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|--------------------|--|-------------------------------|----------|----------|
|                    | <b>MALLA REDDY ENGINEERING<br/>COLLEGE</b><br>(Autonomous) | <b>B.Tech.<br/>I Semester</b> |          |          |
| <b>Code: A0H01</b> | <b>ENGLISH</b><br>(Common to ALL)                          | <b>L</b>                      | <b>T</b> | <b>P</b> |
| <b>Credits: 3</b>  |  | <b>3</b>                      | <b>-</b> | <b>-</b> |

### **MODULE – I**

|                   |  |
|-------------------|--|
| <b>Speech</b>     | : “Go Kiss the World” by Subroto Bagchi                                |
| <b>Poem</b>       | : “Leisure” by W. H. Davies  |
| <b>Vocabulary</b> | : Formation of Words, Prefixes, Suffixes, and Root Words               |
| <b>Grammar</b>    | : Articles and Prepositions  |
| <b>Reading</b>    | : Skimming and Scanning  |
| <b>Writing</b>    | : Introduction to Writing Skills, Characteristics of Effective Writing |

### **MODULE – II**

|                    |   |
|--------------------|---|
| <b>Short story</b> | : “Gift of Magi” by O’ Henry  |
| <b>Poem</b>        | : “No Man is an Island” by John Donne                                 |
| <b>Vocabulary</b>  | : One Word Substitutions; Synonyms and Antonyms                       |
| <b>Grammar</b>     | : Degrees of Comparison, Voice – Exercises                            |
| <b>Reading</b>     | : Intensive Reading and Extensive Reading                             |
| <b>Writing</b>     | : Paragraph Writing- Cohesive devices; Jumbled Sentences; Punctuation |

### **MODULE – III**

|                   |  |
|-------------------|--|
| <b>Essay</b>      | : “Lucidity, Simplicity, Euphony” by W. Somerset Maugham |
| <b>Poem</b>       | : “The Mask” by Maya Angelou                             |
| <b>Grammar</b>    | : Tense and Aspect                                       |
| <b>Vocabulary</b> | : Homonyms, Homophones, Homographs                       |
| <b>Reading</b>    | : Reading for Topic and Theme                            |
| <b>Writing</b>    | : Letter Writing   |

### **MODULE – IV**

|                    |   |
|--------------------|---|
| <b>Short story</b> | : “The Night Train at Deoli” by Ruskin Bond           |
| <b>Poem</b>        | : “Gift of India” by Sarojini Naidu                   |
| <b>Grammar</b>     | : Question Tags; Concord                              |
| <b>Vocabulary</b>  | : Idiomatic Expressions; Phrasal Verbs                |
| <b>Reading</b>     | : Reading for Interpretation                          |
| <b>Writing</b>     | : Essay Writing, Describing, Defining and Classifying |

### **MODULE – V**

- Essay** : “Toasted English” by R. K. Narayan  
**Poem** : “If” by Rudyard Kipling  
**Grammar** : Direct and Indirect Speech, Misplaced Modifiers  
**Vocabulary** : Redundancies and Clichés  
**Reading** : Reading for Specific Purposes, Reading Comprehension practice  
**Writing** : Paraphrasing & Summarizing,  
\* Exercises from the texts not prescribed shall also be used for classroom tasks.

# MODULE-I

# Go Kiss the World

Subroto Bagchi

Subroto's father was a District Employment Officer in Koraput, Orissa, and Subroto was their fifth and the last child. Koraput was a district without electricity and water did not use to run through taps. There were no primary schools due to which Subroto's schooling was done at home only. Subroto's mother had come as a refugee from East Bengal and was raised by a widow.

Subroto's father used to get transferred every year. Therefore they had to move frequently and travel in the government provided jeep. There was no garage in his father's office due to which the jeep used to stay at home always. His father never used the jeep to commute to the office and taught the same lesson to Subroto, telling him that it is an expensive resource given by the government. From this came Subroto's first lesson, the lesson to never misuse public facilities.

Subroto and his brothers were also not allowed to call the jeep's driver by his name and were always told to add the suffix "Dada" before his name. When Subroto grew up, he taught the same lesson to his daughters and they were supposed to call their driver "uncle". Subroto used to cringe every time he used to hear other people disrespecting their drivers. This made up their second lesson, telling them always to respect their subordinates more than their seniors as it is more important to respect small people.

Subroto's father had put the habit of reading the newspaper daily in Subroto. He and his brothers were supposed to read the newspaper aloud with the morning tea. Although Subroto did not understand much of what was written in the newspaper, he still contributes his good English to that habit. After reading the newspaper, he was taught to fold it correctly. Another lesson which his father taught him and his brothers was "You should leave your newspaper and your toilet the way you expect to find it.\*"

In their childhood, Subroto and his brothers were always attracted by various property and radio advertisements in the newspaper, but their father always refused to buy them, telling them that they don't need a radio because their family already have five (referring to the children). This made up another lesson, "not to measure personal success and sense of wellbeing through material possessions."

Go, kiss the world' were Subroto Bagchi's blind mother's last words to him. These words became the guiding principle of his life. Subroto Bagchi grew up amidst what he calls the 'material simplicity' of rural and small-town Orissa, imbibing from his family a sense of contentment, constant wonder, connectedness to a larger whole and learning from unusual sources. From humble beginnings, he went on to achieve extraordinary professional success, eventually co-founding MindTree, one of India's most admired software services companies. Through personal anecdotes and simple words of wisdom, Subroto Bagchi brings to the young professional lessons in working and living, energizing ordinary people to lead extraordinary lives. Go Kiss the World will be an inspiration to 'young India', and to those who come from small-town India, urging them to recognize and develop their inner strengths, thereby helping them realize their own, unique potential.

## Leisure

- The poem Leisure written by William Davies conveys a beautiful message on how we are busy in our own life and have no time to admire our nature and surrounding.
- In this poem he has criticised humans on the fact that we are like a machine and run everyday without noticing the little detail about our surrounding.
- We are so busy in our lives that we can't spare a moment to admire the green trees, the reflection of water when sun rays fall on it, the hiding of grains in the grass by squirrel on winter mornings etc.
- The poet feels even the cows and sheep are enjoying their life as they are not in hurry and not missing out on the simple yet beautiful form of nature. We do not even have time to look at the sky full of stars at night for few minutes.
- The poet pities on the human race as, time is running and so are we but still we are living our life, but not enjoying it. We are failing to see this beautiful side of nature which has been personified as a beautiful girl who is young and dancing merrily.
- This little things has always refreshed poet's mind and rejuvenated him and has filled his mind with peace, happiness, and positivity. We should all look for it instead of running like a machine.

In this poem, 'Leisure', the poet William Davies is telling us about our hectic life. We have no time to admire the nature around us. Even we cannot spare a few moments to stand under the branches of green trees and enjoy the beautiful and restful shades of the trees. The common animals like sheep and cows are better than us in enjoying life. We cannot look at them grazing in the pastures. When we pass through some forests, we do not have time to stop for some moments to look at the trees-tall and short, and enjoy their natural beauty. The dark green trees provide a soothing effect but we are always sick-hurried and cannot enjoy at least the simple beauty. Also we cannot look at the small animals like squirrels concealing their food-grain in the grass for the winter. During day time, when the rays of the sun fall upon the clear water of the rivers, the water reflects and shines like stars in the sky during night. But busy people do not have time to see this. The natural beauty scattered all around us. Natural beauty is personified as a young beautiful dancing girl having a smiling face. But we have no time to stand at a place and look carefully at nature that can refresh us. As human beings, we should spare some moments and look at nature and natural beauty spread around us and enjoy life.

## **VOCABULARY**

### **WORD FORMATION**

As you read you come to know many interesting things about words and many ways to make new words. Most of the words in English are nouns, verbs, adjectives and adverbs. If you know one form of the word you can change it into another form. For Example, if you know the word communication (noun) you can change it into communicate (verb). Similarly, if you know the verb form of a word, you can change it into its corresponding noun form.

Many verbs in English take *-ed* in the past tense and many nouns end with *-tion*, or *-sion*.

#### **Read the following sentences :**

1. The doctor examined the patient. (verb)
2. The selection of candidates is based on their performance in the written examination. (noun)
3. The Nizam collected beautiful pieces of jewellery during his lifetime. (verb)
4. The Jacob Diamond is the best piece of Nizam's jewellery collection. (noun)
5. He associated himself with the Rotary Club. (verb)
6. The Association has called for nominations to conduct elections. (noun)
7. The committee has resolved to promote international understanding. (verb)
8. The board has formulated new rules for the promotion of cricket. (noun)
9. The candidates should apply for the post before 15th January, 02. (verb)
10. Applications are invited for the post of Computer Operator in the Army School. (noun)
11. The people were informed of the new tax rules. (verb)
12. The information on the new tax rules was given to the people. (noun)

#### **Here are some more examples :**

|            |   |                |           |   |              |
|------------|---|----------------|-----------|---|--------------|
| accomplish | - | accomplishment | belief    | - | believe      |
| acquaint   | - | acquaintance   | bath      | - | bathe        |
| commit     | - | commitment     | character | - | characterise |
| conceive   | - | conception     | centre    | - | centralise   |
| decide     | - | decision       | company   | - | accompany    |
| admit      | - | admission      | circle    | - | encircle     |
| collide    | - | collision      | colony    | - | colonise     |

|          |   |              |             |   |           |
|----------|---|--------------|-------------|---|-----------|
| notify   | - | notification | electricity | - | electrify |
| select   | - | selection    | fool        | - | be fool   |
| apply    | - | application  | food        | - | feed      |
| attest   | - | attestation  | force       | - | enforce   |
| register | - | registration | friend      | - | befriend  |
| examine  | - | examination  | frost       | - | freeze    |
| verify   | - | verification | furniture   | - | furnish   |

## ACTIVITY

Complete the following table :

|                 |          |               |              |
|-----------------|----------|---------------|--------------|
| <b>Example:</b> | to agree | : agreement   |              |
| to manage       | : .....  | to assert     | : .....      |
| to improve      | : .....  | to object     | : .....      |
| to pay          | : .....  | to complete   | : .....      |
| to amuse        | : .....  | to destroy    | : .....      |
| to entertain    | : .....  | to omit       | : .....      |
| to perform      | : .....  | to explain    | : .....      |
| to replace      | : .....  | belief        | : to believe |
| to enforce      | : .....  | pollution     | : .....      |
| to imprison     | : .....  | arrangement   | : .....      |
| to encourage    | : .....  | prevention    | : .....      |
| employ          | : .....  | determination | : .....      |
| to uplift       | : .....  | operation     | : .....      |
| to appoint      | : .....  | maintenance   | : .....      |
| to create       | : .....  | constitution  | : .....      |
| to invite       | : .....  | imagination   | : .....      |
| to submit       | : .....  | comparision   | : .....      |
| to absorb       | : .....  | collaboration | : .....      |
| to regularise   | : .....  | statement     | : .....      |

|               |         |              |         |
|---------------|---------|--------------|---------|
| to connect    | : ..... | argument     | : ..... |
| to delegate   | : ..... | exhibition   | : ..... |
| to appreciate | : ..... | presentation | : ..... |

## LEXICAL SETS

Each topic has a set of inter-related words. Such sets are called lexical sets. Look at the words given below and it will be easier to guess the topic.

