10. He heard a cry. He rushed into the room.

### II. Combine the following sentences using 'too-to'. The first one is done for you.

1. She is very little. She cannot go to school.  
She is too little to go to school.
2. This coffee is very hot. It cannot be drunk.
3. I am sleepy. I cannot open my eyes.
4. This question is very difficult. I cannot answer.
5. My uncle is very poor. He cannot buy this shirt.
6. This box is very heavy. She cannot lift it.
7. He is very proud. He cannot ask for help.
8. His grades are very low. He cannot secure admission.
9. This problem is very complex. It cannot be solved easily.
10. The officer is very honest. He cannot take a bribe.

### III. Combine the two sentences using a 'to + infinitive'. The first one is done for you.

1. You must work hard. You will get first class.  
You must work hard to get first class.
2. The woman was very generous. She wanted to become popular.
3. Sunny went to Canada. He will pursue some good job.
4. I have some responsibilities. I must perform them.
5. She is preparing sincerely. She will get the job.

**IV. Combine the two sentences using a prepositional phrase, an adverb or an adjective. An example of each has been given.**

1. Vijay painted the scenery. He used oil paints.  
Vijay painted the scenery with oil paints.
2. Nidhi was not selected. It was unexpected.  
Unexpectedly Nidhi was not selected.
3. Sonu bought a car. It was black.  
Sonu bought a black car.
4. The principal delivered a speech. It was inspiring.
5. Latha accepted to write a story. That was foolish.
6. Preethi bought a farm house. It was beautiful.
7. Jaya earns a lot. She acts in movies.
8. Khadar will be felicitated. He got the state award.
9. The minister visited the school. It was surprising.
10. She was sick. She passed the exam.

**V. Combine the following sentences using ‘and, not only...but also, but, yet, however and still. The first one is done for you.**

1. The thief saw the police. He ran away.  
The thief saw the police and ran away.
2. I was sick. I attended the college day.
3. He is a director. He is a dancer.
4. Nidhi is rich. She is not contented.
5. She invited me to her party tonight. I already made other plans.
6. He is harsh. He is honest.
7. She secured a job. She is preparing for competitive exams.
8. Prasad is honest. He is not friendly.
9. My father is a busy man. He helps my mother.
10. Madhavi is a good teacher. She is a good mother.

**VI. Combine the following sentences using ‘though, although, as, since, because, if and unless. The first one is done for you.**

1. She is highly qualified. She has no confidence.  
Though she is highly qualified she has no confidence.
2. We all enjoyed the trip. We lost the match.
3. You did not work hard. You may not get first class.

4. He wrote to me last year. He has not written to me afterwards.
5. It is raining. We cannot go out for shopping.
6. I was not invited. I did not attend the party.
7. You must work hard. You will get first class.
8. You do not work hard. You will fail. (unless= if not)
9. Hire a taxi. You will miss the train.
10. I could get through the interview. I practised well.

**VII. Combine the following sentences using ‘or, either....or, neither.... nor, so, therefore, hence, else’. One has been done for you.**

1. He is not honest. He is not punctual.  
He is neither honest nor punctual.
2. She cannot speak English. She cannot write English.
3. Tony did not pass the test. Tom did not pass the test.
4. We can go to the movie. We can stay at home and watch TV.
5. My English is not good. I am doing an online course.
6. Prashanth loves music. His sister presented him a guitar.
7. The weather was much better this year. The orange crop is larger.
8. We must hurry up. We will be late for the movie.
9. I must reach home before 7 ‘o’ clock. My mother will get angry.
10. I am tired. I want to go to bed early.

**VIII. Combine the following sentences using the words given in brackets.**

1. It was cloudy. I went out with an umbrella. (as)  
As it was cloudy, I went out with an umbrella.
2. Jhansi is a queen. She is an archer. (not only....but also)
3. She was tired. She continued to stitch the dress for me. (although)
4. He came to the hotel. He did not eat anything. (however)
5. That lady is very old. She cannot walk quickly. (too ... to)
6. He saw the principal. He started studying. (Seeing)
7. I have appointed an attendant. He will look after my grandfather. (to infinitive)
8. She is very short. She cannot pluck the fruit. (so....that)
9. We must make it fast. The class will begin. (else)
10. My task is over. I want to go to a movie. (so)
11. The boss fired the manager. He was dishonest. (for)

## English

12. I have seen fresh apples. I bought them. (and)
13. That man is in white shirt. He is my father. (who)
14. Shelly played cleverly. Reeta could not beat him. (so...that)
15. He is a fool. He is a madman to accept this task. (either ...or)
16. Sheela does not spend money. She does not invest the money. (neither ...nor)
17. You do not walk quickly. You will miss the train. (unless)
18. You must practice your dance. You will get the prize. (if)
19. Do not work hard. You will fail. (If .. not)
20. My father is educated. He is a good business man. (not only...but also)
21. He heard the news. He ran with joy. (hearing)
22. The teacher took a lot of interest on him. He failed in the exam. (although)
23. The cow saw the calf. She ran towards the calf. (and)
24. He is a good doctor. He takes more fees. (but)
25. She is intelligent. She is industrious. (not only..... but also)



## Question Tags or Tag Questions

Question Tags are different from 'Wh' questions and 'yes/no' questions. These are part of conversational English and make non-formal English natural.

Please look at the following examples:

1. When did you have lunch?
2. Did you have your lunch?
3. You had your lunch, didn't you?

The first question is a 'Wh' question which requires a complete sentence as an answer. The second question can be answered by just saying 'Yes' or 'No' or 'Yes' or 'No' followed by a sentence. The third one, a tag question, may just receive a nod in agreement or disagreement. It is essential for students to learn the correct use of question tags.

- In the above sentences you have seen that a positive statement "You had your lunch" is followed by a comma and a negative tag and a question mark. These are the main points: a positive statement takes a negative tag and a negative statement takes a positive tag.

Examples:

1. It is very hot, isn't it?
  2. It is not very warm today, is it?
  3. We have enough food at home, haven't we?
  4. We haven't enough food, have we?
- A negative statement does not mean one with a negative verb. It can have a positive verb, with a negative subject, object or complement. It may also have a negative adverb that modifies the verb. If the sentence carries a negative idea, it carries a positive tag.
    1. None of the water was wasted, was it?
    2. You met no-one we knew in Kashmir, did you?
    3. A small cut like that is nothing, is it?
    4. Money goes nowhere these days, does it?
  - For the purpose of making tags, semi-negatives such as *little, few, hardly, scarcely, rarely, seldom* are treated as negatives. They take positive tags.
    1. Few students took the test, did they?
    2. Little progress has been made, has it?
    3. The old man could scarcely hear what the doctor said, could he?
    4. We seldom see the Guptas these days, do we?

- In contrast, *a few* and *a little* are positive and so take a negative tag.
  1. A few students took the test, didn't they?
  2. A little progress has been made, hasn't it?
- If any personal pronoun is the subject of the statement then the same is repeated as the subject in the tag. But if a noun is the subject of the statement, the tag has *he*, *she*, *they* or *you*.
  1. He is nice, isn't he?
  2. She is smart, isn't she?
  3. Kamala isn't very attractive, is she?
  4. One can't be too alert while travelling, can one?
- If the verb of the statement is a simple tense form of *to be* or *to have* (possession), the same is used in the tag.
  1. Suresh has flu, hasn't he?
  2. I am taller than you, aren't I?
- If the verb of the statement has a compound form, only the auxiliary occurs in the tag. *Can*, *may*, *must*, *ought* and the anomalous *need* are treated as auxiliaries.
  1. They have just begun the match, haven't they?
  2. My house is being white-washed, isn't it?
  3. You can shout louder than most boys, can't you?
  4. We must be late for the train, musn't we?

Verbs in imperative sentences are quite different. If they are requests, *Will you?* appears in the tag. If they are suggestions, then also *Will you?* is the choice. But in case a sense of urgency is to be denoted, *Won't you?* is used.

1. Pass me the salt, will you?
2. Have another dosa, will you?
3. Have another cup of tea, won't you?

Sentences with *let's* (let us) take *Shall we?* in the tag and imply a suggestion.

Let's go to a movie now, shall we?

An imperative sentence that denotes a sense of impatience or anger uses *Can't you?* in the tag whatever may be the verb in the main statement.

Sit quietly, can't you?

### Task

Choose the correct sentence from the pairs given below.

e.g. Prasanthi will be 16 next week, don't she? (✗)

Prasanthi will be 16 next week, won't she? (✓)

1. There's no place like home, is it?  
There's no place like home, is there?
2. I think she's from Chennai, doesn't she?  
I think she's from Chennai, isn't she?
3. Don't talk to him during the lesson, will you?  
Don't talk to him during the lesson, won't you?
4. Let's see how things turn out, aren't we?  
Let's see how things turn out, shall we?
5. Pass me the salt, aren't you?  
Pass me the salt, will you?
6. Anything will happen now, will it?  
Anything will happen now, won't it?
7. I am going to find such a way, aren't I?  
I am going to find such a way, amn't I?
8. We must be at college at 9 o'clock, must we?  
We must be at college at 9 o'clock, mustn't we?
9. The show was amazing, isn't it?  
The show was amazing, wasn't it?
10. Nobody cares how I feel, don't they?  
Nobody cares how I feel, do they?

### Exercise 1

**Add tag questions to the following statements.**

- e.g. We haven't had our dinner yet.  
We haven't had our dinner yet, have we?
1. Tigers are ferocious animals.
  2. There haven't been any showers this monsoon.
  3. You have two cars.
  4. We mustn't forget to pay taxes.
  5. Few athletes have got sponsors in AP.
  6. A few tennis players could get sponsors.
  7. You needn't leave early.
  8. You can make quick money in business, if you have capital.
  9. No one should drive on the right side of the road.
  10. The fishermen need new nets this season.

## Exercise 2

Fill in the blanks with suitable words/forms of verb in the following sentences.

(admire, look, go, sleep, quiet, talk, arrest, discuss, rise, wait, strike, need, are,)

e.g. The journey \_\_\_\_\_ not an easy one, was it?

The journey was not an easy one, was it?

1. Let's \_\_\_\_\_ for a swim, shall we?
2. The walls in every town \_\_\_\_\_ very attractive now, don't they?
3. You \_\_\_\_\_ for long, haven't you?
4. The car \_\_\_\_\_ re – painting, needn't it?
5. The town clock \_\_\_\_\_ only 12 'o clock, doesn't it?
6. Temperatures \_\_\_\_\_ abnormally, aren't they?
7. The players \_\_\_\_\_ to each other in the field, aren't they?
8. The chief guest \_\_\_\_\_ the importance of learning languages, didn't he?
9. John and Mary \_\_\_\_\_ each other, don't they?
10. Govind \_\_\_\_\_ for drunken driving, wasn't he?
11. Due to menace of mosquitoes, none of us \_\_\_\_\_ well last night, did we?
12. Keep \_\_\_\_\_ can't you?

## Exercise 3

Match the sentences below in Column –A with the correct Question Tag in Column –B

Sl. No.	A	B
1	I usually catch the 6 o'clock train,	a. aren't we?
2	You can't speak Tamil,	b. couldn't he?
3	Sunny hasn't got a job,	c. had they?
4	He could do nothing,	d. will they?
5	He could always borrow the money,	e. can you?
6	They won't tell anyone,	f. don't I?
7	She didn't wear the saree he presented,	g. could he?
8	We're going to see him tomorrow,	h. haven't you?
9	They hadn't been to the states before,	i. has he?
10	You've got some time to spare,	j. did she?



## Exercise 4

Add the correct question tags to the following statements.

1. It is raining, \_\_\_\_\_?
2. You've finished the work, \_\_\_\_\_?
3. We can go home now, \_\_\_\_\_?
4. Reshmi works at the art theatre, \_\_\_\_\_?
5. Rishitha came home late, \_\_\_\_\_?
6. It's colder today, \_\_\_\_\_?
7. Rishi's poems are religious and secular, \_\_\_\_\_?
8. That was awesome, \_\_\_\_\_?
9. I'm late today, \_\_\_\_\_?
10. Anyone could wish for such an honour, \_\_\_\_\_?
11. You haven't broken that glass, \_\_\_\_\_?
12. We've had no information yet, \_\_\_\_\_?
13. You must tell me, \_\_\_\_\_?
14. Let's have a break now, \_\_\_\_\_?
15. My brothers can't swim, \_\_\_\_\_?
16. That was fun, \_\_\_\_\_?
17. Sangamithra isn't coming, \_\_\_\_\_?
18. Dr. Sumegha will join the research team, \_\_\_\_\_?
19. Sreshta draws pictures, \_\_\_\_\_?
20. They went to London last year, \_\_\_\_\_?
21. Be quiet, \_\_\_\_\_?
22. He shouldn't say things like that, \_\_\_\_\_?
23. You won't be home till midnight, \_\_\_\_\_?
24. Let's go to the beach, \_\_\_\_\_?
25. There aren't any spiders in the bedroom, \_\_\_\_\_?
26. This is Paul's doctrine, \_\_\_\_\_?
27. Dannie plays the guitar well, \_\_\_\_\_?
28. Akshara writes short stories, \_\_\_\_\_?
29. Open the door, \_\_\_\_\_?
30. Children often play video games on smart phones, \_\_\_\_\_?



## Phrasal Verbs

A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition or both. Typically, their meaning is not obvious from the meanings of the individual words themselves.

### For example

*He **looks down on** his colleagues because he thinks he is better than they are.*

In this sentence, the phrasal verb ‘to look down on’ doesn’t mean that he is looking down from a higher place at his colleagues who are below him; it means that he thinks that his colleagues are inferior to him.

The meanings of some phrasal verbs can be understood by looking at the verb; however, others require a little bit of memorization. Some may be separable and others may not be.

The verb in this group can help you with the meaning of the phrasal verb

Phrasal Verb	Meaning
come from	origin
come in	enter
eat out	eat outside the home
go on	continue
keep on	continue
look out	look outside
pick up	lift

This group requires memorizing their meaning.

Phrasal Verb	Meaning
figure out	find a solution to a problem
hand out	give something to someone
look out	be careful
make up	create
take off	remove something such as clothes
turn on/off	start/stop equipment or light

In both groups you can place a noun or a pronoun between the verb and the particle.

- e.g. 1. Kiran **picks up** the children from school.  
 2. Kiran **picks** the children **up** from school.  
 3. Kiran **picks** them **up** from school.

**Look at the following sentences and identify the phrasal verbs.**

- e.g. If you bear with me for a few more minutes, we will have all the paper work finished.
1. She was very sad since morning. When I asked her the reason she broke into tears.
  2. I broke her iPad and she blew up at me.
  3. Sanjay is ill so we will have to call the party off.
  4. I gave up learning music because I was too busy with my studies.
  5. It's nearly time for bed. So hurry up and finish your homework.
  6. I'm not living up to my parents' dreams: they want me to be a doctor like my father, but I want to be an actor.
  7. Look up the meaning of new English words in your dictionary.
  8. He made up lies about me.
  9. Fans queued up for hours to see the film first day.
  10. What time are we setting off?

**Study the following phrasal verbs and their use in sentences**

phrasal verbs	Meaning	Example
act up	behave /function improperly	I need to take my car to the mechanic because it is <b>acting up</b> again.
break down	stop working	Sorry I'm late. My car <b>broke down</b> .
bring up	raise a child	My parents <b>brought me up</b> strictly.
carry on	continue	If you <b>carry on</b> spending money like this you will end up in debt.
carry out	do, perform	An investigation is being <b>carried out</b> by the police.
cut off	isolate	The heavy snow has blocked many roads and <b>cut off</b> a number of villages.
drop out	quit an organized activity	Pawan is not on the team any more. He <b>dropped out</b> .

Phrasal verbs	Meaning	Example
eat away	destroy slowly	The disease <b><i>eats away</i></b> the liver.
end up	to turn out to be at the end	If you don't study, you will <b><i>end up</i></b> in a poorly paid job.
face off	confront	The company <b><i>faced off</i></b> the competition.
fall apart	break into pieces	The box fell apart when I <b><i>picked it up</i></b> .
find out	discover	You will never <b><i>find out</i></b> all my secrets.
get up	rise	What time did you <b><i>get up</i></b> this morning?
go ahead	proceed	The building of the new bridge will <b><i>go ahead</i></b> as planned.
look for	try to find	He is <b><i>looking for</i></b> a good job.
look after	take care of	It's hard work <b><i>looking after</i></b> three children.
look into	investigate	The jury <b><i>looked into</i></b> the scam and found the entire ministry involved in it.
make after	chase	The police <b><i>made after</i></b> the stolen car.
take after	resemble	In looks, she <b><i>takes after</i></b> her father.
take up	start doing a job or activity	You are good at writing stories. Why don't you <b><i>take it up</i></b> as a career?
turn off	stop working	I have <b><i>turned off</i></b> all the lights and locked the door.
walk out	depart suddenly	The lecture was so boring that I had to <b><i>walk out</i></b> .

### Exercise 1

Choose the correct phrasal verb from the parenthesis at the end of the sentence.

- The medicine \_\_\_\_\_ the infected tissue. (acts on / acts out)
- As we were in the area, we \_\_\_\_\_ my sister-in-law.. (called on / called off)
- We have to \_\_\_\_\_ our trip to Delhi until September. (put up/ put off)
- The police would not \_\_\_\_\_ to the kidnapper's demands. (give up/ give in)
- Have you ever \_\_\_\_\_ such an unusual piece of art? (come forward/come across)
- It's important to \_\_\_\_\_ on time. (show up / show off)
- He \_\_\_\_\_ that he was ill so that he didn't have to go to school. (made out / made up)
- He \_\_\_\_\_ his hat to show me his new haircut. (took off / took up)

## Exercise 2

Use the following phrasal verbs in your own sentences.

agree with	drag on	live up to	see off
act up	drop out	look after	send back
ask for	end up	meet with	set up
back up	fall in	move on	take off
bear with	find out	note down	think over
bring up	get up	open up	turn off
carry forward	give away	pull down	use up
carry out	hear about	put up	wake up
close down	hold on	quarrel with	yield to
deal with	keep up	read out	zip up



## Correction of Sentences

**Rewrite the following sentences correcting the underlined part. The entire sentence must be written.**

1. One of my uncles work at the Rainbow Cafe.
2. Every one of the workers receive the same benefits.
3. A catalogue of courses and requirements often confuse students.
4. Here is the book and the workbook that you will need for this course.
5. Each of the students are studying for the test.
6. Neither of my daughters look like me.
7. Computers, film and television influences the attention span of adolescents.
8. A small group of birds are flying in the sky.
9. Idli and sambar are my favourite dish for breakfast.
10. All applications for the job has been received.
11. The furniture of this room are made of teak.
12. We should not make noise.
13. Do you sell eggs by kilo or by dozen?
14. The iron is a useful metal.
15. Last Sunday my brother took me to the good restaurant.
16. There is an institution for blind in the city.
17. Sirichandana goes to the temple in mornings.
18. He is busy at the work and won't be home before 10.30.
19. Kashyap gave the beggar an one rupee coin.
20. The cow is an useful animal.
21. His name is in middle of the list.
22. He is independent from his parents.
23. She has been absent since three days.
24. This chair is quite cheap at Rs. 150.
25. Gautham gave me a chair to sit.
26. We do not sell things for credit.
27. He went to work despite of his illness.
28. You should tell to me what happened there exactly.
29. Giridhar agreed to go to Delhi and stay there for two months.
30. This is a comfortable house to live.

31. We were not allowed to enter into the house.
32. See you on next Friday.
33. Sanjana is going to home.
34. Don't ask me money.
35. I have decided to quit my job a week ago.
36. I am tired as I am working since 7 o'clock in the morning.
37. Jeans was not permitted in our college.
38. Sheela told her teacher to explain the chapter once again.
39. You should avoid to make such silly mistakes.
40. Other people's lives always seem more interesting than one's.
41. The earth is moving round the sun.
42. Karthik go for a walk everyday.
43. Look! Somebody knock at the door.
44. I have seen that man yesterday.
45. I am hearing a cry.
46. Mother is loving her daughter.
47. John is understanding your problems.
48. He is remembering my address.
49. This house is belonging to my uncle.
50. I am owning a car.
51. Walking is good both for health and recreation.
52. I will call you when the dinner will be ready.
53. Everyone should respect his teacher..
54. Yesterday, I had seen our principal in the theatre.
55. I am working in this office since 2010.
56. Don't disturb me. I do my homework now.
57. She has been teaching for 2001.
58. They have been playing since four hours.
59. How long are you waiting here?
60. Let he and I do it together.
61. Somebody ate my biscuits; the tin is empty.
62. When I am watching TV, the phone rang.
63. The train left when I reached the station.
64. Swetha's house is besides the parlour.
65. Being a hot day, we ate ice-cream.
66. This restaurant is more better than the other.

67. Nayudu is faster than anyone in the team.
68. David is cleverest boy in the class.
69. He is worst than I.
70. The apple is the sweetest than the pear.
71. No other dramatist is as greater as Shakespeare.
72. Seetha said that she is very busy then.
73. Rahul asked his mother give him a cup of coffee.
74. Mary asked Meena where was she going.
75. David said that he wants to meet my parents
76. Kiran said that I ate two eggs.
77. Princy said, "I am buying a Laptop that day."
78. It is a four hours journey.
79. Are you from England, aren't you?
80. Tonight I go to the pub.
81. I explain you something.
82. Let me give you some advices.
83. The police officer needs some informations.
84. I don't know what means this word.
85. Can you tell me where is the station?
86. I bought me an iPod.
87. You are the same like me.
88. Please, look the word in the dictionary.
89. My grandmother is looking my children.
90. Why are you angry on me?
91. I like very much ice-cream.
92. She is success.
93. How many childrens you have?
94. Me and Madhu live here.
95. There are less students in the class.
96. She tried to quickly finish the book before she left.
97. We enjoyed at the party.
98. One should love his own country.
99. They are wiser than me.
100. I can talk English well.





## ... in Communication Skills

Word Power

Introduction to Consonant and Vowel Sounds

Silent Letters

Syllables

Information Transfer

Construction of a Dialogue

**in Communication Skills...**



## Word Power

A dictionary is a very important tool for anyone who is learning English as a second language. With a good dictionary you can do the following:

- Look up the meaning of an English word you see or hear.
- Find the English translation of a word in your language.
- Check the spelling of a word.
- Check the plural of a noun or past tense of a verb.
- Find out other grammatical information about a word.
- Find the synonyms or antonyms of a word.
- Look up the collocations of a word.
- Check the part of speech of a word.
- Find out how to say a word.
- Find examples of the use of a word in natural language.

Now-a-days dictionaries are available online too. They are much easier to use. Let's know how to use an online dictionary.

- Choose a suitable free online dictionary.
- Simply type in the word you are looking for.
- The search machine will return the word to you.
- Make use of the audio content provided with online dictionaries. This can help considerably when you are not sure how to pronounce the word.

### Having fun using dictionary

Simply browse a dictionary to enlighten yourself about new words now and then. Just open the dictionary up to any page and scan the page for words that are unfamiliar or seem interesting. Pinpoint them, read the definition and try to add the new word to your thinking or talking during the next few days until it becomes a remembered part of your natural vocabulary.

- Play the dictionary game with friends. This consists of getting some friends together and a dictionary. The first player looks up a challenging word and uses it in a sentence. The other players have to guess if the use of the word is accurate or an outright fabrication. If a player guesses correctly, it's their turn next.
- Another dictionary game: Each player chooses a word which should be familiar to the other players, then reads out the dictionary definition. The other players compete to guess the word as quickly as possible – perhaps even shouting out while the definition is still being read.

**Source:** <http://pdf.truni.sk/e-ucebnice/eap/data/b17119f1-8ca8-470d-a20e-9672a8d13f07.html?ownapi=1>

### Match the words in column A with their meanings in Column B:

#### Exercises I

##### Column-A

- 1) crooked (adj.)
- 2) amputate
- 3) seismic
- 4) impatient
- 5) eloquent
- 6) emission

##### Column-B

- a. easily annoyed by someone's mistakes
- b. on the way emission
- c. a violent windy storm
- d. to cut off somebody's arm, leg, finger in a medical operation
- e. fluent or persuasive in speaking or writing
- f. dishonest
- g. relating to earthquakes
- h. the production and discharge of something, especially gas or radiation

#### Exercises II

##### Column-A

- 1) gracefully
- 2) innovation
- 3) acclimatized
- 4) mitigated
- 5) exhilarate
- 6) sherpa

##### Column-B

- a. made (something bad) less severe, serious or painful
- b. to make someone feel extremely happy, excited, and full of energy
- c. happening, being planned
- d. behaving in a polite and pleasant way
- e. a new method, idea, product
- f. to get used to (a situation, a new plan)
- g. a member of a Himalayan tribe who often guides people in the mountains
- h. ....

