

INTERMEDIATE

VOCATIONAL

English Textbook

First Year

(w.e.f 2018-19)

Prose

Poetry

Extensive Reading

Grammar

Communication Skills

State Institute of Vocational Education
O/o the Commissioner of Intermediate Education
A.P - GUNTUR.



Board of Intermediate Education

Andhra Pradesh



English Text Book (Vocational)

Intermediate First Year

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Foreword

This book is prepared for Students of Intermediate in order to facilitate the learning of much-required English language and communication skills. To engage young and adolescent minds we selected texts dealing with relevant contemporary issues such as digital advances, environmental concerns, barriers to communication such as caste, gender, race and generation divide, violence and education. To realise this objective, letters, speeches, poems, short stories, newspaper reports and a one act play are chosen. With each of the pieces, sound explanations and exercises in vocabulary, grammar, comprehension, guide to pronunciation are provided. Items of communication occur with all the lessons. Students interested in reading may read on poems and passages given at the end of the lessons for pleasure as well as to advance their skills of reading and comprehension. In designing the textbook the age of the students, their interests, linguistic and communicative abilities, the current and future communicative needs are kept in mind.

For the concern of the teachers, each of the language item introduced and explained is provided with a number of exercises that could be used for tasks in the classroom as a tool in designing and supplementing the given ones. The text is meant to inculcate interest in students in reading, writing and to enthuse them in sharpening their spoken skills. Along with exercises the addresses of websites are given for the easy access of teachers. Active learners too can retrieve material and work on their own. Delightful poems and passages are appended for additional reading. Relevant jokes, riddles, and cartoons are made part of the selections.

On the whole we emphasize that language learning can be a fun with things that one can do with words apart from its academic and professional importance. Every challenging goal when seen from a distance looks like a bald hillock, impossible to scale. When you steadily walk towards it, little notches and grooves appear on which you can find foothold and climb, Or you can clear a path and make your own steps experiencing the thrilling adventure ahead.

Successful learners learn language as one such venture. Youngsters face many hardships and challenges because of various competing interests and aspirations in their lives. The conflicts between generations are so common at present that the parents and youngsters are often puzzled by each other's concerns. It is reflected in mild tension in the short story, "Will the Boy Come Home?" "As I Grew Older" focuses on racial hurdles the poet has to overcome to become an achiever. "The Narayan's "Engine Trouble" is a delightful story which brings laughter and tears at the same time by delineating the troubles of an average man who wins a road engine in a lottery. "Whta Makes a Nation" originally addressed to university students not only emphasizes how character development is important for nation building but also shows how a hostile young audience can be won and captivate with a skilled oratory. Lincoln's letter, short yet full of memorable lines, appeals to his son's teacher to educate him to become a good human being above all in order to contribute to a harmonious society. In the prayer of Tagore

too the unity of the world is the major theme. Shakespeare's "Commonwealth of Bees" is a model for a perfect organization for humankind and expands one's understanding

Pieces of creative and pragmatic writing are not just fine models of language use but they also appeal to our finer senses, wisdom and intellectuality. The book came into present shape due to untiring efforts of a team of Junior college teachers, Degree college teachers, Technical college teachers and University teachers. The book eschews the need for a separate workbook and includes the explanations and exercises on skills and sub skills of language and communication which are essentially significant. Assessing the vibrancy and dynamism of the youngsters, the team of lesson writers designed the textbook in such a way that young learners are enthused, guided and inspired to develop positive thoughts, team spirit and leadership qualities.

This Herculean task was heralded by an academic review committee with the Commissioner of Intermediate Education, A.P, as Chairman, and Secretary, Board of Intermediate Education, A.P, the Director SCERT, the National and State level educational Luminaries were involved in the Text book preparation, who did it with meticulous care.

I sincerely hope that the assorted methods of innovation that are adopted in the reparation of these text books will be of great help and guidance to the students. I whole heartedly appreciate the sincere endeavours of the team members of ERTW BIE,A.P and Text book development committee deserves special mention for extending co-operation at all stages for this noble task.

I am sure that the new textbook will be received well. I look forward to feedback and suggestions from parents, academicians and students so that the next edition can be further improved.

B. Udaya Lakshmi, I.A.S
Commissioner & Secretary
Board of Intermediate Education
Andhra Pradesh

To the Student

The book is 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 authors 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.

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.

Lesson Writers

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ANNUAL ACADEMIC PLAN
English First Year

No of Working Days	Poetry and Prose	Extensive Reading	Grammar Writing Skills	Communication Skills
June 25 days	Introduction to Syllabus(2 hrs) Model Paper(2hrs)		Parts of Speech(5hrs) Comprehension (5hrs)	Silent Letters (5hrs) Odd Sounds (5hrs)
July 26days	Abraham Lincoln's Letter to His Teacher (5hrs)	The Engine Trouble (5hrs)	Articles (5hrs) Preposition (5hrs)	Introduction to Sounds (3hrs) Consonants(3hrs)
August 25 days	Common Wealth of Bees (5hrs)		Verb Forms Time, Tense and Aspect (7hrs) Modal Auxiliaries (3hrs)	Vowels (4hrs) Diphthongs (4hrs)
September 23 days	Digital Technologies (5hrs)	Will He Come Home (5hrs)	Concord (3hrs) Correction of Sentences (7hrs)	Transcription (3hrs)
October 20days	As I Grew Older (5hrs)		Question Forms and Question Tags (7hrs)	Vocabulary Word Power (6hrs)
November 23 days	What Makes a Nation (5hrs)		Phrasal Verbs (5hrs)	Information Transfer (7hrs)
December 24 days	This is My Prayer to Thee My Lord!(5hrs)		Correction of Sentences (7hrs)	Information Transfer (7hrs)
January 18 days	Revision	Revision	Revision	Revision
February 22 days	Revision	Revision	Revision	Revision
March	PUBLIC EXAMINATIONS			



... in Prose

1. **Letter to His Son's Teacher**

- Abraham Lincoln

2. **Digital Technologies**

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

3. **What Makes a Nation**

- C. Rajagopalachari





1 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 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 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 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 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 among the children. Lincoln believed that education is a potential tool for building up the all-round personality of the student transforming him into 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 to 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 among the 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/	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 is dedicated to the cause of the oppressed.
cents: (n):	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): /stɪə/	to take sb/sth in the direction in which you want them to go e.g. People are usually guided 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): /dɪspeə/	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 (n): /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 only interested in themselves and are not sincere. e.g. Cynics criticize welfare measures of the government as vote bank politics.
mystery (n): /skaʊn.drəl/	something strange or unknown which has not yet been explained or understood e.g. The mystery was solved when dead body was discovered.

bidder: (n): /bɪd.ə/

the person who offers the most money in an auction.

e.g. the bank sold the property to the highest bidder.

Impatient (adj.): /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: (adj.): /səblaɪm/

extremely good, beautiful or enjoyable, very great

e.g. Aristotle believed that 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 16th President of 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 among the 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 what Lincoln understands of the child's psychology.

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 towards his son.

Annotate the following in 10 to 15 lines

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 entertaining. Not every student enjoyed the subject you teach, 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 Indian'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 the 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 circumstance. 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 defense 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 capital system maintain healthy relations?
2. Which promotes the 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: List out at least twenty words from the lesson that you feel are 'often used' and 'rarely used'

Words often used	Words rarely used

Task 2: Identify and correct the SIX mis-spelt words from each of the passages given below:

- A. Teach him to be gentil with people, tough with tuff people. Steer him away from envvy if you can and teach him the secrate of quite lafter.
- B. Teach him to cell his tallents and brains to the highest bider but never to put a price tag on his hart and soul. Let him have the corage to be impashent.
- C. In school, teach him it is far more honourabul to fail than to cheet. Teach him to learne how to grasefully loose, and enjoy wining when he does win.

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

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

Suffix	Meaning	Example
-ship	position held	fellowship, ownership
-sion, -tion	state of being	concession, transition
-ate	Become	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, mythic
-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)

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

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 of posting the letter.
3. The second pilot in the airplane is called (pilot)
4. Where _____ (ignore) is a bliss, it is folly to be wise.
5. A cheque with a prior date (dated)
6. A class between 10th and Degree is called (mediate)
7. People living on border between two states are usually _____ (lingual)
8. One should not be (sensible) to the things happening around.
9. The prince need not be a (grammar) according to Aurangzeb.
10. The (god) (appear) when he opened eyes.

Writing Skills**Describing People****What is describing 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 explore into the mannerisms, emotions and personality traits of those individuals which are unique and traceable.

Example 1: Look at the positive description of his grandmother by Kushwant 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 spotless white 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.'

Hardy 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, funny, serious, Modest.

Negative : rude, impolite, vicious mean, unpleasant, nasty, vulgar or obscene, wise, dumb, or Slow, not too bright, hot-headed, introvert, extroverts, 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, melancholy, miserable, out of sorts, mad, angry or fed up, furious or 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

Figurative language helps 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 metaphor and 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, sigh a lot or clench the hands.

Movements

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 food, may make direct eye contact or move her 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, laugh, smile, beam, grin, frown, grimace, scowl, sneer, curl, pout, 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

mustache, 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

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

Task 1: Choose the appropriate word used to describe physical *appearance* or the *personality* and complete the table from the words given below.

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

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, pajamas, 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, disheveled, slovenly, tacky, unkempt, faded, scratchy, worn, frayed, nubby, 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 ... Wearing a ... the detective

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

Check your understanding

Pick the words from the above give vocabulary related 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 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

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



2 Digital Technologies

APJ Abdul Kalam, Y.S. Rajan

Taking off...

Have you ever booked an online train ticket using 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?

India 2020: A vision for the New Millennium' (1998), Abdul Kalam and Y.S. Rajan pressed the need of digital learning (use?) in every sector of economy for the growth of the country and as well as in our daily routine.... Let's find his 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 the changes in the agriculture?

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 of 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 for consumer goods.

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

The sale of an increased volume of product 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 business 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 consumer 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. Bio –degradable 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.

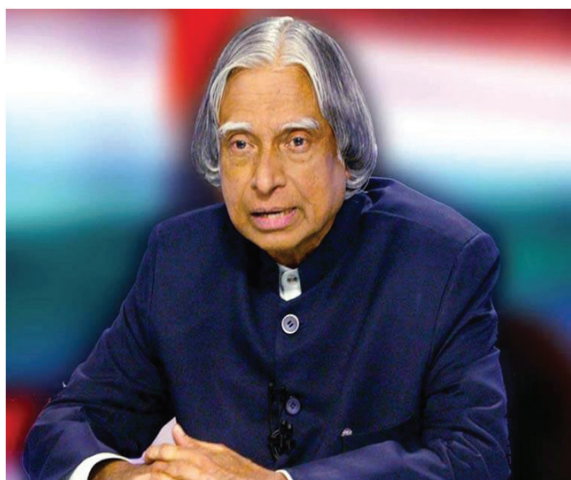
How can we avoid the older route of using plastics for packing?

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 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.

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 11th President of India from 2002 to 2007. A career 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 APJ 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 that information technology and usage of digital skills are very much needed in 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 provided not only subsistence but a little profit crop.
innovation /ɪnə'veɪʃ(ə)n/ (n)	: a new method, idea, product, etc. e.g.: Innovation is crucial to the continuing 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'sθɛtɪks, ɛs'tθɛtɪks/ (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 /navɪ'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.

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 system is going to transform marketing logistics in a complete way. How do the writers explain this?
3. Why Marketing communication is crucial in the economic development of the country?
4. What is cultural or knowledge oriented tourism?

Annotations : Answer in 10-15 lines

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 the 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,

Annotate the following in 10 to 15 lines

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. Bio –degradable tapioca –linked paper packages have been developed in our country.
3. Multi presentations 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 the following words:*

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 nearest meanings to 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 collocation 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. bio degradable	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.

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:

- 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, where 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 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. financialexpress.com](http://www.financialexpress.com))

1. What is meant by digital literacy?
2. Give any two examples for e-services
3. Which one of the following is NOT true?
 - a. More than half of India’s population live in cities.
 - b. More than half of India’s population live 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 word in the passage that means 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 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 see 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.

Write the process of withdrawing money from an ATM' as a news paper article. Remember to keep it short and crisp.



3 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 the 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 the 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 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)

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, Nagapur on August 26, 1948. He appeals to the youngmen 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. To overcome them, we may fail but our failure supplement our glory. India is a vast country with 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 the 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 by the day’s events.
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 powers 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 of people or Animals 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 the teaching profession
dynamics (n) / daɪ'næm.ɪks/	: force that produce 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) /'ræŋɡl/	: 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 the power.

Check your Understanding : Answer in 10-15 lines

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

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, Nagapur on August 26, 1948. He appeals to the young men and women to strive hard for the development of the country and 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.

Annotate the following in 10 to 15 lines

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 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 within 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: *Based on the text, list out words that you feel are ‘often used’ or ‘rarely used’. Refer to the dictionary if you do not know the meaning of any word.*

Words often used	Words rarely used
e.g.: courage character	e.g.: eloquence

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

1. **Commonwealth of Bees**
 - William Shakespeare
 2. **This is My Prayer to Thee, My Lord!**
 - Rabindranath Tagore
 3. **As I Grew Older**
 - Langston Hughes
- 

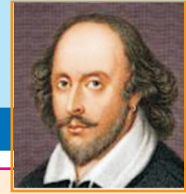
in Poetry...



1

Commonwealth of Bees

William Shakespeare



Taking off...