- i) Platform, train, compartment, coupe, berth, reservation, coolies, first class, general, A.C. sleeper, three-tier, luggage, rush, beggars, ticket collector, newspaper and magazine vendors, fruits and biscuit vendors, tea and coffee vendors, signal, announcement, arrival and departure.
- ii) Hills, rivers, cattle, wells, women carrying water in mud and brass pots, crops, fields, potter, carpenter, farmer, the pipal tree, bullock carts, birds, goats, calves, kids playing, paddy, trees, plants, mud houses and roads, grocer, post-office, a hand pump.
- iii) Bell, prayer, headmistress, teacher, pupil, books, time table, laboratory, library, drill, games, blackboard, classroom, test, examinations, benches, tables, duster, chalk, attendance register, uniform, literary club, reading room, maps and pictures.

## ACTIVITY

1. Give as many lexical sets of words as possible to describe a cricket match.
2. Give a lexical set of words to describe a market place.

## ANTONYMS AND SYNONYMS

Each word in English has its own meaning and it can hardly be replaced by any other word. However, there are a number of words which are similar in meaning. These words are called synonyms, and learning them will help avoid repetition of the same word again and again in writing or speech. For example, complement, praise, congratulate, applaud, salute, acclaim, hail are synonymous words as they convey similar meanings.

On the other hand, antonyms are words with opposite meanings. For example, real, genuine, true and fact are antonyms of false.

## ACTIVITY

### a. Find out the synonyms of the following words :

|          |         |           |         |
|----------|---------|-----------|---------|
| abundant | - ..... | effort    | - ..... |
| begin    | - ..... | embellish | - ..... |
| callous  | - ..... | ferocious | - ..... |

|          |        |        |       |
|----------|--------|--------|-------|
| delicate | -..... | grief- | ..... |
| dislike  | -..... | idle - | ..... |

**b. Find out the antonyms of the following words :**

|            |   |       |           |   |       |
|------------|---|-------|-----------|---|-------|
| allow      | x | ..... | hasty     | x | ..... |
| benevolent | x | ..... | nebulous  | x | ..... |
| create     | x | ..... | obstinate | x | ..... |
| elevate    | x | ..... | pathetic  | x | ..... |
| frequent   | x | ..... | generous  | x | ..... |

## COLLOCATION

If someone says, 'I am making my homework,' you may laugh. 'You are not MAKING your homework,' you may tell the person. 'You are DOING your homework.' Why? It is because you know that 'do' and 'homework' go together, while 'make' and 'homework' don't. You know that 'do' and 'homework' are a natural combination, while 'making homework' sounds unnatural.

That is the idea behind collocations. Collocation means a natural combination of words. 'Do' and 'homework' collocate, while 'make' and 'homework' don't. But, 'make' collocates with some other words, while 'do' doesn't. Thus, we say, 'Don't MAKE mistakes.' We don't say, 'Don't DO mistakes.'

Similarly, we say 'a tall man,' but we don't say 'a high man,' though tall and high are synonyms. But, 'high' can go with 'mountain.' You can describe a mountain as 'a high mountain.' The term 'fast food' is now quite popular; we often use it. But, can we say 'quick food,' which is what fast food means? No, because it is an unnatural combination. But, you can say 'a quick meal'; you can't say 'a fast meal.'

A collocation that is natural in one language may turn out to be unnatural in another. Thus, in Telugu, you can 'catch water' (Pattukonu). But, you can't do so in English. In English, you may 'get water' or 'fetch water' or 'store water' or 'collect water.' You must, therefore, be careful in this respect.

If you use the right collocation, you will sound natural; people will say that you speak flawless English. You can say, 'I'm making my homework,' and people will certainly understand you. But, they may laugh at you.

Secondly, you can increase the range of your vocabulary by learning collocations. In many situations, when we want to sound complimentary, we often use the word, 'nice'. 'How was the dinner?' 'Nice.' 'How was the movie?' 'Nice.' We do sound complimentary, no doubt, but we are still at the tail-wagging stage of communication. For instance, instead of 'Nice dinner,' one can

say, 'Delicious dinner!' Instead of 'It's very cold,' you can say, 'It's bitterly cold.' Why should you always say, 'It's very dark'? You may also say 'It's pitch dark' - and impress your listeners.

Thirdly, by using fresh collocations, you can communicate with style. For instance, instead of describing a meal as 'a big meal,' you can say 'a substantial meal.' Instead of saying, 'Poverty causes crime,' you can say, 'Poverty breeds crime.' There will be variety in your vocabulary, and you will sound better.

One of the best ways of learning collocations is to read widely; it is a natural way of expanding your vocabulary and learning collocations. Secondly, practise using the collocations you have learnt. Thirdly, when you learn a new word, think of other words that collocate with it. Suppose you have learnt the word 'distinctly,' having come across it in the sentence, 'I remember everything distinctly.' Think of other possibilities such as 'I remember everything vividly.' And then having a particular approach to learning collocations may be helpful. You may use a topic approach (topics like 'family,' 'money,' and 'weather'), which is the preferred approach in some popular books. Or, you may use the conventional word approach. If the word, for instance, is 'take,' you may learn the words that collocate with it: e.g. take a chance, take an exam, take action.

There are several types of collocations made from combinations of nouns, verbs, adjectives, etc.

## ACTIVITIES

1. Match the following words in accordance with appropriate collocations:

- |               |    |          |         |
|---------------|----|----------|---------|
| 1. resounding | a) | time     | (     ) |
| 2. thumping   | b) | asleep   | (     ) |
| 3. bitter     | c) | headed   | (     ) |
| 4. death      | d) | success  | (     ) |
| 5. cool       | e) | schedule | (     ) |
| 6. fast       | t) | enemies  | (     ) |
| 7. naked      | g) | deep     | (     ) |
| 8. neck       | h) | majority | (     ) |
| 9. tough      | i) | blow     | (     ) |
| 10. hectic    | j) | truth    | (     ) |

**2. Identify the collocations in the following sentences and underline them.**

1. Krishna was a talented student.
2. The government recognized the talents of a Mr. Ram and promoted him to the position of a chief engineer last year.
3. Mr. Samson is known for his long and prolific career as a teacher.
4. Teaching is a noble profession.
5. She has a superficial knowledge of German.

**3. Read the following sentences and answer the questions that follow by making references to the collocations.**

1. It is an enormous advantage to our college to have excellent teaching faculty.
2. I have been praying to God to bless me with a permanent employment in any reputed university.
3. The teachers were instructed to give difficult assignments as the students were resorting to mass copying.
4. Students were charged with heavy fines for being irregular to classes.
5. A preliminary experiment is conducted on rodents to note the effectiveness of the medicine.
6. A standardized test is administered to the students seeking an admission in this college.
7. Students have to strive to clear the competitive examinations.

**QUESTIONS**

1. What is administered to the students?
2. What should students strive to clear?
3. What are the teachers instructed to give?
4. What have I been praying to God to bless me with?
5. What was conducted on rodents?
6. What were the students charged with?
7. What will the college have if it has excellent teaching faculty?

4. Fill in the blanks with suitable adjectives from the box given below to make acceptable collocations.

|              |           |        |           |
|--------------|-----------|--------|-----------|
| Light        | Loud      | Lavish | Expensive |
| Recreational | Memorable | Scary  | Lively    |

1. Photography is an ..... hobby.
2. Music thundered from my neighboring house.
3. As I want to lose weight, I have ..... breakfast every day.
4. He gave us a ..... party on his birthday.
5. Children do not like to watch ..... movies.
6. The ..... dance of kindergarten students received a big applause.
7. How can I forget that ..... song?
8. Soccer is a ..... sport.

5. Given below is a set of collocation combinations. Thereafter, a set of six exchanges is presented. Using the collocations given in the box, fill in the blanks with appropriate collocations.

|              |               |                 |
|--------------|---------------|-----------------|
| Eldest boy   | Sweetest girl | Heavy lunch     |
| Aged parents | Sheer luck    | Faithful friend |

- Kalyan : Did you make any friends here, Suresh?
- Veenu : No, Kalyan. Not yet. But I miss my....., Laxman, back at home. I wish he were here.
- Dhanya : Hi, Sheethal! Come, have this sweet.
- Sheethal : No, thanks, Dhanya! I have just had a..... I'm afraid I might doze off in the class when my teacher starts the lecture.
- Smitha : Of all the girls in the class, whom do you like the most, Vijaya?
- Vijaya : Dhanya, of course, who else? She is the..... and liked by many teachers.
- Mamata : Are you not coming for the wedding party tonight?
- Samata : No, Mamata. My husband is out of town and I need to take care of his ..... Please convey my best wishes to the couple.