#### Exercises III

##### Column-A

1. en route
2. cynic
3. glimpses
4. acclaim
5. catastrophic
6. affordable

##### Column-B

- a. a momentary partial view
- b. a person who believes that people are not sincere
- c. a bad situation
- d. to change direction suddenly
- e. on the way
- f. inexpensive, reasonably priced
- g. honesty and correct moral behavior
- h. to praise or welcome somebody/something publicly

### Exercises IV

#### Column-A

1. bestow
2. intervention
3. adventure
4. calibration
5. vestige
6. congregate

#### Column-B

- a. to come together in a large group of people or animals
- b. careful assessment or adjustment
- c. to give something as an honour or present
- d. the act of becoming involved intentionally in a difficult situation
- e. remains, trace
- f. on the way
- g. dishonest
- h. an unusual, exciting or dangerous activity

### Exercises V

#### Column-A

1. despair
2. magistrate
3. shatter
4. corpse
5. penury
6. resilience

#### Column-B

- a. to break suddenly into small pieces, extremely upset
- b. the ability to recover quickly from depression, illness or misfortune
- c. a dead body
- d. feeling that there is no hope
- e. a judicial officer, judge
- f. the state of being very poor
- g. in exact terms; without any confusion
- h. imperious, bad-tempered, arrogant

### Exercises VI

#### Column-A

1. stray
2. trifle
3. afoot
4. revive
5. protocol
6. pillage

#### Column-B

- a. restore to life or consciousness
- b. happening, being planned
- c. come face to face with someone
- d. the official procedure of rules governing affairs of state
- e. something that is not valuable or important
- f. move aimlessly away from a group
- g. to loot or plunder by force
- h. a violent windy storm

### Exercises VII

#### Column-A

1. contrariously
2. swerve
3. atomize
4. grenade
5. giggle
6. tempest

#### Column-B

- a. to change direction suddenly
- b. a violent windy storm
- c. to laugh repeatedly in a quiet but in an uncontrolled way
- d. in opposed ways
- e. convert a substance into very fine particles or droplets
- f. a small bomb thrown by hand
- g. the quality of being new
- h. a dead body

### Exercises VIII

#### Column-A

1. forlorn
2. nettles
3. precipice
4. indignant
5. trepidation
6. copiously

#### Column-B

- a. a feeling of fear or anxiety about something that may happen
- b. a very steep cliff
- c. in large quantities
- d. abandoned or lonely
- e. any plant the foliage of which is covered
- f. angry because of something that is wrong not fair
- g. to move hurriedly to a location, especially by using all limbs against a surface
- h. a lengthy, aggressive speech

### Exercises IX

#### Column-A

1. pulsating
2. kindred
3. mutter
4. insolent
5. hover
6. rapture

#### Column-B

- a. a feeling of intense pleasure or joy
- b. to float in the air without moving in any direction
- c. extremely rude and showing a lack of respect
- d. to submit or yield
- e. to expand and contract rhythmically
- f. say something in a low or barely audible voice
- g. related, connected
- h. determination to do something

### Exercises X

#### Column-A

1. rectitude
2. battered
3. subsistence
4. surly
5. hazards
6. consent

#### Column-B

- a. a danger or risk
- b. an agreement, accord, compact
- c. artificial, acting as a substitute for
- d. a momentary or partial view
- e. imperious, bad tempered, arrogant
- f. honesty and correct, moral behavior
- g. injured by repeated blows or punishment
- h. maintaining or supporting oneself, especially at a minimal level

### Exercises XI

#### Column-A

1. mystery
2. portability
3. flora and fauna
4. mangled
5. strenuous
6. drone

#### Column-B

- a. mutilated, disfigured
- b. come face to face with someone with argumentative intent
- c. the ability to be easily carried or moved
- d. plants and animals
- e. requiring or using great effort or exertion
- f. something strange or unknown which has not yet been explained or understood
- g. a stingless male bee , a person who is lazy and gives nothing to society
- h. imperious, bad-tempered, arrogant

### Exercises XII

#### Column-A

1. extraneous
2. lunacy
3. precisely
4. harangue
5. whirling
6. wobble

#### Column-B

- a. turning around
- b. irrelevant or unrelated to the subject being dealt with
- c. to (cause something to) shake or move from side to side
- d. the state of being a lunatic; madness
- e. a deep narrow valley
- f. in exact terms; without any confusion
- g. unhappy, annoyed
- h. a lengthy and aggressive speech



## Pronunciation: Introduction to Sounds

### Consonant Sounds

Language has a very important social purpose. It is the most powerful means of communication. It can be used in two ways for the purpose of communication. One is speech form and the other is written form. In every day situation, we use more speech form rather than written form. For effective communication in speech form we need correct pronunciation and intonation. In the written form we need correct spelling and punctuation. We use 26 letters of the alphabet for written form, among them 21 are consonant letters and 5 are vowel letters. But for speech form, we use 44 sounds. These 44 sounds are divided into 20 vowel sounds and 24 consonant sounds. **Phonetics** represents these sounds using the symbols of the International Phonetic Alphabet (IPA). The IPA uses a single symbol to represent each sound in a language.

### 24 English Consonant Symbols

S. No	Consonant	Key word ( the letters representing the sound have been underlined)	Phonetic Transcription
1	/p/	<u>P</u> en	/pen/
2	/b/	B <u>b</u> by	/'beɪbi/
3	/t/	<u>T</u> ea	/ti:/
4	/d/	<u>D</u> ay	/deɪ/
5	/k/	<u>C</u> at	/kæt/
6	/g/	<u>G</u> ot	/gɒt/
7	/tʃ/	<u>Ch</u> ain	/tʃeɪn/
8	/dʒ/	<u>J</u> am	/dʒæm/
9	/m/	<u>M</u> an	/mæn/
10	/n/	<u>N</u> ice	/naɪs/
11	/ŋ/	<u>Sing</u>	/sɪŋ/
12	/l/	<u>L</u> eg	/leg/
13	/f/	<u>F</u> all	/fɔ:l/
14	/v/	<u>V</u> an	/væn/
15	/θ/	<u>Th</u> in	/θɪn/
16	/ð/	<u>Th</u> is	/ðɪs/
17	/s/	<u>S</u> ister	/'sɪstə(r)/
18	/z/	<u>Z</u> oo	/zu:/
19	/ʃ/	<u>Sh</u> oe	/ʃu:/
20	/ʒ/	<u>Pleasur</u> e	/'pleɪzə(r)/
21	/h/	<u>H</u> at	/hæt/
22	/r/	<u>R</u> ed	/red/
23	/w/	<u>W</u> et	/wet/
24	/j/	<u>Y</u> es	/jes/



### Task: 1

Write the Phonetic Transcription for the following words with the help of a standard dictionary.

Word	Transcription	Word	Transcription
clever	/'klevə(r)/	apple	/'æpl/
teacher		driver	
part		bit	
camel		cat	
method		nose	
leisure		little	
church		june	
ship		sheep	
mother		threat	
simple		sample	

### Task 2

Change the phonetic transcription into English spelling. One has been done for you.

Phonetic transcription	Ordinary spelling	Phonetic transcription	Ordinary spelling
/'ti:tʃə(r)/	teacher	/,sɪgə'ret/	
/ə'baʊt/		/'prɪnsəpl/	
/'pensl/		/,selɪ'breɪʃn/	
/'bjʊ:tɪfl/		/,ɪnstɪ'tju:ʃn/	
/sep'tembə(r)/		/,eksɪ'bɪʃn/	
/dʒu:n/		/pə:sə'nalɪti/	
/kən,tamɪ'neɪʃ(ə)n/		/'ɒktəpəs/	
/ɪn'fɔ:mə(r)/		/'dɪkʃ(ə)n(ə)rɪ/	

## Exercise 1

Write the following transcriptions in ordinary spelling.

1. /'æmpjutɪt/	21. /tʃaɪns/	41. /'li:dəʃɪp/
2. /'vestɪdʒ/	22. /trə'dɪʃn/	42. /'dɪfɪkəlti/
3. /ə'fɔ:dəbl/	23. /dri:m/	43. /'hæpɪnəs/
4. /i:s'θetɪk/	24. /braɪt/	44. /'fɪ:lɪŋ/
5. /,ɪnə'veɪʃn/	25. /'ʃædəʊ/	45. /'nɒlɪdʒ/
6. /,edʒu'keɪʃn/	26. /dɑ:k/	46. /sə'saɪəti/
7. /lə'dʒɪstɪks/	27. /'vænəti/	47. /'feltə(r)/
8. /'kærəktə(r)/	28. /daɪ'næmɪk/	48. /'mɒdn/
9. /'ɔ:də(r)/	29. /i'mɪʃn/	49. /'məʊbaɪl/
10. /'mædʒɪstreɪt/	30. /'hɑ:məni/	50. /'dɪdʒɪtl/
11. /ə'brɔ:d/	31. /'mæŋɡld/	51. /ə'ɡri:mənt/
12. /'sɪtɪzn/	32. /'kɒŋkə(r)/	52. /'æksɪdənt/
13. /kən'sent/	33. /'deɪndʒərəs/	53. /ɪn'rɪtʃ/
14. /'pɜ:pəs/	34. /hɪ'stɒrɪkl/	54. /'neɪbə(r)/
15. /mə'kænɪk/	35. /,pɒpju'leɪʃn/	55. /tʃaɪld/
16. /,kɒnsn'treɪʃn/	36. /fɪə(r)/	56. /,ɪnfə'meɪʃn/
17. /'eləkwənt/	37. /'hju:mən/	57. /'kʌstəmə(r)/
18. /ə'kleɪm/	38. /blʌd/	58. /'fɑ:ðə(r)/
19. /kən'si:v/	39. /'stju:dənt/	59. /'medsn/
20. /'sɪvəl/	40. /ɪm'pɔ:tnt/	

## Task 3

What is the definition of a silent letter?

A silent letter is left unpronounced, such as the **d** in handkerchief, the **n** in autumn and the **p** in cupboard. When talking fast, silent letters like **t** are very lightly pronounced in words like Christmas, mountain and little.

Read the following words loudly and find out the silent consonant letters and underline them.

S No	Silent consonant	Read the word and underline the silent consonant
1	b	comb, climb, debt, plumber, tomb, subtle, dumb, bomb, doubt, , numb, thumb, womb.
2	c	acquire, acquit, blackguard, czar, muscle, scissors
3	d	handkerchief, Wednesday (commonly said Wens-day)
5	l	halfpenny
6	g	align, alight, champagne, diaphragm, gnaw, high, light, reign,
7	gh	right, drought, eight, weigh

S No	Silent consonant	Read the word and underline the silent consonant
8	h	choir, exhaust, hour, honour, honest, rhyme, rhythm
10	k	knee, knife, know
11	l	calm, folk, salmon, talk, walk, could, should, would, folk, half, calf
12	m	mnemonic
13	n	autumn, column, damn, government, solemn
14	p	cupboard, pneumonia, psalm
15	r	butter, finger, surprise
16	s	aisle, island, debris, isle
17	t	Chevrolet, depot, listen, whistle, wrestle, trestle, apostle
18	w	who, whole, write, wrong, two, sword, wrist, answer

#### Task 4

Match the following:

##### I A

1. /'kʌrɪdʒ/
2. /tɔːk/
3. /'hæpi/
4. /'mʌðə(r)/
5. /'liːdə(r)/

##### B

- a. mother
- b. leader
- c. courage
- d. talk
- e. happy

##### II A

1. /'ɔːdə(r)/
2. /'mædʒ.ɪ.streɪt/
3. /'pɜː.pəs/
4. /'tiːtʃə(r)/
5. /'piːpl/

##### B

- a. people
- b. purpose
- c. order
- d. magistrate
- e. teacher

##### III A

1. /skuːl/
2. /əd'ventʃə(r)/
3. /'trædʒədi/
4. /feɪθ/
5. /ɪn'dʒʊ/

##### B

- a. tragedy
- b. faith
- c. enjoy
- d. school
- e. adventure

##### IV A

1. /tek'nɒlədʒi/
2. /skɪl/
3. /ə'fʊdəbl/
4. /'hjuːmən/
5. /sək'ses/

##### B

- a. skill
- b. affordable
- c. success
- d. human
- e. technology

##### V A

1. /'saɪklɪst/
2. /rɪ'zɪliəns/
3. /'hɒspɪtl/
4. /driːm/
5. /'maʊntən/

##### B

- a. resilience
- b. dream
- c. hospital
- d. cyclist
- e. mountain

##### VI A

1. /'nɒvəlti/
2. /frend/
3. /,juːnɪ'vɜːsəti/
4. /'eθnɪk/
5. /'neɪfən/

##### B

- a. university
- b. ethnic
- c. friend
- d. nation
- e. novelty

### Different Sounds : Find the odd one out

Look at the following groups of words. In each group there are three words which have the same letter(s) but one word is quite different in sound/pronunciation.

#### Word with odd sound

- |                  |                |               |                 |
|------------------|----------------|---------------|-----------------|
| 1. courage       | heritage       | goal          | <i>goal</i>     |
| 2. measure       | pleasure       | pressure      | <i>pressure</i> |
| 3. culture       | gesture        | context       | <i>context</i>  |
| 4. stage         | age            | begin         | <i>begin</i>    |
| 5. <u>th</u> ick | ma <u>th</u> s | <u>th</u> ese | <i>these</i>    |

#### Exercise 1

Circle the word in the group which does not have the same as the other wise. Pay attention only to the underlined letters (sounds)

1. <u>l</u> ook	<u>b</u> ook	<u>m</u> ood	24. <u>t</u> own	<u>b</u> rown	<u>o</u> wn
2. <u>k</u> nife	<u>w</u> ife	<u>f</u> ill	25. <u>a</u> bout	<u>a</u> rm	<u>a</u> round
3. <u>c</u> are	<u>b</u> aby	<u>d</u> are	26. <u>s</u> tation	<u>n</u> ation	<u>r</u> ation
4. <u>g</u> oat	<u>m</u> ove	<u>g</u> oal	27. <u>h</u> id	<u>b</u> id	<u>h</u> ide
5. <u>g</u> um	<u>g</u> em	<u>g</u> irl	28. <u>t</u> r <u>u</u> st	<u>j</u> ust	<u>m</u> usic
6. <u>ch</u> in	<u>ch</u> aracter	<u>ch</u> ea <u>p</u>	29. <u>n</u> eat	<u>l</u> ea <u>d</u>	<u>m</u> ea <u>t</u>
7. <u>th</u> is	<u>th</u> ere	<u>th</u> ink	30. <u>f</u> am	<u>f</u> orm	<u>f</u> old
8. <u>b</u> ook	<u>d</u> oor	<u>l</u> ook	31. <u>a</u> uthor	<u>c</u> apture	<u>r</u> apture
9. <u>s</u> ilk	<u>sh</u> ip	<u>s</u> ugar	32. <u>c</u> rop	<u>cl</u> one	<u>d</u> rop
10. <u>c</u> all	<u>c</u> ell	<u>c</u> ensor	33. <u>c</u> ough	<u>p</u> ouch	<u>p</u> ound
11. <u>u</u> nit	<u>u</u> pset	<u>u</u> mbrella	34. <u>o</u> ccasion	<u>l</u> ocation	<u>m</u> oist
12. <u>i</u> ce	<u>i</u> nk	<u>i</u> diot	35. <u>p</u> itch	<u>s</u> earch	<u>ch</u> loroform
13. <u>t</u> ray	<u>m</u> oney	<u>m</u> any	36. <u>s</u> uccess	<u>s</u> urgeon	<u>sh</u> op
14. <u>p</u> ine	<u>m</u> ine	<u>p</u> in	37. <u>f</u> eel	<u>k</u> nee	<u>d</u> eer
15. <u>o</u> ne	<u>o</u> range	<u>o</u> ften	38. <u>l</u> ea <u>d</u>	<u>l</u> ea <u>r</u> n	<u>l</u> ea <u>n</u>
16. <u>d</u> ate	<u>d</u> rag	<u>r</u> ate	39. <u>g</u> od	<u>g</u> reat	<u>g</u> entle
17. <u>b</u> aggage	<u>b</u> eggar	<u>l</u> uggage	40. <u>g</u> ood	<u>f</u> ood	<u>m</u> ood
18. <u>p</u> ink	<u>p</u> alm	<u>p</u> sychology	41. <u>ch</u> equ <u>e</u>	<u>ch</u> ock	<u>ch</u> oir
19. <u>f</u> ood	<u>l</u> ook	<u>b</u> ook	42. <u>th</u> under	<u>au</u> thor	<u>ra</u> ther
20. <u>c</u> ar	<u>c</u> inema	<u>c</u> rick <u>e</u> t	43. <u>p</u> en	<u>p</u> enguin	<u>p</u> encil
21. <u>h</u> ost	<u>m</u> ost	<u>l</u> ost	44. <u>c</u> old	<u>c</u> oal	<u>c</u> elery
22. <u>r</u> oot	<u>sh</u> oot	<u>f</u> oot	45. <u>c</u> at	<u>c</u> ar	<u>c</u> ell
23. <u>s</u> ome	<u>c</u> ome	<u>h</u> ome	46. <u>c</u> ow	<u>b</u> ow <u>l</u>	<u>l</u> ow

47	fire	fine	pain	74	destroy	dowry	honey
48	bun	fun	turn	75	ink	island	ill
49	feather	father	truth	76	myth	death	they
50	like	bike	limit	77	ode	old	odd
51	honey	money	boy	78	pen	pun	psalm
52	student	study	super	79	paint	paid	phone
53	sure	sugar	leisure	80	easy	end	eel
54	budget	tragic	gather	81	rosy	defy	rely
55	no	go	to	82	city	centre	common
56	bed	red	eat	83	cry	dry	tiny
57	east	exotic	expend	84	dark	day	danger
58	genuine	gent	guest	85	earth	easter	easy
59	culture	vulture	voltage	86	shy	dye	very
60	sing	pin	sin	87	try	cry	tray
61	fax	wax	xerox	88	game	gross	gymnast
62	olive	one	once	89	orange	open	orator
63	litre	night	like	90	sob	soap	ship
64	drawn	dawn	bass	91	future	nature	student
65	dog	donkey	drone	92	beat	bet	seat
66	close	clone	cover	93	lit	sit	site
67	ultra	under	unicorn	94	pile	pill	bill
68	universe	university	ulcer	95	finger	danger	anger
69	typhoid	type	twenty	96	music	basic	physics
70	twitter	two	twine	97	cutter	juice	butter
71	walnut	wagon	wretch	98	honour	hour	huge
72	mute	muslin	muscle	99	knight	knife	king
73	loud	trouble	double	100	silk	supper	shoe

## Vowel Sounds

One of the most difficult areas of the English language is its pronunciation. The letters in English, unlike in Telugu, do not always carry one definite sound. When we pronounce it in one way, the standard pronunciation shows the other. This mismatch between the letter and the sound makes the language difficult to non-native speakers.

Languages are two types. They are Phonetic and Non-phonetic. In Phonetic Languages, the letter and the sound have one to one relationship. In other words, one letter represents only one sound. As such, the number of letters and sounds in a phonetic language are the same. e.g. Telugu, Hindi etc. Non-Phonetic languages are those where there is no corresponding relationship between letters and sounds. Here the number of letters may be less than the sounds existing in the language. For instance, English has 26 letters where as the sounds are 44. As such, each letter is supposed to carry more than one sound. e.g. 'gadget' is pronounced as /gædʒ.ɪt/. The 'g' in the first place is pronounced as /g/ whereas the 'g' in the fourth place is pronounced as /dʒ/. Therefore, there is a need for an exhaustive alphabet to cover all the sounds. The IPA, or **International Phonetic Alphabet** is devised to represent each single sound with a specific symbol.

S. No.	Phonemic Symbol	Example	Transcription	S. No.	Phonemic Symbol	Example	Transcription
Pure Vowels/Monophthongs (12)				Diphthongs (8)			
1	/ɪ/	HIT	/hɪt/	1	/eɪ/	EIGHT	/eɪt/
2	/i:/	SEE	/si:/	2	/aɪ/	FIVE	/faɪv/
3	/e/	MET	/met/	3	/ɔɪ/	BOY	/bɔɪ/
4	/æ/	CAT	/kæt/	4	/əʊ/	NO	/nəʊ/
5	/ɑ:/	ARM	/ɑ:m/	5	/aʊ/	HOW	/haʊ/
6	/ɒ/	HOT	/hɒt/	6	/ɪə/	NEAR	/nɪə/
7	/ɔ:/	CALL	/kɔ:l/	7	/eə/	WHERE	/weə/
8	/ʊ/	PUT	/pʊt/	8	/ʊə/	PURE	/pʊə/
9	/u:/	FOOD	/fu:d/				
10	/ʌ/	CUP	/kʌp/				
11	/ɜ:/	TURN	/tɜ:n/				
12	/ə/	AWAY	/əweɪ/				

Vowels are those sounds during the pronunciation of which, the mouth passage is unobstructed. In short, a vowel is any sound with no audible noise produced by a constriction in the vocal tract, and a consonant is a sound with audible noise produced by a constriction. There are 20 vowel sounds, and they can be classified into 12 pure vowels and 8 diphthongs. A diphthong is a sound formed by the combination of two vowels in which the sound begins at one vowel and moves

towards another (as in *coin*, *loud*, and *side*). The consonant sounds are mostly articulated through a closure or obstruction in the vocal tract. But the vowel sounds are produced with relatively free flow of air. They are voiced. To classify the vowel sounds we have to describe them in the following way.

### Position of Tongue

Vowels can be classified into three categories taking into account the part of the tongue raised. Thus vowels can be ‘front’, ‘back’ or ‘central’.

### Height of the Tongue

While uttering a vowel sound we move our tongue anywhere between upper to lower. Sometimes, we raise our tongue close to the palate and at other times it remains far from the palate. This helps us know whether the vowel is ‘open’ or ‘close’. Thus we find eight main categories of vowels according to height of the tongue. They are called Cardinal Vowels and they are:

Front Close Vowel, Front Half close vowel, Front Half Open Vowel, Front Open Vowel,  
Back Open Vowel, Back Half Open Vowel, Back Half Close Vowel, Back Close Vowel.

### Position of Lips

Position of lips is the third criterion for the classification of vowel sounds. We should see whether they are rounded or spread. Thus the vowels are described:

1. Part of the tongue raised
2. The height to which the tongue is raised.
3. The position of lips.

For example: the /i:/ is a ‘front close unrounded vowel.

### Three Term Labels: Vowels

- 1) /i:/ - front, close, unrounded
- 2) /ɪ/ - centralized front, just above half-close, unrounded
- 3) /e/ - front, between half close and half open, unrounded
- 4) /æ/ - front, just below the half-open, unrounded
- 5) /ɑ:/ - back, open, unrounded
- 6) /ɒ/ - back, just above open, rounded
- 7) /ɔ:/ - back, between half-open and half close, rounded
- 8) /ʊ/ - back, just above half close, rounded
- 9) /u:/ - back, close, rounded
- 10) /ʌ/ - central, just above open, neutral
- 11) /ɜ:/ - central, between half-close and half open, neutral
- 12) /ə/ - central, just below half-open, neutral

## Diphthongs

Another category which we consider very briefly is 'Diphthongs'. Diphthongs are nothing but vowels with glides in them. Simply we can say some vowel sounds which change their quality from one vowel to another. For example, in the word 'cow' - /kaʊ/, the sound glides from /a/ to /ʊ/ which is called a Diphthong. The vowel in the word 'to' - /tʊ/ does not glide during articulation. So, such vowels are called Monophthongs or Pure vowels. A Diphthong always occupies one syllable.