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

Try your way of putting across lessons from the lives of bees. 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 state,
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 loosèd 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 /'ʃeɪkspɪər/; 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.

(source: https://en.wikipedia.org/William_Shakespeare)

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. 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 magistrate dole out punishment at home, while others venture forth for commerce, like merchants. Still others armed like soldiers with stingers, pillagemaking 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 to converge on a single target. It is like many roads meet in a single town and many fresh streams empty 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, 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'kænik/	: worker, laborer e.g. The mechanic pointed out the repair on the bonnet of my car.
Executor (n) /ɪg'zekjətər/	: executioner, a public official whose job is to execute criminals e.g. The executioner intimated that the moment of execution had arrived, and that they must part.
abroad(n) /ə'brɔːd/	: a foreign country e.g. We have two grown up children, both of whom live abroad.
pillage(V) /'pɪlɪdʒ/	: 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.) /'sɜːrli/	: 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.əs.li /	: 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, root 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) /'pʊɹ.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

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

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" Act 1, Scene 2. In this play 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 in the time of war.

Explanation

Here Shakespeare provides an extraordinary figurative landscape. He uses bees as a metaphor for the 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 the team spirit, industry and active co-operation in pursuit of a common goal.

Annotate the following in 10 to 15 lines

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**"

- by 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 — the 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 the 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.

(source: <https://www.amazingfacts.org/news/bee.positive>)

1. What is the mission of the bees?
 2. What do people focus on?
 3. What do help the 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.

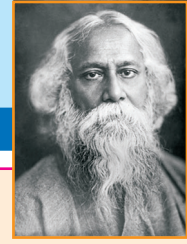
(source :<https://www.nrdc.org/sites/default/files/bees.pdf>)

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



2 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 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 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 included *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. Tagore died on 7th August 1941.

(From https://simple.wikipedia.org/wiki/Rabindranath_Tagore)

About the Poem

This is an extract of 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 '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 the earth.

The poem opens with a humble appeal to the Almighty to give him strength to perform the divine mission on the earth. Tagore believes that penury of a person or a nation is not lack of physical possessions. It is the absence of a kind heartedness. 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 'Sthithapraghatha' 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 bare the joys and sorrows in a lighter vein. 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 surrender before the 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 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 who is the object of the verb e.g. We beseech thee, O Lord.
strike (v): /straɪk/	: to hit somebody/something hard or with force e.g. The ball bounced when he tried to strike it hard.

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): /maIt/	: great and impressive power or strength e.g. He fought with his full might.
trifle. (n): /'traIfI/	: 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): /wIl/	: determination to do something e.g. He displayed a tremendous will power

Check your Understanding : Answer in 10-15 lines

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

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 winner 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 for all evils. Hence, the appeal to God begins with hacking poverty at its roots.

Annotate the following in 10 to 15 lines:

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 given below and answer the questions

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 word 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 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'.



3 **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 other 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 a 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,” by Langston Hughes 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 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 on 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 that 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) /wɜːlɪŋ/ : turning around
e.g. David whirled his sling and threw the stone at Goliath.

Check your Understanding : Answer in 10-15 lines

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

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 on 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 if you have a dream you can fight for it, and be happy. The poem revolves around the strong willingness and the hardship needed for everyone to achieve his goals.

Annotate the following in 10 to 15 lines:

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 similar theme

A Dream

by 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 on 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’.



... in Extensive Reading

1. **Engine Trouble**
- *R. K. Narayan*

2. **Will He Come Home?**
- *P. Sathyawathi*
(Translated by Y. Padmavathi)

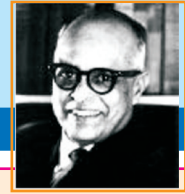


in Extensive Reading...



1 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 trouble to 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 quite 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 him 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. All this to help a Swamy to perform an impossible feat of running a road engine over his chest. 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 feet 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 it like a cork there. 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 claims a great loss to 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 or sumptuous.
annas /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)lti/(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 /pandɪ'məʊnɪəm / (n)	:	wild and noisy disorder or confusion; uproar
patronage /'patr(ə)nɪdʒ/ (n)	:	the support given by a patron (supporter)
stupefaction /,stʃuːpɪ'fækʃn/ (n)	:	the state of being astonished or shocked
morose /mə'reʊs/ (adj.)	:	unhappy, annoyed
rapture /'raptʃə/ (n)	:	a feeling of intense pleasure or joy
indignant /ɪn'dɪgnənt/ (adj.)	:	angry because of something that is wrong or not fair
reverberation /rɪ,vəːbə'reɪʃn/ (n)	:	a sound that lasts for a long time
rattle /'rat(ə)l/ (v)	:	make or cause to make a rapid succession of short, sharp knocking sounds

Check your Understanding : Answer in 20-25 lines

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?



2 Will he Come Home?

P. Satyavathi - Translated by: Y. Padmavathi

Pillaadostada, Andhra Jyothi Sunday, June 2014



Taking off...

Oneday the college going son has not returned home and his mother, Vijaya was nervous. Read on to find her wild thoughts about the missing of her 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, ragimalt 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 programs 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 you can 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 situation?

Why did her husband and the eldest son involve 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 no 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’s 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 “glasupagilindi,” 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 the present day society. During the existence of joint families, the members of the family used to get all kinds of support from the other family members. The 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. The children were taught the moral values, pleasure in helping others and their social responsibilities. The parents were never stressed in bringing up the children. The youth used to actively take part in the social activities, fought with ideals for the social causes. The education system was value based and it was helpful in inculcating moral and social values among the youth.

There has been a lot of changes in the structure of the family over the last three or four decades. Nuclear family has replaced joint family. People have become self-centered. Values in the society are being least bothered. Everything seems to be based around money and owning things. Social evils have destroyed traditional values. Parents are over protective and anxious towards their children. Vijaya is the mother in a typical middle class family. She develops negative and bad thoughts. She becomes panicky and 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 has imagined that her son is in danger. His mobile phone is switched off. Many crime scenes shown in the television daily serials have haunted her, like murders, accidents and robberies etc. she has feared that something might have happened to her son as shown in serials. She has not eaten anything and has been praying to the 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 why Vijaya is in panic. But the boy has not yet returned 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 the society?

Glossary

- fisticuffs /'fɪstɪkʌfs/ () : fighting with the fists.
e.g. A heated argument can sometimes end in fisticuffs, with both participants punching wildly at each other
- apprehend /əprɪ'hend/ (v) : arrest (someone) for a crime.
e.g. A warrant was issued but he has not been apprehended
- copiously /'kəʊpiəsli/ (adv) : in large quantities.
e.g. He was eating copiously.
- meager /'miːgə/ (adj) : (especially of food, money, or some other resource) insufficient for the demand.
e.g. With jobs so scarce, many young people have nothing to do.

English

reciprocal /rɪ'sɪprəʃ(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 sad news, she felt that her stomach was revolting

Check your Understanding : Answer in 20-25 lines

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



... in Grammar

1. Parts of Speech
 2. Articles
 3. Prepositions
 4. Time, Tenses and Aspects
 5. Modal Auxiliaries
 6. Concord: Agreement of Subject and Verb
 7. Question Tags
 8. Phrasal Verbs
 9. Correction of Sentences
- 

in Grammar...



1

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 based on the basis of gender. All male nouns are called **Masculine** Nouns (man, dog, lion) and all female nouns are called **Feminine** Nouns. (woman, bitch, 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 compliments**. Nouns can also **possess** with the help of an ‘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	hair	heiress
formula	formulae	wizard	witch
fowl	fowl	actor	actress
genius	geniuses/ genii	author	authoress
goose	geese	bridegroom	bride
graffito	graffiti	count	countess
hippopotamus	Hippopotami	czar	czarina
brother-in-law	brothers-in-law	dog	bitch
		nephew	niece
		wizard	witch
		dog	bitch
		uncle	aunt

Task-1: Underline the nouns in the passage

1. Money is the root cause of all evils.
2. Haste makes waste
3. Necessity is the mother of invention
4. Rome is not built in a day.
5. Distance lends enchantment to the view
6. A bird in the 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 the 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 reflective 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 reflecting 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 the 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 – Sub.)

I saw the boy whom the CM honoured (Relative Pronoun – Obj.)

I saw the boy whose brother got the first rank. (Relative Pronoun – Possessive)

I saw the car which met with an accident yesterday. (Rel. Pro. – Obj.)

I saw the boy that got the first rank. (Rel. Pro. – Obj.)

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. **Underline the pronouns in the passage (to be taken from text)**

2. **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.

Verb

A 'Verb' usually means action. Apart from 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 the **Auxiliary Verbs** which occur in front of the action 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+Presenttense+ability)

(Play=infinitive/action 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:

Present	Past	Past Participle
below	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned	burned
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
come	came	come
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
fling	flung	flung
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten
go	went	gone
grow	grew	grown
hang	hung	hung
hit	hit	hit
lay	laid	laid
lead	led	led

Present	Past	Past Participle
lie	lay	lain
mistake	mistook	mistaken
overcome	overcame	overcame
plead	pled	pled
ring	rang	rung
rise	rose	risen
see	saw	seen
sew	sewed	sewed
shake	shook	shaken
shear	shore	shorn
shoe	shoed	shoed
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
speed	sped	sped
spring	sprang	sprung
sting	stung	stung
strive	strove	striven
swear	swore	sworn
swim	swam	swum
teach	taught	taught
throw	threw	thrown
tread	trod	trodden
wake	woke	woken
weep	wept	wept
win	won	won
wring	wrung	wrung
write	wrote	written

Task:3

I. Underline 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 paper mill.
7. Slow and steady wins the race.
8. Time and tide waits for none.
9. Books give knowledge
10. We have been striving hard to make him understand that.

Adjective

An Adjective qualifies a noun. It shows the quantity, quality, number etc about the noun. Adjectives can occur before a noun 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')
- I bought a **hundred** books. (hundred=numerical Adj. qualifying the noun 'book')
- The **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**.

The **Quantitative Adjectives** qualify or modify 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 other.
- 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 **Nilagiri** 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.
Indian won the match **last** time also.

The **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.

The **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 illogically.

	Positive	Comparative	Superlative
e.g.	good/well	better	best
	bad	worse	worst
	little	less	least
	much	more	most
	far	farther	farthest

Adverb

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.

Usha recovered quite well.

There are several types of adverbs. The **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.

Adverb 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.

The 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.

The **Adverbs of Affirmation** are 'surely' and 'certainly' and **Adverb of Negation** is 'not'.

e.g. We will certainly do it.

I do not know that.

The **Adverbs of Reason** explain the reason for action. E.g. hence, therefore etc.

e.g. The man, hence, obeyed to pay the penalty.

We, therefore request you to pass the orders.

The **Interrogative Adverbs** help asking questions. E.g. where, when, why, how, how many, etc.

e.g. How is your health?

Where are you?

The **Relative Adverbs** like relative pronouns 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 modifies 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 came (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 turn (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 little. (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** the road.

The books lay **on** the table.

Shee 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 town 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. Etc. forever

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. On 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 2nd October Porbandar Gujarat.

8. My uncle is living in..... SP Road, Secunderabad.
9. Don't stand too long the sun.
10. He was sent Jail Charges theft.

Conjunction

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.

The **Coordinating Conjunctions** join two or more Principal Clauses. (for, and, nor, but, or, yet, so)

The **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.

The **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 the returns by 5.00
 - 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 for subordinating conjunctions:

- e.g.
- because** - He stood first in IAS purely because of his hard work.
 - 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

The 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 is 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 spent a pie. (so/but)
10. She was sleeping. The thief entered the house. (while/or)

Interjection

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

(<http://examples.yourdictionary.com/examples-of-interjections.html>)

Exercise 1

Identify the part of the speech of the following underlined words:

1. The young girl brought me a very long **letter** from the **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 quickly.
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 so handsome.
24. Riya whispered to Rasool so that no one else will hear.

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 undertaken the table for you.



2 Articles

‘A’ or ‘an’ and ‘the’ are called articles. Articles function as adjectives hence they are not included in Parts of Speech. 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 makes the noun definite.

e.g. I saw a girl. The girl was in uniform.

(a girl = unknown girl; the girl = that specific girl)

The indefinite articles, ‘a’ or ‘an’ occurs 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 produce consonant sounds also.

E.g. The letter ‘u’ in ‘an umbrella’ is pronounced with vowel sound. Hence it will take the article ‘an’. Whereas in the word ‘a university,’ the ‘u’ is pronounced with consonant sound and it will take 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 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 will decide 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 first time
 - a. There lived a king.
2. In the sense of ‘One’
 - a. Please give me a hundred.

3. In the sense of 'Any'
 - a. Give me a pen.
4. To turn proper nouns into common nouns
 - a. He thinks he is a Shakespeare. (a great dramatist)
5. Before a name if the speaker is uncertain about
 - a. A Mr. Murthy has come for you.
6. Before single units to say rate/price
 - a. 60 Kms an hour.

Use of 'The'

1. When a noun is repeated.
 - a. There lived a king. The king had a daughter.
2. When the speaker and the listener know it already.
 - a. Did you read the book?
3. When a noun represents a race
 - a. The cow is a sacred animal for the Hindus.
4. Before Standard Religious Texts
 - a. The Bible; The Gita etc.
5. When a noun is followed by a qualifying clause or phrase.
 - a. The man who is in white pajamas is my uncle.
6. The + Language = people of the nationality.
 - a. The French are fashionable.
7. Before musical instruments.
 - a. He plays the guitar.
8. The + Adjective = People of that quality.
 - a. The rich hate the poor.
9. Before superlative degrees.
 - a. Shakespeare is the greatest dramatist in English.
10. Before Comparative Degree when one of the two is spoken about.
 - a. Jyothi is the taller of the two sisters.
11. When two comparatives are employed to show relativity.
 - a. The more you talk, the less I understand.
12. Before Church, Temple, College, Hospital, Prison when visited for other purposes.
 - a. I went to the prison to meet the officials.