- Mamata : Oh, sure!
- Praveen : Ram, why were you absent from college yesterday?
- Ram : I took my little sister to hospital.
- Praveen : But, you have two more brothers. You could have asked one of them to take her.
- Ram : Yes, I could have, but, I am the..... in my family and I must accept all important responsibilities.
- Praveena : Congratulations, Suneel, on clearing the written test!
- Suneel : Thank you. You know, the truth is I didn't actually prepare for the test. I passed it by .....

**6.** Given below is a story. It has six collocation errors. Underline the errors and rewrite the story with appropriate collocation combinations. You may refer to the 'Learning' section for help. Write your version in the space provided.

Ours is a long family. One day we decided to have a delirious dinner in an elegant restaurant. So we went to a four-star restaurant on the outskirts of our city. After our dinner, we went to a theatre to watch a hit movie which is a familial entertainment. As all of the members of our family had excellence health, they wanted to enjoy themselves outside the whole night. To our surprise, that day we had a handsome weather. So, we spent most of our time out and stayed in a comfortable hotel that provided a decency accommodation.

**7.** Choose the most appropriate collocation from the choices to make a meaningful sentence.

1. I request you not to ..... (refuse / refugee) this assignment.
2. The government..... (loved / levied) fines on some companies for evading tax.
3. Students were asked to..... (perform / perfume) the experiment once again by the teacher.
4. I am..... (entrusted / trusted) this responsibility to monitor the test.
5. Mrs. Rosy was asked to ..... (seat / set) French examination.
6. Teachers were instructed not to..... (hold / conduct) any other appointments on the college day.

8. Match the beginning of each sentence in 'Part A' with its ending in 'Part B' to make a meaningful statement.

| PART A                                       | PART B                               |
|--|--------------------------------------|
| 1. None of us have any time to pursue        | a. party tomorrow.                   |
| 2. Would you like to perform                 | b. our hobbies.                      |
| 3. I am invited to the                       | c. a little dance.                   |
| 4. In this wonderful location we can shoot   | d. any sports.                       |
| 5. At the fresher's party our teacher did Do | e. this song?                        |
| 6. you know who composed                     | f. a movie.                          |
| 7. Children these days are not playing       | g. a piece of music to entertain us? |

9. Given below are a few scrambled sentences. Unscramble them to make meaningful statements. Also, underline collocation combinations. Write your answers in the space provided.

- the / committee / lavish / entertainment / provided / were / members.
- bring up / on / a / low / income / a / family / very / difficult / it / is / to.
- before / check / you / go / the / weather / out.
- resorted / to / he / was / that / am / I / happy / good / health.
- to / its / faculty / the / college / free / accommodation / offers.
- holds / dinner / on / the / day / induction / the / management / every / year.
- she / ate / when / I / served / lunch / to / her / heart's / content.
- remained / friends / forever / Ram / Syam / and.

10. Fill in the blanks with the most appropriate collocations.

- Did the rain ..... much damage to the fields?
- She has been ..... her hair for one hour.
- You have to ..... a bus after a five-minute walk.
- The doctor ..... treatment immediately and he is out of danger.
- I am sure you will ..... good time on the trip.
- He ..... excited on seeing his favorite actor.

7. The old man has .....blind last year.
8. I would like to .....tributes to him.
9. The whole class .....silent when the principal entered.
10. As the noise ..... louder, we were terrified.

## ROOTS OF ENGLISH WORDS

At least half of the words in the English language are derived from Greek and Latin roots. Knowing these roots helps us to grasp the meanings of words before we look them up in the dictionary. It also helps us to see how words are often arranged in families with similar characteristics.

For instance, if we look at the word "philosophy", "sopho" is a part of the word related to knowledge and "phil" is related to love. Both the words come from Greek roots that give us "Philosophy" which means "love of knowledge". In Greek "anthropos" means humankind and "logy" refers to study of any kind. "Phil" is related to love and thus a philanthropist is someone who loves mankind and does something for them. And an "anthropoid" is an animal which walks like a human being. Learning the roots of words can enhance our vocabulary and can even be an interesting pastime.

Some common Greek and Latin roots and words derived from them :

|                 |                       |  |
|-----------------|-----------------------|--|
| astr, astr (G)  | star                  | astronomy, astrology                       |
| audi (L)        | to hear               | audible, auditorium                        |
| bene (L)        | good, well            | benefit, benevolent                        |
| bio (G)         | life                  | biology, autobiography                     |
| die, dict (L)   | to speak              | dictionary, dictator                       |
| fer (L)         | to carry              | transfer, referral                         |
| fix (L)         | to fasten             | fix, suffix, affix                         |
| geo (G)         | earth                 | geography, geology                         |
| graph (G)       | to write              | graphic, photography                       |
| jur, just (L)   | law                   | jury, justice                              |
| log, logue (G)  | word, thought, speech | monolog(ue), astrology, biology, neologism |
| luc (L)         | light                 | lucid, translucent                         |
| manu (L)        | hand                  | manual, manuscript                         |
| meter, metr (G) |                       |  |
| measure         | metric,               | thermometer                                |
| op, oper (L)    | work                  | operation, operator                        |
| path (G)        | feeling               | pathetic, sympathy, empathy                |
| ped (G)         | child                 | pediatrics, pedophile                      |

|                   |                 |                             |
|-------------------|-----------------|-----------------------------|
| phil (G)          | love            | philosophy, bibliophile     |
| phys (G)          | body,<br>nature | physical, physics           |
| scrib, script (L) | to write        | scribble, manuscript        |
| tele (G)          | far off         | telephone, television       |
| ter, terr (L)     | earth           | territory, extraterrestrial |
| vac (L)           | empty           | vacant, vacuum, evacuate    |
| verb (L)          | word            | verbal, verbose             |
| vid, vis (L)      | to see          | video, vision, television   |

### PREFIXES AND SUFFIXES

A prefix is a letter or group of letters added to the beginning of a word to change its meaning.

Read the following sentences.

1. a) The leader is capable of doing service to people.  
b) The leader is incapable of doing service to people.
2. a) The officer was appreciated for using the funds properly.  
b) The officer was prosecuted for misusing the funds.
3. a) I was able to contact him on telephone.  
b) I am unable to contact him on telephone.
5. a) The committee has approved the chainnan's decision.  
b) The committee has disapproved the chairman's decision.
6. a) We furl the flag with flowers before it is hoisted.  
b) The principal unfurled the flag and hoisted it.

A suffix is a letter or group of letters added to the end of a word, to change its meaning. For example,

1. a) Rajani was asked to sing a prayer song.  
b) Rajani is a singer.
2. a) He created history in the world of cricket.  
b) We are studying the historical background of the French Revolution.

Most of the prefixes and suffixes are formed from Greek and Latin roots. Knowing them will help us determine the meaning of words.

Here are some examples of prefixes and their meanings. The prefixes in the words are underlined :

| Prefix             | Meaning       | Prefixed Word   |
|--------------------|---------------|---|
| semi-              | half          | semiannual, hemisphere                                      |
| uni-, mono-        | one           | unicycle, monarchy, monorail                                |
| bi-, di-           | two           | binary, bimonthly, dilemma, dichotomy                       |
| cent-              | hundred       | <u>cent</u> ury, <u>cent</u> imeter                         |
| milli-, kilo-      | thousand      | <u>milli</u> meter, <u>kilo</u> meter                       |
| a-, il-, im-, in-, | without, no,  | <u>a</u> nonymous, <u>il</u> legal, <u>im</u> moral,        |
| un-,               | not, absence  | <u>in</u> valid, <u>ir</u> reverent, <u>un</u> skilled      |
| non-, anti-,       | of, opposing, | <u>non</u> breakable, <u>anti</u> pathy, <u>contra</u> dict |
| contra-            | against       |   |
| counter-           | opposite to,  | <u>count</u> erclockwise, <u>count</u> erweight             |
| de-,               | do the        | <u>de</u> horn, <u>de</u> vitalize, <u>de</u> value         |
|                    | opposite of,  |   |
|                    | remove,       |   |
| dis-               | reduce        | disestablish, disarm  |
|                    | do the        |   |
|                    | opposite of,  |   |
| mis-               | deprive of    | <u>mis</u> judge, <u>mis</u> deed                           |
| ante-, fore-       | wrongly, bad  | <u>ante</u> cedent, <u>fore</u> cast,                       |
| pre-, pro-         | before        | <u>pre</u> cede, <u>pro</u> logue                           |
| post -             |               | <u>post</u> war   |
| re-                | after         | <u>re</u> write, <u>re</u> dundant                          |
| super-             | again         | supervise, superhuman                                       |
| trans-             | above, over   | <u>trans</u> port, <u>trans</u> late                        |
| infra-, sub-       | across, over  | <u>in</u> frasonic, <u>in</u> frastructure,                 |
| hypo-              | below, under  | <u>sub</u> terranean, <u>hypo</u> dermic                    |
| e-, ex-, es-       |               | <u>e</u> rupt, <u>ex</u> plicit, <u>ec</u> stasy            |
| in-, im-, en-, em- | out of        | <u>in</u> jection, <u>im</u> merse,                         |
|                    | into          | <u>en</u> courage, <u>em</u> power                          |
| circum-, peri-     |               | circumnavigate, perimeter                                   |
| co-, col-, com-    | around        | <u>co</u> exist, <u>col</u> loquy, <u>com</u> municate,     |
| con-, cor-, sym-,  | with          | consequence, correspond, sympathy,                          |
| syn-               |               | synchronize   |

Here are some examples of suffixes and their meanings.