### Three term labels- Diphthongs

- 1) /eɪ/ - The glide begins from front, just below the half-close position and moves towards R.P. /ɪ/. The lips are unrounded.
- 2) /aɪ/ - The glide begins from front, open and moves towards R.P. /ɪ/. The lips are unrounded.
- 3) /ɒɪ/ - The glide begins from back, half-open position and moves towards /ɪ/. The lips are rounded in the beginning and unrounded at the end.
- 4) /əʊ/ - The glide begins from central position, just below the half-close position and moves toward R.P. /ʊ/. The lips are neutral in the beginning and rounded at the end.
- 5) /aʊ/ - The glide begins from back, open position and proceeds towards R.P. /ʊ/. The lips are unrounded in the beginning and rounded at the end.
- 6) /ɪə/ - The glide begins from the centralized front, just above half-close position and moves towards R.P. /ə/. The lips are unrounded in the beginning and neutral at the end.
- 7) /eə/ - The glide begins from front, between half-close and half-open position and moves towards /ə/. The lips are unrounded in the beginning and neutral at the end.
- 8) /ʊə/ - The glide begins from back, just above half-close position and moves towards R.P. /ə/. The lips are rounded in the beginning and neutral at the end.

### Task 1

Use a dictionary and fill in the blanks with any three words having similar vowel sound.

(One is done for you)

1.	/ɪ/	fit	sit	knit
2.	/i:/	_____	_____	_____
3.	/e/	_____	_____	_____
4.	/æ/	_____	_____	_____
5.	/ɑ:/	_____	_____	_____
6.	/ɒ/	_____	_____	_____
7.	/ɔ:/	_____	_____	_____
8.	/ʊ/	_____	_____	_____
9.	/u:/	_____	_____	_____



10.	/ʌ/	_____	_____	_____
11.	/ɜ:/	_____	_____	_____
12.	/ə/	_____	_____	_____
13.	/eɪ/	_____	_____	_____
14.	/aɪ/	_____	_____	_____
15.	/ɔɪ/	_____	_____	_____
16.	/əʊ/	_____	_____	_____
17.	/aʊ/	_____	_____	_____
18.	/eə/	_____	_____	_____
19.	/ɪə/	_____	_____	_____
20.	/ʊə/	_____	_____	_____

## Task 2

Identify the word containing the given vowel sound and mark the same in the brackets

	Sound	A	B	C	D	
1.	/ɪ/	hire	him	heal	hen	(B)
2.	/i:/	sit	seal	sat	sell	( )
3.	/e/	men	mean	man	main	( )
4.	/æ/	fun	fan	fine	feign	( )
5.	/ɑ:/	far	for	fur	four	( )
6.	/ɒ/	pot	put	pet	pit	( )
7.	/ɔ:/	hole	haul	hall	hail	( )
8.	/ʊ/	put	cut	food	mud	( )
9.	/u:/	two	tow	toe	toll	( )
10.	/ʌ/	fan	feign	fun	phone	( )
11.	/ɜ:/	horn	burn	mourn	corn	( )
12.	/ə/	end	and	hand	omen	( )
13.	/eɪ/	pew	pee	pay	pie	( )
14.	/aɪ/	rid	ride	rod	read	( )
15.	/ɔɪ/	tie	toy	try	tree	( )
16.	/əʊ/	how	hue	howl	home	( )
17.	/aʊ/	now	no	know	new	( )
18.	/eə/	bear	bar	beer	boar	( )
19.	/ɪə/	friar	fair	fire	fear	( )
20.	/ʊə/	pure	poor	pore	pier	( )

## Silent Letters

Pronunciation is an important factor in learning to speak the English language. There is no one to one correspondence in English because it is not a ‘phonetic’ language, that means we do not pronounce a word in the same way as we have spelled them. In the examples given below, we can observe that the letter ‘S’ is pronounced with different sounds.

e.g. 1. sip /sɪp/ 2. sugar /'ʃʊɡə(r) 3. vision /'vɪʒ(ə)n/

English has borrowed some words from French, Latin, German and other European languages. These words have their eccentric spelling. Some letters are not pronounced. These are called “silent letters”. Sometimes there may be more than one silent letter in some words. So, a learner must remember the spellings of the words. In the examples given below, we can observe that some letters are silent.

e.g. 1. knock /nɒk/ 2. half /hɑːf/ 3. though /ðəʊ/ 4. write /raɪt/  
5. father /'fɑːðə(r)/

### Some rules for silent letters

- The letter **B** is silent when used after the letter **M** and before the letter **T**  
e.g. lamb, womb, tomb, comb, subtle, debt, doubt.
- The letter **C** is silent before the letter **Z** and **K**  
e.g. Czechoslovakia, muscle, pluck, block
- The letter **D** is silent when it is used before the letter **N** and **G**  
e.g. Wednesday, cadge
- The letter **E** is silent when it comes at the end of the word  
e.g. Bible, mobile, able, cable
- The letter **E** is silent if it comes before the letter **D** in simple past or past participle verb forms.  
e.g. cooked, chained, mailed
- The letter **G** is silent when it is used before the letters **M**, and **N**  
e.g. diaphragm, sign, reign
- The letter **H** is silent when it comes before the letter **O** [exceptions: hope host]  
e.g. hour, honest,
- The letter **K** is silent when it is followed by the letter **N**  
e.g. know, knife, knight

*When learning English, what you see is not always what you hear.*

**Some useful strategies to learn English pronunciation**

- Read aloud and record yourself
- Listen closely to the music of words
- Watch English animation movies
- Always try to communicate in English
- Make the dictionary your friend

**Phonetic transcription helps you to pronounce the word correctly and see how the sound of a silent letter is dropped.**

S.No.	Word with Silent letters	Phonetic Transcription	S.No.	Word with Silent letters	Phonetic Transcription
1	dwarf	/dwɔ:f/	11	honest	/'ɒnɪst/
2	castle	/'kɑ:s(ə)l/	12	bomb	/bɒm/
3	calm	/kɑ:m/	13	calm	/kɑ:m/
4	deaf	/def/	14	leopard	/'lepə(r)d/
5	would	/wʊd/	15	checkmate	/'tʃek,meɪt/
6	friend	/frend/	16	rhythm	/'rɪðəm/
7	knowledge	/'nɒlɪdʒ/	17	gnarled	/nɑ:(r)ld/
8	ghastly	/'gɑ:s(t)li/	18	autumn	/'ɔ:təm/
9	succumb	/sə'kʌm/	19	ascent	/ə'sent/
10	debt	/det/	20	purple	/'pɜ:(r)p(ə)l/

**Learning a language is all about the journey and not just the end, so take your time and enjoy the ride!**

**Task 1: Write the silent letter in the brackets given for each word.**

S.No	Word with silent letter	S. No	Word with silent letter	S. No	Word with silent letter
1	who ( )	11	write ( )	21	comb ( )
2	behalf ( )	12	European ( )	22	zeal ( )
3	numb ( )	13	yawn ( )	23	assign ( )
4	mock ( )	14	wreath ( )	24	foreign ( )
5	through ( )	15	amoeba ( )	25	nervous ( )
6	laugh ( )	16	apostle ( )	26	buffet ( )
7	knave ( )	17	colonel ( )	27	receipt ( )
8	garbage ( )	18	paradigm ( )	28	pledge ( )
9	kneel ( )	19	salmon ( )	29	honour ( )
10	eight ( )	20	interval ( )	30	debtor ( )

## English

**A tongue twister helps you to develop your English pronunciation.**

I wish to wish the wish you wish to wish,  
but if you wish the wish the witch wishes,  
I won't wish the wish you wish to wish.

**Exercise 1:** *Underline the silent letters in the following words:*

S.No	Word	S.No	Word	S. No	Word
1	saturday	21	monarch	41	listen
2	shawl	22	earth	42	psychology
3	flight	23	dough	43	height
4	parcel	24	scene	44	germ
5	herb	25	debris	45	buffet
6	debt	26	modern	46	light
7	scythe	27	lawn	47	sight
8	pawn	28	folk	48	resort
9	psalm	29	scarf	49	rock
10	lamb	30	knight	50	scissors
11	depot	31	iron	51	neighbour
12	length	32	gourd	52	rappot
13	hitch	33	gurgle	53	harmony
14	knit	34	bouquet	54	reign
15	alarm	35	align	55	learn
16	sceptre	36	alms	56	scorpion
17	wrap	37	rhyme	57	debut
18	parlour	38	hour	58	mirth
19	dawn	39	doubt	59	wreath
20	laugh	40	should	60	castle

## Additional Information

The figure given below explains in how many ways the dictionary can help you.



You can look up the word in the Dictionary to get the following:

1. Word- spelling
2. Parts of speech
3. Origin of the Word
4. Pronunciation (Phonetic Transcript with stress)
5. Synonyms
6. Usage as a mass noun with 6(i) an example sentence
7. Usage as in singular with 7(i) an example sentence

Always remember that *striving* and *struggle* precede *success*, even in the dictionary!

- Sara Ban

## The Syllable

The basic unit of speech is *syllable*. Though it is difficult to define a syllable, we can, without difficulty, identify the syllables in a word. Words are made up of one or more syllables. Words like *tea*, *boy*, *girl*, *bus*, and *bill* have one syllable *each*. A word with one syllable is called a monosyllabic word. Words like *teacher*, *pencil*, and *nation* have two syllables and are called disyllabic words. Words like *remember* and *cigarette* have three *syllables* and are called as trisyllabic words. Words like *population* have four syllables and words like *examination* have five syllables. Words comprising more than three *syllables* are called polysyllabic words. Usually syllable division is marked with a hyphen. For example, the word *steamer* is divided as *stea-mer*, /sti:-mə/ and *cigarette* is divided as *ci-ga-rette*, /sɪ-gə-ret/ and so on.

It is not always possible for syllable-division in the above said manner, in the orthographic (in the spelling form) representation of English words. If we take the three syllable word *example*, the letter *x* represents two sounds /g/ and /z/: /ɪg-zɑ:m- p(ə)l/. How do we show syllable division in the spelling form? If we observe this transcription the letter *x* is giving the sound of /g/ in the first syllable and /z/ in the second syllable. Therefore syllable-division can be marked correctly only by transcribing the word phonetically.

Word	Phonetic transcription with syllable division	Number of syllables
June	/dʒu:n/	One (monosyllabic)
eye	/aɪ/	One (monosyllabic)
pencil	/pen- s(ə)l/	Two (disyllabic)
engine	/en- dʒɪn/	Two (disyllabic)
captain	/kæp- tɪn/	Two (disyllabic)
beautiful	/bju:- tɪ- fʊl/	Three (trisyllabic)
fantastic	/fæn-tæs- tɪk/	Three (trisyllabic)
politics	/pɒ- li- tɪks/	Three (trisyllabic)
dictionary	/dɪk- ʃ(ə)- n(ə)- ri/	Four (polysyllabic)
examination	/ɪg- za- mɪ- neɪ- ʃ(ə)n/	Five (polysyllabic)

### Syllable Structure

A syllable can be analysed in terms of its segments. These segments of a word are called speech sounds and consist of vowels and consonants. If a syllable consists of only one sound it is usually a vowel. Example: *I*/aɪ/, *eye*/aɪ/. In these examples, *I* and *eye* have only one speech sound. In these examples we find the diphthong /aɪ/. So it has only a vowel in the syllable. In the word *a-ny* /e-nɪ/ has two syllables. The first syllable is /e/ and the second syllable is /ni/. The first syllable has a

vowel only. The second syllable contains /n/, a consonant, and /i/, a vowel. So the second syllable consists of one consonant and one vowel. The word *tea-cher* has two syllables /ti:tʃə/. In this word the first syllable has a consonant and a vowel, /ti:t/. In the second syllable also we find a consonant and a vowel, /tʃ/ and /ə/ respectively. So it indicates that a syllable must have a vowel — it is obligatory — and one or more consonants are optional. The vowel in the syllable is called the nucleus. That means the syllable may or may not have a consonant but it must have the nucleus. The structure of the syllable can be represented as below:

e.g cup = CVC

To describe the structure of a syllable the symbol C represents a consonant and the symbol V represents a vowel. For example, the syllable *teach* /ti:tʃ/ has the structure CVC with the vowel /i:/ as its nucleus, and /t/ and /tʃ/ are consonants on either side of the nucleus.

In every syllable a vowel/ nucleus is obligatory and a consonant is optional.

Word	Structure of a syllable	No of syllables
I	/aɪ/ V	one (monosyllabic)
eye	/aɪ/ V	one (monosyllabic)
any	/e- ni/ v- cv	two (disyllabic)
teacher	/t i: - tʃ ə/ c v                  c v	two (disyllabic)
beautiful	/b j u: - t i - f u l/ c c v- c v- c v c	three (trisyllabic)

### Task 1

Write the number of syllables in the words given below. (one is done for you)

S.No	Word with Transcription	Write the number of Syllables	S.No	Word with Transcription	Write the number of Syllables
1	release	/rili:s/	6	possibility	/pɒsɪ'bɪlɪti/
2	consonant	/kɒns(ə)nənt/	7	relationship	/rɪleɪʃ(ə)nʃɪp/
3	exception	/ɪksepʃ(ə)n/	8	represent	/reprɪzənt/
4	politics	/pɒlɪtɪks/	9	celebrate	/selɪbreɪt/
5	speaker	/spi:kə/	10	marginal	/ma:dʒɪn(ə)l/

## English

### Task 2

Divide the following words into syllables and mention the number of syllables

S. No.	Word	Syllable division	Number of syllables
1	principal	prin-ci-pal	Three
2	together		
3	cosmetic		
4	disaster		
5	photographer		
6	immortality		
7	Madagascar		
8	ingredients		
9	superstitions		
10	syllable		

### Task 3

Write a word for the stated number of syllables from your lessons

S. No.	Monosyllabic	Disyllabic	Trisyllabic	Polysyllabic
1	blue	student	umbrella	catastrophic
2				
3				
4				
5				
6				
7				
8				
9				
10				

**Note:** Since the focus is on syllable division, word accent is avoided so that there is no confusion.



### Additional Input

The table provided below is for your further reference:

S.No	Mono-syllabic	Di-syllabic	Tri- syllabic	Poly-syllabic
1	joy	tri.fle	pe.nu.ry	fun.da.men.tal
2	knee	re.volt	en.com.pass	in.de.pen.dence
3	strength	frag.ment	en.ve.lope	me.tho.do.lo.gy
4	arm	sus.pend	con.ti.nent	per.so.na.li.ty
5	treat	laugh.ter	con.fi.dence	a.bi.li.ty
6	scoff	sub.lime	tra.ge.dy	fi.gu.ra.tive
7	screen	cy.nic	ful.fil.ment	sym.bo.li.sm
8	brave	sa.vvy	sy.la.ble	com.pre.hen.sion
9	cent	to.day	for.ma.tion	dis.cri.mi.na.tion
10	young	croo.ked	ma.gis.trate	re.vo.lu.tio.na.ry

### Exercise 1

Write the number of syllables in the following words.

1. handsome
2. right
3. beautiful
4. administration
5. population
6. today
7. continent
8. crooked
9. new
10. honourable
11. despair
12. laughter
13. shame
14. good
15. one
16. truth
17. mystery
18. soul
19. adventure
20. scoundrel
21. impatient
22. light
23. commonwealth
24. brunt
25. hauled
26. mangled
27. onslaught
28. amputate
29. acclimatized
30. reach
31. prosthetic
32. swivel
33. resilience
34. intervention
35. knife
36. civil
37. configuration
38. strategy
39. humanitarian
40. vulnerability
41. sort
42. immune
43. tempest
44. substantial
45. protocol
46. penury
47. strike
48. fruitful
49. insolent
50. surrender
51. order
52. affordable
53. calibration
54. abroad
55. subsistence
56. innovation
57. security
58. portability
59. segmentation
60. answer
61. aesthetics
62. emission
63. logistics
64. soldier
65. navigational
66. decompose
67. revive
68. hound
69. remarkable
70. echo
71. stray
72. splintered
73. lunacy
74. strange
75. looping
76. congratulate
77. character
78. acclaim
79. resplendent
80. mutter
81. giggle
82. pulsating
83. immaculate
84. ritual
85. wrest
86. flattery
87. vocation
88. confide
89. infidelity
90. distraught
91. revulsion
92. meagore
93. revolt
94. informer
95. prowl
96. vindictive
97. available
98. perhaps
99. intelligence
100. weather



## Information Transfer

### Verbal to Visual and Visual to Verbal

Information can be presented in different ways depending on the demand of the situation. Information Transfer is an important writing skill. It is often used to convert the information from verbal to visual and visual to verbal. Any report can be made interesting with a couple of illustrations. Visual information conveys the ideas in forms that can be seen and the reader can easily draw comparisons and contrasts and evaluate the situation depicted in it. There are many sorts of visuals, i.e. in the form of pictures, signs/ symbols (signboards on roads). In a formal situation the information can be transferred into tables, line graphs, bar diagrams, pie diagrams, flow charts, tree diagrams and pictures.



Signboards

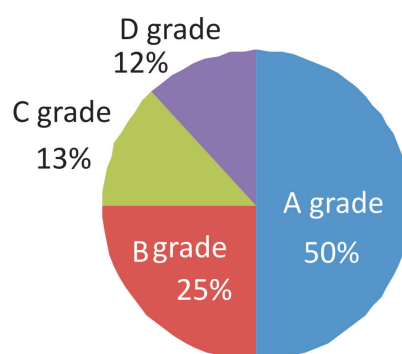
Converting data into diagrammatic representation requires a different set of skills. Depending upon the type of data, information can be transferred with an appropriate graphic representation.

### Advantages of information transfer:

- Large data can be grasped at a glance.
- More accuracy of data is possible.
- It stimulates a quick analytical approach to huge texts.

Look at the diagram given below. It is called a pie-chart because it looks like a pie/cake. The pie chart is used to show the break-up of one continuous variable into its component parts. It is divided into slices/sectors to illustrate numerical proportion or percentage of the total. The pie chart is divided into 100 percentage parts. The number of percentage parts required for each item are allocated proportionately. Each sector is represented by a particular colour to show a particular item. The title of the pie chart tells the reader what the chart is about.

### Student Grades



Let us try to understand the pie-chart.

First read the title of the pie-chart. Then count the number of sectors. Observe each sector and what it represents.

A grade : 50 %

B grade : 25%

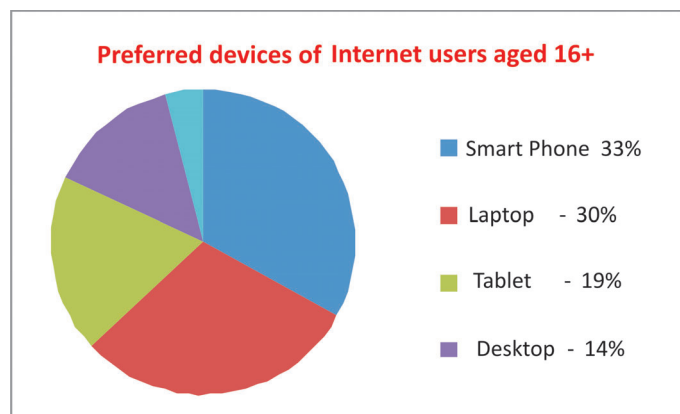
C grade : 13%

D grade : 12%

### Interpreting the pie-chart

The pie-chart shows grades of students in a class. It is divided into four sectors. Each sector represents proportion of a particular grade in relation to the total number of students in the class.. As we can see in the pie-chart, students of A grade occupy the largest space, half of the circle. B grade students occupy the second largest space covering 25% of the circle. Almost an equal number of students occupy C and D grades with 13% and 12% respectively of total strength of the class.

Look at the following pie-chart and try to interpret.



The pie-chart shows the results of a survey in which people aged sixteen and above participated. They were asked about the preferred devices for accessing internet. Participants mentioned four main devices – smart phone, laptop, tablet and desktop computer. The majority of the participants prefer to use smart phones and laptops with just three percent difference between the two. Nearly a third of participants prefer to go online with smart phones. Nineteen percent of participants use a tablet. A desktop computer accounts for fourteen percent of users' preferred device. Only a small minority prefer a device not among these main four. The survey reveals the fact that many participants are accessing the internet outside their homes as smart phones, tablets and laptops are portable devices.

### Drawing a pie chart

Imagine you survey your friends to find the kind of movie they like best:

Comedy	Action	Socio-fantasy	drama	Science fiction	Total
4	5	6	1	4	20

## English

You can show the data by the Pie Chart:

### How to make them yourself

Now divide each value by the total and multiply by 100 to get a percent:

Comedy	Action	Socio fantasy	drama	Science fiction	Total
4	5	6	1	4	20
$4/20 = 20\%$	$5/20 = 25\%$	$6/20 = 30\%$	$1/20 = 5\%$	$4/20 = 20\%$	100%

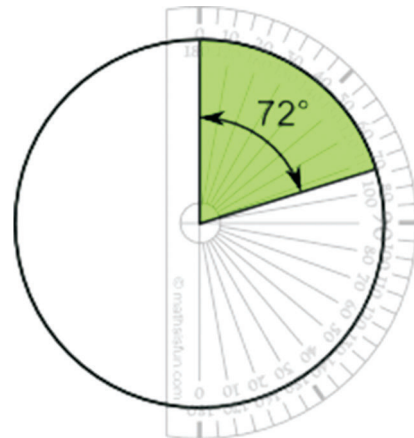
Now to figure out how many degrees for each “pie slice/sector”. A full circle has **360 degrees**, so we do this calculation:

Comedy	Action	Socio fantasy	drama	Science fiction	Total
4	5	6	1	4	20
$4/20 \times 360^\circ = 72^\circ$	$5/20 \times 360^\circ = 90^\circ$	$6/20 \times 360^\circ = 108^\circ$	$1/20 \times 360^\circ = 18^\circ$	$4/20 \times 360^\circ = 72^\circ$	360°

Now you are ready to start drawing! Draw a circle.

Then use your protractor to measure the degrees of each sector.

Here you can see the first sector. Finish up by coloring each sector and give it a label like **Comedy: 4 (20%)**, etc., Do not forget to give a title.

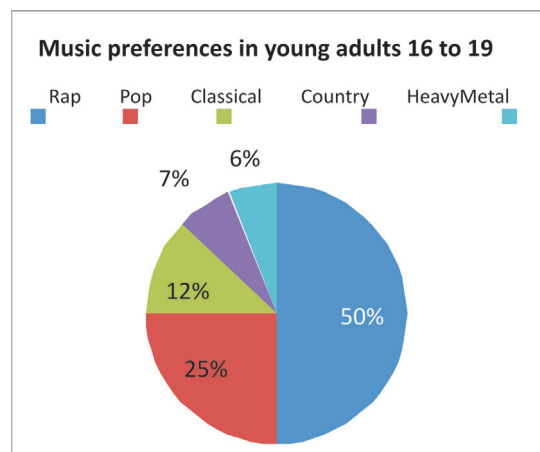


### Let us do it

A pie chart is constructed by converting the share of each component into a percentage of 360 degrees. In the Figure to the right music preferences in 16 to 19-year-old young adults are clearly shown.

The pie chart quickly tells you that

- half of students like rap best (50%), and
- the remaining students prefer Pop (25%), Classical (12%), country (7%) and Heavy Metal (6%).



When drawing a circle graph/pie chart, ensure that the segments are ordered by size (largest to smallest) and in a clockwise direction.

**In order to reproduce the pie chart, follow this step-by-step approach:**

If 50% of the students liked rap, then 50% of the whole circle graph/pie chart (360 degrees) would equal 180 degrees.

1. Draw a circle with your protractor.
2. Starting from the 12 o'clock position on the circle, measure an angle of 180 degrees with your protractor. The rap component should make up half of your circle. Mark this radius off with your ruler.
3. Repeat the process for each remaining music category, drawing in the radius according to its percentage of 360 degrees. The final category need not be measured as its radius is already in position.
4. Labeling the segments with percentage values often makes it easier to tell quickly which segment is bigger. Whenever possible, the percentage and the category label should be indicated beside their corresponding segments. This way, users do not have to constantly look back at the legend in order to identify what category each colour represents.

The pie chart shows/is about  
The chart is divided into .....parts  
It highlights....  
.....has the largest (number of)....  
.....has the second largest (number of)....  
.....is as big as ...  
.....is twice as big as ...  
.....is bigger than ...

more than .....per cent...  
only one third...  
less than half...  
The number ...increases/goes up/grows by...  
The number ...decreases/goes down/sinks by..  
The number ...does not change/remains stable  
So we can say.....