13. 'The' occurs before the following:
- a. Countries with United/Republic in their names.
 - i. The USA; The Republic of Chile
 - b. Group of mountains / islands.
 - i. The Himalays; The Andamans
 - c. Before Deserts and valleys.
 - i. The Thar; The Silent Valley
 - d. Before rivers and oceans.
 - i. The Godavari; The Pacific
 - e. Before Public Places and designations/Titles.
 - i. The Town Hall The Head Master
 - f. Before ordinal numbers and similar adjectives.
 - i. The second emperor The last king
 - g. Before directions.
 - i. The North East The South west

Articles not used

1. Before 'God' in the universal sense.
 - a. God created the world.
2. Before 'man' in the sense of 'humanity'.
 - a. Man is a social animal.
3. Before sports/games and diseases.
 - a. I play chess. b. He died of cancer.
4. Before breakfast, dinner, lunch etc. in the usual sense.
 - a. I take breakfast at 8. a.m
5. Before uncountable nouns/Plural nouns used in general sense.
 - a. Gold is precious. b. Children are innocent.
6. Before names of people and countries.
 - a. I met Raju b. I love India.
7. Before Languages.
 - a. English is an international language.
8. Before Church, Temple, College, Hospital, Prison when visited for main purpose.
 - a. Christians go to church.

Task: Fill in the blanks with articles wherever necessary: (Passage from the Text)

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'.

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. Rohitis 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 Anand Vihar 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. Thardesertis also called **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 findmedicine forAIDS.
38. apples are good for health.
39. The apples of Kashmir are best.
40. Telugu is called Italian of the East.



3 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.

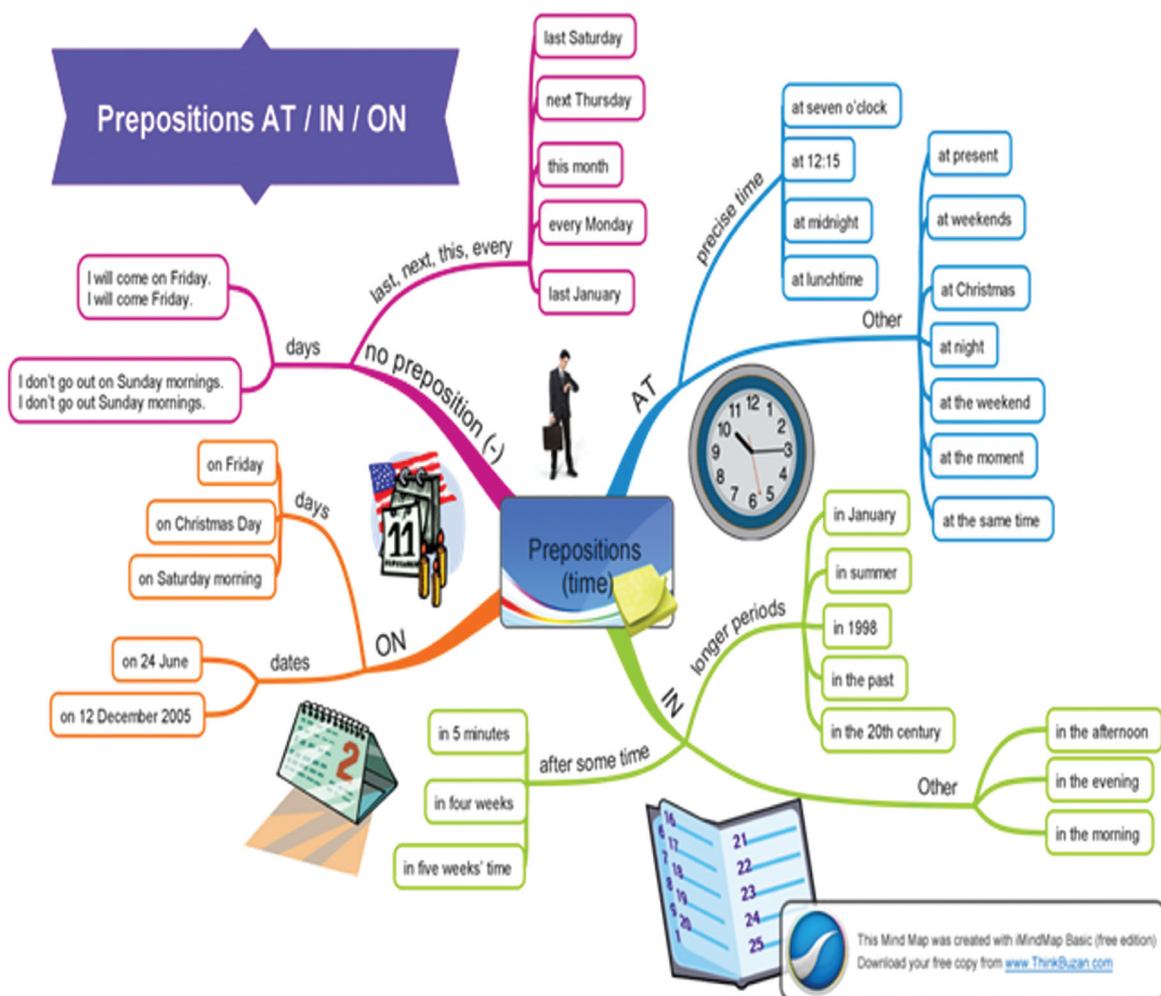
e.g. The book is on the table.

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 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** 3rd 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. Dinner counter closes **at** midnight.
16. Do you work **on** Sundays?



Prepositions and their use

Preposition	How it is used	Example
Showing Time	exact times	<i>at</i> 5pm
At	meal times	<i>at</i> lunch
	parts of the day	<i>at</i> lunch
	age	<i>at</i> dawn
		<i>at</i> age20
By	a limit in time	<i>by</i> sundown
	in the sense of <i>at the latest</i>	<i>by</i> the due date
In	seasons months years	<i>in</i> the summer
	durations	<i>in</i> December
	after a certain period of time	<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 named and dates	<i>on Monday</i> <i>on Friday night</i> <i>on December 15th</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 in the past	<i>for 12 years</i> , <i>for</i> ten days
Past	telling the time	ten <i>past</i> eight (8:10)
Since	from a certain period 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
showing place 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 throwing the snowball <i>aim at</i> the target
By	close to alongside 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 Europe</i> ; <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 at but not exactly on 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 flower from 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	put 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

Through	something with limits on top, bottom and the sides	drive through the tunnel
Towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
Other Important Prepositions		
About	for topics, meaning <i>what about</i>	we were talking about you
At	For <i>age</i>	she learned computer at 65
Beside	By the side of	beside temple, beside school
Besides	In addition to	besides his business
till	up to a certain point in time (in colloquial English)	waited for her till 10 o'clock.
Until	up to a certain point in time how long something is going to last	until the end; until sunrise
By	who made it rise or fall of something travelling (other than walking or horse riding)	a book by Charles Dickens prices have risen by 10 percent by car, by bus
From	who gave it to experience pain/a disease	a present from uncle suffering from fever
In	entering a car/taxi	get in the car
Of	who/what did it belong to what does it show	a page of the book the picture of a place
Off	Leaving a public transport vehicle	get off the train
On	walking or riding on horseback	on foot, on horseback
out of	leaving a car/taxi	get out of the taxi
On	for a certain side for a river/ lake for a floor in a house	on the left London lies on the Thames on the floor
to	In preference Listening	I prefer coffee to tea. Listening to music.

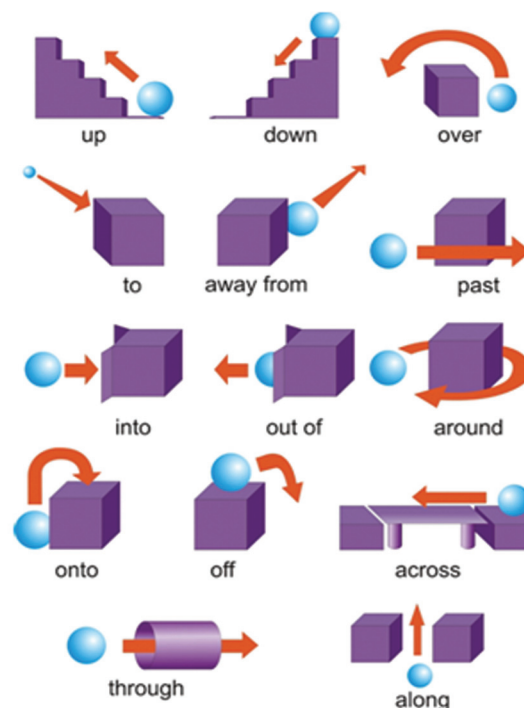
Preposition Poem

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.

Source: <http://www.powerpoetry.org/poems/>



Source: <http://clickonenglish.blogspot.in/preposition-concepts.html>

Task 1: Fill in the blanks with appropriate prepositions. Choose your answers from the options given in the brackets.

1. We are on the 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 havecoffee. (beside/besides)
13. Prasad is a cousinmine. (of/for)
14. Beer drinkers suffer abnormallyrectal cancer. (from/with)
15. He can swimthe river. (by/across)

Kinds of Prepositions

1. Simple Prepositions

Simple prepositions are short words which are used in simple sentences 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: Match the following sentences in Column –A with the Prepositions in Column –B

A	B
1. Akhil hurt his leg as he jumped _____ the wall.	a. under
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 wildly popular _____ consumers.	e. of
6. Syam sat _____ Ram in the cinema.	f. on
7. A small stream runs _____ that bridge.	g. beside
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 cityAndhra 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 alonenight.
- The mango harvest in A. P. lasts.....April toJune.
- Let us meet at the restaurant7:00P.M.
- Mohan likes to drink coffee the morning.
- Lalitha bought the dresstwo thousand rupees.
- We have a partyhis birthday.
- What are you doing the weekend?

11. The trees here are beautifulthe summer.
12. I have been waiting for you7 O'clock.
13. Suguna hung her family photothe wall.
14. One should have respectone's own parents.
15. Participationgames and sports should be made compulsory in schools.
16. The game usually lastedthe younger boys are called home to bed.
17. Satya is feeling sorry his bad temper.
18. Varma is very suremaking profits in his business this year.
19. Konaseema is a pleasant place surroundedgreen fields and trees.
20. In hide and seek, I always used to hidetwo wooden cupboards.
21. Students are anxious their results.
22. An MNC is lookinggood marketing personnel.
23. We will fight corruption with full strength.
24. The opening speech will be madethe Principal.
25. John warned his son to keep awaybad company.
26. Anitha has leftDelhi to see her friend.
27. We walkeda narrow line.
28. Greatly disappointed, the little boy burst outtears.
29. Aruna has not seen her friendher wedding.
30. Sreshtha always sitsSonica 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 lookingthe incident. (into/after)
3. An atheist does not believethe 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 insistedplaying 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 suffers 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 workChristmas and New Year's Day.
4. We were talkingthe 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 tookontime.
15. Pradeep paid themeal.
16. Thechildrenarebeinglookedbyaneighbour.
17. The matter has been dealt
18. Harsha has given smoking.
19. A new company has been set in the capital.
20. Maruthi fell asleepthe meeting.



4 Time, Tenses 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 train.

I am going to board 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 a irregular verb	Form of a regular verb
The present	Present simple Present progressive Present perfect Present perfect progressive	take, takes is/am/are taking have/has taken have/has been taking	open, opens is/am/are opening have/has opened have/has been opening
The past	Past simple Past progressive Past perfect Past perfect progressive	took was/were taking had taken had been taking	opened was/were opening had opened had been opening
The future	Future simple Future progressive Future perfect Future perfect progressive	will take will be taking will have taken will have been taking	will open will be opening will have opened will have been opening

Practice

I. Fill in the blanks with the simple present form of the verb given inbrackets.

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 inbrackets.

1. The young man his own life to save the life of his friend. (risk)
2. Siddu another window yesterday.(break)
3. Lastyear 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 inbrackets.

1. In twodays, 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 workhard, 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 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 the whole time they were together. (fight)
5. I tried to tell them the truth but they (not listen)
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. (suffer)
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 for about four hours. Marathons are incredibly difficult. (run)
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)
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. Shenot 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 to field trip 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 returned home, you much time with your grandparents. (spend)
2. She a lot before the dessert arrived. (eat)
3. I writing the novel by the 1st of June. (finish)
4. Mydog all of his food b 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 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. Weat 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 eveningbecause they on the farm all the 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. Sahasranot 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 guitar when I entered the room.(play)
9. This house three lakhs in 1980. (cost)
10. Lastyearwe to zoo. (go)
11. I seventeen on my next birthday. (be)
12. Abdul.....to be 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 that they tomorrow morning. (arrive)
16. My father his car every day.(wash)
17. I saw him when I out of 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 have 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 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 Sunday. (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)



5 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	These two are Ought to 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. 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 --____ 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 _____ (can/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 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 model 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 (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? | () |

Choose the correct model verb sentence to match with the above

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

Extra sources:

1. <https://www.englishgrammar.org/modal-auxiliary-verbs-exercise-6/>
2. <http://grammar.ccc.commnet.edu/grammar/auxiliary.htm>
3. <https://www.englisch-hilfen.de/en/grammar/hilfsverben1.htm>
4. <https://study.com/academy/lesson/modal-auxiliary-verbs-definition-uses-examples.html>



6 Concord: Agreement of Subject and Verb

Subject verb agreement refers to the fact that the subject noun and noun phrase and verb in a sentence must agree in number. 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 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 in college timings.