| <b>Suffix</b> | <b>Meaning</b>   | <b>Suffixed words</b>  |
|---------------|--|--|
| -able         | having the quality   | comfortable<br>readable<br>fashionable<br>changeable   |
| -ible         |  | capable<br>responsible<br>visible<br>eligible  |
| -al           | concerning   | internal<br>historical<br>political<br>nominal   |
| -an/-ian      | person connected with<br>a place or a profession<br>or a thing | American<br>Indian<br>politician<br>historian<br>grammarian<br>musician<br>Asian<br>European |
| -anti/-ent    | something<br>someone that                                      | participant<br>contestant<br>resident<br>incumbent<br>inhabitant                             |
| -ar           | concerning something   | circular<br>triangular<br>singular   |
| -cide         | killing something, someone                                     | pesticide<br>suicide   |
| -cy           | the quality of being   | accuracy<br>privacy  |

|      |                                    |               |
|------|------------------------------------|---------------|
|      |                                    | piracy        |
|      |                                    | bureaucracy   |
|      |                                    | aristocracy   |
| -ee  | someone who is                     | employee      |
|      |                                    | payee         |
|      |                                    | interviewee   |
|      |                                    | nominee       |
|      |                                    | trainee       |
|      |                                    | examinee      |
| -en  | made of                            | golden        |
|      |                                    | silken        |
|      |                                    | darken        |
| -er  | someone who does something         | interviewer   |
|      |                                    | employer      |
|      |                                    | trainer       |
|      |                                    | player        |
|      |                                    | dancer        |
|      |                                    | singer        |
|      |                                    | manager       |
|      |                                    | gardener      |
| -ess | used to denote the feminine gender | actress       |
|      |                                    | lioness       |
|      |                                    | head-mistress |
|      |                                    | hostess       |
|      |                                    | goddess       |

## ACTIVITIES

- a. Add prefixes to change the meanings of the following words :

|         |             |           |
|---------|-------------|-----------|
| normal  | known       | locate    |
| like    | decent      | integrate |
| partial | successful  | adequate  |
| pure    | comfortable | human     |

b. Add suffixes to change the meanings of the following words :

|        |         |         |
|--------|---------|---------|
| advise | fever   | rely    |
| resist | danger  | examine |
| Europe | regular | care    |
| lonely | dispose | friend  |

## GRAMMAR

### ARTICLES

Examine the following sentences.

- a) Give me the red book.
- b) Give me a red book.
- c) Give me an apple.

A or an and the are called articles. In (a) there is only one red book, it is a particular red book, but in (b) and (c), there are several red books and apples, and asked for any one of them - for no particular red book and apple. The is called the Definite Article and a or an the Indefinite article.

The is called the Definite Article because it refers to a particular person, place or thing. A or an is called the Indefinite Article because it leaves indefinite the person, place or thing referred to.

Indefinite article : **a / an**

- i) Use 'a' with the singular count nouns starting with a consonant sound, 'an' with the singular count nouns starting with a vowel sound.

For example,

|        |            |
|--------|------------|
| A boat | An axe     |
| A car  | An opinion |
| A hill | An expert  |

#### Remember

**'An' is used** before an *h* mute. For example, *an hour*, *an honourable guest*.

**'A' is used** before the words beginning with *u* or *eu* when they are pronounced like 'you'.

For example : *a European* country, *a unicorn*, *a university*, *a unit*

ii) The indefinite article is used with a noun when the noun:

1. is used for the first time.

I saw a *one-eyed bull* yesterday.

Shall we have *a drink*?

I've finally got *a project*.

2. refers to a particular member of a group or class. - with names of jobs

Samuel is *a teacher*.

She wants to be *an engineer*.

- with nationalities and

religions Jon is *an Italian*.

Swamy is *a Hindu*.

- with names of days

I was born on a *Wednesday*

- with singular nouns, after the words 'what' and

'such' What *a shame*!

He's such *a intelligent boy*.

- meaning 'one', referring to a single object or

person Carry *an umbrella* and also *a raincoat*.

She bought *a diamond necklace* and *a ring*.

### Remember

We usually say *a hundred, a thousand, a million*.

We use 'one' to add emphasis or to contrast with other numbers.

For example : They have given us *six computers* but only *one printer*.

## ACTIVITIES

### A. Use A or An in the blanks.

- |                 |                           |
|-----------------|---------------------------|
| 1. .... dream   | 2. .... interesting dream |
| 3. .... story   | 4. .... untrue story      |
| 5. .... problem | 6. .... universal problem |
| 7. .... message | 8. .... urgent message    |
| 9. .... man     | 10. .... honest man       |

### B. Define the given words in complete sentences. Begin each sentence with a or an. **Example:** *An astronaut is a person trained to travel in a spacecraft*

- absent-minded person: .....
- accountant: .....
- enemy: .....
- telescope : .....
- tomato : .....
- marriage : .....
- university : .....

### Definite Article : **The**

The definite article '**the**' is used:

- To refer to something which has already been mentioned.  
I saw a boy and a girl at the theatre. *The girl* looked much taller than the boy.
- When both the speaker and listener know what is being talked about, even if it has not been mentioned before.  
Srinivas: Where is *the refrigerator*?  
Meena : It's next to *the dining table*.
- When the noun is defined by a clause or a phrase. *The man who wrote this book* is my neighbour. *The car in blue* is mine.
- To refer to objects we regard as unique.  
*The Jupiter, the earth, the universe*

- e. Before superlatives and ordinal numbers.

*The largest country, the first book, the thirty-second candidate, the last point.*

- f. With adjectives, to refer to a whole group of people *The poor, the Chinese*

- g. With names of geographical areas and oceans

*The Himalayas, the Pacific*

- h. With decades, or groups of years

This happened in *the seventies*.

#### Exceptions to Using the Definite Article

**No** article is used

- With names of *countries* (if singular)

*India* is one of the countries leading in software development.

He's just returned from *Zimbabwe*.

I'm visiting the *United States* next week.

- With the names of languages

*French* is spoken in Tahiti.

*English* uses many words of Latin origin.

*Indonesian* is a relatively new language. with the names of meals.

- With the names of meals

*Lunch* is at midday.

*Dinner* is in the evening.

*Breakfast* is the first meal of the day.

- With people's *names* (if singular).

*John's* coming to the party.

*George King* is my uncle.

- With *titles* and *names*

*Prince Charles* is *Queen Elizabeth's* son.

*President Kennedy* was assassinated in Dallas.

*Dr. Watson* was Sherlock Holmes' friend.

- After the 's possessive  
case His brother's *car*.  
Peter's *house*.
  - With *professions*  
*Engineering* is a useful career. He'll probably go into medicine.
  - With *names of shops*  
I'll get the card at *Smith's*.  
Can you go to *MedPlus* for me?
  - With *years*.  
*1947* was a wonderful year.  
Do you remember *2000*?
  - When *uncountable nouns* are used in the generic sentence  
*Rice* is the main food in Asia.  
*Milk* is good for health.  
*War* is destructive.
  - With the *names of individual mountains, lakes and islands*  
*Mount Everest* is the highest mountain.  
She lives near *Lake Kolleru*.
  - With most *names of towns, streets, stations and airports*  
She lives in *Kakinada*.  
*Nampally Station* is in the centre of Hyderabad.  
Can you direct me to *James Street*?  
They're flying from *Rajiv Gandhi International Airport*.
- C. A few dialogues are given below. Try to decide whether the speakers would use *a/an* or *the*.
1. A: What did you do last night?  
B: I went to.....movie.  
A: Oh! How was it?

2. A: I bought ..... TV yesterday.  
B: I didn't know you went shopping.
3. A: Do you have ..... motor bike?  
B: No. I have..... bicycle.
4. A: Have you seen my cell phone?  
B: Yes. It's on ..... table next to..... refrigerator.  
A: Thanks.
5. A: Is Mr. Joe..... medical student?  
B: No. He's ..... engineering student.
6. A: Would you like to go to..... museum?  
B: Yes. But not today.
7. A: Does your car have ..... CD player?  
B: No. There's only a radio.
8. A: Where's Seema?  
B: She's in..... kitchen.
9. A: Did you turn out..... lights?  
B: Yes.
10. A: It may rain. Bring..... umbrella with you.  
B: OK. Which one?  
A: ..... red one.

**D. Write *a/an, the* or - in the blanks.**

1. .... water is essential for life.
2. Don't drink..... water from that bottle. It's dirty.
3. .... air today is very humid.
4. .... paper is made from..... trees.
5. I have ..... house and.....flat.  
..... house is in Rajhamundry and..... flat is in Vizag.
6. It is said that ..... good book is ..... friend for..... life.

7. How did you go to the market?

I went to the market by..... bus.

8. I watched ..... good movie on TV last night.

What was it?

It was..... movie about Jhansi Laxmi Bai. Did you see it?

No. I watched a programme on bird watching.

9. Ok. Get in ..... car.

Where are we going?

We're going to..... zoo.

10. I've received..... email from Prof. Desai.

**E.** Correct the following sentences.

1. He is an young research scholar.
2. My brother goes to the school everyday. He is studying class 6.
3. We were at the Indira Gandhi International Airport.
4. Have you had the lunch?
5. I have a news for you.
6. She was born on a Tuesday.
7. Have you kept my book back on shelf?
8. Friend in need is a friend indeed.
9. The water is precious. Don't waste it.
10. Rich remained rich but poor became poorer.

## PREPOSITIONS

A preposition indicates relationship between its object and other words in a sentence. The preposition may be a single word (e.g. at, by, in, on, etc.) or a multi-word functioning as unit (e.g. in front of, by way of). Some of the relationships that prepositions indicate are place, position, time, manner, direction, and agent.

The book is *on* the desk. (place or position)

The boy ran *towards* the bus. (direction)

He came back *at* seven o'clock. (time)  
He goes to his office *by* bus. (manner)  
This book is written *by* John Smith. (agent)

Some important uses

1. **in** and **on**

In general, *in* means beneath the surface and *on* means touching the surface.

To hang this picture *on* the wall, you need to drive a large nail *in* the wall.

Wash this coffee mark *on* the shirt and stitch this hole *in* the sweater.

2. **on** and **at**

When we specify address, *on* is used with the name of the street while *at* is used with the house number and the name of the street.

Kiran lives *on* James Street.

Kiran lives *at* 35 James Street.