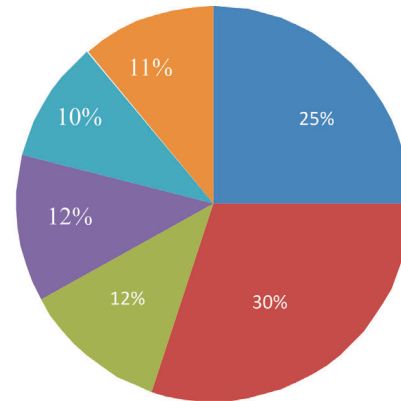
**Use of Tense:** Mind the correct use of tenses when describing a chart. If the chart deals with facts in the present, use the *Simple Present*. The facts are in the past, then use the *Simple Past*. If there is a connection between the past and the present, use the *Present Perfect*.

## Exercise

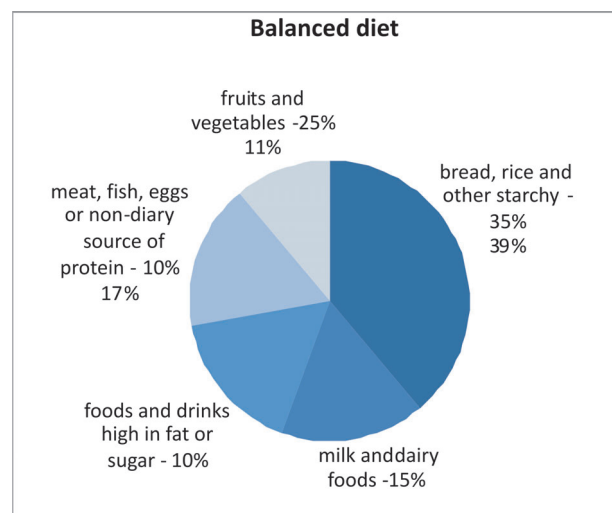
1. Prasad's family expenses are ten thousand rupees a month. He made a pie-chart on their expenses for food, housing, savings, clothing, entertainment and miscellaneous expenses. Read the pie-chart and convert it into a paragraph.

**Monthly expenditure of Prasad's family**

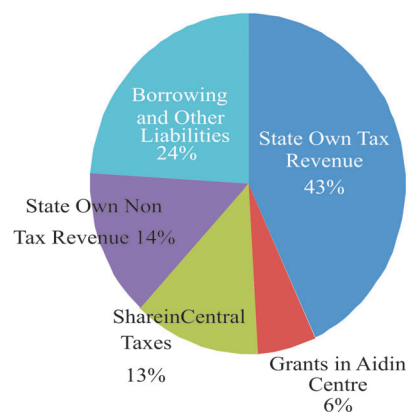
Housing-25%	Food -30%
Entertainment-12%	Clothing -12%
Savings-10%	Miscellaneous -11%



2. Read the pie-chart of balanced diet and convert it into a paragraph

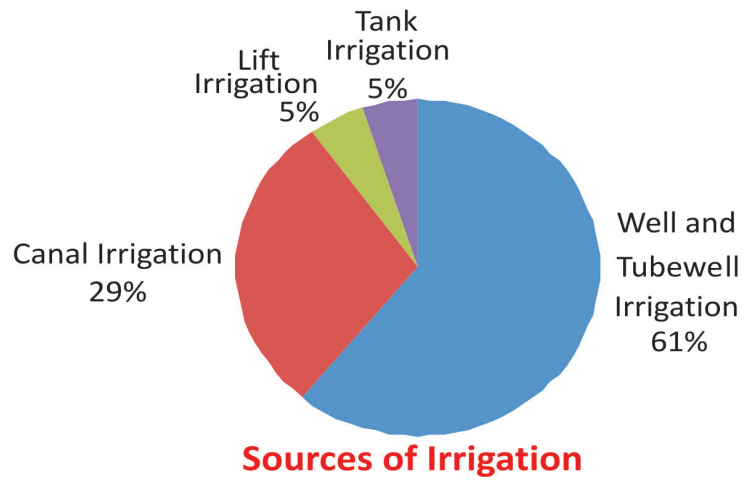


3. Read the pie-chart and convert it into a paragraph.

**How the Rupee comes 2018 -19 (BE)**

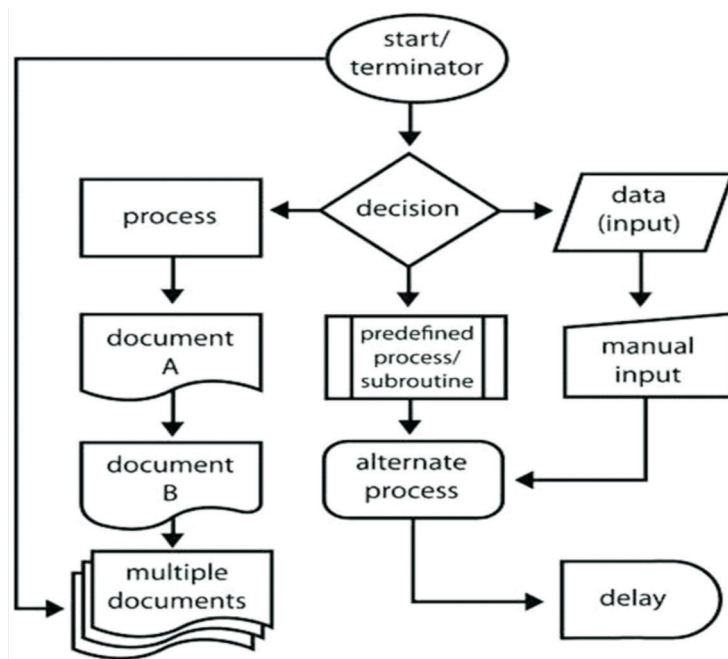
**Figure Source:** Union Budget 2018-19 Government of India

4. Read the pie-chart and convert it into a paragraph.



### Flow Chart

A flow chart is a graphical or symbolic representation of a process. Each step in the process is represented by a different symbol and contains a short description of the process. The flow chart symbols are linked together with arrows showing the process flow direction.



### Commonly used symbols in Flowcharts

A flowchart is a picture of the separate steps of a process in sequential order. Elements that may be included are: sequence of actions, materials or services entering or leaving the process (inputs and outputs), decisions that must be made, people who become involved, time involved at each step and/or process measurements.

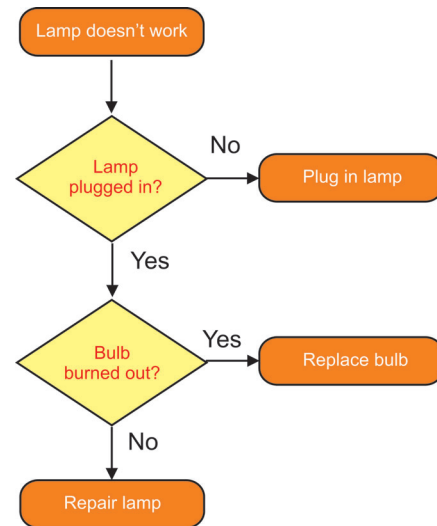
The process described can be anything: a manufacturing process, an administrative or service process, a project plan. This is a generic tool that can be adapted for a wide variety of purposes.

### We use a Flowchart

- To develop understanding of how a process is done.
- To study a process for improvement.
- To communicate to others how a process is done.
- When better communication is needed between people involved with the same process.
- To document a process.
- When planning a project.

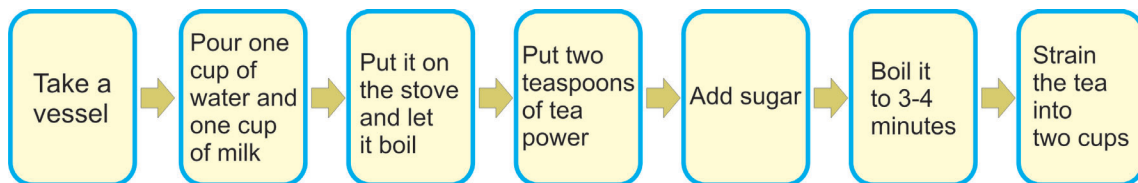
Look at the following flowchart and study the steps involved in the process.

The flowchart represents the process for dealing with non-functioning of an electric lamp. When you find the lamp does not work, first check whether the lamp is plugged in. If it is unplugged, plug in the lamp and just switch the power on. If the bulb is found burned out, turn off the power and replace the bulb with a new one or else repair the lamp connecting wires in the right order.



### Process of preparing two cups of Tea

Take a vessel. Pour one cup of water and one cup of milk. Put it on the stove and let it boil. Put 2 teaspoons of tea. Add sugar. Boil it for 3-4 minutes. Strain the tea into two cups. The tea is ready. Show the given process in the form of a linear flow chart.



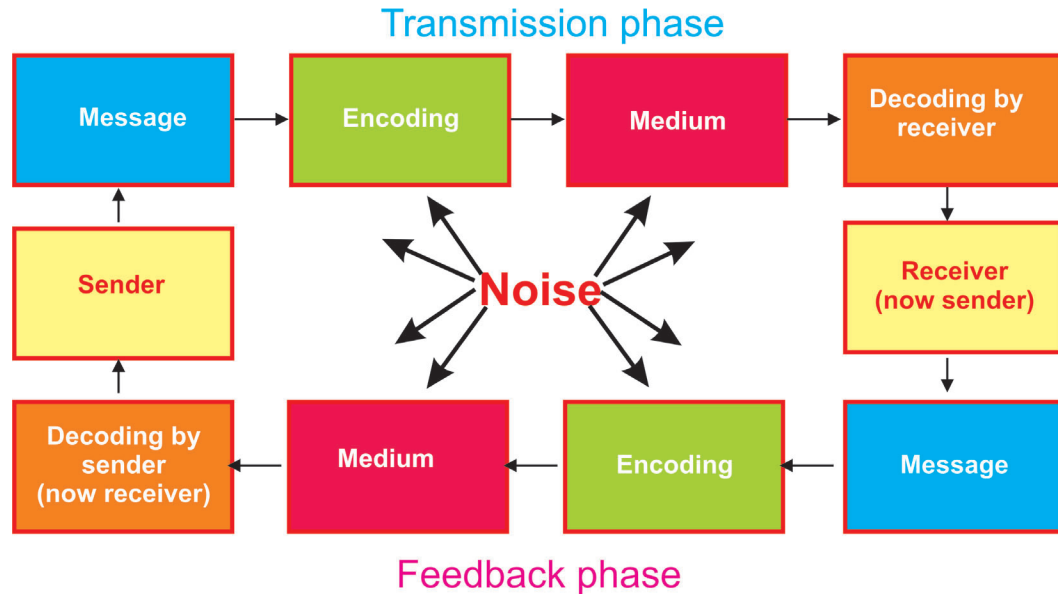
### Exercise

1. How to send an email with an attachment. Open your email account. Click on 'compose'. Type the recipient's mail ID in the 'To' box. Type the subject in the allotted box. Type the body of the email. Click on the 'Attach files' option. Browse the required file from your computer. Re-check the mail once again. Click on 'Send' option. Show the given process in a flow chart.



1. Read the following flowchart and describe the process of communication.

## Communication Process

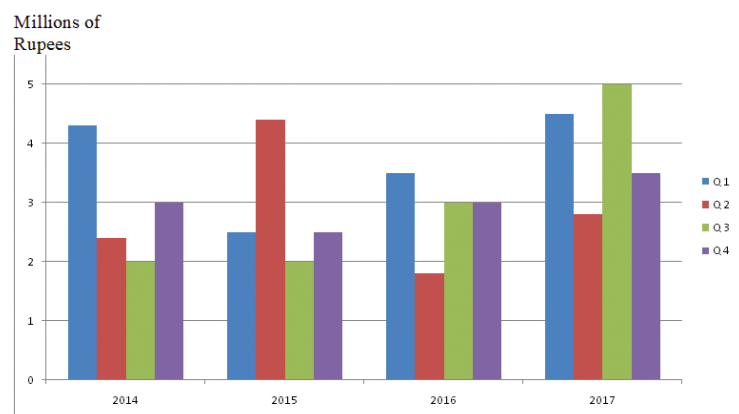


### Bar graph

A **bar chart** or **bar graph** is a chart or graph that presents categorical data with rectangular bars with heights or lengths proportional to the values that they represent. The bars can be plotted vertically or horizontally. Bar graphs are an extremely effective visual to use in presentations and reports. They are popular because they allow the reader to recognize patterns or trends far more easily than looking at a table of numerical data.

The most common type of bar graph is the **vertical bar graph**. It is very useful when presenting a series of data over time. The vertical bar chart below shows a series of quarterly data, categorized by year. The reader can easily see not only the trends of sales over the four-year period, but also how the sales compare during each quarter.

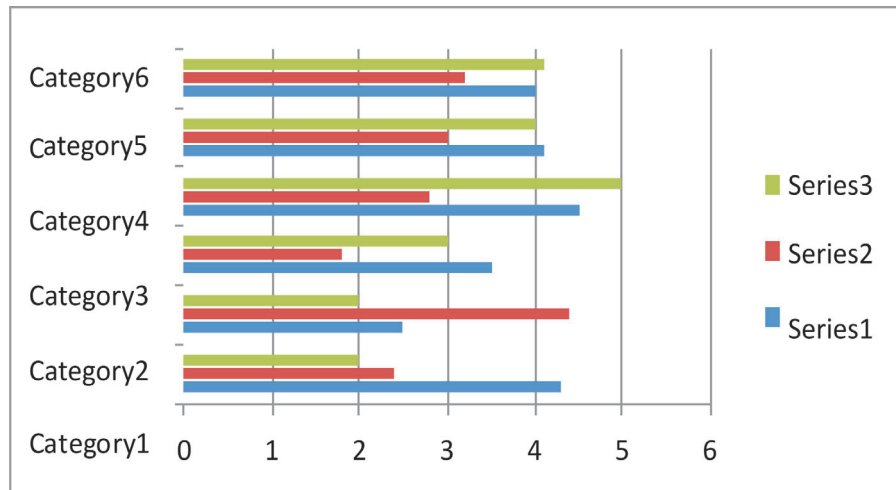
### Data Comparison Bar Chart



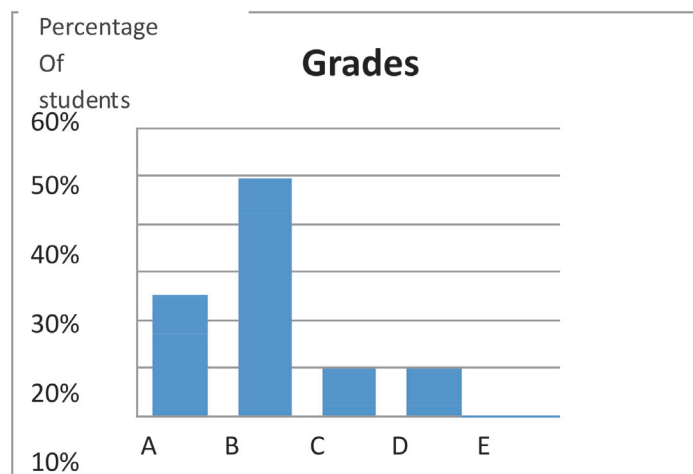
### Horizontal Bar Graph

One disadvantage of vertical bar graphs is that they don't leave much room at the bottom of the chart if long labels are required. Converting the vertical data to a horizontal bar chart solves this problem. There is plenty of room for the long label along the vertical axis, as shown below:

#### Example 1: Percentage Of students



#### Example 1

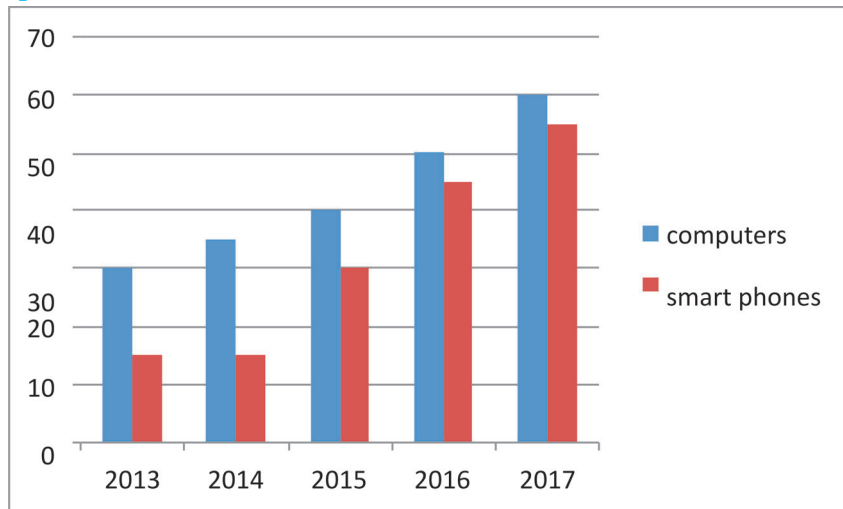


#### Grade on Half-Yearly Examination

The illustration is a vertical bar graph depicting the results of a test given to a hypothetical class of students. Each letter grade (A through E) is denoted by a vertical bar of a certain height on the X axis. The Y axis shows percentage of students. The total of the percentages is equal to 100. The percentage of students receiving a specific grade is directly proportional to the height of the bar representing that grade.

As can be seen in the bar chart, half of the students got B grade. It is followed by A grade. One of the students in the class attained A grade. Almost an equal number of students, i.e., 13% and 12% of the class were assessed with C and D grades respectively. Only 2% of the students, the least in the class were given E grade.

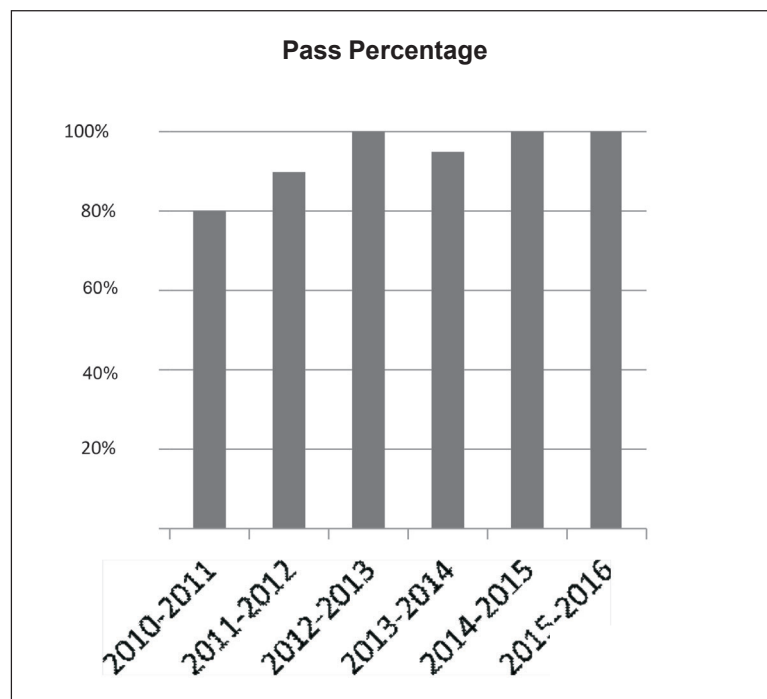
### Example 2



The chart gives the information about how much money was spent on computers and smart phones in a country between the years 2013 and 2017. According to the chart, there were upward trends in spending on both items. Computer sales increased by 5 million dollars each year. Smart phone sales remained level at 15 million dollars until 2014 and then increased dramatically, reaching 55 million dollars in 2017. People's total expenditure on these electronic devices rose dramatically in this period.

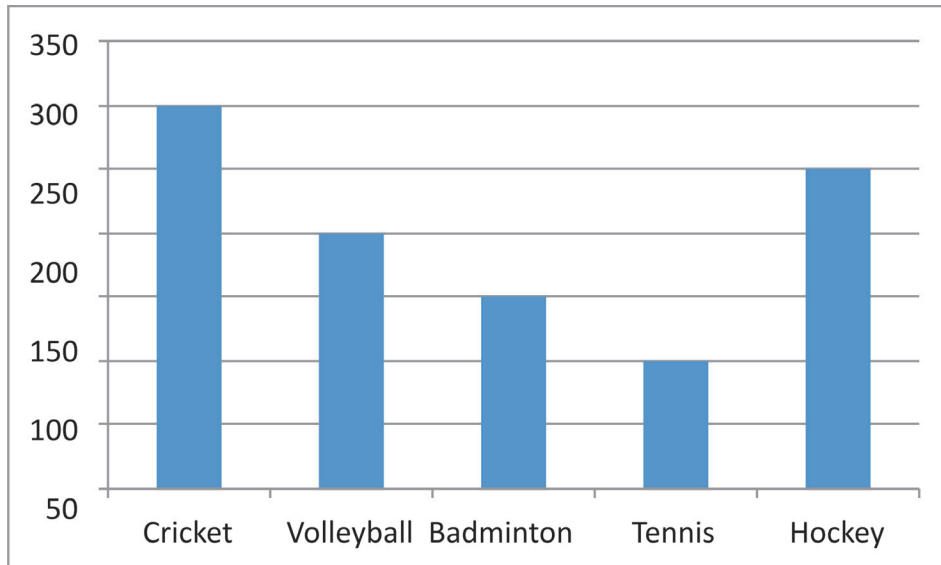
### Example 3

In the year 2010-11, the result of a college is 80%. 2011-12 is 90%. 2012-13 is 100%, 2013-14 is 95%, 2014-15 is 100% and 2015-16 is 100%. Show the given data in the form of a line graph.

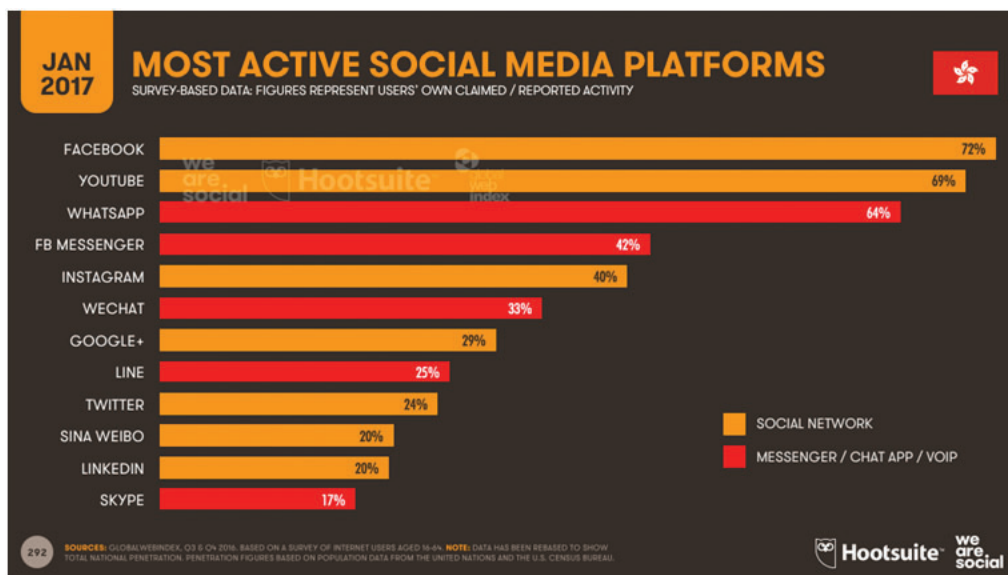


## Exercise

- Examine the bar graph representing the number of students, interested in different games, in a school and try to interpret it in a paragraph.



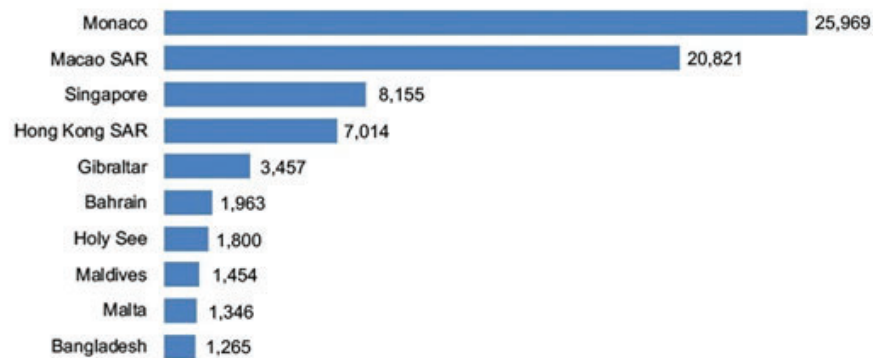
- Read the following bar chart and interpret it in a paragraph.