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 form of the subject that is 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” that 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 follows 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.

- Four years — a long time to spend away from your friends and family. (is/are)
- Each and every student and instructor in this programme — to be careful. (needs/need)
- One of my best friends — coming to my home this weekend. (is/ are)
- To an outsider, the economics of this country, — to be in disarray. (seem/ seems)
- Most of the milk — gone sour. (has/have)
- Six liters of milk — still in the refrigerator. (are/is)
- Politics — sometimes a dirty business. (is/are)
- The Prime Minister, together with his wife, — the press cordially.(greet, greet)
- The committee — these questions carefully.(debates, debate)
- Nobody in the class — the answer to this question. (know, knows)
- Every one of those books — fiction.(is, are)
- Either my mother or my father — coming to the meeting.(is, are)
- The players, as well as the captain, — to win.(want, wants)
- Either my books or your bag— always on the floor.(is, are)
- The girl with the pink ribbon on her hair — in our neighbourhood. (lives/live)
- All of the CDs, even the scratched one, — in this case. (are/is)
- One lakh rupees — a lot of money. (is/are)
- Mathematics and English — my favourite subject. (are/is)
- There — lions, tigers and bears in the zoo. (are/is)
- A box of sweets — a perfect gift for her. (is / are)
- The famous singer and composer — arrived. (has/have)
- Man and woman — complementary to each other. (is/are)
- The brothers as well as their sister — to the same class. (belong/belongs)
- Each of the boys — given a present. (was/were)
- Neither of the contestants — able to win a decisive victory.(was/were)

Exercise 1: 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 *were* given the man of the match award.
6. Somebody *have* forgotten to turn off the TV.
7. Ramanujan's knowledge of mathematics *are* amazing.
8. Everyone *havedone* 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 the 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. Al the 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* few.
25. Everybody among your friends *like* playing.



7

Question Tags or Tag Questions

Question Tags are different from ‘Wh’ questions and ‘yes/no’ questions. These are part of the 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. These questions are also used in informal letters between friends where conversational style is used. These are often wrongly used by appending “Isn't it?” to every sentence. It is essential for students to learn 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 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 the subject in the tag. The personal pronoun, referring to anyone, is the subject of the statement, the same occurs in the tag but not *he* or *she*. 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 tag.
 1. Suresh has flue, hasn't he?
 2. I am taller than you, aren't I?
- If the verb of the statement has compound form, only 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, must 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 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 EFLU, doesn't she?
I think she's from EFLU, 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, won't 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 the 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, quite, 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, isn'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 their Question Tags 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 guitar well, _____?
28. Akshara writes short stories, _____?
29. Open the door, _____?
30. Children often play video games on smart phones, _____?



8

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 meaning of some verbal phrases can be understood by looking at the verb; however, others require a little bit of memorization. In addition to this, some may be separable and others may not.

The verb in this group can help you with the meaning of the verb phrase.

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 verbal phrases.

- 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 verbal phrases and their use in sentences

Verbal phrase	Meaning	Example
abide by	accept	We have to abide by the laws of Nature.
act up	behave /function improperly	I need to take my car to the mechanic because it is acting up again.
ask for	ask for somebody or something	They asked their boss for bonus, but he refused.
break down	stop working	Sorry I'm late. My car broke down .
bring up	raise a child	My parents brought me up strictly.
carry on	continue	If you carry on spending money like this you will end up in debt.
carry out	do, perform	An <u>investigation</u> is being carried out by the <u>police</u> .
cut off	Isolate	The heavy snow has blocked many roads and cut off a number of villages.
deal with	to do or take action	The government must deal with the problem of terrorism.
drop out	quit an organized activity	Pawan is not on the team any more. He dropped out .

Verbal phrase	Meaning	Example
eat away	destroy slowly	The disease <i>eats away</i> the liver.
end up	to turn out to be at the end	If you don't study, you will <i>end up</i> in a poorly paid job.
face off	confront	The company <i>faced off</i> the competition.
fall apart	break into pieces	The box fell apart when I <i>picked it up</i> .
find out	discover	You will never <i>find out</i> all my secrets.
get up	rise	What time did you <i>get up</i> this morning?
go ahead	Proceed	The building of the new bridge will <i>go ahead</i> as planned.
look for	try to find	He is <i>looking for</i> a good job.
look after	take care of	It's <u>hard work</u> <i>looking after</i> three <u>children</u> .
look into	Investigate	The jury <i>looked into</i> the scam and found the entire ministry involved in it.
make after	Chase	The police <i>made after</i> the stolen car.
take after	Resemble	In looks, she <i>takes after</i> her father.
take up	start doing a job or activity	You are good at writing stories. Why don't you <i>take it up</i> as a career?
turn off	stop working	I have <i>turned off</i> all the lights and locked the door.
walk out	Depart suddenly	The lecture was so boring that I had to <i>walk out</i> .

Exercise 1

Choose the correct phrasal verb from the parenthesis at the end of the sentence

- The medicine only _____ infected tissue. (acts on / acts out)
- As we were in the area, we _____ my sister-in-law.. (called on / called off)
- We're going to 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)
- The film _____ alienation in modern life. (deals with/ deals in)
- Have you ever _____ such an unusual piece of art? (come forward/ come across)
- It's important to _____ on time. (show up / show off)
- _____ your feet when walking; you don't want to trip! (uplift / lift up)
- 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 verbal phrases 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



9

Correction of the Sentences

Exercise 1

Rewrite the following sentences correcting the underlined part. The entire sentence must be written.

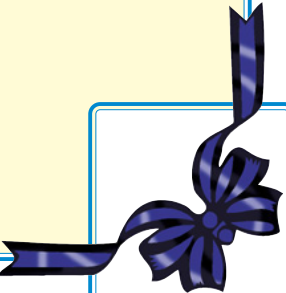
1. One of my uncles workat the Rainbow Cafe.
2. Every one of the workers receive the same benefits.
3. A catalog of courses and requirements often confuse students.
4. Here is the book and the workbook that you will need for this course.
5. Each of the students arestudying for the test.
6. Neither of 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. 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 exactly what happened there.
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 makesuch silly mistakes.
40. Other people's lives always seem more interesting than one's.
41. The earth is moving round the Sun
42. Karthikgo 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 smelling a rose.
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 one's teacher..
54. Yesterday, I had seen my 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 on the team.
68. David is cleverest boy in the class.
69. He is worst than I.
70. Apple is the sweetest than 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. Mr. 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 will 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 mean 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 angreeon 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 had to leave.
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

1. Word Power
 2. Introduction to Sounds
 - I - Consonants
 - II - Vowels
 - III - Odd sounds
 - IV - Silent Letters
 3. Information Transfer
- 

Communication Skills...



1

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 synonym or antonym 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
- 2) amputate
- 3) seismic
- 4) impatient
- 5) eloquent
- 6) emission

Column-B

- a. easily annoyed by someone's mistakes (because you have to wait)
- 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. Make (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 Himalayan tribe who often guide people in the mountains

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. in expensive, 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.



2 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 alphabet for written form, among them 21 consonant letters and 5 vowel letters. But for speech form we use 44 sounds. These 44 sounds are divided into 20 vowel sounds and 24 consonant sounds. **Phonetics** describes these sounds using the symbols of the International Phonetic Alphabet (IPA). The IPA uses a single symbol to describe each sound in a language.

24 English Consonant Symbols

S. No	Consonant	Key word (the letters representing the sound have sounds been underlined)	Phonetic Transcription
1	/p/	<u>P</u> en	/pen/
2	/b/	<u>B</u> aby	/'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>Ng</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	/z/	<u>Pleas</u> ure	/'pleɪə(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 orthographic(English spelling)

Phonetic transcription	Ordinary spelling	Phonetic transcription	Ordinary spelling
/'ti:tʃə(r)/		/,sɪgə'ret/	
/ə'baʊt/		/'prɪnsəpl/	
/'pensl/		/,selɪ'breɪʃn/	
/'bjʊ:tɪfl/		/,ɪnstɪ'tju:ʃn/	
/sep'tembə(r)/		/,eksɪ'brɪʃn/	
/dʒu:n/		/pə:sə'nalɪti/	
/kən'tamɪ'neɪʃ(ə)n/		/'ɒktəpəs/	
/ɪn'fɔ:mə/		/'dɪkʃ(ə)n(ə)ri/	

Exercise 1

Write the following transcription in ordinary spelling.

1. /'æmpjuːtɪt/	21. /tʃɑːns/	41. /ɪm'pɔːtnt/
2. /'vestɪdʒ/	22. /trə'dɪʃn/	42. /'liːdʒɪp/
3. /ə'fɔːdəbl/	23. /driːm/	43. /'dɪfɪkəlti/
4. /ɪs'tetɪk/	24. /braɪt/	44. /'hæpɪnəs/
5. /,ɪnə'veɪʃn/	25. /'ʃædəʊ/	45. /'fɪːlɪŋ/
6. /,edʒu'keɪʃn/	26. /dɑːk/	46. /'nɒlɪdʒ/
7. /lə'dʒɪstɪks/	27. /'vænəti/	47. /sə'saɪəti/
8. /'kærəktə(r)/	28. /daɪ'næmɪk/	48. /'feltə(r)/
9. /'ɔːdə(r)/	29. /i'mɪʃn/	49. /'mɒdn/
10. /'mædʒɪstreɪt/	30. /'hɑːməni/	50. /'məʊbaɪl/
11. /ə'brɔːd/	31. /'mæŋɡld/	51. /'dɪdʒɪtl/
12. /'sɪtɪzn/	32. /'kɒŋkə(r)/	52. /ə'grɪmənt/
13. /kən'sent/	33. /'deɪndʒərəs/	53. /'æksɪdənt/
14. /'pɜːpəs/	34. /,edʒu'keɪʃn/	54. /ɪn'rɪtʃ/
15. /mə'kænɪk/	35. /hɪ'stɒrɪkl/	55. /'neɪbə(r)/
16. /,kɒnsn'treɪʃn/	36. /,pɒpju'leɪʃn/	56. /tʃaɪld/
17. /'eləkwənt/	37. /fɪə(r)/	57. /,ɪnfə'meɪʃn/
18. /ə'kleɪm/	38. /'hjuːmən/	58. /'kʌstəmə(r)/
19. /kən'siːv/	39. /blʌd/	59. /'fɑːðə(r)/
20. /'sɪvl/	40. /'stjuːdnt/	60. /'medsn/

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 words 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	f	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, herb, 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, chimney, column, damn, damn, government, solemn.
14	p	cupboard, pneumonia, psalm,
15	r	butter, finger, surprise
16	d	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 | B | II A | B |
| 1. /'kʌrɪdʒ/ | a. mother | 1. /'ɔːdə(r)/ | a. people |
| 2. /tɔːk/ | b. leader | 2. /'mædʒ.ɪ.streɪt/ | b. purpose |
| 3. /'hæpi/ | c. courage | 3. /'pɜː.pəs/ | c. order |
| 4. /'mʌðə(r)/ | d. talk | 4. /'tiːtʃə(r)/ | d. magistrate |
| 5. /'liːdə(r)/ | e. happy | 5. /'piːpl/ | e. teacher |
| III A | B | IV A | B |
| 1. /skuːl/ | a. tragedy | 1. /tek'nɒlədʒi/ | a. skill |
| 2. /əd'ventʃə(r)/ | b. faith | 2. /skɪl/ | b. affordable |
| 3. /'trædʒədi/ | c. enjoy | 3. /ə'fʊdəbl/ | c. success |
| 4. /feɪθ/ | d. school | 4. /'hjuːmən/ | d. human |
| 5. /ɪn'dʒʊɪ/ | e. adventure | 5. /sək'ses/ | e. technology |
| V A | B | VI A | B |
| 1. /'saɪklɪst/ | a. resilience | 1. /'nɒvlti/ | a. university |
| 2. /rɪ'zɪliəns/ | b. dream | 2. /frend/ | b. ethnic |
| 3. /'hɒspɪtl/ | c. hospital | 3. /,juːnɪ'vɜːsəti/ | c. friend |
| 4. /draɪm/ | d. cyclist | 4. /'eθnɪk/ | d. nation |
| 5. /'maʊntən/ | e. mountain | 5. /'neɪfən/ | 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 consonant 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. | thick | maths | these | <i>these</i> |

Exercise 1

Find the word in the group which does not have a homophone to the sound of the underlined letters.