3. *at* and *in*

The preposition *at* generally indicates a specified location whereas the preposition *in* indicates a location within a house, building, city etc.

I'll meet you *at* the college.

You'll see her *at* the reception.

He is *in* the laboratory.

*In* also refers to cities or a location within a country.

She lives *in* Vijayawada, India.

They will arrive *in* London next month.

4. **on** and **in**

*On* is used before days of the week or before months and day of the month, but *in* is used before months and before numbers indicating the year.

I saw him *on* Sunday.

They visited us *in* June.

The letter was received *on* April 11, 2012.

We moved to Vizag *in* January 2012.

5. **for** and **since**

The preposition *for* refers to a period of time (number of hours, days, weeks, and so forth) and it is also used in expressions like *for a long (short) time*, *for several (a few) minutes* and *for a little while*.

I have waited *for* you *for* fifteen minutes /two hours/ several hours/ a long time.

In contrast, the preposition *since* refers to a point of time in the past and from that point of time some event/action has taken place.

I have waited for you *since* 2'O clock. (from 2'O clock till now)

They have been living here *since* 2000. (from 2000 till now)

6. **on time** and **in time**

*On time* is used to mean "on schedule" while *in time* is used to mean "before an appointed time"

I was *on time* for the presentation. (I was there at the appointed time.)

I was *in time* for the presentation. (I was there before the appointed time.).

7. **from . . . to** and **from . . . until**

Both these expressions have approximately the same meanings and are usually interchangeable when we refer to time. However, for referring to place or position, we use *from ... to* not *from ... until*.

The college is open *from 9:00 to 5:00*.

The conference is *from 9:00 until 4:00*.

It takes 7 hours *from Vijayawada to Hyderabad* by bus.

Preposition combinations

Prepositions combine with adjectives as follows: I don't agree *with* you.

She's thirsty *for* knowledge.

Below you can learn some of them by doing an exercise. The left column contains answers. Cover them with a page and fill in the blanks with prepositions in the right column. Then remove the paper and check your answers.

---

| Answers    | Sentences   |
|------------|---|
| at/with    | They are angry ..... you.   |
| about      | I am angry ..... your behaviour.  |
| for        | We are happy ..... you.   |
| about      | I'm happy ..... your success.   |
| with       | I'm familiar ..... the city.  |
| about      | He's curious ..... many things.   |
| of         | Are you aware ..... the problems?   |
| to         | The solution is not clear ..... me.                                       |
| in         | He is interested ..... Aeronautical engineering.                          |
| of         | All the teachers are proud ..... him.                                     |
| for        | He is not responsible ..... this.   |
| with       | He always argues ..... the teacher.                                       |
| about/over | We argued ..... the book.   |
| with       | I discussed the project ..... Peter.                                      |
| for        | He's leaving ..... Delhi tomorrow.  |
| to         | He introduced me ..... the Chief Minister.                                |
| about      | The students complained ..... the hostel facilities.                      |
| of         | A water molecule consists ..... two Hydrogen atoms and<br>an Oxygen atom. |
| with       | They disagreed with me ..... the programmes for<br>tomorrow.              |
| from       | I graduated ..... Andhra University.                                      |
| to         | I'm looking forward ..... vacation.                                       |
| to         | He apologized ..... her immediately.                                      |
| for        | He apologized ..... his behaviour   |
| of         | The house is made ..... wood.   |

Similarly prepositions also combine with verbs. In other words, certain verbs require prepositions to occur after them. For example, the verb listen is always followed by the preposition

to. Similarly, the verb look is usually followed by the preposition at. But sometimes the meanings of verbs change with the occurrence of a preposition or an adverb. For example, when the verb look is followed by the preposition into, the verb along with the preposition (look into) means investigate. Such cases are called phrasal verbs. Phrasal verbs are mostly used in spoken English. You can learn them only by reading magazines, newspapers or watching TV, plays and films. Here are some exercises which will test your mastery of English phrasal verbs.

## ACTIVITIES

### 1. Insert the correct prepositions :

1. He worked..... an hour.
2. They went home ..... tram.
3. The train starts ..... 7 o'clock.
4. We met..... a fine morning June.
5. He killed the snake ..... a stick.
6. What are you looking ..... ?
7. He is very fond ..... sweets.
8. We have not seen him ..... Monday.
9. The poor fellow died ..... fever.
10. It is difficult to live ..... writing.

### 2. Correct the following sentences :

1. She cur her finger by a knife!
2. Beside English, he knows Telugu.
3. He was born in Mangapuram, a village at Andhra.
4. I was standing besides her.
5. He is ambitious with fame.
6. He tried to a job with many places.
7. We can't go for train. We will go with foot.
8. The poor man died with Tuberculosis.
9. She put out her new dress and went for a stroll.
10. There is no exception for the rule.

---

### 3. Fill in the blanks with suitable prepositions :

1. He has decided ..... join the army.
2. Can you advise me ..... this matter?
3. Shakespeare was born ..... Stanford on Avon ..... England.
4. The cat Jumped..... the rat.
5. She held her pen..... her fingers.
6. The tourists stopped..... the river bank ..... their way.
7. The boy fell..... the wall, while climbing it ..... catch a bird.
8. Don't jump. .... hasty conclusions.
9. Please remind me..... locking the back-gate when we go out ..... a walk.
10. The Minister expressed concern..... the frequent communal rights ..... the city.
11. The police took the miscreants ..... custody.
12. A majority..... the members who attended the meeting did not agree ..... the Secretary.
13. He kept his hands..... his pockets and looked ..... me ..... a smile.
14. She has been waiting..... you ..... four O'clock
15. I walked two kilometres..... the Railway Station ..... the University.
16. Yesterday there was a debate..... dowry system ..... our college.
17. I can say..... any hesitation that Ravi is the best student ..... my class.
18. Can you post this letter..... me,..... your way ..... the office?
19. Before joining our company, Raghu had worked..... a business firm ..... two years.
20. The old man was admitted..... hospital. He died ..... cancer.

### 4. Correct the following sentences :

1. The house is besides the temple.
2. The land was ploughed with the farmer by the help of a tractor.
3. He is confident by success.
4. They say he is partial with his friends.
5. I am tired with writing to him.

6. She has been suffering with fever from Monday last,
7. The Secretary approved to his proposal.
8. He started on six at the morning.
9. Look to the picture in the wall carefully.

## **READING**

### **1. SKIMMING**

In the first unit, Vocabulary Builder, we have seen how new vocabulary is added to English and learnt that acquaintance and confidence in using the right words in the right context increases our communication skills. We can do that only through reading, not reading occasionally but reading regularly.

Reading is fundamental to function in today's society. It is a vital skill in finding a good job and in qualifying in competitive examinations. Reading is important because it develops the mind. Understanding the written word is one way the mind grows in its ability. It develops the imagination and the creative side of people. Reading is fundamental in developing a good self image. Non-readers or poor readers often have low opinions of themselves and their abilities. There is a strong correlation between reading and academic success.

We have many sources to improve our reading skills. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate himself, or be a self-learner in any area of life he/she is interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it.

How can we become good readers ? What are the qualities of good readers ? Do they use the same style always ?

Good readers are focused readers. They develop certain traits like: identifying the purpose of their reading and deciding their style accordingly, the ability to draw on their background knowledge as they read, make predictions on what might happen logically/creatively, use their imagination and visualize (in their mind's eye) what they read, recognize the text's structure, the writer's voice as well as any confusion in it (if any).

So, reading demands different styles depending on the purpose. Sometimes we may use speed reading techniques like skimming and scanning, sometimes critical reading, intensive reading or extensive reading methods.

Skimming and scanning are two very different strategies for speed reading. They are each used for different purposes, and they are not meant to be used all the time. They are at the fast end of the speed reading range, while studying is at the slow end. People who know how to skim

and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. They do not read everything and that is the secret of their speed reading. Their skill lies in knowing what specific information to read and which method to use.

### **What Is Skimming?**

Skimming is one of the tools we can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. Skimming does not give a whole picture in detail because we don't read everything. We read only what is important to our purpose.

How to skim: Skimming is not a haphazard process, placing the eyes where ever they fall. To skim effectively, there has to be a structure. In skimming, we don't read everything. What we read is more important than what we leave out. So what material do we choose to read and what material do we leave out?

When we start reading a big text or chapter, by reading the first few paragraphs in detail, we will get a good idea of what information will be discussed. Once we know where the reading is headed, we can begin to read only the first sentence of each paragraph. Also called topic sentences, they give us the main idea of the paragraph.

At the end of each topic sentence, our eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events. The letters in bold, sub-headings, titles of chapters, graphics provided are helpful in skimming. Continue to read only topic sentences, dropping down through the rest of the paragraphs, until we are near the end. Since the last few paragraphs may contain a conclusion or summary, we should stop skimming there and read in detail. If while skimming, we feel we are grasping the main ideas, then we are skimming correctly.

When to skim: Because skimming is done at a fast pace with less-than-normal comprehension, we shouldn't skim all the time. There are many times, however, when skimming is very useful. When we have to read large texts or solid information and articles in a short time, skimming will locate the information usable for presentations, research etc. Skimming is useful for revision before examinations, for a quick review, to locate the material we need to focus on. In day-to-day activities, skimming is used for reading the news papers, magazines etc. Once a topic of interest is identified, we can go into the details.

While Skimming, we must ask ourselves some questions to help decide whether or not to skim. If we get a positive or affirmative answer, then skimming is a useful tool. We must see if the material is non-fiction, if the time we have is less and the content is more, if we already know something about it/have some background knowledge about it and if any of the material can be skipped.

If we have sufficient background knowledge or believe we don't need the information, we can skip it!

## **2. SCANNING**

Scanning is another useful tool for speeding up our reading. In skimming overall idea or comprehension is gained by speed reading. In scanning, we look only for a specific fact or piece of information without reading everything. It is selective reading where we know what we want from the text. We scan when we look for our favorite T.V show in a schedule, a phone number in a telephone book, and for the sports scores in the newspaper, a date or day in a calendar etc.