3. Read the following bar chart and interpret it in a paragraph.

### The world's most densely populated countries and territories

Population density per square km, 2017

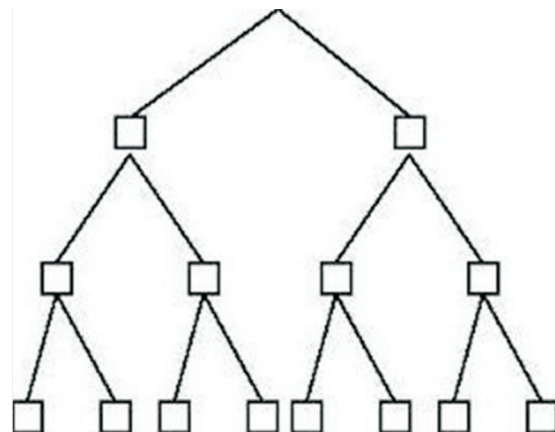


Source: UN

### Tree Diagrams

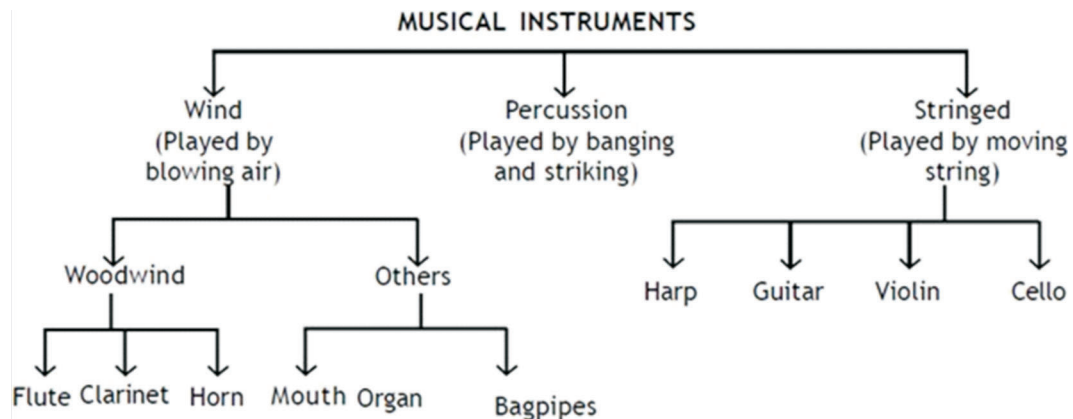
Tree Diagrams are often used:

- To show family relations and descent.
- In taxonomy, the practice and science of classification.
- In evolutionary science, to show the origin of species.
- In computer science and mathematics.
- In businesses and organisations for managerial purposes



A Tree Diagram is a way of visually representing hierarchy in a tree-like structure. A Tree Diagram consists of branches that represent the relationships and connections between the members. Each branch in a tree diagram represents a possible outcome.

Look at the following tree diagram which shows various kinds of musical instruments.

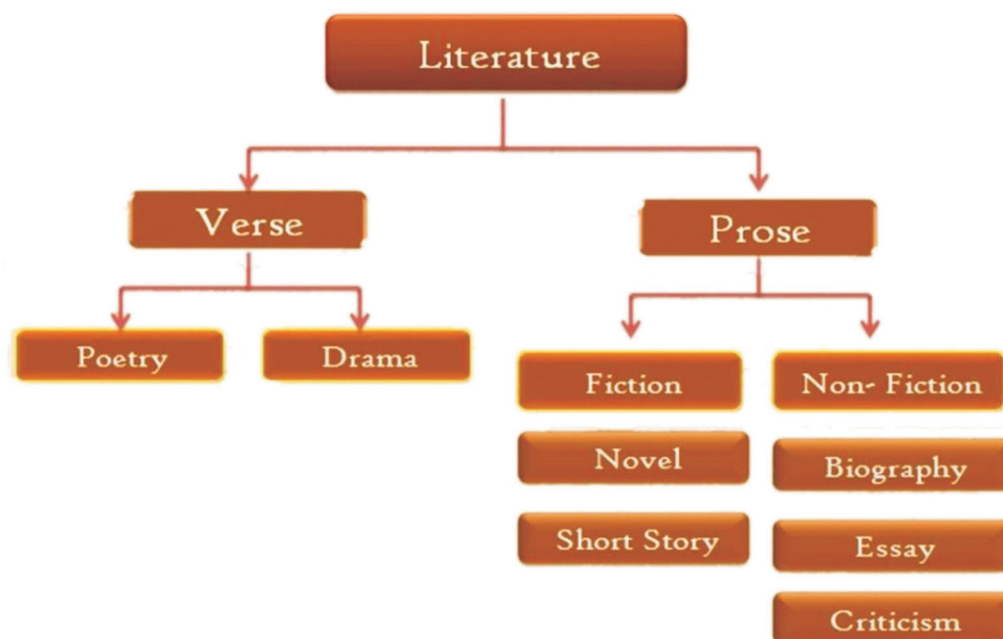


The tree diagram shows different kinds of musical instruments. They are divided into three main classes according to the way they are played. Some instruments are played by blowing air into them. These are called wind instruments. Some of these are said to be of the woodwind family. Examples of woodwind instruments are the flute, the clarinet and the horn. There are also various other wind instruments such as the mouth-organ and the bagpipes. Some instruments are played by banging or striking them. Instruments like this are called percussion instruments. The last big group of musical instruments have strings. There are four kinds of stringed instruments. Examples are the harp and the guitar, the violin and the cello.

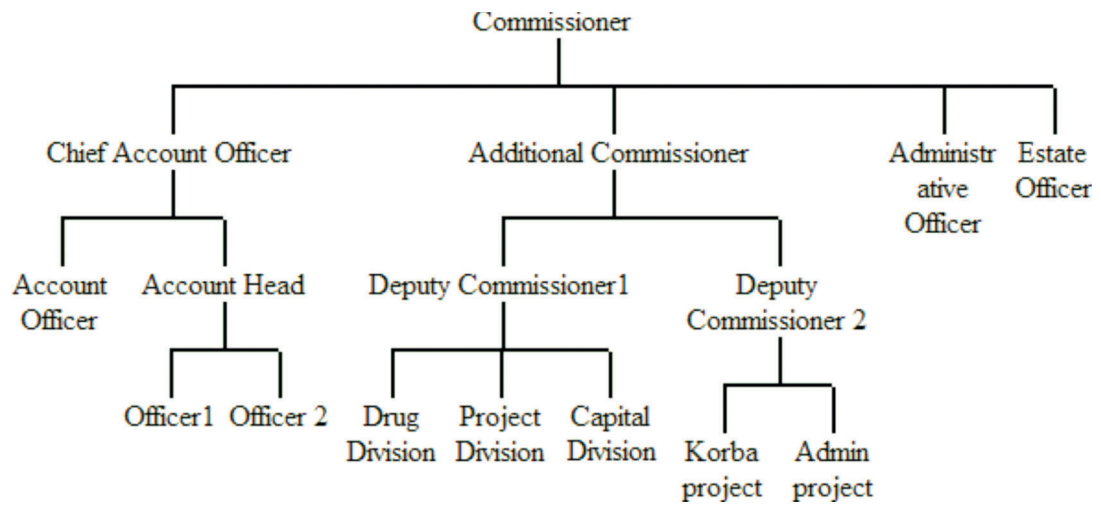
### Exercise

Read the following tree-diagram and convert it into a paragraph.

1. Read the following tree-diagram and convert it into a paragraph.

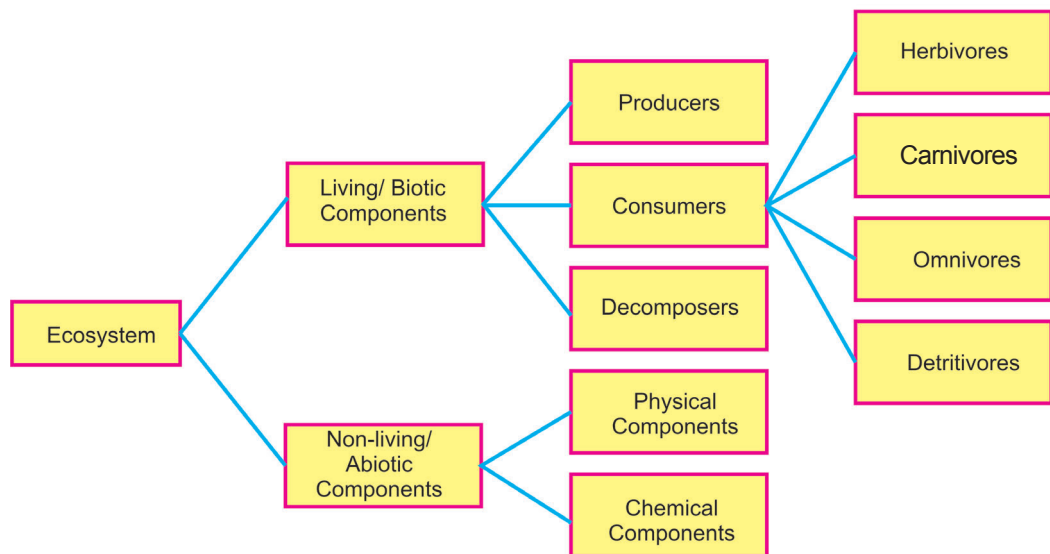


2. Read the following tree-diagram and convert it into a paragraph.



3. Read the following tree-diagram and convert it into a paragraph

### Structure of Ecosystem



### Tables

A table is a set of data arranged in rows and columns and is one of the most common ways of putting information across to people. Tables are widely used in communication, research, and data analysis. Tables appear in print media, handwritten notes, computer software, architectural ornamentation, traffic signs, and many other places.

Read the following information given in the table:

**The Countries with the most Doctoral Graduates**

Rank	Country	No. Of Doctoral Graduates
1	United States of America	67,449
2	Germany	28,147
3	United Kingdom	25,020
4	India	24,300
5	Japan	16,039
6	France	13,729

Try to understand the data provided carefully, before jumping to answer the following questions.

1. What is the table about?
2. Which is the country that produced the highest number of doctorates?
3. What is the place of India?
4. Which country has at least twice as many Ph. D graduates as Germany produced?

You can start interpreting the table by answering the above questions.

**Interpretation**

The table gives the information of the countries with the most doctoral graduates. The United States of America beats the rest hands down. 67,449 scholars graduated with a Ph.D in the U.S. while the 28,147 in Germany. It is followed by the UK with 25,020 Ph.D Graduates. India occupies the fourth place with 24,300 doctoral degrees. The fifth and sixth ranks go to Japan and the France with 16,039 and 13,729 Ph.Ds respectively.

**Example**

**Impact of Mothers' education on their children's educational score**

Serial No.	Mothers' Education		Children's Academic Achievement		Children's Academic Achievement Score
1.	Matric and above	47	60% and above	41	1
2.	Below Matric and Uneducated	153	Less than 60%	159	0
		N = 200		200	



The table shows the impact of mothers' education on their children's educational score. As shown in the table, when mothers are educated at Matric level and above, their children's educational score is one. Similarly mothers who are uneducated and their educational level is below Matric, their children's educational score is 0. It reveals the fact that the children of educated mothers achieved 60% and above marks in their final examination. Children whose mothers are educated below Matric level or uneducated secured only less than 60% of marks.

### Exercise

#### 1. Read the following table and interpret it in a paragraph.

**Trend in Average Annual Drop-Out Rate at different stages of School Education**

Year	Primary		Upper Primary		Secondary	
	Female	Male	Female	Male	Female	Male
2011-12	5.3	5.9	3.2	2.1	NA	NA
2012-13	4.7	4.7	4.0	2.3	14.5	14.5
2013-14	4.1	4.5	4.5	3.1	17.8	17.9
2014-15	3.9	4.4	4.6	3.5	16.9	17.2

Source: Census of India, Office of the Registrar General, India.

#### 2. Read the following table and interpret it in a paragraph.

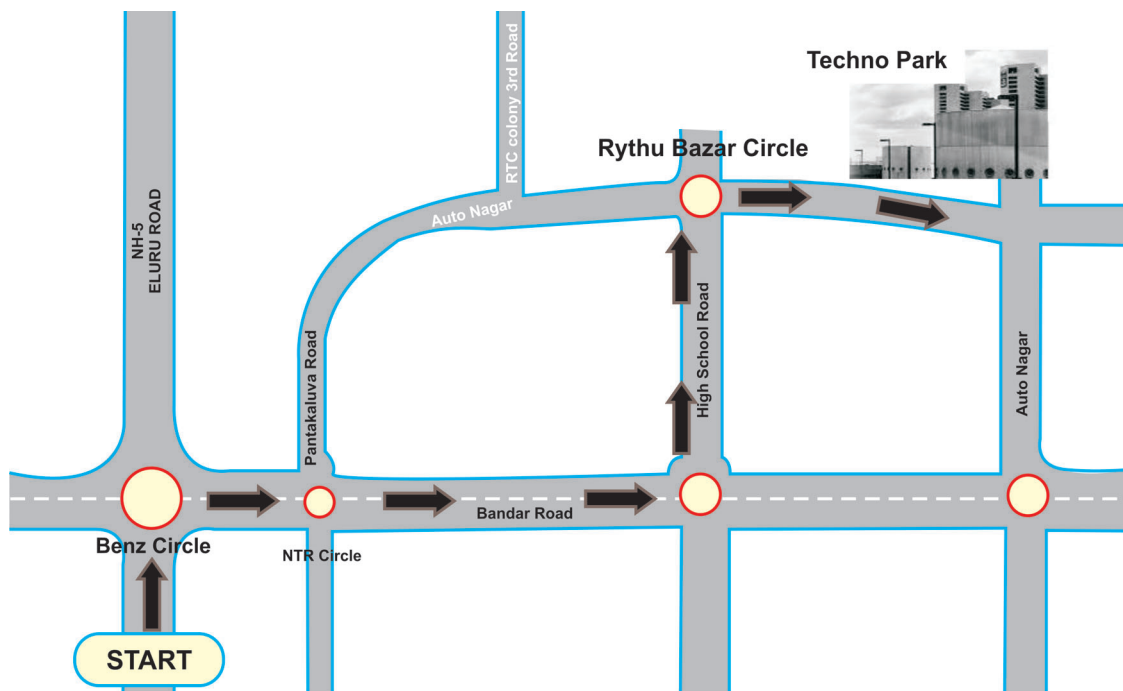
**List of the highest Mountains in the World**

Name of the Mountain	Height (ft)	Height (mts)	Location
Mount Everest	29,029	8848	Nepal, Tibet
K2 LambhaPaha	28,251	8611	Pakistan, China
Kanchenjunga	28,169	8586	Nepal, India
Lhotse	27,940	8516	Nepal, China
Makalu	27,766	8463	Nepal, China
Cho Oyu	26,906	8201	Nepal

### Route Map

Your friend is attending an interview at Techno Park, Vijayawada. Give directions to him verbally or send him a route duly indicating the land marks and arrow marks till the venue.

On alighting the bus, move a few steps towards Benz circle and turn right. Go along the Bandar Road ignoring the crossroads at NTR Circle till you reach the next cross roads. Turn left at the crossroads and follow the High School road to find Rythu Bazar Circle. At the circle, take the road on your right. Walk a few yards ahead to locate the Techno Park, facing Auto Nagar road.



### Task

Your friend wishes to buy Telugu Akademi books at Tirupathi Book Festival. He is at Annamayya Circle. You have sent him the following directions: Opposite to All India Radio station you find the city bus stop. Take any city bus heading towards the bus stand. Get down at Exhibition Grounds bus stop. You notice zebra-cross at the signal junction. Cross the road and follow in the same direction till you reach another junction. At this junction take left. A few yards ahead on your left you see the festival settings with Entrance and Exit gates to, your left and right respectively. On the Exit side you see the TELUGU AKADEMI stall. Draw a route map indicating landmarks and arrow marks till the venue.

### Exercise

- Mr. Gowtham's monthly income is Rs. 30,000. He spends 25% of his salary on rent and 15% on food. Another 15% is spent on the education of his children. He uses 5% of his income for entertainment. Household and other expenses consume 20% of his salary. The remaining 20% of his income is saved. Represent this data by a pie chart.
- A person working in a software company earns Rs. 50,000/- per month. He spends the money as per the data given in the table below. Read and show it in a pie chart.

#### Expenditure Statement

Provisions	20%	Rs. 10,000/-
Clothing	20%	Rs. 10,000/-
LIC	10%	Rs 5,000/-
Savings	10%	Rs 5,000/-
Medical	20%	Rs 10,000/-
Others	20%	Rs 10,000/-

3. According to a survey, the literacy rate in a rural area is as follows: In region 1, the number of literates is 285. In region 2, the number of literates is 300. In region 3, the number of literates is 450. In region 4, the number of literates is 350. Show the given data in the form of a bar diagram.

4. Here is a list of crops that grow in Kurnool district. Prepare a pie diagram.

Sonamasuri rice	50%
Redgram	25%
Maize	5%
Jowar	10%
Millet	10%

5. The number of students in five different classes is like this. 150 students in 8<sup>th</sup> class, 120 in 9<sup>th</sup> class, 170 in 10<sup>th</sup> class, 100 in 11<sup>th</sup> class and 110 in 12<sup>th</sup> class. Represent this data in a bar graph.

6. Five Indian cities are accounted for the most International passenger traffic airports. Delhi tops the position in this category with a share of 27 percent followed by Mumbai (21 percent), Chennai (8 percent share), Kochi (7 percent) and Bengaluru (5 percent share). Draw a bar graph depicting this information.

7. Responding to your invitation, your city friend is coming to your village to spend a few days. You have sent him the following whatsapp message describing the directions.

On reaching the exit gate at the railway station you see the main road with big neem trees on the either side. Take left. After a few minutes' walk you reach Gandhibomma Centre. From there turn right. Move along the road a few yards ahead. You see the Panchayat Office on your right. Just opposite the office you see the village pond. Take the lane on your left. You will notice three houses in one compound facing the pond. The first one is ours. Draw a route map using this information with landmarks and arrow marks.

8. You are selected for the A.P State Pratibha Award. You are asked to attend the award presentation at Gnana Soudha. The following are the directions: From the city square junction keep walking till you reach the 'Y' junction. At the 'Y' Junction, take right. A few yards ahead you see Amaravati Mall on your right facing the Vidya Marg. Take Vidya Marg turn. You find A.P. Gnana Soudha Complex on your right beside APSDC building. Draw a route map duly indicating the land marks and arrow marks till the venue.

9. A sonnet is a poem of fourteen lines. The first eight lines are called Octave. The next six lines are Sestet. The octave is again divided into two Quatrains. The sestet is again divided into two Tersests. Show this information in a tree-diagram.

10. A survey conducted on a group of students about the time they spend on watching television disclosed the fact that 4 students watched TV 0 to 2 hours a week. All the same 7 students watched 3 to 5 hours a week; 22 students watched 7 to 9 hours; 32 students watched 10 to 12 hours a week and 4 students watched 15 to 17 hours a week. Convert the above information into a bar graph.



## Communicating Better

Speaking is one of the four important L S R W skills i.e., Listening skill, Speaking skill, Reading skill and Writing skill. Speaking is a productive skill because you need to produce language to speak. Language needs vocabulary and grammar to construct a sentence. Speaking Skill is different from Listening Skill and Reading Skill. Listening and Reading skills are the receptive skills whereas Speaking and Writing are productive skills. In receptive skills, meaning making takes place in the mind. Even in productive skills vocabulary and grammar are essential but in speaking we use stress and intonation, for writing, we use spelling and punctuation.

We speak when we want to communicate some information to others in formal or informal situations. To pass on the information clearly to the listener it has to be communicated effectively. To converse or to communicate effectively the following points are essential.

- Pronunciation
- Intonation
- Stress

### Creating Conversation

In our day-to-day life, many situations arise to get information about various things from various people and to give information. For example, if you go to a shop to buy a dress, you have to talk to the shopkeeper to show you the required material, the quality, and the price. If you go to a Railway station or Bus station you will go to the enquiry and get information regarding the timings of arrival and departure and fares. It comes under formal communication. If you speak with your friends, relatives and at home you use informal conversation.

The following are some situations where we have to create conversation by using appropriate expressions both in Face-to-Face (F2F) and in Telephonic Conversation.

- Greetings
- Introducing
- Asking for Information
- Complaining and Apologizing
- Asking for and giving directions
- Making requests
- Offering Help

Here we have to learn the specific expressions to be used in both formal and informal situations.

### *What is formal and informal?*

We use formal language in situations that are serious or that involve people we do not know well. Informal language is more commonly used in situations that are more relaxed and involve people we know well.

Formal language is more common when we write; informal language is more common when we speak. Formal and informal use of language is associated with particular choices of grammar and vocabulary. Contractions and relative clauses without a relative pronoun are more common in informal language.

#### **For example**

She has decided to accept the job. (formal) She's decided to accept the job. (informal)

The girl whom I met in Singapore was interested in working in Australia. (formal) The girl I met in Singapore was interested in working in Australia. (informal)

The first step in starting a conversation is your greeting. When greeting someone, it is important to use the appropriate level of formality for each situation.

### **Greetings for Formal Situations**

- **Good morning / Good afternoon / Good Evening**

This is the most common form of greeting in a formal situation and is appropriate to use anytime with colleagues, business clients, formal relationships, new neighbors, etc.

When you are greeting a group of people – for example at a meeting – you can also say something such as:

*Good morning, everyone. I hope you are doing well this morning.*

#### **This is for your clarity**

Good morning – for the morning up to lunch

Good afternoon – for the afternoon until early evening

Good evening – for the rest of the evening

Good night – when you leave at the end of the evening, or when you go to bed.

- **Hello. How do you do?**

This is used when meeting someone for the first time and is very formal. It may be used in a formal business situation or a formal dinner party event.

- **Be careful.**

This is not really a “How are you?” question. It is really a simple greeting and has a similar meaning to “Nice to meet you.” “**How do you do?**” isn’t really a question, it just means “Hello”

### **Informal Situations**

- **Hello / Hi / Hey**

Hello and hi are very common and appropriate to use in more informal situations. Most of the time, people include the person’s first name (English speakers tend to be more informal generally speaking).

*Hello, Deepak.*

*Hi, Prerana.*

● **How are you? / How are you doing? / How is it going?**

Most of the time we follow “hello” or “hi” with one of these questions.

**Careful!** These questions should have very simple answers and should be focused on the positive or neutral. You should not answer with a list of everything you did during the day nor should you provide a negative answer.

**Example answers include**

- *Fine, thanks. And you?*
- *Great! You?*
- *Hi, Vamsika – good thanks. How about you?*
- *Doing well. And how have you been?*
- *Not bad. And you? How are you?*
- *Hello, Giri. How are you?*

Now let us see how to say “good bye”. Good bye in formal situations:

● **Have a nice day/ Have a good day**

This is pleasant, polite way to say good bye to someone you don’t know very well.

● **It was nice to see you/ It was nice meeting you**

When you greet someone you often say “it’s nice to see you”, so when you say goodbye you can say “it **was** nice to see you again”. You can use this expression to say goodbye to someone you already know. Or if this was the first time you met the person, you can say “it was nice meeting you”.

**Good bye in informal situations**

● **Bye**

This is the standard goodbye. It’s short, simple, and you can say it to absolutely anyone. It’s appropriate for friends and family, as well as co-workers and business partners.

● **Bye bye!**

This sweet and babyish expression is usually only used when speaking to children.

● **See you later, See you soon/Talk to you later/Catch you later**

These are appropriate for anyone, from co-workers to friends.

● **Good seeing you. / Good talking with you**

These expressions are a great way to end a conversation with someone who you haven’t spoken to or seen for a while.

**Introduction**

You joined a new college. You find new students and lecturers. You need to introduce yourself to them. How do you do that?

Introducing yourself in a classroom:

Hello, my name is Prakash/ I am Prakash. I’m from Anantapuram.

There are lots of possible situations where you will meet new people: at a book stall, in a college, on train or bus, while traveling, just to name a few. What do you usually say when you meet someone new? There is a range of ways to introduce yourself and people.

### Introducing yourself

Here are expressions to introduce yourself:

- My name is. . .
- I'm. . .
- Nice to meet you; I'm. . .
- Pleased to meet you; I'm. . .
- Let me introduce myself; I'm. . .
- I'd like to introduce myself; I'm. . .