1. <u>look</u>	<u>book</u>	<u>mood</u>	24. <u>town</u>	<u>brown</u>	<u>own</u>
2. <u>knife</u>	<u>wife</u>	<u>fill</u>	25. <u>about</u>	<u>arm</u>	<u>around</u>
3. <u>care</u>	<u>baby</u>	<u>dare</u>	26. <u>station</u>	<u>nation</u>	<u>ration</u>
4. <u>goat</u>	<u>move</u>	<u>goal</u>	27. <u>hid</u>	<u>bid</u>	<u>hide</u>
5. <u>gum</u>	<u>gem</u>	<u>girl</u>	28. <u>trust</u>	<u>just</u>	<u>music</u>
6. <u>chin</u>	<u>character</u>	<u>cheap</u>	29. <u>neat</u>	<u>lead</u>	<u>meat</u>
7. <u>this</u>	<u>there</u>	<u>think</u>	30. <u>farm</u>	<u>form</u>	<u>fold</u>
8. <u>book</u>	<u>door</u>	<u>look</u>	31. <u>author</u>	<u>capture</u>	<u>rapture</u>
9. <u>silk</u>	<u>ship</u>	<u>sugar</u>	32. <u>crop</u>	<u>clone</u>	<u>drop</u>
10. <u>call</u>	<u>cell</u>	<u>censor</u>	33. <u>cough</u>	<u>pouch</u>	<u>pound</u>
11. <u>unit</u>	<u>upset</u>	<u>umbrella</u>	34. <u>occasion</u>	<u>location</u>	<u>moist</u>
12. <u>ice</u>	<u>ink</u>	<u>idiot</u>	35. <u>pitch</u>	<u>search</u>	<u>chloroform</u>
13. <u>tray</u>	<u>money</u>	<u>many</u>	36. <u>success</u>	<u>surgeon</u>	<u>shop</u>
14. <u>pine</u>	<u>mine</u>	<u>pin</u>	37. <u>feel</u>	<u>knee</u>	<u>deer</u>
15. <u>one</u>	<u>orange</u>	<u>often</u>	38. <u>lead</u>	<u>learn</u>	<u>lean</u>
16. <u>date</u>	<u>drag</u>	<u>rate</u>	39. <u>god</u>	<u>great</u>	<u>gentle</u>
17. <u>baggage</u>	<u>beggar</u>	<u>luggage</u>	40. <u>good</u>	<u>food</u>	<u>mood</u>
18. <u>pink</u>	<u>palm</u>	<u>psychology</u>	41. <u>cheque</u>	<u>chock</u>	<u>choir</u>
19. <u>food</u>	<u>look</u>	<u>book</u>	42. <u>thunder</u>	<u>author</u>	<u>rather</u>
20. <u>car</u>	<u>cinema</u>	<u>cricket</u>	43. <u>pen</u>	<u>penguin</u>	<u>pencil</u>
21. <u>host</u>	<u>most</u>	<u>lost</u>	44. <u>cold</u>	<u>coal</u>	<u>celery</u>
22. <u>root</u>	<u>shoot</u>	<u>foot</u>	45. <u>cat</u>	<u>car</u>	<u>cell</u>
23. <u>some</u>	<u>come</u>	<u>home</u>	46. <u>cow</u>	<u>bowl</u>	<u>low</u>

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	point
52	student	study	super	79	paint	paid	phone
53	sure	sugar	leisure	80	easy	end	eel
54	budget	tragic	gather	81	rosy	lay	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	woman	98	honour	hour	huge
72	mute	muslin	muscle	99	knight	knife	king
73	loud	closed	double	100	silk	supper	shoe

Vowel Sounds

One of the most difficult areas of 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 sound makes the language difficult to the non-native speakers.

Languages are two types. They are Phonetic and Non-phonetic Languages. In Phonetic Languages, the letter and the sound have one to one relationship. In other word, one letter represents only one sound. As such, the number of letters and sounds in phonetic language are the same. E.g. Telugu, Hindi etc. Non-Phonetic languages are those where there is no corresponding relationship between letter and sound. Here the number of letters may be less than the sounds existing in the language. For instance, English has 26 letters where 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 constriction in the vocal tract, and 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 unrounded 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, rounded
- 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 there some vowel sounds which change their quality from one vowel to another. For example, the word 'cow' - /kaʊ/, the sound glides from /a/ to /ʊ/ which is called Diphthong. The vowel in the word 'to' - /tʊ/ does not glide during articulation. So, such vowels are called Monophthongs or Pure vowels. Diphthong always occupies one syllable each.

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) /ɔɪ/ - 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	fern	()
12.	/ə/	end	and	hand	mend	()
13.	/eɪ/	pew	pee	pay	pie	()
14.	/aɪ/	rid	raid	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 English language to speak. 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. In the examples given below we can observe that the same letter 'S' is pronounced with different sounds.

e.g. 1. sip /sɪp/ 2. sugar /'ʃʊɡə(r) 3. vision /'vɪʒ(ə)n/ 4. mission /'mɪʃ(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, learner must remember the spellings of the words. In the examples given below we can observe that some letters become silent while uttering the word.

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. Doubt, subtle, debt, doubt.
- The letter **C** is silent before the letter **Z**, **L** 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**
e.g. hour, honest,
- The letter **K** is silent when it is preceded 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 dictionary your friend

Phonetic transcription helps you to pronounce the word correctly and see how the sound of silent letter is dropped.

S.No.	Word with Silent letters	Phonetic Transcription	S.No.	Word with Silent letters	Phonetic Transcription
1	Dwarf	/dwɔːf/	11	honest	/ˈɒnɪst/
2	Castle	/ˈkɑːs(ə)l/	12	Bomb	/bɒm/
3	Calm	/kɑːm/	13	Calm	/kɑːm/
4	Deaf	/def/	14	Leopard	/ˈlepə(r)d/
5	would	/wʊd/	15	checkmate	/ˈtʃek,meɪt/
6	Friend	/frend/	16	rhythm	/ˈrɪðəm/
7	knowledge	/ˈnɒlɪdʒ/	17	gnarled	/nɑː(r)ld/
8	ghastly	/ˈgɑːs(t)li/	18	autumn	/ˈɔːtəm/
9	Succumb	/səˈkʌm/	19	ascent	/əˈsent/
10	Debt	/det/	20	Purple	/ˈpɜː(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 ()

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	satur <u>day</u>	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	rapport
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 drawn 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



3 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

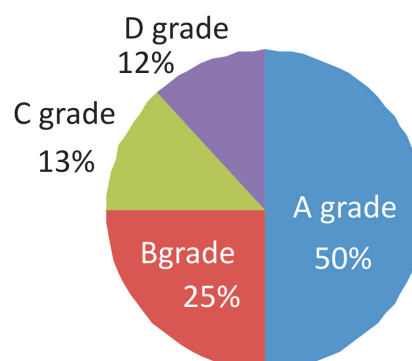
Converting data into diagrammatic representation requires a different set of skills. Depending upon the type of data, information can be transferred with an appropriate graphic representation.

Advantages of information transfer:

- Large data can be grasped at a glance.
- More accuracy of data is possible.
- IT stimulates 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%

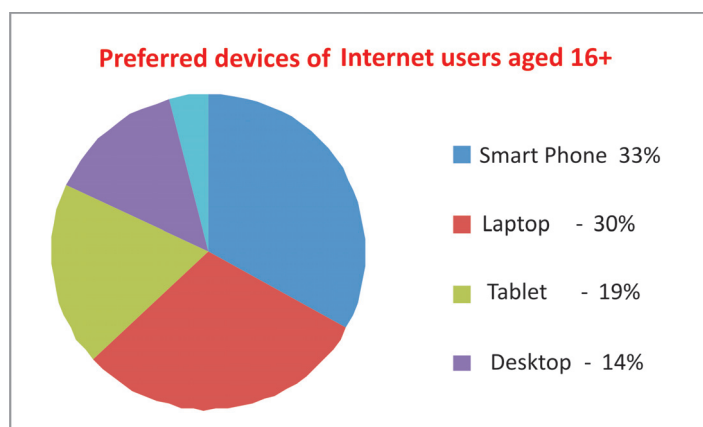
C grade : 13%

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 tablet. A desktop computer accounts for fourteen percent of users' preferred device. Only a small minority prefer a device among these main four. The survey reveals the fact that many participants are accessing the internet outside their homes as smart phones 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

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:

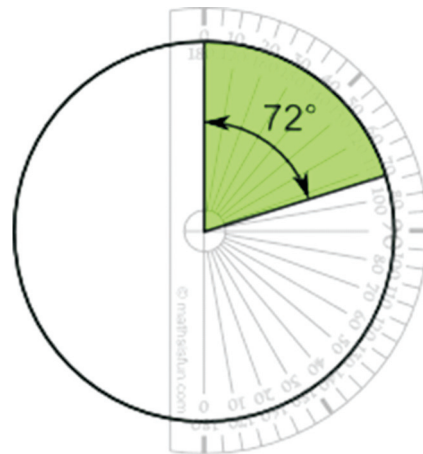
Comedy	Action	Socio fantasy	drama	Science fiction	Total
4	5	6	1	4	20
$4/20 \times 360^\circ = 72^\circ$	$5/20 \times 360^\circ = 90^\circ$	$6/20 \times 360^\circ = 108^\circ$	$1/20 \times 360^\circ = 18^\circ$	$4/20 \times 360^\circ = 72^\circ$	360°

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.

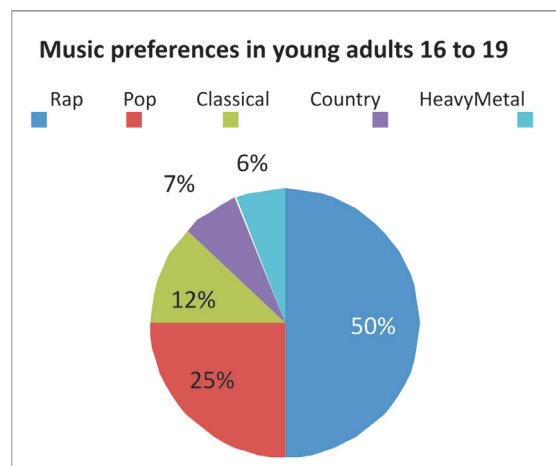


Let us do it

A pie chart is constructed by converting the share of each component into a percentage of 360 degrees. In Figure 4, 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 intoparts

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 thanper 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.....

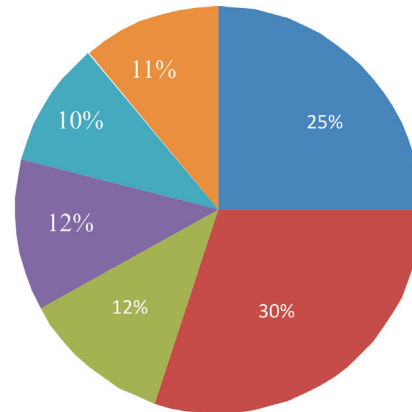
Use of Tense: Mind the correct use of tenses when describing a chart. If the chart deals with facts in the present, use the *Simple Present*, the facts are the past, then use the *Simple Past*. If there is a connection between the past and the present, use the *Present Perfect*.

Exercise

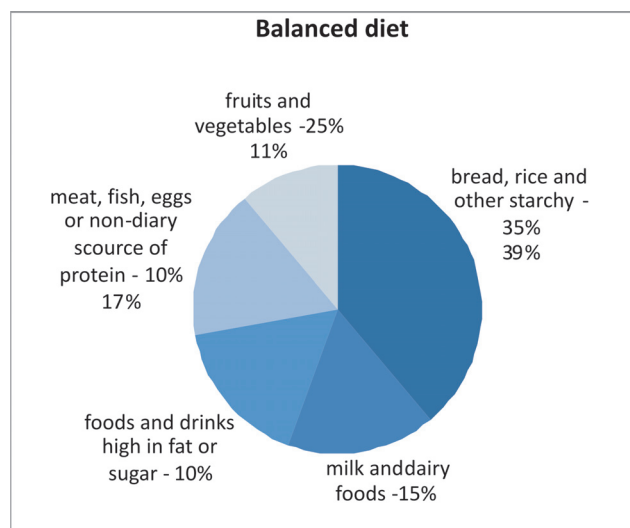
- Prasad's family expenses are ten thousand rupees a month. He made a pie-chart on their expenses for food, housing, savings, clothing, entertainment and miscellaneous expenses. Read the pie-chart and convert it into a paragraph.