For scanning to be successful, we must understand how the material is structured so that we can locate the specific information needed. Scanning allows us to find details and other information in a hurry. We use scanning very often in our daily activities, without knowing its definition.

How to scan: Establishing our purpose, locating the appropriate material, and knowing how the information is structured before we start scanning is essential.

Generally, the material we scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order. Information can also be arranged in non-alphabetical order, such as a television listing, or by category, listings of items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry. Keep the concept of key words in mind while scanning.

Learning to use our hands while scanning is very helpful in locating specific information, be it a word in a dictionary, a meeting time in a calendar, a train or bus schedule. Using our hand or finger is extremely helpful in focusing our attention and keeping our place while scanning a column of material. Our peripheral vision can also help us scan effectively. When our hand moves down a list of names, we see not only the name our finger is pointing to, but also the names above and below. Let our eyes work for us when searching for information.

When to scan: We scan when our aim is to find specific pieces of information. If we were doing the research for an oral presentation, we could scan the index of books, web sites, and reference materials to see whether they contain any information we want and the pages where the information can be found.

The more we practice, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help us become more flexible readers.

(<http://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/>)

## WRITING

### PUNCTUATION

Capital letters are used at the beginning of sentences, proper nouns and names of months and weekdays. The following sentences are written without any capital letters. Read each sentence carefully and rewrite it using capital letters at appropriate places.

1. We visited charminar in january.  
.....
2. Prakash came to my house on saturday.  
.....
3. The southern part of India is surrounded by water-bodies on three sides - the arabian sea in the west, bay of bengal in the east and the indian ocean in the south.  
.....
4. Every sunday we watch mahabharat on t.v.  
.....
5. Nasa's interstellar boundary explorer has for the first time mapped out the structure of the solar system's tail and found that it is shaped like a four-leaf clover. scientists describe the tail called the heliotail, based on the first three years of IBEX imagery in a paper published in the astrophysical journal. IBEX made the first observations of the heliotail by examining the neutral atoms, said david mcomas, IBEX principal investigator at southwest research institute in san Antonio, texas.

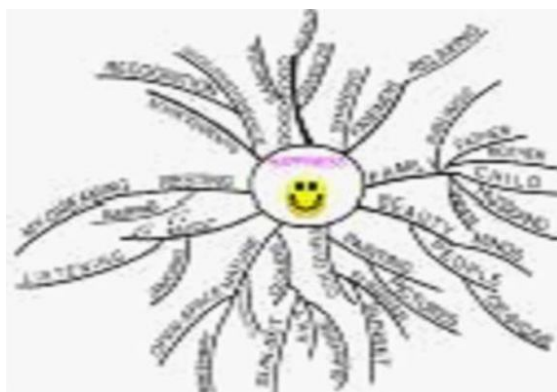
### PARAGRAPH WRITING

A paragraph is not just a group of sentences put together. It is a unit of writing which conveys one idea or thought supported by examples or details. Every good paragraph has a main idea, which is expressed by the topic sentence. The topic sentence is either placed first or at the end of the paragraph. The supporting details are expressed through supporting sentences. All the facts or details are given one after another that lead to a summing up sentence at the end. Thus, a well-written paragraph consists of three main parts, namely (i) topic sentence (ii) supporting sentences (iii) closing sentence. Let us understand this by looking at the following sample paragraph.

|  |                             |
|--|-----------------------------|
| There are three reasons why I want to study in Bangalore.  | <b>Topic Sentence</b>       |
| First, Bangalore has several educational institutions which offer a high standard of education. Students are taught by well-trained teachers and the universities have contact with the companies around in Bangalore, which provides opportunities for their students to get jobs immediately after their graduation. | <b>Supporting Sentences</b> |
| Second, Bangalore is the hub for many software companies. Many international companies have started their local branches in Bangalore. One need not go anywhere in search of jobs after graduation. Finally, Bangalore is clean and efficiently managed. There are many parks and lots of space for people to live.    | <b>Concluding Sentence</b>  |
| Therefore I feel Bangalore is a desirable place to live.   |                             |

Three main stages are involved in writing a paragraph, namely, pre-writing stage, writing stage and editing stage. During the pre-writing stage, you need to think about what you are going to write and who is going to read it. Gather all the ideas or facts supporting the topic you are going to write about. Note down all these in terms of words and phrases. You do not need to form sentences at this stage. What you need to do is mind mapping.

Mind mapping is a graphic technique in order to represent ideas on a particular topic. In this technique, the ideas move out from the centre to the fringes, branching out and associating with a network of other ideas. Every idea leads to a spray of other associations. Look at the following mind map of the concept of 'happiness'.



During the second stage, you write the topic sentence dealing with the main idea, supporting sentences expressing the supporting facts or ideas and a concluding sentence. See that all the

sentences are connected to each other. For example in the sample paragraph given, the words, first, second and finally make the paragraph coherent.

Finally you should check your paragraph for mistakes and correct them. Look for spelling errors, grammatical mistakes and correct them, if there are any. You may consult a dictionary for an appropriate use of a word.

### Exercises

- a) Do mind map on each of the following topics.
  - i) Ragging      ii) Corruption
  - iii) Betting      iv) Smoking
- b) Write a paragraph on the given topic with the help of the hints given below. **Topic:** The examination system needs change  
**Hints:** Encourages memorizing ..... rote learning..... no creativity..... unhealthy competition..... stress.
- c) Write a paragraph not exceeding 75 words on each of the topics given below.  
Travelling by city buses is an unpleasant experience.
  - i. Watching old films is quite boring.
  - ii. 20-20 cricket matches are exciting.
  - iii. Vacations are meant for enjoyment.

# MODULE-II

## The Gift of the Magi

“The Gift of the Magi” is a short story by O. Henry. The story was first published in The New York Sunday World in 1905, and it was later included in Henry’s 1906 short story collection, The Four Million. It has since become one of Henry’s best-known and most frequently adapted works. Set in New York City, “The Gift of the Magi” details young, impoverished Della Dillingham Young’s quest to buy the perfect Christmas gift for her husband, Jim. Wanting to buy Jim a fine gift that accurately conveys her love for him, Della decides to sell her beautiful hair so that she can afford to buy a chain for Jim’s prized heirloom watch. However, in classic O. Henry fashion, the story ends with a twist: Jim has sold his watch in order to buy a set of combs for Della’s beautiful hair. Yet rather than mocking the couple for their evidently pointless sacrifices, Henry instead implies that their lives are enriched by the selfless love they have for one another.

Della Dillingham Young has one dollar and eighty-seven cents with which to buy her beloved husband, Jim, a Christmas gift. She is dismayed at how meager the amount is, as she has spent months saving. The Dillingham Youngs are very poor, with Jim’s earnings having been reduced from thirty dollars a week to only twenty dollars. Della’s dismay leads her to throw herself upon her “shabby” couch in her cheap and worn-down apartment. She reflects that she has spent many hours fantasizing about buying Jim a nice gift, one that would show him how pleased she is to be his wife. However, with only one dollar and eighty-seven cents, she knows she will be unable to acquire a suitable present.

Inspiration strikes when Della catches sight of herself in the mirror. She pulls her hair down and lets the long tresses settle around her. The Dillingham Youngs have two prized possessions: Della’s beautiful hair and Jim’s gold watch, which he received from his father. Della quickly ties her hair up again and, after shedding a few tears, leaves the apartment.

Della walks to Mme. Sofronie’s Hair Goods store with a “brilliant sparkle” in her eyes. She asks if Madame Sofronie will buy her hair, to which the Madame replies that she will need to see it first. Della lets down her hair, and Madame Sofronie offers her twenty dollars for it. Requesting only that the Madame make the process “quick,” Della agrees to sell her hair. She spends the next two hours searching for the perfect gift for Jim and finally decides upon a simple but tasteful platinum watch chain. She remarks that the watch chain suits Jim perfectly, as it is understated but undeniably valuable. Once the chain is attached to Jim’s watch, he will be able to proudly show off his prized possession without being ashamed of the battered leather strap he currently uses in place of a chain.

Della rushes home, elated with her purchase. She carefully curls and styles her shorn hair but is disappointed with the results, remarking that she looks like a “Coney Island chorus girl.” She begins to worry that Jim will be upset that her hair is gone. When she hears Jim approaching the apartment, she stands beside the door and prays that he will still find her attractive.

Jim enters the apartment and immediately stares at Della with an inscrutable expression on his face. Della throws herself into his arms and exclaims that she has sold her hair because she

“couldn’t have lived through Christmas” without buying him a worthy present. She reassures Jim that her hair grows “awfully fast” and pleads with him to “be happy.” Jim, seemingly in a daze, asks Della if she has truly cut off her hair and looks around the room almost as if in search of the lost tresses. Della nervously confirms that she has indeed sold her hair, but she reassures Jim that she is still the same person even though her hair is gone. After all, she sold her hair so that she could give Jim a nice gift.

Jim, coming out of his trance, pulls Della into an embrace and reassures her that he loves her no matter what. He then pulls a package out of his coat and tells Della that she will understand his reaction when she opens it. Della eagerly opens the package and is elated to discover that it contains a pair of beautiful tortoise shell combs that she had long admired in a shop window. Her elation turns to hysteria as she realizes that her hair is gone, but she tearfully tells Jim that her hair will grow back quickly.

Eager to give Jim his gift, Della rises from her seat and presents the watch chain to Jim. However, rather than taking out his watch as Della requests, Jim instead sits down on the couch and tells Della that they should put away their presents, since they are “too nice to use,” given the couple’s current circumstances. He then explains that he sold his watch in order to afford Della’s combs. The story ends with the narrator commenting on the nature of gift-giving and generosity. Though the narrator describes Della and Jim as “foolish,” he also proclaims that among those who give and receive gifts, they are the wisest.

## **No Man Is An Island**

“No Man Is An Island” by John Donne is a short poem beautifully connected all the human beings and stating them as one. In this poem the poets speak about humanity stating that a human being when isolated from others do not thrive.