### Introducing others

Here are expressions to introduce others:

- Deepak, please meet Pranavi.
- Jack, have you met Sameera?
- I'd like you to meet Basha.
- I'd like to introduce you to Santi.
- Leela, this is Mary. Mary, this is Leela.

### Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

**e.g.**

- Murali** : Hi!
- Khadir** : My name is Khadir. What's your name?
- Murali** : My name is Murali. Nice to meet you.
- Khadir** : It's a pleasure

When introducing yourself or other people in a formal situation use full names.

### Introducing Other People

- Aakaash** : Peter, I'd like you to meet Savita.
- Peter** : How do you do?
- Savita** : How do you do?
- Aakaash** : Savita works for ...
- A variation is also "It's a pleasure to meet you" or "Pleased to meet you."
- Aakaash** : Peter, I'd like you to meet Savita.
- Peter** : It's a pleasure to meet you.
- Savita** : How do you do?

### Simple Conversation while introducing the Friend

- Mahesh** : Good morning both of you. Meet my friend Suresh.
- Suresh** : Good morning, Nice meeting you.
- Mahesh** : He is Rahul.



- Rahul** : Good Morning Suresh.
- Suresh** : Where are you studying Rahul?
- Rahul** : I am studying in St.Mary's Junior College.
- Suresh** : Do you come to college by cycle?
- Rahul** : No. I am coming to college on foot. How do you go to College?
- Suresh** : I go to college by bus.
- Rahul** : Do you like to watch cricket matches?
- Suresh** : I am interested in watching one day matches.
- Mahesh** : Very fine. We shall go to race course grounds to watch the one-day match.

Even though the language we use to make small talk with new people may appear to be very simple, it is often difficult to use fluently without practice. So let's practice! Make sure you pay attention to your tone so that you sound friendly. Say aloud the following sentences with your name in the blank space.

### Practice

1. You are all first year students. Most of your classmates must be new to you. You might have come to know about all your classmates by now. Try to introduce yourself again in English with the help of the above sentences. You can do it as pair work or group work.
2. Imagine a person of your choice being invited as a chief guest at the college day celebrations. So each student can introduce the chief guest of his/her choice in the classroom.

Now look at the following these conversations that occur in our everyday life and practice everyday conversations in the tasks that follow.

1. Informal conversation (At Home)
 

**Rahul** : Grand ma! What did you prepare for lunch?

**Grandmother** : I prepared your favourite dishes, dal, mixed vegetable curry and potato fry.

**Rahul** : Wow!!!! Yummmmyyyy! Let's eat, Grandma!

*(Punctuation is very important, if not, the meaning will be changed.)*
2. Informal Conversation between two friends
 

**Akhil** : Oh, Nikhil! Did you attend the awareness meeting?

**Nikhil** : No! What is it about?

**Akhil** : This is about Disaster Management.

**Nikhil** : Disaster Management? Oh! Very interesting. I watched the clips of tsunami on television. My father was telling me about the refugee camps and volunteers.

**Akhil** : Well, then, enroll your name as a volunteer.

**Nikhil** : Thank you Akhil! I like to be in the social service activities "Not Me but You" is my Policy.

## 3. Formal Conversation (At Railway Station with polite expressions)

- Muralidhar : Excuse me Sir!  
 Enquiry : Yes! What can I do for you?  
 Muralidhar : Can you please tell me the arrival time of Ratnachal express?  
 Enquiry : It may be late by four hours because of a cyclone.  
 Muralidhar : May I know the situation sir?  
 Enquiry : It was stopped at Kakinada as the goods train was derailed on the way.  
 Muralidhar : Oh my God!

By doing the following task you will come to know about asking a question which helps you in **giving complaints and apologizing**.

## Task 1

**Match the Wh- questions with Answers which help in creating conversations.**

(One is done for you)

- |   |                                   |
|---|-----------------------------------|
| 1. When and where were you born? <u>c</u>         | a. I was five.                    |
| 2. Where did you grow up? _____                   | b. She was really shy.            |
| 3. When did you start school? _____               | c. I was born in 1995 in Kurnool. |
| 4. How old were you then? _____                   | d. Her name was Janaki.           |
| 5. How was your first day at College? _____       | e. My English is not very good.   |
| 6. Who was your first friend in the school? _____ | f. I grew up in Nandhyal.         |
| 7. What was she like? _____                       | g. I joined school in 1999.       |
| 8. Why are you studying this book? _____          | h. It was a little scary.         |

## Complaining - Talking about Complaints

The goal of complaining is to make known something of which you are not satisfied and to get the solution you want. While giving a complaint one should be very concerned with being polite and not offending anybody. Here we are going to examine a few different situations when complaints would be necessary and also the vocabulary that would be needed to complain correctly. We can also call such vocabulary as expressions.

## Vocabulary for complaining

1. Getting Attention	2. Expressing opinion	3. Making the complaint I would like/ I want...
<ul style="list-style-type: none"> <li>Excuse me...</li> <li>Pardon me...</li> <li>I have a complaint...</li> <li>Sorry to bother you but...</li> <li>I'm sorry to say...</li> </ul>	<ul style="list-style-type: none"> <li>I'm afraid there's a problem...</li> <li>I'm angry about...</li> <li>I'm really not happy...</li> <li>There's a slight problem with...</li> </ul>	<ul style="list-style-type: none"> <li>to lodge a complaint</li> <li>to make a complaint</li> <li>to report an issue</li> <li>to give you some feedback</li> <li>to inform you</li> </ul>

## Let us look into a situation now

### Complaining in a Restaurant

In a restaurant there can be a lot of things to complain about.

#### Possible reasons to complain in a restaurant might be

- **Dirty cutlery:** When your knife and fork or eating utensils are not clean or healthy to use
- **Cold food:** When your food has not been cooked for the correct amount of time and is cold
- **Uncooked and dangerous food:** When your food could damage your health
- **A long waiting time:** When you have to wait hours for your food
- **Bad service:** If the people that work in the restaurant are rude or unfriendly to you

So how do you complain about these issues without drawing too much attention from other customers in the restaurant?

Customer : Excuse me!!

Waiter : Yes Sir. How can I help you?

Customer : I don't want to make a scene but there is a fly in my soup!

Waiter : I am terribly sorry Sir! I will take the soup back to the kitchen and get you another one.

Customer : I guess that settles the issue. Thank you very much.

Now usually it is as simple as this, but if the waiter/waitress is rude and doesn't respond to your polite complaint, then here are some phrases for more extreme situations:

- I'd like to speak to the manager, please.
- I'm sorry, but this is unacceptable!

#### Now try the following task

### Task 2

Read the dialogue given below regarding a complaint over a phone call and fill the blanks with the suitable dialogues given below.

Making a Complaint - a faulty Television Set

Shopkeeper : \_\_\_\_\_

Customer : Yes please! I have a complaint regarding the television set.

Shopkeeper : \_\_\_\_\_

Customer : Oh, it's SM004-NEW. I bought this television here about three months ago, but the sound and picture quality are not so good.

Shopkeeper : Can you explain it in more detail?

Customer : \_\_\_\_\_ there's a dark line down the left-hand side of the screen.

Shopkeeper : Do you have an outdoor antenna?

Customer : Yes, I do.

Shopkeeper : \_\_\_\_\_

## English

- Customer : Several times.  
 Shopkeeper : \_\_\_\_\_  
 Customer : I am not so happy with the television set. I want a refund.  
 Shopkeeper : I'm afraid it isn't our policy to give refunds, sir.  
 Customer : \_\_\_\_\_

**Choose the correct dialogue from the following to make the above conversation meaningful.**

- Well then, I want to talk to the manager.
- I'll get our engineers to have a look at it.
- Have you tried adjusting the antenna?
- Good afternoon, can I help you?
- May I know the model number of it?
- Oh yes of course, the picture is always flickering and there's an annoying hissing sound in the background.

Making apologies	Accepting apologies
<ul style="list-style-type: none"> <li>I do apologise for....</li> <li>I must apologize for.....</li> <li>I'd like to apologize for....</li> <li>I shouldn't have .....</li> <li>Please forgive me....</li> <li>I am terribly sorry..</li> <li>Pardon me for this...</li> <li>Please accept my apologies for....</li> </ul>	<ul style="list-style-type: none"> <li>That's all right.</li> <li>Never mind</li> <li>It doesn't matter.</li> <li>Don't worry about it.</li> <li>That's ok.</li> <li>I quite understand.</li> <li>No harm done.</li> </ul>

## Apologizing- Saying sorry

Apologizing for what you have done that has caused inconvenience or unhappiness to others. The following are some useful expressions in the context:

## Vocabulary for apologies

Giving a complaint politely	Responding politely/ Apologizing
I am afraid, I have got a complaint about your son. He is too noisy.	I am sorry. I see that he behaves well in the class.
Sir, Sorry to bother you! Can you send me that information once again?	Sure! It's my pleasure. I can send the details through mail.
Excuse me, I have a complaint to make regarding the furniture you sent.	I really apologize to you for the inconvenience.

### Let us look into a situation now

(Some mischievous boys broke Mr. Singh's window while playing cricket in the street. Naturally, Singh is upset with them.)

- Singh : You've broken my window. Can't you see?
- Arjun : We're so sorry, Uncle. We were playing cricket. We never thought that the ball would hit the window.
- Singh : Haven't I told you not to play in the street? Why don't you go to the park?
- Arjun : We know we shouldn't have played here. We're really sorry. We won't repeat this.
- Singh : That's okay, but I don't want you to play in the street again.

### Task 3

**Choose the appropriate dialogue from the given options to make the conversation below meaningful.**

(Sita dropped a glass on the floor. Naturally, her mother asks for an explanation.)

- Mother : What was that terrible noise? \_\_\_\_\_ anything?
- Sita : I'm sorry, mom. \_\_\_\_\_ and it broke.
- Mother : Were you hurt?
- Sita : No, but I'm really sorry.
- Mother : I'm glad that you aren't hurt! It was \_\_\_\_\_ on your 1<sup>st</sup> birthday!
- Sita : I feel bad for breaking the glass.
- Mother : Haven't I told you to handle glassware carefully?
- Sita : The glass was too slippery.
- Mother : It's okay, but you've \_\_\_\_\_
- Sita : Sure, Mom. \_\_\_\_\_ again

1. I dropped a glass on the floor
2. a gift from your Aunt Meena
3. got to be cautious next time!
4. I'll not let it happen
5. Did you drop

### Task 4

Imagine that you work in a mobile network customer care center. Write a short dialogue between you and a customer in which the customer complains about the problem with his recently activated mobile connection.

## Task 5

Use the dialogues provided as role plays to introduce new tenses, structures and language functions. Once students become familiar with a form through the use of a dialogue, they can use this as a model to practice, write and expand on their own.

The dialogue is between two strangers and it's a formal situation. Prasanna wants to locate the public library. She approaches a traffic constable to get the correct direction to reach the public library. The traffic constable provides the necessary directions to Prasanna to locate the library.

- Prasanna : Excuse me; am I going the right way to the public library?
- Traffic constable : Sorry?
- Prasanna : I want to go to the public library. Am I going the right way?
- Traffic constable : No, you need to go back.
- Prasanna : Oh, have I come too far?
- Traffic constable : No, not really.
- Prasanna : Where is it, please?
- Traffic constable : Head back on this road till you arrive at the cross roads. Turn right and you're on the L.B.S Road. Look out for a large orange building which says Telephone Bhavan. The public library is right opposite to it.
- Prasanna : Ok. Thank you.
- Traffic constable : You're welcome.

## Exercise 1

Fill in the blanks in the following dialogues.

- Customer : \_\_\_\_\_? I want to take some money.
- Banker : Surely, Sir. Have you filled out the withdrawal slip?
- Customer : Yes, I have.
- Banker : How much would you like to withdraw, Sir?
- Customer : Rs. 35,000 please.
- Banker : Which \_\_\_\_\_ would you withdraw from?
- Customer : From \_\_\_\_\_ account, please.
- Banker : All right, I will set up your transaction. Please sign right here, Sir.
- Customer : How long does it?
- Banker : Just a few minutes Sir. What else can I help, Sir?
- Customer : Nothing. \_\_\_\_\_ for helping me.
- Banker : Please don't mention it, Sir. Thank you.

## Exercise 2

- Venu : Hi! Love to see you again!
- Anand : Me too... I need your \_\_\_\_\_.

- Venu : My advice? Surely. Just tell me what \_\_\_\_\_
- Anand : My hair is unhealthy because of the split ends. It's also fallen down.
- Venu : Do you often get hairspray?
- Anand : Yes I do, Just a couple of weeks ago, I had many dancing performances, so I had to get much \_\_\_\_\_
- Venu : You must use conditioner to maintain your hair healthy. Ok, now I'll wash your hair and put on some \_\_\_\_\_.
- Anand : Is it possible for coloring after this treatment?
- Venu : Why not? You can do it.
- Anand : Okay. No problem.

### Exercise 3

- Raghu : Can you pass me the hammer?
- Prasad : \_\_\_\_\_ is beside you, in the tool box.
- Raghu : I'm still holding the ladder you know!
- Prasad : All right, what else should I \_\_\_\_\_?
- Raghu : That's it. Can you ask Mr. Suresh what we should do after this?
- Prasad : Mr.Suresh isn't at the site project right now. He's having \_\_\_\_\_ now. But he said that we can lay the bricks.
- Raghu : Have you mixed the cement? Look! We still have a lot of cement slurry over there!
- Prasad : All right then. Ouch...! I'm \_\_\_\_\_! Let's have our lunch first!

### Exercise 4

- Venkat : Madhu,...let's join to the \_\_\_\_\_!
- Madhu : The beach?! I'm too lazy to go there. Why don't we go to somewhere else Venkat?
- Venkat : There is a community work. We will clean the beach. We will collect \_\_\_\_\_ too
- Madhu : What for! It's government's responsibility. Moreover, why should we collect all of the plastic garbage? What will you do with it?
- Venkat : Madhu, you don't know the harm plastic does to the ocean? Plastic is Non-biodegradable. It can \_\_\_\_\_ the ocean.
- Madhu : But what will you do with the garbage?
- Venkat : We will take all of the plastic to the company that can re-use it.
- Madhu : Who will bring all the garbage to the company?
- Venkat : We can give it to the scavenger. The scavenger does this job all the time. They sell plastic, glass, metal to \_\_\_\_\_ to be recycled.
- Madhu : Oh I see, all right I'll join you.

### Exercise 5

- Dentist : How may I help you?
- Patient : I got an accident last month, and my \_\_\_\_\_ was chipped. What should I do?
- Dentist : Well, let me see. Please rinse your mouth out. (Examines the teeth.)
- Patient : Since the accident I sometimes get a terrible \_\_\_\_\_ in this tooth.
- Dentist : Okay, I think this teeth cannot be crowned, I suggest that you have a denture.
- Patient : How long does it need for making the \_\_\_\_\_? And how much is it?
- Dentist : Approximately one week, and the price depends on your choice. If you choose the best quality, it's about Rs 10000 for everything.
- Patient : I think I'll get the best \_\_\_\_\_. So when will I have the denture?
- Dentist : By the end of this month.

### Exercise 6

- Anil : Hi what's going on!
- Siril : Good! Thanks, how about you?
- Anil : Good! Where are you \_\_\_\_\_ now?
- Siril : At shoes factory. But I'm trying to find another job.
- Anil : Really? Why?
- Siril : You know, I've been working there for more than 6 years, but I can't even buy a \_\_\_\_\_
- Anil : But do you like the job? the people?
- Siril : Yes of course. The place is nice and the \_\_\_\_\_ are too.
- Anil : Well, if you like the job and the work place, I suggest that you apply a \_\_\_\_\_ for a house.

### Exercise 7

- Amulya : What do you think about \_\_\_\_\_? I mean ..... big corruption.
- Chandu : It doesn't matter small or big! I'm sick of corruption! Corruption is actually the real catastrophe! It's even much more dangerous than a disaster!
- Amulya : But in fact, many big corruptors only got lenient punishment, didn't they?
- Chandu : That's too bad! Terrible! If I could change the situation, definitely I would give big corruptors \_\_\_\_\_ sentence. They deserve to get it.
- Amulya : Don't you think that life sentence would probably better for them? So,...they can have a chance to correct their mistakes?
- Chandu : I don't think that it would work! Money can talk! They will do another \_\_\_\_\_ behind the bar anyway. They still can be a king there.
- Amulya : What about impoverish them?
- Chandu : Are you sure? If a lot of leaders commit to wrong behavior, will the law enforcement warrant this kind of \_\_\_\_\_? I myself don't believe it.



### Exercise 8

- Siddhu : What must be done to reduce crime?
- Madhu : Family has an important role in reducing \_\_\_\_\_. I think lack of good parenting leads to crime.
- Siddhu : What do you think about the \_\_\_\_\_?
- Madhu : Law enforcement is really crucial. There can be crimes, but if the government took a firm stance, then things would improve.
- Sidhu : What else can be helpful?
- Madhu : People's prosperity is what really matters. Lack of \_\_\_\_\_ supported by poverty of mind will eventually turn one to crime.
- Sidhu : So the government and the society are \_\_\_\_\_?
- Madhu : Absolutely. They must be in line to combat the crimes.

### Exercise 9

- Rishitha : Do you think that children nowadays are more \_\_\_\_\_?
- Kavitha : Well, depends. Children in big cities perhaps tend to be naughty.
- Rishitha : I agree with you. I wonder why!
- Kavitha : Do you know that it's mostly caused by \_\_\_\_\_?
- Rishitha : But sometimes children who don't like watching TV are also naughty.
- Kavitha : They are influenced by their environment. Children are still unstable, they are changeable.
- Rishitha : What is the best done by parents to stop \_\_\_\_\_ on TV?
- Kavitha : I think it's rather hard to stop violence on TV, because children today have much more freedom and \_\_\_\_\_ to watch TV anywhere and anytime as well. Moreover, the media is concerned more about profit rather than quality.

### Exercise 10

- Tourist : Good afternoon!
- Receptionist : Good afternoon, Sir! How may I \_\_\_\_\_ you?
- Tourist : Yes, this is my first trip here. I don't want to miss the best moment here. But I have no idea where to go. Can you guide me?
- Tourist : Of course, Sir. You may go to Tanah Lot temple. It's one of the major \_\_\_\_\_ here.
- Receptionist : OK, tell me about it.
- Tourist : Certainly, Sir. It is on the Southwest coast of Bali. There is a sacred spring there. You can also meet \_\_\_\_\_ there.
- Tourist : The holy snakes?? I'm afraid of snakes!

## English

- Receptionist : The snakes are believed to be guardians of the temple. You are safe, the snakes never attack people unless they are disturbed. The view there is very amazing.
- Tourist : Well, can you \_\_\_\_\_ a tour guide for me?
- Receptionist : Sure sir. So I will arrange a trip including a tour guide for you for tomorrow.
- Tourist : How much is it?
- Receptionist : It is USD 20 per person including a buffet dinner.

### Exercise 11

- Vennela : Why do you look upset?
- Ammulu : I lost my beloved \_\_\_\_\_.
- Vennela : Just go and get a new dog!
- Ammulu : Oh it isn't as simple as what you think. My dog is just like my \_\_\_\_\_. He can make me truly happy.
- Vennela : Have you tried to \_\_\_\_\_ for him?
- Ammulu : Yes I have. But a man told me that my dog was died from the crash.
- Vennela : Oh I'm sorry to hear that.
- Ammulu : I think I should get a new dog.
- Vennela : Do you always have a dog?
- Ammulu : Yes, I like \_\_\_\_\_ animals to cheer myself up.

### Exercise 12

- Shanmukh : I'm very \_\_\_\_\_. Are you too?
- Vivek : Yes I am too. Let's go get something to eat!
- Shanmukh : Look! It's a fast food restaurant over there!.
- Vivek : I know, but the doctor forbids me to eat \_\_\_\_\_ food.
- Shanmukh : Why do you worry about fast food?
- Vivek : The doctor told me that it has harmful effects on our health.
- Shanmukh : Really? Tell me then.
- Vivek : Fast food is a major risk factor of heart diseases. It has high \_\_\_\_\_. You will have lack of concentration after eating it, because it can stale your brain cells temporarily.
- Shanmukh : I just knew it. So we had better eat \_\_\_\_\_ food.
- Vivek : It's in our hands to choose fast food or to live healthy.

### Exercise 13

- Tony : Hi! \_\_\_\_\_ have you been so far?
- Danny : I've been in my \_\_\_\_\_ for a couple of days.
- Tony : I see. What's your \_\_\_\_\_ for today?
- Danny : I'm going to go to book store. Will you \_\_\_\_\_ me?
- Tony : Oh I went there yesterday.

### Exercise 14

- Harsha : Rainy season is coming soon!
- Varsha : Yeah! We should be ready with \_\_\_\_\_ and raincoat.
- Harsha : Actually rainy season is not really enjoyable for me.
- Varsha : Wet season is good for us, isn't it? We can grow many \_\_\_\_\_ easily.
- Harsha : Well, you're right, but I'm very sensitive to cold weather, and when I catch the \_\_\_\_\_, I can be easily getting flu or cough.
- Varsha : So prevention is better than cure. Be ready with \_\_\_\_\_.
- Harsha : I hate taking medicine. Especially chemical ones.

### Exercise 15

- Waitor : Good evening Sir, have a seat, please!
- Customer : Thank you. I want to have \_\_\_\_\_.
- Waitor : Yes please. Here is our menu. Would you please choose your menu?
- Customer : I want to taste all of traditional foods here while I'm on holiday. Can you tell me about this \_\_\_\_\_?
- Waitor : It's called Gado-gado. It's Indonesian vegetable salad served with peanut sauce.
- Customer : What are in there?
- Waitor : They are potatoes, bean sprouts, lettuce, cucumber, some tofu, egg and rice cake.
- Customer : Hmmm I never \_\_\_\_\_ it before. What about the \_\_\_\_\_?
- Waitor : The sauce uses peanut, palm sugar, shrimp paste, chili and some other ingredients with water.

### Exercise 16

- Anchor : Excuse me, I'm from Side by Side TV channel. Can I have a few minutes for an \_\_\_\_\_?
- Dancer : Sure, with pleasure!
- Anchor : \_\_\_\_\_! It was quite an achievement!
- Dancer : Thank you very much.
- Anchor : How do you feel about winning this prestigious dance competition?
- Dancer : Wow.....unbelievable! I'm surprised, proud and touched at once.
- Anchor : When was the first you were interested in \_\_\_\_\_?
- Dancer : When I was 5 years old. My mom took me to a live dance show. And I started to love it.
- Anchor : Do you take special \_\_\_\_\_ or do you just do self-learning to sharpen your talent?
- Dancer : Well, I do both of them. I also learn from some prominent dancers.

### Exercise 17

- Arun : Hi look! There are many people over there! What \_\_\_\_\_?!
- Babu : Oh, it seems to be an \_\_\_\_\_! Let's come closer!
- Arun : O my God! It's really a terrible accident. The man is bleeding.
- Babu : I bet there was a nose-to-tail accident, because the front car was seriously damaged and the other car was completely damaged at the back.
- Arun : I think so. Let's give them \_\_\_\_\_.
- Babu : We must take them to the nearest \_\_\_\_\_ right away. Can you call the ambulance for help while I'm handling this man?
- Arun : Okay.
- Babu : Okay. You should call the police officer too.

### Exercise 18

- Venkat : I never see your sister. Where is she?
- Sampath : She got a \_\_\_\_\_ last week and moved to city.
- Venkat : Good then, will you stay with her sometime?
- Sampath : May be just to visit her sometime is okay, but not for a living.
- Venkat : Why don't you enjoy city living?
- Sampath : I don't like pollutions. In the city, there are many pollutions. And there is a very mixed community there. \_\_\_\_\_ are rather selfish.
- Venkat : If you live in the city you will get accustomed to living there. And sooner later, it will be okay living in the city.
- Sampath : Do you \_\_\_\_\_ living in the city?
- Venkat : Yes I do. We can get more job opportunities there, moreover there are various entertainments and facilities there.