Monthly expenditure of Prasad's family

Housing-25%	Food -30%
Entertainment-12%	Clothing -12%
Savings-10%	Miscellaneous -11%



- Read the pie-chart of balanced diet and convert it into a paragraph



- Read the pie-chart and convert it into a paragraph

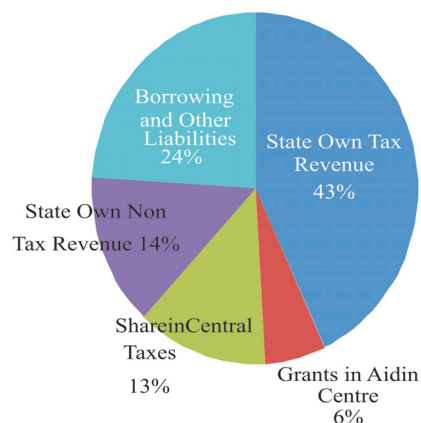
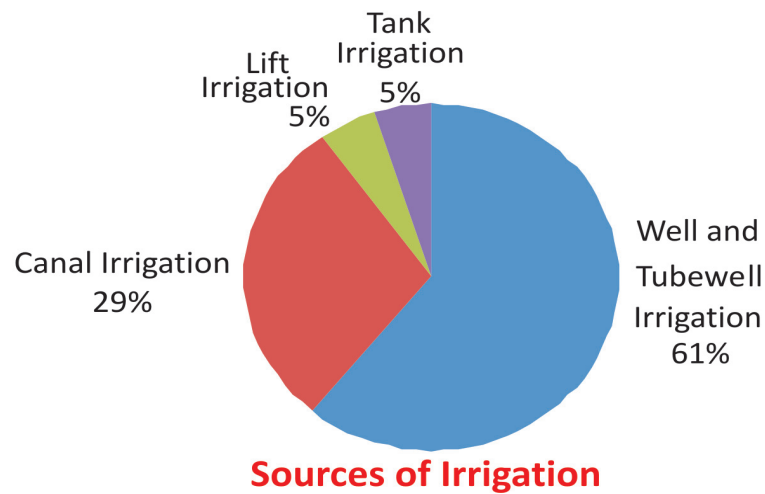
How the Rupee comes 2018 -19 (BE)

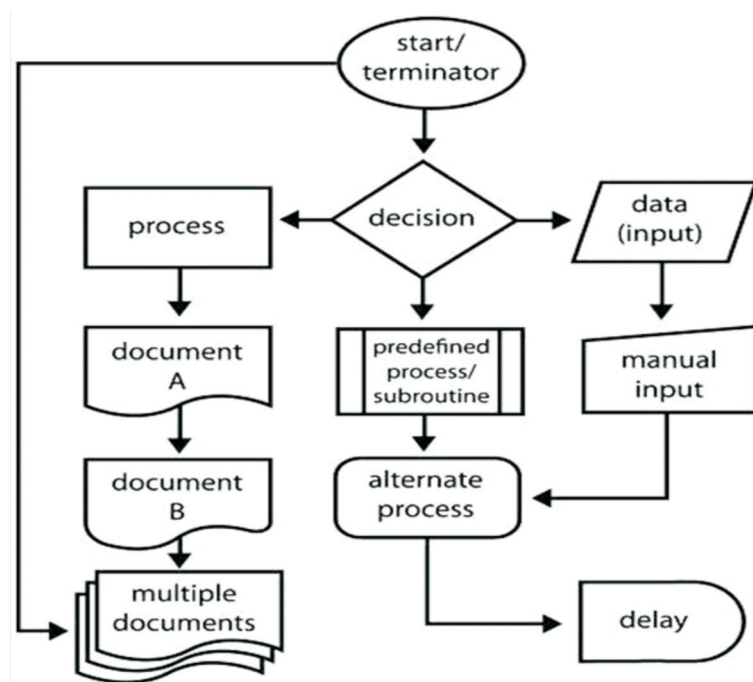
Figure Source: Union Budget 2018-19 Government of India

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 step. 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.

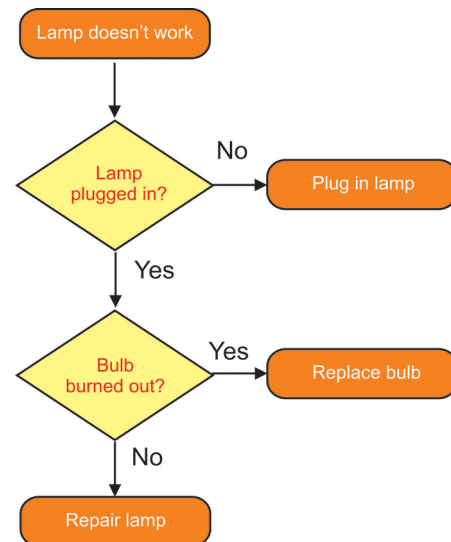
The process described can be anything: a manufacturing process, an administrative or service process, a project plan. This is a generic tool that can be adapted for a wide variety of purposes.

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.

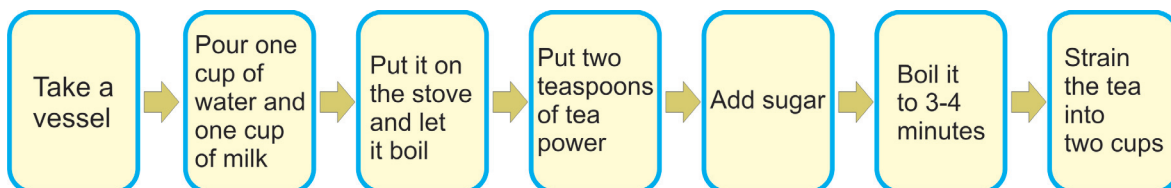
Look at the following flowchart and study the steps involved in the process.

The flowchart represents the process for dealing with a 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 new one or else repair the lamp connecting wires in 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.

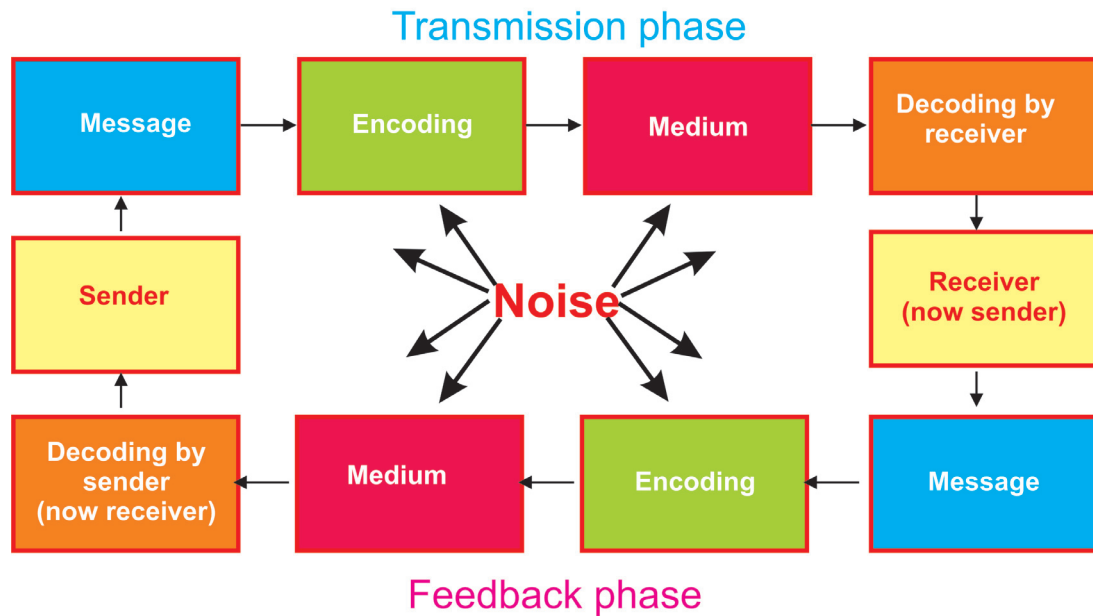


Exercise

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

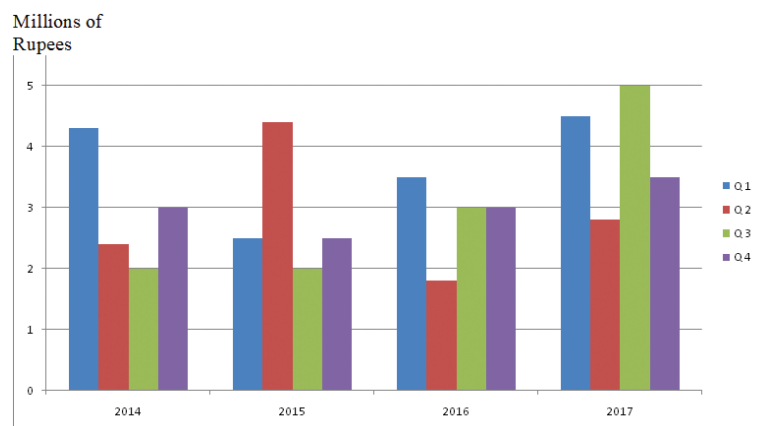


Bar graph

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.

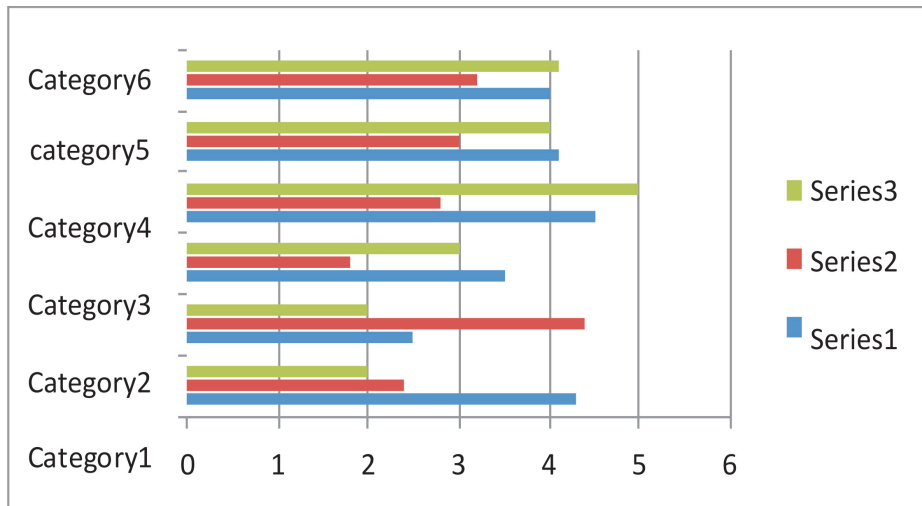
Data Comparison Bar Chart



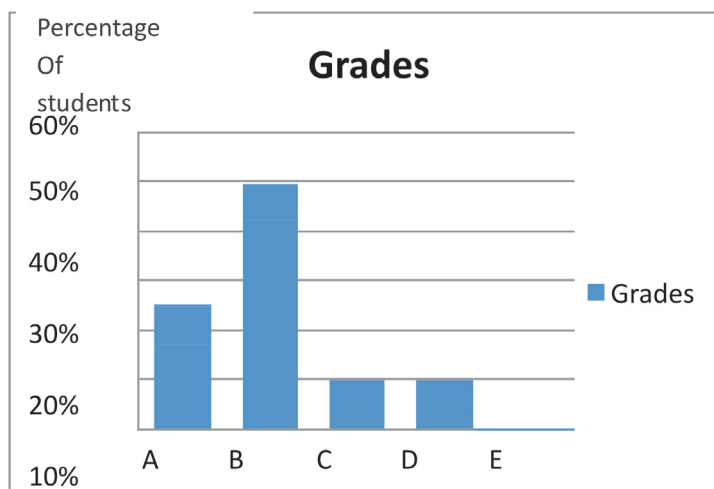
Horizontal Bar Graph

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

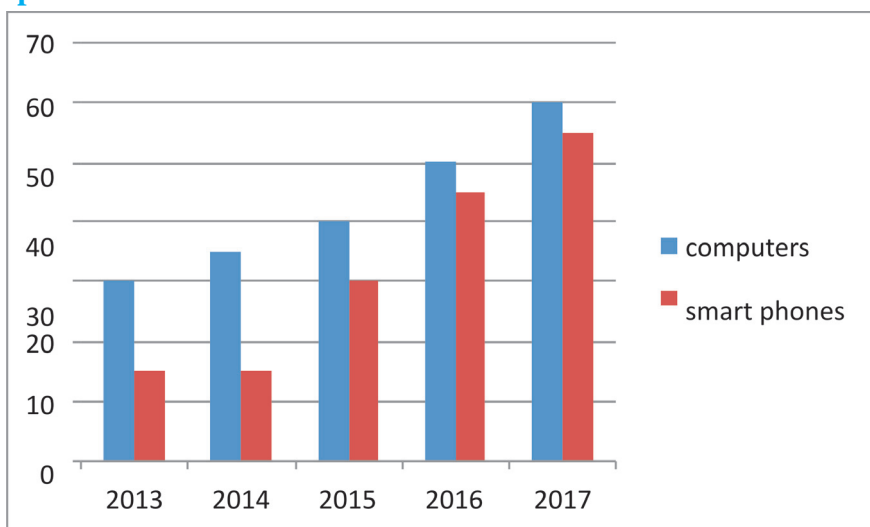


Grade on Half-Yearly Examination

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 pie chart, half of the students got B grade. It is followed by A grade. One fourth 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.

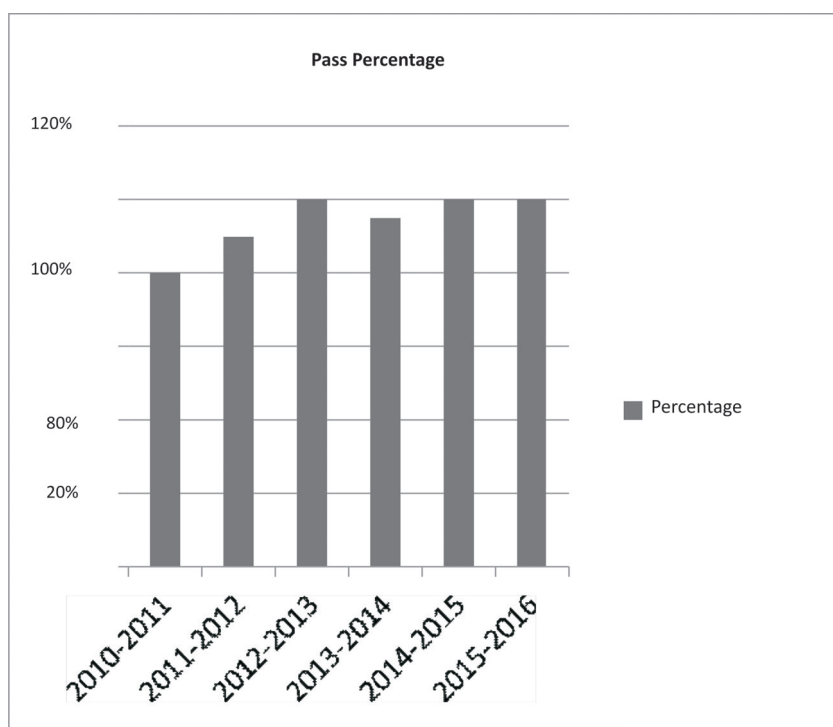
Example 2



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.