A human being living alone is like a person living in an isolated island. In order to be an island, a man would have to be cut off and isolated from the rest of mankind. Man is born to live his life with others, he cannot grow in isolation. Donne feels that all mankind is of one author, and is one book. Thus, death of a man doesn't mean an end of a chapter in the book; it means that chapter is translated into a better language.

Man is a social animal, we do not see it, but what happens to one person happens to everyone. Each person's existence affects the existence of another person. Like when a person is angry, his anger affects his relation with others.

Thus, an existence of a person not only affects himself but it also affects those living with him. There is no such thing as a wholly isolated individual. Only death can isolate a person from another, but even in case of death, he person is remembered by his loved ones and thus he remains alive in their hearts.

## **VOCABULARY**

### **HOMONYMS AND HOMOPHONES**

Words are the tools of good speaker and writer. In order to enrich one's vocabulary, it is essential for the modern students to master Homonyms and Homophones besides Antonyms, Synonyms and one-word substitutes.

A Homonym is a word that is spelt like another word and may be pronounced like it, but has a different meaning.

e.g. can = be able

can = put something in a container.

On the other hand, a Homophone is a word that is pronounced like another word, but has a different spelling or meaning.

e.g. some, sum, coarse, course, canvas, canvass, etc.

### **Affect - Effect**

affect = to act upon or to pretend

The severe cold affected his health.

The culprit affected madness to escape punishment.

effect = to bring about.

Emper Ashoka effected many reforms in the country.

### **Adapt - Adopt**

to adapt = to adjust, to make fit

He adapted, his play to television.

The Manager adapted himself to the new situation.

to adopt = to choose; to take (somebody) into one's family as a relation/heir, esp. as a son or daughter.

The childless couple decided to adopt a son.

### **Access - Excess**

access = approach

I have an easy access to the Principal of our College.

excess = more than desired or expected.

Excess of anything is bad.

### **Altar - Alter**

altar = the place of worship or sacrifice in a temple, church, etc.

He led the woman to the altar.

alter = change

Rules for admission into professional colleges have been altered.

### **Artist - Artiste**

artist = painter

Picasso was a great French artist.

artiste = Professional actor, dancer, singer or performer

N.T.R. , A.N.R. Chiranjeevi and Balakrishna are eminent artistes.

### **Amiable - Amicable**

amiable = lovable ; a person whom we can like. Mr. Reddy is an amiable employee in our College.

amicable = friendly ; Cordial.

We have arrived at an amicable settlement of the dispute.

### **Allusion - Illusion**

allusion = reference

T.S. Eliot in his poems makes several allusions to the Bible.

Illusion = false idea or notion

Don't be under the illusion that you can get a job by mere recommendation.

### **beside - besides**

beside = by the side of

There is a guest house beside the sea.

besides = in addition to ; furthermore.

Besides the house he is living in, he has three more bungalows.

### **ascent - assent**

ascent = the act of climbing up

The ascent of mount Everest is very difficult.

assent = consent.

The president gave his assent to the Bill of waiving the farmer's loans.

### **beneficial - beneficent**

beneficial = useful ; advantageous

Regular exercise is beneficial to health.

beneficent = Kind ; doing good.

Ashoka was a beneficent ruler.

The leader's beneficent acts helped the villagers.

### **bridal - bidale**

bridal = of a bride or wedding

Lavanya looked very lovely and charming in her bridal dress. \ bridle = control

You must learn to bridle your tongue.

### **Childish - Childlike**

Childish = ( in a bad sense) like a child, behaving in a stupid or silly way. He is childish to lose his temper so easily.

Childlike = having the qualities that children usually have (usually approving).

He showed childlike enthusiasm to witness a circus show.

### **Complement - Compliment**

Complement = full number required

The ship has its full complement of soldiers.

Compliment = expression of regard ; a remark that express praise or admiration.

It is a great compliment to be asked to do the job.

### **Continual - Continuous**

Continual = repeated

Continuous = uninterrupted.

She received continual complaints about the baby's continuous crying.

### **Council - Counsel**

Council = assembly or committee

The Governor carries out the orders of the President with the help of a Council of advisers.

Consel = barrister ; advice.

The counsel for the defence gave his client some very good counsel before the council meeting.

### **Canvas - Canvass**

Canvas = a kind of thick course (rough) cloth. He wears canvas shoes for jogging in the morning.

Canvass = pripagate ; ask for votes.

In the last general elections, I canvassed for the opposition party.

### **Canon - Cannon**

Canon = a generally accepted rule ; standard or principle by which something is judged. We must not violate the cannon laid down in our constitution.

Cannon = an old type of large heavy gun. Some of our cannons have a range of over forty miles.

### **Congenial - Congenital**

Congenial = suitable, agruable ; proper.

In congenial surroundings, a child's mind develops very well.

Congenital = from birth.

Miltion's blindness is not congenital.

### **Considerable - Considerate**

Considerable = a good deal of

This company has made considerable progress in a short time.

Considerate = Thoughtful ; having concern for .

It was considerate of you not to study aloud while I was sleeping.

### **Ceremonious - Ceremonial**

Ceremonious = observing formalities ; performing or behaving in an extremely formal way.  
Dr. Prasad ceremoniously raised his glass to offer a toast.

Ceremonial = (adj) relating to or used in a ceremony - that is, a public or religious occasion that includes a series of formal or traditional actions.

The Governor was welcomed ceremonially and introduced to the guests.

**Collision - Collusion**

Collision = violent contact ; hit or dash against forcefully yesterday there was a collision between a bus and a lorry on the National Highway.

Collusion = secret understanding in order to deceive somebody.

The Chief Engineer, in collusion with the contractor cheated the Government.

**Confident - Confidential**

Confident = sure ; having absolute trust

He is confident of securing a rank this time

Confidential = trusted ; secret

I shall tell you something about the scam of temple lands, but keep it confidential.

**Comprehensive - Comprehensible**

Comprehensive = copious, adequate

There is a comprehensive book on communication skills.

Comprehensible = understandable

You must present your ideas in a comprehensible manner.

**Confirm - Conform**

Confirm = ratify ; approve of

The decisions of the Board were later confirmed by the Government.

Conform = comply with ; to behave and think in the same way as most other people in a group or society.

There is a considerable pressure on teenagers to conform.

**Contagious - contiguous**

Contagious = spreading by contact ; infections Leprosy and tuberculosis are no contagious diseases.

Contiguous = adjoining ; bordering

China has claimed certain Russian territories contiguous to her borders.

**Confident - Confidential**

confident = sure

He is confident of securing a rank this time. Confidential = trusted; secret

I shall tell you something about the scam of temple lands, but keep it confidential.

He is the Director's confidential clerk.

**dual - duel**

dual = double

Sharuk Khan plays a dual role in this film.

duel = a combat between two persons.

In France duels were fought for the love of ladies during the 18<sup>th</sup> century.

## GRAMMAR

**Look at the following sentences:**

1. She wore a very nice gold chain.
2. She wore a gold chain which was very nice.
3. She wore a gold chain and it was very nice.

The first sentence is a Simple Sentence. It consists of only one subject and one verb. The second sentence is a Complex sentence. It consists of two parts.

- i. She wore a gold chain.
- ii. Which was very nice.

Each part contains a subject and a verb. So each part is called a clause.

The clause "She wore a gold chain" makes good sense. It makes sense by itself. So it is called the Main Clause.

The clause "which was very nice" also makes sense but it cannot stand by itself. It is called the Subordinate Clause. So a Complex Sentence consists of one main clause and one or more subordinate clauses.

The third sentence also consists of two parts.

- i. She wore a gold chain
- ii. It was very nice.

These two parts are joined by the Conjunction "and". Each part is a clause. They make good sense and can stand by themselves as a complete sentence. So these parts are main clauses. Such sentences are called Compound Sentences.

A Compound Sentence consists of two or more main clauses.

**I    Synthesis of Sentences :** The process of combining two or more simple sentences into single sentence is called Synthesis of Sentences.

a) By using Participle

1. I did my work. I went to college.  
*Having done my work, I went to college.*
2. I saw a snake, I ran away.  
*Seeing a snake, I ran away.*
3. I was a boy, I was not selected.  
*Being a boy, I was not selected.*

b) By using Absolute Phrases

1. The bell rang. All boys went home.  
*The bell having rung*, all boys went home.
2. The weather was good. We went on a picnic.  
*The weather being good*, we went on a picnic.
3. She wrote her agony on a note. She submitted it to police.  
*Her agony written* on a note, she submitted it to police.

c) By using Infinitives

1. We had no money. We could not pay the rent. We had no money *to pay* the rent.
2. He has a daughter. She must be married.  
He has a daughter *to be married*.

d) By using Prepositions with Nouns or Gerund

1. His mother died. He heard the news. He left for home immediately.  
*On hearing* the news of his mother's death, he left for home immediately.
2. It rained. The cricket match ended.  
It rained *at the end* of the cricket match.

e) By using Nouns or phrases in apposition

1. Newton was a great scientist of England. He made many discoveries.  
*Newton, a great scientist* of England, made many discoveries.
2. Tagore was a great writer. He was awarded Nobel Prize for Literature.  
*Tagore, a great writer*, was awarded Nobel Prize for Literature.

f) By using adverbs or adverbial phrases

1. India is a great country. There is no doubt about it. India is *undoubtedly* a great country.
2. The lawyer argued the case. His argument was satisfactory. The lawyer argued the case *satisfactorily*.

## ACTIVITY - 1

Combine each set of sentences into one simple sentence.

1. The wizard took pity on the mouse. He turned it into a cat.
2. The enterprise completely failed. It was a surprise to everyone.
3. The boy stole money from his father. He forged the cheque.
4. He is hungry. He has eaten a big dinner.
5. I stood on the hill top. I had a good view.
6. He escaped from the police. He hid in a ditch.
7. He was ill. He does an enormous amount of work.
8. The rain stopped. We went out for a walk.
9. He has bad temper. He lost a lot of friends.
10. I finished my dinner. I went for a walk.
11. He was very tired. He kept on working.
12. The river was in floods. He could not cross it.
13. The sun rose. The darkness melted.
14. He applied for leave. It was not granted.