### Exercise 19

- Chintu : I heard that you went to a \_\_\_\_\_ several days ago.
- Banti : Yes I did. I caught flu and fever. The doctor gave me antibiotics and some multivitamin tablets and, ... it cost rather \_\_\_\_\_!
- Chintu : It's becoming trend that some doctors are now more business-minded. They choose expensive antibiotics for the \_\_\_\_\_.
- Banti : Is it a must for taking antibiotic just for flu?
- Chintu : If you just suffer flu without having infections, I suggest that you take only pain relievers or drugs to control body \_\_\_\_\_.
- Banti : Is it true that the frequent use of antibiotics to treat infections can result in an increase in antibiotic-resistant bacteria?
- Chintu : Yes, many experts said so.

Exercise 20

- Kitty : Let's enjoy the movie and eat the \_\_\_\_\_.
- Tony : Ups.....I wish I could eat a lot of chocolate.
- Kitty : Why not? Don't think too much, it's free for you!
- Tony : I'm afraid of suffering \_\_\_\_\_.
- Kitty : I see,....but didn't you tell me for having cavity filled just a couple of days ago?
- Tony : I did, but I always have problems with sweet and stuff like that. Perhaps my teeth are very sensitive.
- Kitty : How often do you visit the \_\_\_\_\_?
- Tony : I go to the dentist regularly every 6 months and also when I have toothache.
- Kitty : What did the dentist say about your teeth?
- Tony : She suggested that I use special toothpaste to avoid pain while I was brushing my teeth. She also asked me to \_\_\_\_\_ teeth at least three times a day.

## KEY

## Answers to the comprehension passages

## Prose

## Abraham Lincoln's Letter to His Son's Teacher

- I**
1. the magic of Bapuji's message
  2. men and women, and even little children
  3. fortunate
  4. to respect India's honour is the sacred trust of India
  5. For the desire to hide anything means that you are afraid and fear is a bad thing and unworthy of yours.
- II**
1. No, the capitalist system of society does not foster healthy relations among human beings.
  2. The capitalist system promotes worship of economic power.
  3. The division of human family is done on the basis of economic circumstances.
  4. release
  5. The religion justifies it.

## She Conquered Everest

- I**
1. Everyone advised the parents of Srikanth to get rid of the kid as he was blind.
  2. His goal was to get into the Forbes list of richest persons.
  3. Because he is not permitted to write the Joint Entrance Exam for IIT/ he wanted to find the best opportunity in the world better than IIT.
  4. prohibit, ban, block, disallow
  5. False
- II**
1. his struggle with the dreaded disease, cancer
  2. Arjuna Award
  3. He made India proud by hitting six sixes off an over in 2007.
  4. misfortune/ difficulty/ hardship/ trouble
  5. phenomenal

## Digital Technologies

- I**
1. Pilot project of National Digital Library of India
  2. National digital Library
  3. Hindi and Bengali
  4. exploration
  5. IIT Kharagpur

- II**
  - 1. the ability to locate, organise, understand, evaluate and create information using digital technology
  - 2. e-commerce/ e-governance / e-panchayat / e-learning
  - 3. (a) More than half of India's population lives in cities.
  - 4. inevitability
  - 5. rural areas

### **Disaster Management**

- I**
  - 1. The National Disaster Management Authority has been constituted under the Disaster Management Act 2005.
  - 2. The Prime Minister of India is the chairman of the National Disaster Management Authority.
  - 3. eight members with the status of Ministers of the state
  - 4. Deals with the tasks of capacity development, training and knowledge management.
  - 5. Extensively – adverb.
- II**
  - 1. The two sub- missions of Swachh Bharath Mission are the Swachh Bharat Mission (Gramin) and the Swachh Bharat Mission (Urban).
  - 2. To achieve a Swachh Bharat by 2019, 'Swachhata' (cleanliness) of our motherland as a fitting tribute to Mahatma Gandhi on his 150th birth anniversary.
  - 3. The goal is to achieve the campaign "Swachh Bharat Mission".
  - 4. Liquid x Solid
  - 5. cleanliness

### **What Makes a Nation**

- I**
  - 1. attitude
  - 2. You look for short-comings within yourself.
  - 3. remorseful
  - 4. contagious
  - 5. a) laudatory or positive appreciation
- II**
  - 1. Honesty and integrity.
  - 2. "Winners Never Cheat".
  - 3. Successful, the temporarily successful and those who become and remain successful.
  - 4. True
  - 5. a) honesty and integrity

### **Poetry**

#### **Commonwealth of Bees**

- I**
  - 1. gathering sweet nectar
  - 2. Generally people focus on negative things.

3. being positive /positive attitude
4. persistent
5. pessimistic
- II**
  1. Bees, birds, bats, beetles and butterflies are called pollinators.
  2. a summertime nuisance
  3. 30 percent of world's crops and 90 percent of our wild plants to thrive
  4. global warming/pesticide use/habitat loss
  5. a) drastic fall

### **This is my Prayer to thee**

- I.**
  1. Tagore's religion and life was influenced by the Upanishads and the Bhagavadgita.
  2. At the age of twelve, his father took him to the Himalayas.
  3. Upanishad literally means "sitting close to", and implies listening closely to the mystic doctrines of a guru.
  4. "secret wisdom"
  5. Adjective
- II.**
  1. Education in natural surroundings develops intimacy with the world.
  2. Nature was considered as the manuscript of God.
  3. 'It' refers to 'Education'
  4. spontaneous development and natural growth
  5. The present tense form is 'emphasize'.

### **In 'As I Grew Older'**

- I**
  1. Racial discrimination
  2. A nation of brotherhood or All people would someday be sisters and brothers in a world governed by equality, justice, and peace.
  3. 'I have a dream'.
  4. Dr. Martin Luther King, Jr.
  5. Racist
- II**
  1. The Indian society would outgrow the evil of caste system.
  2. egalitarian society
  3. Inter-dining and inter-marrying
  4. Revised/re-defined
  5. Religious/non-secular



## Body

- I**
  - 1. 'Love as a way of Life'
  - 2. The author describes words as 'bullets or seeds'.
  - 3. If we use our words as seeds with a feeling of supportiveness and sincere good will, we can rebuild a relationship in positive and life-affirming ways.
  - 4. patience
  - 5. candidly
- II**
  - 1. Dharana, Dhyana and Samadhi
  - 2. Mind doesn't waver so much.
  - 3. glass
  - 4. meditate
  - 5. identical

## To a Student

- I**
  - 1. A war with the hydrogen bombs put an end to the human race.
  - 2. the 'general public' have not realised the real impact of a war with atomic bombs.
  - 3. the general public
  - 4. Democratic
  - 5. 25,000 times
- II**
  - 1. The British government took control of the East India Company after a large rebellion in 1857.
  - 2. The word *sepoy* means an Indian soldier in the British army.
  - 3. MangalPandey, played a key role in Sepoy mutiny.
  - 4. Sepoy mutiny brought changes in relations between India and British.
  - 5. 'obey'

## Grammar

### Communication Skills and Study Skills

### Parts of Speech

#### Exercise 1

- |                  |                 |                  |                  |
|------------------|-----------------|------------------|------------------|
| 1. adjective     | 2. noun         | 3. pronoun       | 4. conjunction   |
| 5. pronoun       | 6. adjective    | 7. adjective     | 8. adverb        |
| 9. adverb        | 10. preposition | 11. conjunction  | 12. interjection |
| 13. preposition  | 14. adjective   | 15. interjection | 16. adverb       |
| 17. verb         | 18. verb        | 19. noun         | 20. adjective    |
| 21. conjunction  | 22. noun        | 23. adjective    | 24. conjunction  |
| 25. verb         | 26. adjective   | 27. adverb       | 28. preposition  |
| 29. pronoun      | 30. conjunction | 31. verb         | 32. adjective    |
| 33. interjection | 34. preposition | 35. adverb       | 36. noun         |
| 37. verb         | 38. verb        | 39. conjunction  | 40. preposition  |

### Articles

#### Exercise 1

- |         |                |                |         |         |                |         |
|---------|----------------|----------------|---------|---------|----------------|---------|
| 1. the  | 2. a           | 3. a           | 4. an   | 5. a    | 6. the         | 7. a    |
| 8. the  | 9. the         | 10. the        | 11. the | 12. the | 13. the        | 14. the |
| 15. the | 16. The        | 17. The        | 18. the | 19. the | 20. No article | 21. the |
| 22. the | 23. the        | 24. the        | 25. the | 26. the | 27. the        | 28. the |
| 29. the | 30. No article | 31. the        | 32. the | 33. an  | 34. the        | 35. the |
| 36. the | 37. No article | 38. No article | 39. the | 40. the |                |         |

### Prepositions

- |    |           |           |             |        |           |             |             |
|----|-----------|-----------|-------------|--------|-----------|-------------|-------------|
| I  | 1. of     | 2. to     | 3. with     | 4. at  | 5. from   | 6. at       | 7. in       |
|    | 8. for    | 9. on     | 10. during  | 11. in | 12. since | 13. on      | 14. for     |
|    | 15. in    | 16. until | 17. for     | 18. of | 19. with  | 20. between |             |
|    | 21. about | 22. for   | 23. against | 24. by | 25. from  | 26. for     | 27. through |
|    | 28. into  | 29. since | 30. beside  |        |           |             |             |
| II | 1. up     | 2. into   | 3. in       | 4. to  | 5. across | 6. with     | 7. on       |
|    | 8. of     | 9. with   | 10. on      | 11. in | 12. from  | 13. to      | 14. to      |
|    | 15. in    | 16. from  | 17. after   | 18. to | 19. with  | 20. about   |             |

- III 1. for 2. since 3. between 4. about 5. by 6. to 7. with  
 8. of 9. with 10. to 11. on 12. on 13. On  
 14. off 15. for 16. after 17. with 18. up 19. up  
 20. during

## Tenses

### Exercise 1

- |                  |                     |                 |                          |
|------------------|---------------------|-----------------|--------------------------|
| 1. saw           | 2. were playing     | 3. drinks       | 4. is jumping/has jumped |
| 5. has completed | 6. is               | 7. exercise     | 8. was playing           |
| 9. costed/cost   | 10. went            | 11. will be     | 12. wants                |
| 13. will arrive  | 14. has been living | 15. will arrive | 16. washes               |
| 17. was looking  | 18. is eating       | 19. will be     | 20. bought               |

### Exercise 2

- |  |                 |                   |                      |
|--|-----------------|-------------------|----------------------|
| 1. were                                      | 2. watches      | 3. will win       | 4. will – be playing |
| 5. cries/ has been crying/ was crying/ cried | 6. was trying   | 7. had never been |                      |
| 8. worked                                    | 9. will have    | 10. is coming     | 11. has been playing |
| 12. met                                      | 13. washes      | 14. killed        | 15. feed             |
| 16. have seen                                | 17. am studying | 18. is            | 19. blows            |
| 20. were playing                             |                 |                   |                      |

### Exercise 3

- |                    |               |          |              |
|--------------------|---------------|----------|--------------|
| 1. will be         | 2. will come  | 3. got   | 4. have seen |
| 5. was moving      | 6. will drive | 7. watch | 8. did       |
| 9. will have taken | 10. go        |          |              |

## Modal Auxiliaries

### Exercise 1

- |        |      |       |       |       |       |       |
|--------|------|-------|-------|-------|-------|-------|
| 1. b   | 2. b | 3. c  | 4. b  | 5. b  | 6. a  | 7. a  |
| 8. b   | 9. b | 10. b | 11. b | 12. a | 13. b | 14. b |
| 15. a. |      |       |       |       |       |       |

### Exercise 2

- |             |          |           |          |
|-------------|----------|-----------|----------|
| 1. can, may | 2. can   | 3. could  | 4. could |
| 5. could    | 6. must  | 7. should | 8. shall |
| 9. would    | 10. must |           |          |

**Exercise 3**

Complete the short dialogues with the words in the box.

Rita : Hi, Mani! What's wrong? You look dull.

Mani : I'm being bullied at school. What \_\_should\_\_ I do?

Rani : You \_\_ought\_\_ go and tell a teacher.

Mani : But what if the boy finds out?

Rita : You \_\_shouldn't\_\_ worry about that. You need to give a complaint.

**Exercise 4**

- a) (4)                      b) (5)                      c) (3)                      d) (2)                      e) (1)

**Concord: Agreement of subject and verb****Exercise 1**

- |         |          |            |            |           |
|---------|----------|------------|------------|-----------|
| 1. is   | 2. needs | 3. is      | 4. seems   | 5. has    |
| 6. is   | 7. is    | 8. greets  | 9. debates | 10. knows |
| 11. is  | 12. is   | 13. want   | 14. is     | 15. lives |
| 16. are | 17. is   | 18. are    | 19. are    | 20. is    |
| 21. has | 22. are  | 23. belong | 24. was    | 25. was   |

**Exercise 2**

- |              |        |             |          |           |
|--------------|--------|-------------|----------|-----------|
| 1. gives     | 2. is  | 3. is       | 4. is    | 5. was    |
| 6. has       | 7. is  | 8. has      | 9. isn't | 10. takes |
| 11. delivers | 12. is | 13. doesn't | 14. is   | 15. likes |
| 16. varies   | 17. is | 18. is      | 19. are  | 20. was   |
| 21. are      | 22. is | 23. live    | 24. is   | 25. likes |

**Voice****Exercise 1**

i)

- Air coolers are repaired by Kiran.
- Books are written by Sai
- French is taught to us by Alex. (or) We are taught French by Alex.
- Good books are expected by us.
- Toys are told by us.

ii)

- A prayer song is being sung by Kriti.
- Food is being eaten by the boys.

3. The flute is being played by Rajani.
4. The plants are being watered by Sankar and Narayana.
5. Milk is being drunk by Kamala.

**iii)**

1. The window has been broken by the children.
2. A gift has been given to me by Rajitha. (or) I have been given a gift by Rajitha.
3. These doors have been painted by Sruthi.
4. Many books have been written by Chetan Bhagat.
5. Cricket has been played by me.

**iv)**

1. The cat was killed by the dog.
2. Some pictures were taken by Vamsi.
3. She was appreciated by her teacher.
4. The toy was broken by Suresh.
5. Three houses were built by Habeeb.

**v)**

1. A buffalo was being chased by the tiger.
2. A letter was being written to the headmaster by Renuka. (or)  
The headmaster was being written a letter by Renuka.
3. A poem was being taught by the teacher.
4. Tables were being made by the carpenters.
5. An apple was being eaten by Yashwanth.

**vi)**

1. Many snakes had been caught by him.
2. Many tigers had been killed by the hunter.
3. The home work had been finished by us.
4. They had been arrested by the police.
5. The letter had been sent by Indrani.

**vii)**

1. The movie test will be watched tomorrow by Lalitha.
2. You will be punished by the teacher.
3. The instructions will be given to you by the tutors. (or) You will be given the instructions by the tutors.
4. The work will be finished in a couple of years by him.
5. Your problem will be looked into by Ramesh.

viii)

1. His homework will have been finished by him by the time you wake up.
2. The work will have been completed by tomorrow by her.
3. The saplings will have been planted by them in the fields by the time we return.
4. The building will have been constructed by next year by us.
5. A few books on this subject will have been written by next year by me.

ix)

1. Is Tennis played by her?
2. Have you been invited to lunch by her?
3. Where was the pencil found by him?
4. Can this drum be lifted by him?
5. By whom was the National Anthem written?

x) **Imperative sentences**

1. Let the physically challenged people be helped
2. Let the work be finished by them now.
3. Let the windows be shut at once.
4. You are requested to grant her one month leave.
5. Let them be told to stay here.

## Exercise II

1. He was elected the/our captain by us.
2. A book was given to him by her. He was given a book by her.
3. The bulb was invented by Thomas Alva Edison.
4. The house was locked by them.
5. A dance programme is being given by her.
6. By whom was this novel written?
7. English is spoken by many people.
8. When will the work be completed by her?
9. Can the picture be drawn by him?
10. Your medicines must be taken regularly.
11. Coffee is being made by her.
12. The movie has been watched by them.
13. The bill has been paid by me.
14. The home loan was sanctioned by the Bank manager.
15. Let the wall be built.
16. The biometric attendance system has been introduced in Government offices by the government.

17. You are requested to help old people.
18. The floor is being cleaned by mother.
19. The film 'Bahubali' was directed by S.S. Rajamouli.
20. Why has a new pen been bought by her?

### Exercise II

- |                    |                 |
|--------------------|-----------------|
| 1. was declared.   | 2. was sipped.  |
| 3. are requested.  | 4. was written. |
| 5. will be helped. |                 |

### Exercise III

1. The bridge is being constructed now.
2. Urdu is spoken by many people.
3. Orange trees are being grown by them.
4. A kite has been made by me.
5. Tea will be prepared by my mother.
6. The ball was thrown by Sourab.
7. The movie was seen by them.
8. A mango is being eaten by me.
9. An old man was run over by a truck.
10. The plants are being watered by her.

### Direct and Indirect Speech

#### Exercise 1

1. The Teacher says, "You are a good girl."
2. Rakesh said, "The earth moves round the sun".
3. My mother asked me, "Where are you going?"
4. Darcy asked Elizabeth, "Can you dance with me or not?"
5. Meena asked me, "Can you carry the bag?"
6. Leslie said to me, "Please, help me."
7. Doctor said to Chanti, "Avoid unhealthy food."
8. Bella said, "Wow! What a wonderful flower it is."
9. Amar said, "Good bye friends."
10. Sneha said, "Good morning, Mom!"

#### Exercise 2

1. The manager called one of the employees into his office and announced that he had decided to make jagan the plant manager.

The worker, jagan, maked him and asked him what he had to go to the manager replied that he had to just water the plants every day. The boss questioned the man as to why he was late. The man replied that he had overslept. The boss exclaimed if the man slept at home as well.

### Exercise 3

1. The traveler asked me whether I could tell him the way to the railway station.
2. Ramu requested Reventh not to go there.
3. He said that he had acted foolishly.
4. My sister asked me if I would like to see her progress report, which she had just received.
5. Suman asked Seetha when she had arrived.
6. The villager told the stranger not to go out too far in the jungle.
7. The teacher told me that he wanted to talk to me about my son's progress.
8. Seema exclaimed that it was a wonderful news.
9. Meera told me that I was late and she had been waiting for me can since 3 O' Clock.
10. She ordered him to shut the door after he left.

### Exercise 4

1. Johnny said that he liked that village.
2. Kavya asked Suresh if he liked Chinese dishes.
3. Naveen said that he could not drive a car.
4. Mom asked me to be nice to my sistrter.
5. Hema urged me not to be ridiculous.
6. The teacher told the students not to waste their time.
7. Calvin asked Wilbur what he had decided to do with that project.
8. Mom said that she always stayed up late.
9. The professor advised the students that they should revise their syllabus.
10. Mom wanted to know where I had been till then.

## Degrees of Comparison

### Exercise I

1. a. The Hindu is more leading than most other newspapers in India (C.D)  
b. Very few newspapers in India are as leading as the Hindu. (P.D)
2. a. Gold is not as/so liquid as money. (P.D)
3. a. Few other Romantic writers died as young as Keats.(P.D)  
b. Keats died one of the youngest of Romantic writers. (S.D)
4. a. I do not sing so well as you. (P.D)
5. Passenger trains do not travel so/as fast as Express trains. (P.D)
6. a. Shakespeare is greater than any other dramatist. (C.D)  
b. No other dramatist is as great as Shakespeare. (P.D)



7. a. Nothing flies as/so fast as time. (P.D)  
b. Time flies the fastest of all things.
8. a. Indian civilization is older than most other ones in the world. (C.D)  
b. Very few civilizations in the world are as old as Indian civilization. (P.D)
9. a. Lead is heavier than any other metal. (C.D)  
b. Lead is the heaviest metal. (S.D)
10. a. Ghantasala was more popular than most other singers. (C.D)  
b. Ghantasala was one of the most popular singers. (S.D)
11. a. Honour is not as little important as life to a soldier. (P.D)
12. a. Copper is better than any other conductor. (C.D)  
b. No other conduct or is as /so good as copper. (P.D)
13. a. You are better than I at chess. (C.D)
14. a. Nights do not seem as long in summer as they are in winter. (P.D)
15. a. Abdul Kalam is greater than most other visionaries of India. (C.D)  
b. Few other/Very few visionaries of India are as/so great as Abdul Kalam. (P.D)
16. a. Life is not so long as art. (P.D)
17. a. She did not speak so well as she wrote. (P.D)
18. a. Indus Valley Civilization is better than most other civilizations in the world. (C.D)  
b. Few other/Very few civilizations in the world are so/as good as Indus Valley Civilization. (P.D)
19. a. Duryodhana was stronger than any other Kaurava. (C.D)  
b. Duryodhana was the strongest of all the Kauravas. (S.D)
20. a. Practising is better than other ways to master grammar (C.D)  
b. No other way is as good as practice to master grammar (C.D)

### Clause analysis and synthesis of sentences

- I 1. Seeing the tiger, he ran away.
2. Having lost my purse, I went home.
3. She walked out smiling.
4. Sitting at the window, the man was counting money.
5. Being tired, the shepherd went home.
6. He entered the room singing a song.
7. Being dissatisfied, she resigned the job.
8. Not knowing what to do, I called the doctor.
9. Having finished cooking, she kept the dishes on the table.
10. Hearing a cry, he rushed into the room.

- II
1. She is too little to go to school.
  2. This coffee is too hot to drink.
  3. I am too sleepy to open my eyes.
  4. This question is too difficult to answer.
  5. My uncle is too poor to buy this shirt.
  6. This box is too heavy for her to lift it.
  7. He is too proud to ask for help.
  8. His grades are too low to secure admission.
  9. This problem is too complex to be solved easily.
  10. This officer is too honest to take a bribe.
- III
1. You must work hard to get first class.
  2. The woman was very generous become popular.
  3. Sunny went to Canada to pursue some a good job.
  4. I have some responsibilities to perform.
  5. She is preparing sincerely to get the job.
- IV
1. Vijay painted the scenery with oil paints.
  2. Unexpectedly Nidhi was not selected.
  3. Sonu bought a black car.
  4. The principal delivered an inspiring speech.
  5. Latha foolishly accepted to write a story.
  6. Preethi bought a beautiful farm house.
  7. Jaya earns a lot by acting in movies.
  8. Khaddar will be felicitated for getting the a state a award.
  9. The minister surprisingly visited the school.
  10. Inspite of her sickness he passed the exam.
- V
1. The thief saw the police and ran away.
  2. I was sick yet I attended the college day.
  3. He is not only a director but also a dancer.
  4. Nidhi is rich yet she is not contended.
  5. She invited me to her party to right however, I already made other plans.
  6. He is harsh but he is honest.
  7. She secured a job still she is preparing for competitive exams.
  8. Prasad is honest but he is not friendly.
  9. My father is a busy man yet he helps my mother.
  10. Madhavi is not only a good teacher but also a mother.

- VI
1. Though she is highly qualified she has no confidence.
  2. Although we lost the match we all enjoyed the trip.
  3. As you did not work hard, you may not get first class.
  4. He has not written to me since last year.
  5. Since it is raining we cannot go out for shopping.
  6. I did not attend the party because I was not invited.
  7. If you work hard you will get first class.
  8. Unless you work hard, you will fail.
  9. Unless you hire a taxi you will miss the train.
  10. I could get through the interview because I practised well.
- VII
1. He is neither honest nor punctual.
  2. She can neither speak nor write English.
  3. Neither Tony nor Tom passed the test.
  4. We can either go to a movie or stay at home and watch TV.
  5. My English is not good so I am doing an online course.
  6. Prashanth loves music therefore his sister presented him a guitar.
  7. The weather was much better this year hence the orange crop is larger.
  8. We must hurry up or else we will be late for the movie.
  9. I must reach home before 7 'O' clock or else my mother will get angry.
  10. I am tired so I want to go to bed early.
- VIII
1. As it was cloudy, I went out with an umbrella.
  2. Jhansi is not only a queen but also a good archer.
  3. Although she was tired, she continued to stitch the dress for me.
  4. He came to the hotel however he did not eat anything.
  5. That lady is too old to walk quickly.
  6. Seeing the principal, he started studying.
  7. I have appointed an attendant to look after my grandfather.
  8. She is so short that she cannot pluck the fruit.
  9. We must make it fast or else the class will begin.
  10. My task is over so I want to go to a movie.
  11. The boss fired the manager for his dishonesty.
  12. I have seen fresh apples and I bought them.
  13. That man, who is in white shirt is my father.
  14. Shelly played so cleverly that Reeta could not beat him.
  15. He is either a fool or a madman to accept this task.