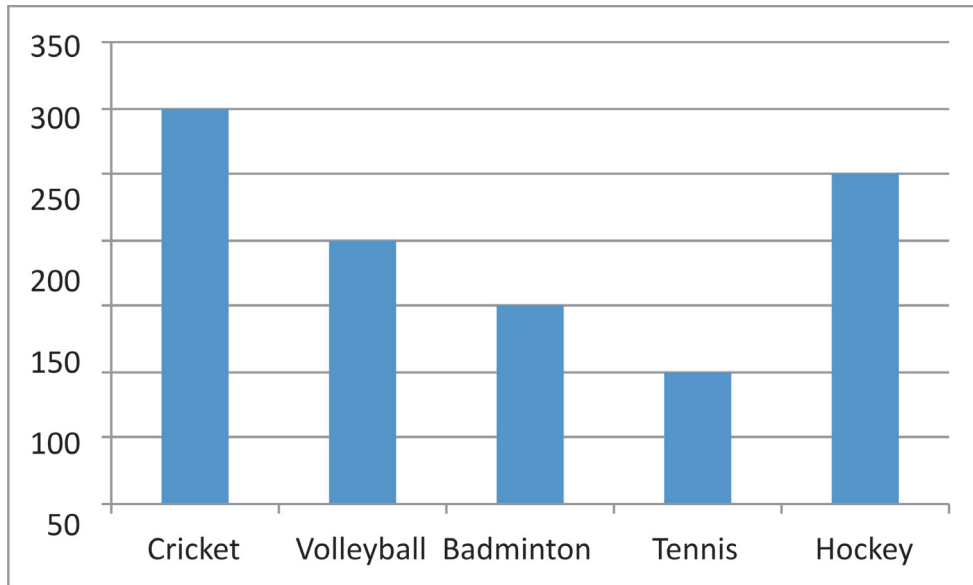
Example 3

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.

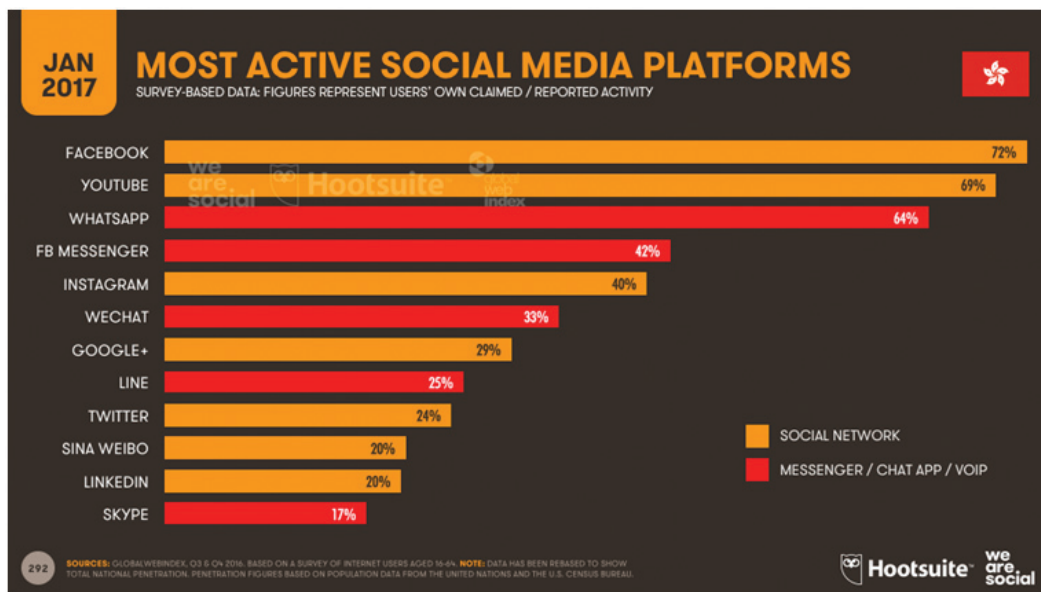


Exercise

- Examine the bar graph representing the number of students, interested in different games, in a school and try to interpret it into a paragraph.



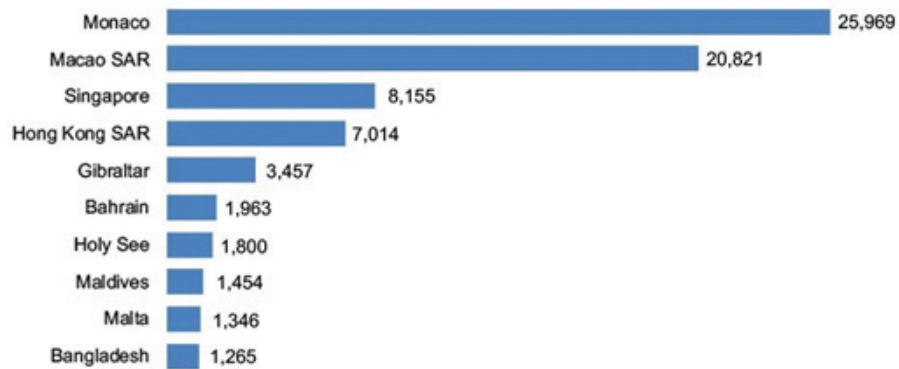
- Read the following bar chart and interpret it in a paragraph.



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

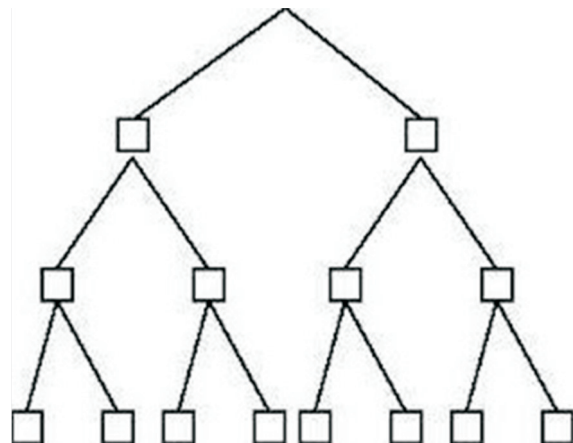


Source: UN

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

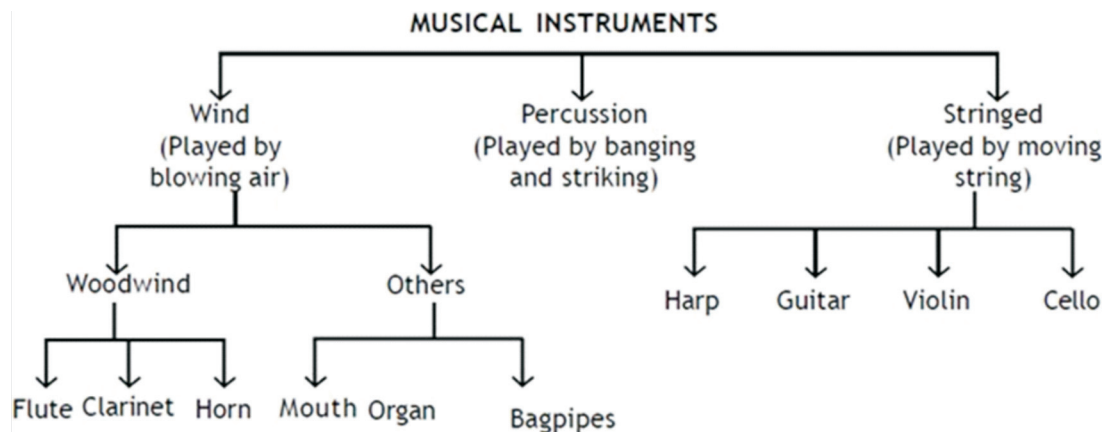


A Tree Diagram is a way of visually representing hierarchy in a tree-like structure. A Tree Diagram consists of branches that represent the relationships and connections between the members. Each branch in a tree diagram represents a possible outcome.

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

Look at the following tree diagram which shows various kinds of musical instruments.

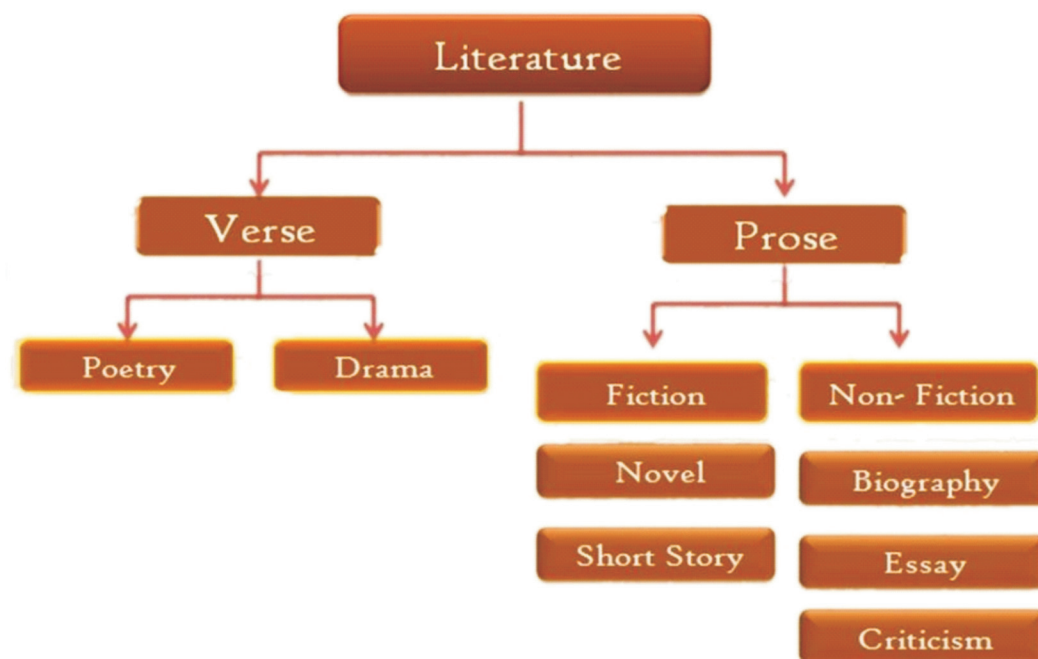


The tree diagram shows different kinds of musical instruments. They are divided into three main classes according to the way that they are played. Some instruments are played by blowing air into them. These are called wind instruments. Some of these are said to be of the woodwind family. Examples of 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 two kinds of stringed instruments. Examples are the harp and the guitar, the violin and the cello.

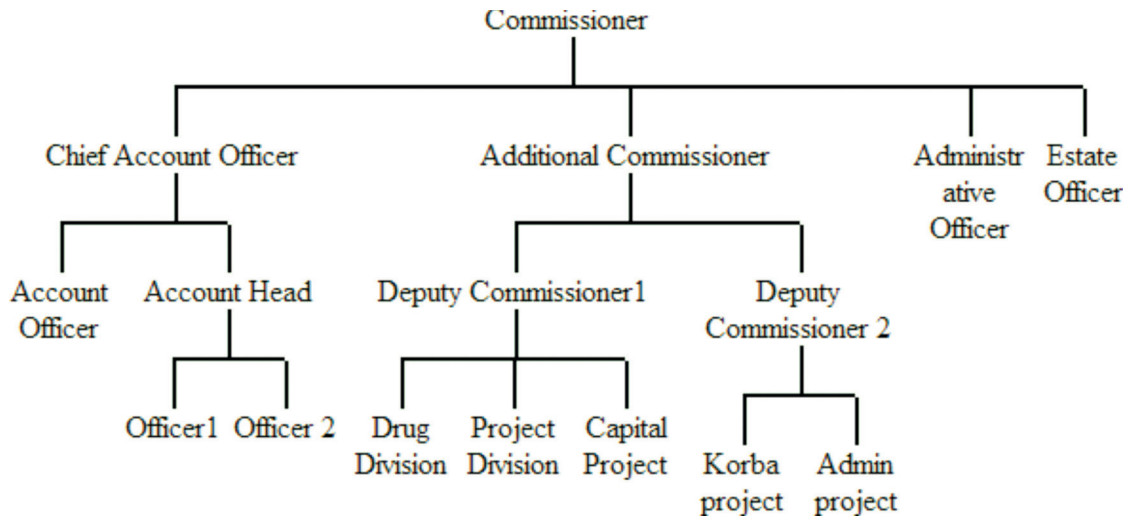
Exercise

Read the following tree-diagram and convert it into a paragraph

1. Read the following tree-diagram and convert it into a paragraph.

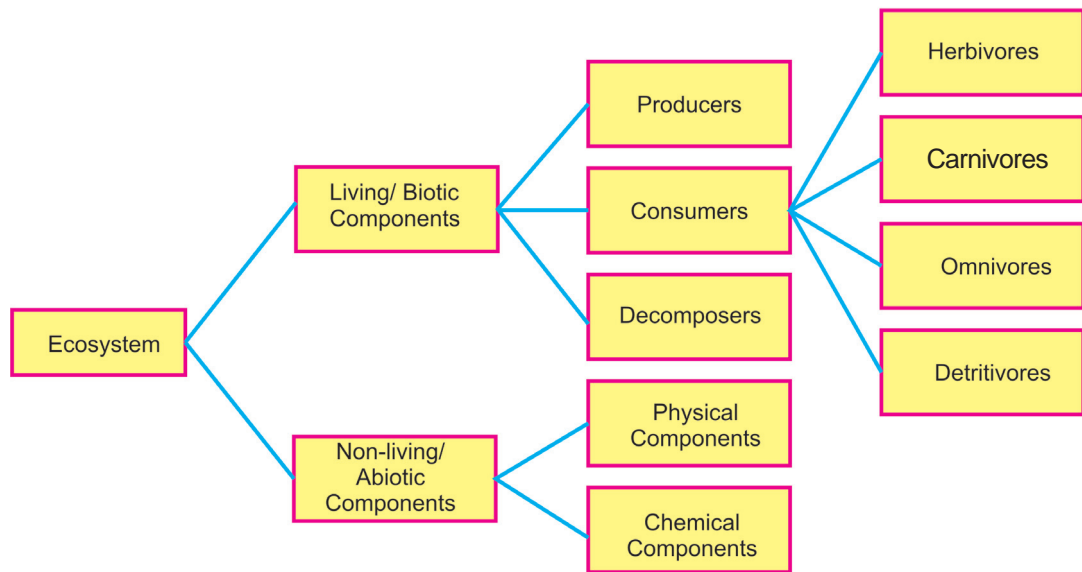


2. Read the following tree-diagram and convert it into a paragraph.



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 produced 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. According to the OCED report, The United States of America beats the rest hands down. It has at least twice as many doctoral graduates as Germany produced in the year 2014. 67,449 scholars were graduated with a Ph. D in the U.S. while compared with 28,147 in Germany. It is followed by the UK with 25,020 Ph. D. Graduates. India occupies fourth place with 24,300 doctoral degrees. Fifth and sixth ranks stand the countries Japan and 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.