16. Sheela neither spent her money nor invested it.
17. Unless you walk quickly you will miss the train.
18. If you practice your dance, you will get the prize.
19. If you do not work hard, you will fail.
20. My father is not only educated, but also a good business man.
21. Hearing the news, he ran with joy.
22. Although the teacher took a lot of interest on him, he failed in the exam.
23. The cow saw the calf and she ran towards the calf.
24. He is a good doctor but he takes more fees.
25. She is not only intelligent but also industrious.

### Question Tags

#### Exercise 1

1. Tigers are ferocious animals, aren't they?
2. There haven't been any showers this monsoon, have there?
3. You have two cars, haven't you?
4. We mustn't forget to pay taxes, must we?
5. Few athletes have got sponsors in A.P, have they?
6. A few tennis players could get sponsors in A.P, could n't they?
7. You needn't leave early, need you?
8. You can make quick money in business if you have capital, can't you?
9. Noone should drive on the right side of the road, should they?
10. The fishermen need new nets this season, needn't they?

### II Exercise 2

- |                   |                         |                       |                     |
|-------------------|-------------------------|-----------------------|---------------------|
| 1. <u>go</u>      | 2. <u>look</u>          | 3. <u>have waited</u> | 4. <u>needs</u>     |
| 5. <u>strikes</u> | 6. <u>are rising</u>    | 7. <u>are talking</u> | 8. <u>discussed</u> |
| 9. <u>admire</u>  | 10. <u>was arrested</u> | 11. <u>slept</u>      | 12. <u>quiet</u>    |

#### Exercise 3

- |          |          |           |          |          |          |          |
|----------|----------|-----------|----------|----------|----------|----------|
| 1. ( f ) | 2. ( e ) | 3. ( i )  | 4. ( g ) | 5. ( b ) | 6. ( d ) | 7. ( j ) |
| 8. ( a ) | 9. ( c ) | 10. ( h ) |          |          |          |          |

#### Exercise 4

- |                  |                    |                  |                  |
|------------------|--------------------|------------------|------------------|
| 1. isn't it?     | 2. haven't you?    | 3. can't we?     | 4. doesn't she?  |
| 5. didn't she?   | 6. isn't it?       | 7. aren't they?  | 8. wasn't that?  |
| 9. aren't I?     | 10. couldn't they? | 11. have you?    | 12. have we?     |
| 13. mustn't you? | 14. shall we?      | 15. can they?    | 16. wasn't that? |
| 17. is she?      | 18. won't she?     | 19. doesn't she? | 20. didn't they? |
| 21. will you?    | 22. should he?     | 23. will you?    | 24. shall we?    |
| 25. are there?   | 26. isn't this?    | 27. doesn't he?  | 28. doesn't she? |
| 29. will you?    | 30. don't they?    |                  |                  |

## Phrasal Verbs

- |                |              |            |            |               |
|----------------|--------------|------------|------------|---------------|
| 1. acts on     | 2. called on | 3. put off | 4. give in | 5. deals with |
| 6. come across | 7. show up   | 8. lift up | 9. made up | 10. took off  |

## Correction of Sentences

1. One of my uncles works at the Rainbow Cafe.
2. Every one of the workers receives the same benefits.
3. A catalog of courses and requirements often confuses students.
4. Here are the book and the workbook that you will need for this course.
5. Each of the students is studying for the test.
6. Neither of my daughters looks like me.
7. Computers, film and television influence the attention span of adolescents.
8. A small group of birds is flying in the sky.
9. Idli and sambar is my favourite dish for breakfast.
10. All applications for the job have been received.
11. The furniture of this room is made of teak.
12. We should not make a noise.
13. Do you sell eggs by kilo or by the dozen?
14. Iron is a useful metal.
15. Last Sunday my brother took me to a good restaurant.
16. There is an institution for the blind in the city.
17. Sirichandana goes to the temple in the mornings.
18. He is busy at work and won't be home before 10.30.
19. Kashyap gave the beggar a one rupee coin.
20. The cow is a useful animal.
21. His name is in the middle of the list.
22. He is independent of his parents.
23. She has been absent for three days.
24. This chair is quite cheap for Rs. 150.
25. Gautham gave me a chair to sit on.
26. We do not sell things on credit.
27. He went to work despite his illness.
28. You should tell me what happened there exactly.
29. Giridhar agreed on going to Delhi and stay there for two months.
30. This is a comfortable house to live in.
31. We were not allowed to enter the house.
32. See you next Friday.

33. Sanjana is going home.
34. Don't ask me for money.
35. I decided to quit my job a week ago.
36. I am tired as I have been working since 7 o' clock in the morning.
37. Jeans were not permitted in our college.
38. Sheela asked her teacher to explain the chapter once again.
39. You should avoid making such silly mistakes.
40. Other people's lives always seem more interesting than one's own.
41. The earth moves round the sun.
42. Karthik goes for a walk every day.
43. Look! Somebody is knocking at the door.
44. I saw that man yesterday.
45. I hear a cry.
46. Mother loves her daughter.
47. John understands your problems.
48. He remembers my address.
49. This house belongs to my uncle.
50. I own a car.
51. Walking is good for both health and recreation.
52. I will call you when dinner is ready.
53. Everyone should respect one's teacher..
54. Yesterday, I saw our principal in the theatre.
55. I have been working in this office since 2010
56. Don't disturb me. I am doing my homework now.
57. She has been teaching since 2001.
58. They have been playing for four hours.
59. How long have been waiting here?
60. Let him and me do it together.
61. Somebody has eaten my biscuits; the tin is empty.
62. When I was watching TV, the phone rang.
63. The train had left when I reached the station.
64. Swetha's house is beside the parlour.
65. It being a hot day, we ate ice-cream.
66. This restaurant is better than the other.
67. Nayudu is faster than anyone else in the team.
68. David is the cleverest boy in the class.
69. He is worse than I.
70. The apple is sweeter than the pear.
71. No other dramatist is as great as Shakeapeare.

72. Seetha said that she was very busy then.
73. Rahul asked his mother to give him a cup of coffee.
74. Mary asked Meena where she was going.
75. David said that he wanted to meet my parents.
76. Kiran said that he had eaten two eggs.
77. Princy said, "I am buying a laptop today."
78. It is a four-hour journey.
79. You're from England, aren't you?
80. Tonight I'm going to the pub.
81. Let me explain to you something.
82. Let me give you some advice.
83. The police officers need some information.
84. I don't know what this word means.
85. Can you tell me where the station is?
86. I bought for myself an iPod.
87. You are the same as me.
88. Please, look up the word in the dictionary.
89. My grandmother is looking after my children.
90. Why are you angry with me?
91. I like ice-cream very much.
92. She is successful.
93. How many children do you have?
94. Madhu and I live here.
95. There are fewer students in the class.
96. She tried to finish the book quickly before she left.
97. We enjoyed ourselves at the party.
98. One should love one's own country.
99. They are wiser than I.
100. I can speak English well.

### Word Power

- |       |      |      |      |      |      |      |
|-------|------|------|------|------|------|------|
| I.    | 1) f | 2) d | 3) g | 4) a | 5) e | 6) h |
| II.   | 1) d | 2) e | 3) f | 4) a | 5) b | 6) g |
| III.  | 1) e | 2) b | 3) a | 4) h | 5) c | 6) f |
| IV.   | 1) c | 2) d | 3) h | 4) b | 5) e | 6) a |
| V.    | 1) d | 2) e | 3) a | 4) c | 5) f | 6) b |
| VI.   | 1) f | 2) e | 3) b | 4) a | 5) d | 6) g |
| VII.  | 1) d | 2) a | 3) e | 4) f | 5) c | 6) b |
| VIII. | 1) d | 2) e | 3) b | 4) f | 5) a | 6) c |

## English

- IX. 1) e    2) g    3) f    4) c    5) b    6) a  
 X. 1) f    2) g    3) h    4) e    5) a    6) b  
 XI. 1) f    2) c    3) d    4) a    5) e    6) g  
 XII. 1) b    2) d    3) f    4) h    5) a    6) c

## Introductions to Sounds

### Exercise 1: Phonetic transcription

- |                 |                |                |                   |
|-----------------|----------------|----------------|-------------------|
| 1. amputate     | 2. vestige     | 3. affordable  | 4. aesthetic      |
| 5. innovation   | 6. education   | 7. logistics   | 8. character      |
| 9. order        | 10. magistrate | 11. abroad     | 12. citizen       |
| 13. consent     | 14. purpose    | 15. mechanic   | 16. concentration |
| 17. eloquent    | 18. acclaim    | 19. conceive   | 20. civil         |
| 21. chance      | 22. tradition  | 23. dream      | 24. bright        |
| 25. shadow      | 26. dark       | 27. vanity     | 28. dynamic       |
| 29. emission    | 30. harmony    | 31. mangled    | 32. conquer       |
| 33. dangerous   | 34. education  | 35. historical | 36. population    |
| 37. fear        | 38. human      | 39. blood      | 40. student       |
| 41. important   | 42. leadership | 43. difficulty | 44. happiness     |
| 45. feeling     | 46. knowledge  | 47. society    | 48. shelter       |
| 49. modern      | 50. mobile     | 51. digital    | 52. agreement     |
| 53. accident    | 54. enrich     | 55. neighbour  | 56. child         |
| 57. information | 58. customer   | 59. father     | 60. medicine      |

### Silent Letters

- |       |       |        |       |       |             |        |       |
|-------|-------|--------|-------|-------|-------------|--------|-------|
| 1. r  | 2. w  | 3. gh  | 4. r  | 5. r  | 6. b        | 7. c   | 8. w  |
| 9. P  | 10. b | 11. t  | 12. g | 13. t | 14. k       | 15. r  | 16. c |
| 17. w | 18. r | 19. w  | 20. u | 21. r | 22. r       | 23. gh | 24. c |
| 25. s | 26. r | 27. w  | 28. l | 29. r | 30. k, g, h | 31. r  | 32. r |
| 33. r | 34. t | 35. g  | 36. l | 37. h | 38. h       | 39. b  | 40. l |
| 41. t | 42. p | 43. gh | 44. r | 45. t | 46. gh      | 47. gh | 48. r |
| 49. c | 50. c | 51. gh | 52. t | 53. r | 54. g       | 55. r  | 56. r |
| 57. t | 58. r | 59. w  | 60. t |       |             |        |       |

### Words with odd sound

- |            |                |          |            |
|------------|----------------|----------|------------|
| 1. mood    | 2. fill        | 3. baby  | 4. move    |
| 5. gem     | 6. character   | 7. think | 8. door    |
| 9. silk    | 10. call       | 11. unit | 12. ice    |
| 13. tray   | 14. pin        | 15. one  | 16. drag   |
| 17. beggar | 18. psychology | 19. food | 20. cinema |
| 21. lost   | 22. foot       | 23. home | 24. own    |



- |             |              |                |             |
|-------------|--------------|----------------|-------------|
| 25. arm     | 26. station  | 27. hide       | 28. music   |
| 29. lead    | 30. fold     | 31. author     | 32. clone   |
| 33. cough   | 34. location | 35. chloroform | 36. shop    |
| 37. deer    | 38. learn    | 39. gentle     | 40. good    |
| 41. choir   | 42. rather   | 43. penguin    | 44. celery  |
| 45. cell    | 46. cow      | 47. pain       | 48. turn    |
| 49. truth   | 50. limit    | 51. boy        | 52. study   |
| 53. leisure | 54. gather   | 55. to         | 56. eat     |
| 57. east    | 58. guest    | 59. voltage    | 60. sing    |
| 61. xerox   | 62. olive    | 63. litre      | 64. bass    |
| 65. drone   | 66. cover    | 67. unicorn    | 68. ulcer   |
| 69. twenty  | 70. two      | 71. watch      | 72. mute    |
| 73. loud    | 74. destroy  | 75. island     | 76. they    |
| 77. odd     | 78. psalm    | 79. phone      | 80. end     |
| 81. rosy    | 82. common   | 83. tiny       | 84. dark    |
| 85. earth   | 86. very     | 87. tray       | 88. gymnast |
| 89. open    | 90. ship     | 91. nature     | 92. bet     |
| 93. site    | 94. pile     | 95. danger     | 96. basic   |
| 97. juice   | 98. huge     | 99. king       | 100. shoe   |

### The Syllable

- |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| 1. two syllables    | 2. one syllable     | 3. three syllables  | 4. five syllables   |
| 5. four syllables   | 6. two syllables    | 7. three syllables  | 8. two syllables    |
| 9. one syllable     | 10. four syllables  | 11. two syllables   | 12. two syllables   |
| 13. one syllable    | 14. one syllable    | 15. one syllable    | 16. one syllable    |
| 17. three syllables | 18. one syllable    | 19. three syllables | 20. two syllables   |
| 21. three syllables | 22. one syllable    | 23. three syllables | 24. one syllable    |
| 25. one syllable    | 26. two syllables   | 27. two syllables   | 28. three syllables |
| 29. four syllables  | 30. one syllable    | 31. three syllables | 32. two syllables   |
| 33. four syllables  | 34. four syllables  | 35. one syllable    | 36. two syllables   |
| 37. five syllables  | 38. three syllables | 39. five syllables  | 40. six syllables   |
| 41. one syllable    | 42. two syllables   | 43. two syllables   | 44. three syllables |
| 45. three syllables | 46. three syllables | 47. one syllable    | 48. two syllables   |
| 49. three syllables | 50. three syllables | 51. two syllables   | 52. four syllables  |
| 53. four syllables  | 54. two syllables   | 55. three syllables | 56. four syllables  |
| 57. four syllables  | 58. five syllables  | 59. four syllables  | 60. two syllables   |
| 61. three syllables | 62. three syllables | 63. three syllables | 64. two syllables   |
| 65. five syllables  | 66. three syllables | 67. two syllables   | 68. one syllable    |
| 69. four syllables  | 70. two syllables   | 71. one syllable    | 72. two syllables   |
| 73. three syllables | 74. one syllable    | 75. two syllables   | 76. four syllables  |

## English

- |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| 77. three syllables | 78. two syllables   | 79. three syllables | 80. two syllables   |
| 81. two syllables   | 82. three syllables | 83. four syllables  | 84. three syllables |
| 85. one syllable    | 86. three syllables | 87. three syllables | 88. two syllables   |
| 89. five syllables  | 90. two syllables   | 91. three syllables | 92. two syllables   |
| 93. two syllables   | 94. three syllables | 95. one syllable    | 96. three syllables |
| 97. four syllables  | 98. two syllables   | 99. four syllables  | 100. two syllables  |

## MODEL QUESTION PAPER

### Part-I

[Time : 3 Hours]

English paper I

Max Marks: 100

### SECTION – A

- I. Annotate ANY TWO of the following in 10-15 lines each:  $2 \times 4 = 8$
- a) Mother India wants hard-working good boys and good girls....
  - b) Some modern technologies like Automated Teller Machines (ATM), automatic cheque clearing systems, telephonic banking, credit cards, and electronic fund transfers are being introduced in a small way and will be prevalent in most of the banks in the coming years.
  - c) Teach him to learn how to gracefully lose, and enjoy winning when he does win.
  - d) She hung up her boots for a while and although she was a law graduate, she was facing the brunt of unemployment.
- II. Annotate ANY TWO of the following in 10-15 lines each:  $2 \times 4 = 8$
- a) Give me the strength to raise my mind  
high above daily trifles.
  - b) The poor mechanic porters crowding in  
Their heavy burdens at his narrow gate
  - c) My body fertilizes like a field,  
becomes a fundamental element.
  - d) It was a long time ago.  
I have almost forgotten my dream.  
.....in front of me/Bright like a sun  
-My dream.
- III. Answer ANY TWO of the following in 10-15 lines each:  $2 \times 4 = 8$
- a) Did Arunima lose hope while she was on the hospital bed? What made her take such a tough decision of climbing a mountain with an amputated leg?
  - b) What should the teacher do to help the child tackle good and evil in the world?
  - c) How do you define disaster management. Name some natural disasters.
  - d) "Citizens of character are future of the nation." Support your answer with the views of Rajaji.

- IV. Answer ANY TWO of the following in 10-15 lines each:  $2 \times 4=8$
- Why does the poet call the body 'a breathing corpse'?
  - What are Tagore's views on equanimity?
  - According to Shakespeare, what are the lessons that human beings must learn from honey-bees?
  - Why does the poet, Kamala Wijeratne, want us to make a medicine with herbs to cure mass lunacy?
- V. Answer ANY ONE of the questions in about 25 – 30 lines.  $1 \times 8=8$
- Draw a contrast between the characters of Gangu and the narrator.
  - How did people in the olden days show concern for social values? Explain in the light of the short story "Will he Come Home?"
  - How is "The Last Leaf" by O. Henry a story of hope, friendship and sacrifice?

### SECTION –B

- VI. Read the following passage carefully and answer the questions that follow:  $5 \times 1=5$
- Internet can be compared to a big city full of attractions and diversions. But like a big city, the internet has its dark byways and risky neighbourhoods. You need to know how to skirt round them – especially if there are young people in your household. **If you use a public computer to log onto webmail, a shopping site, or any website that requires you to log in,** make absolutely certain that you log out again once you have finished; don't just close the window. Staying logged in is like leaving your front door ajar: someone could happen by and gain access. If you have teenagers in your house, tell them to take care over what they post on social networks. Say: would you be happy for me, or a teacher or your grandmother to see what you are saying? If not, then don't post it. The same goes for you: avoid getting into online arguments (flame wars, as they are known) on social media sites.
- What is the meaning of 'skirt around'? (Choose the best answer.)
    - to wear a skirt and move around
    - to move around and avoid someone or something
    - to buy skirts on internet
  - Find the word from the passage that is a synonym of 'unshut'.
  - What is internet compared to?
  - Who are warned to be careful with internet in the above passage?
  - What are flame wars?

VII. Read the following passage carefully and answer the questions that follow:  $5 \times 1 = 5$

Anything worth having doesn't come easy. When it comes to money, one can either be born with a silver spoon in one's mouth or work to get rich. Since not everyone can be born rich, most rely on their jobs to get them to the top of the monetary ladder.

It is not easy to secure a high-paying job. Such posts require in depth knowledge and proper qualifications from good institutes. Management professionals are the highest paid in India. They are the soul of any organisation. Their role is to manage a particular set of tasks for the organisation. This involves a lot of hard work at the entry level. Once this level is crossed there is no turning back. Professionals at the higher levels can demand large amounts.

1. What is the meaning of 'born with a silver spoon in one's mouth'?
2. What are the requirements to secure a high-paying job?
3. State true or false: Anything worthy comes easily.
4. What is the task of management professionals?
5. Who are the soul of any organization?

### SECTION -C

**Note:** The answers to questions in this section should be written at ONE PLACE in the answer book separately. The entire section should be answered in one stretch and not mixed with other sections.

VIII. Fill in the blanks with 'a', 'an' or 'the':  $6 \times \frac{1}{2} = 3$

- a. Here's an accident! Someone call — police.
- b. 'What is that noise?' 'I think it is — airplane.'
- c. Life would be much less stressful without — mobile phone.
- d. What — amazing view!
- e. The helicopter landed on — roof of a building.
- f. I watched — video you had sent me.

IX. Fill in the banks with suitable prepositions:  $6 \times \frac{1}{2} = 3$

- a. In most countries, children join the primary school — the age of six.
- b. He studied hard so he succeeded — getting a high score in test.
- c. Nice — meet you.
- d. Don't be late — college.
- e. Have you got a piece — paper?
- f. The plane was not allowed to take — because of bad weather conditions.

- X. Fill in the blanks with suitable forms of the verbs given in the brackets:  $5 \times 1=5$
- The box — so heavy that I could not lift it. (be)
  - One of my friends — to Zambia recently. (go)
  - My sister — as a pilot. (work)
  - Where — the sun rise? (do)
  - She proposed to — me at the airport. (meet)
- XI. Rewrite the sentences as directed:  $5 \times 1=5$
- I served dinner to my guests. (Change the voice.)
  - Praneeta said, "My parents live with me." (Change into indirect speech.)
  - Raju is the tallest boy in the class. (Rewrite using 'tall'.)
  - I missed the train. I could not attend my friend's marriage. (Combine the sentences using 'because'.)
  - I am your best friend. (Add a question tag.)
- XII. Rewrite the following sentences correcting the underlined part.  $5 \times 1=5$   
The entire sentence must be written.
- I liked the advices you gave me for preparation.
  - He is believing in God.
  - If I was you I wouldn't do that.
  - Rama and Uma shared the sweets among them.
  - Dheeraj does not has enough money to buy that book.
- XIII. Use ANY THREE of the following phrasal verbs in your own sentences:  $3 \times 1=3$
- |               |               |
|---------------|---------------|
| a. look after | b. break down |
| c. carry on   | d. deal with  |
| e. take up    | f. fall in    |
- XIV. Identify the silent consonants in the following words:  $6 \times \frac{1}{2}=3$
- |            |              |
|------------|--------------|
| a. muscle  | b. subtle    |
| c. pledge  | d. foreign   |
| e. whether | f. Christmas |
- XV. Identify the parts of speech of the underlined words:  $6 \times \frac{1}{2}=3$
- She often shops on the weekend.
  - I heard this dialogue in a recent movie.
  - He came sharply at eight.
  - The dancer walked with a graceful attitude.
  - All across the country, voters were communicating with their representatives.
  - He did not listen to what I said.

XVI. Match the words in column A with their meanings /definitions in column B.  $6 \times \frac{1}{2} = 3$

A	B
1. rapture	a. to get used to
2. chasm	b. turning around
3. hound	c. force that produce movement
4. shatter	d. a feeling of intense pleasure or joy
5. acclimatize	e. a dog of a breed used for hunting
6. dynamics	f. a deep, steep- sided rift or gap
	g. to break suddenly into small pieces, extremely upset

XVII. A survey was conducted on the favourite sport of college students. The results are shown in a table. Present the information in the table in a short paragraph.  $1 \times 5 = 5$

Sl. No.	Name of the sport	Number of students who like it
1.	Cricket	84
2.	Kabadi	72
3.	Tennis	53
4.	Football	45
5.	Kho-kho	23

OR

A survey conducted on a group of students about the time they spend on watching television disclosed the fact that 4 students watched TV 0 to 2 hours a week. All the same 7 students watched it 3 to 5 hours a week; 22 students watched it 7 to 9 hours; 32 students watched it 10 to 12 hours a week and 4 students watched it 15 to 17 hours a week. Convert the above information into a bar chart.

XVIII. Read the following transcriptions and write ANY FIVE words in ordinary spelling. For example, /əkleɪm/ - acclaim  $5 \times 1 = 5$

a. /'hæpi/	b. /'mʌðə(r)/
c. /əd'ventʃə(r)/	d. /sək'ses/
e. /dri:m/	f. /ju:nɪ'vɜ:ɪsəti/
g. /'mædʒ.ɪ.streɪt/	h. /'ɔ:ɪdə(r)/
i. /frend/	j. /'hju:mən/

OR

Find the word that is different from the other words in the group with regard to the sound of the underlined letters.

- |   |   |
|---|---|
| a. <u>c</u> ell <u>c</u> all <u>c</u> ake | b. <u>g</u> ate <u>g</u> ape <u>g</u> el    |
| c. <u>i</u> tem <u>i</u> ssue <u>i</u> ce | d. <u>w</u> ater <u>w</u> afer <u>w</u> arm |
| e. <u>f</u> ood <u>m</u> ood <u>w</u> ood |   |

XIX. Write the number of syllables for ANY SIX of the following words.

$$6 \times 1/2 = 3$$

- |                  |              |
|------------------|--------------|
| a. tempest       | b. protocol  |
| c. confront      | d. strategy  |
| e. concentration | f. character |
| g. wrest         | h. order     |
| i. abroad        | j. seize     |

XX. Complete the following dialogue.

$$1 \times 4 = 4$$

- Pradeep : Hi Madhu, what are your plans for this summer?
- Madhu : Hi Pradeep, I am \_\_\_\_\_.
- Pradeep : Wow! That's nice. For how many days is the trip?
- Madhu : We have \_\_\_\_\_.
- Pradeep : That's solid! Who are joining you?
- Madhu : My \_\_\_\_\_.
- Pradeep : Hmm! Have a wonderful time!
- Madhu : \_\_\_\_\_.