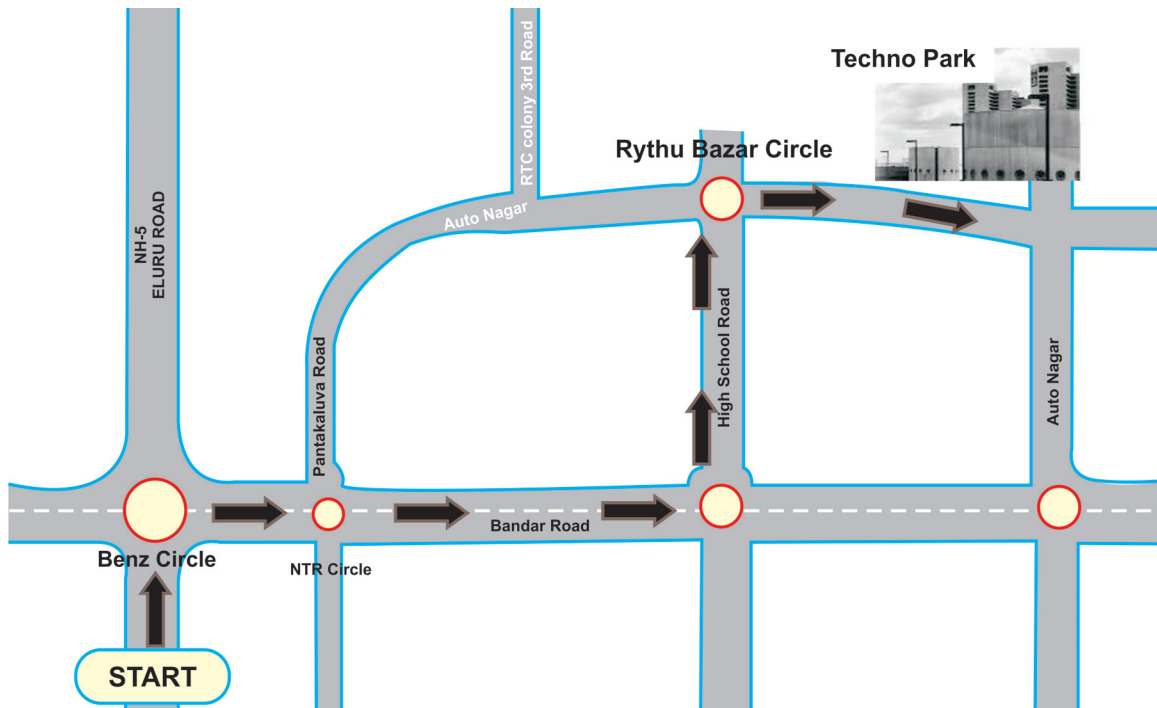
List of the highest Mountains in the World

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 city bus stop. Take any city bus heading towards 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 your 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 shown in the following table. Prepare a pie diagram of their production.

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 8th class, 120 in 9th class, 170 in 10th class, 100 in 11th class and 110 in 12th class. Represent this data on the 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 'Y' junction. At '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. Sonnet is a poem of fourteen lines. First eight lines are called Octave. Next six lines are Sestet. Octave is again divided into two Quatrains 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.

Reference

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2. www.it.griet.ac.in/wp-content/uploads/2014/08/info_trnfr_notes.pdf
3. www.mste.illinois.edu/courses/ci330ms/youtsey/lineinfo.html
4. www.ego4u.com/en/cram-up/writing/picture-description
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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 capital system promotes the worship of economic power.
 3. The division of human family is done on the basis of economic circumstance.
 4. Release
 5. The religion justifies it.

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 live in cities.
 4. inevitability
 5. rural areas

Poetry**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

Commonwealth of Bees

- I**
1. Gather 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 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. Secular state/society
 3. Inter-dining and inter-marrying
 4. Revised/re-defined
 5. Religious/non-secular

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. <i>adverb</i> |
| 17. verb | 18. verb | 19. noun | 20. adjective |
| 21. conjunction | 22. noun | 23. adjective | 24. conjunction |
| 25. verb | 26. preposition | 27. adverb | 28. preposition |
| 29. pronoun | 30. conjunction | 31. buy | 32. adjective |
| 33. interjection | 34. preposition | 35. adverb | 36. noun |
| 37. verb | 38. verb | 39. conjunction | 40. preposition |

Articles

Exercise 1

- | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|
| 1. an | 2. a | 3. the | 4. an | 5. an | 6. the | 7. the |
| 8. an | 9. an | 10. the | 11. the | 12. a | 13. an | 14. a |
| 15. an | 16. the | 17. the | 18. an | 19. the | 20. a | 21. the |
| 22. the | 23. a | 24. a | 25. the | 26. an | 27. the | 28. a |
| 29. the | 30. the | 31. a | 32. an | 33. the | 34. the | 35. a |
| 36. a | 37. an | 38. the | 39. an | 40. the | 41. an | 42. the |
| 43. a | 44. a | 45. the | 46. an | 47. a | 48. a | 49. a |
| 50. a | | | | | | |

Prepositions

- | | | | | | | | |
|----|-----------|-----------|-------------|--------|-----------|-------------|-------------|
| I | 1. of | 2. to | 3. with | 4. at | 5. from | 6. at | 7. in |
| | 8. for | 9. on | 10. on | 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 Concord: Agreement of Subject and Verb

Tenses

Exercise 1

- | | | | |
|------------------|---------------------|-----------------|----------------|
| 1. Saw | 2. Were playing | 3. Drinks | 4. Is jumping |
| 5. Did, complete | 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. Did- see |
| 5. Was moving | 6. Will drive | 7. Watch | 8. Did |
| 9. Will have taken | 10. go | | |

Modal Auxiliaries

Exercise 1

Choose the correct answer

- | | | | | | | |
|--------|------|-------|-------|-------|-------|-------|
| 1. b | 2. b | 3. c | 4. b | 5. b | 6. a | 7. a |
| 8. a | 9. b | 10. b | 11. b | 12. a | 13. b | 14. b |
| 15. a. | | | | | | |

Exercise 2

Fill in the blanks with the suitable modal verb.

- | | | | |
|-------------|----------|-----------|----------|
| 1. Can, Can | 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

Match the following questions (a–e) with the sentences (1–5) given below.

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. are | 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 |

Question Tags

I Exercise

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 any taxes, must we?
5. Few athletes have sponsors in A.P, have they?
6. A few tennis players got sponsors in A.P, have 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. No-one should drive on the right side of the road, should they?
10. The fisherman 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>is arrested</u> | 11. <u>slept</u> | 12. <u>keep</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 it? |
| 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 it? |
| 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 it? | 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 the 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. 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 exactly what happened there.
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. Sanjanais 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
44. I saw that man yesterday.
45. I hear a cry.
46. Mother loves her daughter.
47. John smells a rose.
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 the dinner is ready.
53. Everyone should respect his teacher..
54. Yesterday, I saw my 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 on the team.
68. David is the cleverest boy in the class.
69. He is worse than I
70. Apple is sweeter than 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. Mr. David said that he wanted to meet my parents
76. Kiran said that I ate 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 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 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 children.
90. Why are you angree 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 had to leave.
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) h 4) g 5) a 6) e
- II. 1) d 2) e 3) f 4) a 5) b 6) g
- II. 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
- 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
- IX. 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. | 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. gh | 21. r | 22. r | 23. gh | 24. c |
| 25. s | 26. r | 27. w | 28. l | 29. r | 30. k | 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. p | 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. sugar | 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 |

English

- | | | | |
|-------------|-------------|-------------|-------------|
| 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. woman | 72. mute |
| 73. double | 74. destroy | 75. island | 76. they |
| 77. odd | 78. pen | 79. phone | 80. end |
| 81. rely | 82. common | 83. tiny | 84. dark |
| 85. earth | 86. very | 87. tray | 88. gymnast |
| 89. open | 90. ship | 91. student | 92. bet |
| 93. site | 94. pile | 95. danger | 96. basic |
| 97. juice | 98. huge | 99. king | 100. shoe |

MODEL QUESTION PAPER

Part- I

[Time : 3 Hours]

English paper I

Max Marks: 50

SECTION – A

I. Answer ANY TWO of the following in 10-15 lines each:

2 × 4=8

- a) What should the teacher do to help the child tackle good and evil in the world?
- b) “Citizens of character are future of the nation.” Do you agree? Support your answer lining with the views of Rajaji.
- c) How does information technology help in preventive health care series?

II. Answer ANY TWO of the following in 10-15 lines each:

2 × 4=8

- a) What is the theme of the poem ‘As I Grew Older’?
- b) What are Tagore’s views on equanimity?
- c) According to Shakespeare, what are the lessons that human beings must learn from honey-bees?

III. Answer ANY ONE of the questions in about 15 lines.

1 × 4=4

- a. Give an account of the series of troubles the narrator experienced in the wake of winning a road engine.
- b. How did the people in olden days show concern for social values? Explain in the light of the short story “Will he come home?”

SECTION –B

VI. Read the following passage carefully and answer the questions that follow: 5 × 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.

- 1. What are flame wars?
- 2. What is internet compared to?
- 3. Find the word from the passage that is a synonym of ‘unshut’.
- 4. Who are warned to be careful with internet in the above passage?
- 5. What is the meaning of ‘skirt around’? (choose the best answer)
 - a. To wear a skirt and move around
 - b. To move around and avoid someone or something
 - c. To buy skirts on internet

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.

V. Fill in the blanks with ‘a’, ‘an’ or ‘the’:

$4 \times 1/2 = 2$

- a. Here’s an accident! Someone call — police.
- b. ‘What is that noise?’ ‘I think it is — airplane.’
- c. What — amazing view!
- d. The helicopter landed on — roof of a building.

VI Fill in the banks with suitable prepositions:

$4 \times 1/2 = 2$

- 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.

VII Fill in the blanks with suitable forms of the verbs given in the brackets: $4 \times 1/2 = 2$

- a. The box — so heavy that I could not lift it. (be)
- b. One of my friends — to Zambia recently. (go)
- c. My sister — as a pilot. (work)
- d. Where — the sun rise? (do)

VIII Rewrite the following sentences correcting the underlined part.

$4 \times 1/2 = 2$

The entire sentence must be written

- a. I liked the advices you gave me for preparation.
- b. He is believing in God.
- c. If I was you I wouldn’t do that.
- d. Rama and Uma shared the sweets among them.

IX Add the correct question tags to the following sentences

$4 \times 1/2 = 2$

- 1. Tigers are ferocious animals.
- 2. There haven’t been any showers this monsoon.
- 3. We mustn’t forget to pay taxes.
- 4. You needn’t leave early.

X. Identify the silent consonants in the following words:

$6 \times 1/2 = 3$

- a. muscle b. subtle c. pledge
- d. foreign e. calf f. knee

XI. Identify the parts of speech of the underlined words:

6 × 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.

XII Find the word that is different from the other words in the group with regard to the sound of the underlined letters.

6 × 1/2=3

- cell call cake
- item issue ice
- food mood wood

- gate gape gel
- water wafer warm
- sure sugar leisure

OR

Read the following transcriptions and write the words in ordinary spelling. For example
YÈklejm/ - acclaim

- /ˈhæpi/
- /ˈdri:m/
- /frend/
- /ˈhju:mən/
- /ˈpi:pl/
- /ˈneɪʃn/

XIII Match the words in column A with their meanings /definitions in column B. 6 × 1/2=3

A

- Rapture
- Chasm
- Hound
- Shatter
- Acclimatize
- Dynamics

B

- to get used to
- turning around
- force that produce movement
- a feeling of intense pleasure or joy
- a dog of a breed used for hunting
- a deep, steep- sided rift or gap
- to break suddenly into small pieces, extremely upset

XIVA 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. **3 M**

Sl. No.	Name of the sport	Percentage of students who like it
1.	Cricket	84
2.	Kabadi	72
3.	Tennis	53
4.	Football	45
5.	Kho-kho	23