## II Coordinative Conjunctions : Combining two or more simple sentences into a single compound sentence. (Simple to Compound)

We use *Coordinative Conjunctions* to combine two or more simple sentences into a single compound sentence. These conjunctions are of four kinds.

1. Cumulative: And, both...and, not only...but also, as well as.
  2. Adversative: But, still, yet, nevertheless, however, only, otherwise.
  3. Alternative: Or, either...or, neither...nor.
  4. Illative: Therefore, for, so.
1. Cumulative: (adds one statement to the other)
    - a. The sun rose. The flowers bloomed.  
The sun rose and the flowers bloomed.
    - b. The boy is bright. He is fit.  
The boy is both bright and fit. (or) The boy is not only bright but also fit.

2. Adversative: (expresses opposition or contrast between two statements)
  - a. He was annoyed. He kept quiet. He  
was annoyed still he kept quiet.
  - b. The dog ran after the boy. It could not catch him.  
The dog ran after the boy but could not catch him.
3. Alternative: (expresses a choice between two alternative)
  - a. Make haste. You will be late.  
Make haste or you will be late.
  - b. Do not be a borrower. Do not be a lender.  
Be neither a borrower nor a lender.
4. Illative: (expresses an inference)
  - a. He could not read the signboard. He did not know English. He  
could not read the signboard, for he did not know English.
  - b. It is raining heavily. It will take an umbrella with me. It  
is raining heavily, so I will take an umbrella with me.

## ACTIVITY - 2

Combine each set of sentences into a compound sentence.

1. The sun came out. It was soon quite hot.
2. He worked hard. He did not pass the examination.
3. I have a lot of exercises to correct. I must set to work on them now.
4. The car ran into a bullock-cart. The driver was thrown out.
5. He took every care. The accident happened.
6. He is a steady worker. He is rather slow.
7. He took a good degree. He had never distinguished himself since.
8. I sat down in the shady wood. I fell asleep.
9. You must not be late. You will be punished.
10. This is a nice house. It is too small for us.
11. He was born blind. He has learnt to read by the Braille system.

12. I simply told her the truth. She was most annoyed.

13. He robbed the poor man. He also murdered him.

14. He is not corrupt. He is not inefficient.

### III. Simple sentences into Complex sentences:

A Simple Sentence can be converted into a Complex Sentence by turning a word, or a phrase, into a Subordinate Clause (Noun, Adjective or Adverb).

#### 1. NOUN CLAUSE

Simple : He confessed *his crime*

Complex : He confessed *that he was guilty*.

Simple : *His silence* proves his guilt.

Complex : *The fact that he is silent* proves his guilt.

Simple : He believes *their failure to be certain*.

Complex : He believes *that their failure is certain*.

Simple : His place of *concealment* is unknown.

Complex : *Where he is concealed* is not known.(OR) It is not known *where he is concealed*.

Simple : Her mother is not likely *to approve of her conduct*.

Complex : It is not likely *that her mother will approve of her conduct*.

#### 2. ADJECTIVE CLAUSE

Simple : He bought *his uncle's* library.

Complex : He bought the library *which belonged to his uncle*.

Simple : In the jungle I saw a wounded tiger.

Complex : In the jungle I saw a tiger which had been wounded.

Simple : *A dead man* needs no money.

Complex : *A man who is dead* needs no money.

Simple : *Their place of residence* is very healthy.

Complex : *The place where they reside* is very healthy.

Simple : Have you nothing *to say*?

Complex : Have you nothing *that you wish to say*?

### 3. ADVERB CLAUSE

- Simple : You may go *anywhere*.
- Complex : You may go *wherever you like*.
- Simple : I was shocked *by my discovery of the fraud*.
- Complex : I was shocked *when I discovered the fraud*.
- Simple : You will reap *the fruits of your sowing*.
- Complex : *As you sow*, so will you reap.
- Simple : He did the job to the *best of his ability*.
- Complex : He did the job *as he could*.
- Simple : *With your permission* I will call again later.
- Complex : *If you permit me* I will call again later.

### ACTIVITY - 3

1. Convert the simple sentences into complex sentences, each containing a Noun Clause:
  1. He could not definitely state the time of his arrival.
  2. I heard with pleasure of your success.
  3. He pleaded ignorance of the rules.
  4. His incompetence was plain to us all.
  5. I did not think it necessary to answer his letter.
  6. I shall be glad of your opinion on my report.
  7. The duration of her visit to Madras is doubtful.
  8. We must hope for better times.
  9. He ordered his clerk to type several copies of the report.
  10. The news of the acquittal of the accused gave great satisfaction to all.
2. Convert the simple sentences into complex sentences, each containing an Adjective Clause:
  1. That is not the way to speak to your mother.
  2. Our teacher is a man of great ability.
  3. I repeated my brother's joke with great success.
  4. The books in our library have been very well chosen.
  5. Self-made men generally think a lot of themselves.

6. Yesterday we visited the Raja's country residence.
  7. People living in glass-houses should not throw stones.
  8. A city set on a hill cannot be hid.
  9. Can't you find any useful work to do?
  10. An industrious man is sure to get on.
  11. He was the ablest of the generals of that period.
  12. Youth is the time for the formation of character.
3. Convert the simple sentences into complex sentences, each containing an Adverb Clause:
1. I hurried to catch the train.
  2. Owing to his nervous break-down he has applied for six months' leave.
  3. Up to his fortieth year he had never been seriously ill.
  4. He is too stupid to pass any examination.
  5. Do not go without my permission.
  6. I shall be at the office at 10 o'clock.
  7. You can play to your heart's content.
  8. I was grieved at the sad news of her death.
  9. We have prepared for the examination to the best of our ability.
  10. Weather permitting, we shall go for a picnic tomorrow.

#### IV. Complex Sentences into Compound Sentences

To convert Complex Sentence into a Compound Sentence, change the Subordinate Clause into a Coordinate Clause:

|          |   |  |
|----------|---|--|
| Complex  | : | I am certain that she has told a lie.                            |
| Compound | : | She has told a lie, <i>and I am certain of it.</i>               |
| Complex  | : | If you do not practise you will never become efficient.          |
| Compound | : | <i>You must practice</i> or you will never be efficient.         |
| Complex  | : | We had a dog that could do many clever tricks.                   |
| Compound | : | We had a dog <i>and it could do many clever tricks.</i>          |
| Complex  | : | He is more of a bowler than a batsman.                           |
| Compound | : | <i>He is something of a batsman</i> but rather more of a bowler. |

## ACTIVITY - 4

Convert the Complex sentences into Compound sentences:

1. If it is in this room I shall find it.
2. If you work too hard you will injure your health.
3. He built a house that was the finest in the town.
4. The burglar that broke into your house has been arrested
5. Though she was very poor she never grumbled.
6. I do not think that he is a good teacher.
7. I shall not go unless I am invited.
8. I started as soon as I got your wire.
9. I finished first though I began late.
10. You had better go before I kick you out.
11. She liked me more than she liked you.
12. He talks so fast that I cannot follow him.
13. You must be fair in your dealings if you would be trusted.
14. However strong you may be you cannot go on working night and day.
15. If I am right you must be wrong.
16. I chose that cloth after I had seen all the cloths in the shop.
17. I shall pay you a visit when I have less work to do.
18. I went into business that I might make a fortune.

## V. Complex into Simple Sentences:

A Complex Sentence can be converted into a Simple Sentence by turning a Clause (Noun, Adjective, or Adverb) into a phrase or word.

### NOUN CLAUSE

- |            |   |  |
|------------|---|--|
| 1. Complex | : | Please tell me <i>where you father lives</i>     |
| Simple     | : | Please tell me <i>your father's address</i> .    |
| 2. Complex | : | He explained <i>how excellent the poem was</i> . |
| Simple     | : | He explained <i>the excellence of the poem</i> . |

- 
3. Complex : The accused pleaded *that he was not guilty*.  
Simple : The accused pleaded *not guilty*.
4. Complex : *That you should be willing to believe him* is surprising.  
Simple : *Your willingness to believe him* is surprising.
5. Complex : *The man who wrote this poem* was a genius.  
Simple : *The author of this poem* was a genius.
6. Complex : Autumn is the season *when the fruit ripens*.  
Simple : Autumn is the season *for the ripening of the fruit*.
7. Complex : We saw the place *where the poet Babu* was born.  
Simple : We saw *the birth-place of the poet Babu*.
8. Complex : I have no time *that I can waste in reading this silly book*.  
Simple : I have no time *to waste in reading this silly book*.

#### ADVERB CLAUSE

1. Complex : You must work *as hard as you can*.  
Simple : You must work *very hard*.
2. Complex : He was proud *that he would not confess his fault*.  
Simple : He was too proud *to confess his fault*.
3. Complex : I have looked for my watch *in every place I can think of*.  
Simple : I have looked for my watch *in every possible place*.
4. Complex : *When the king is weak* the kingdom will fall into disorder.  
Simple : *Under a weak king* the kingdom will fall into disorder.

#### ACTIVITY - 5

1. Convert the Complex Sentences into Simple Sentences, changing Noun Clauses into Noun Phrases or Nouns:
1. He said that he was innocent.
  2. Tell me where you live.
  3. How long I shall stay is doubtful.
  4. Whoever is prudent is respected.

5. The result of his good play was that his side won the match.
  6. Whoever wrote this book has a deep knowledge of his subject.
  7. That I failed was not altogether my fault.
  8. Explain what you mean by writing this letter.
  9. Will you tell us why you broke the rules in this way?
  10. The jury believed that the accused was guilty of the offence.
  11. That my essay was the best of all was admitted by all.
  12. How much the building will cost is not yet known.
  13. Tell me where I can find a good tailor.
  14. The fact that he was ill is sufficient explanation of his failure in the test.
- 2. Convert the Complex Sentences into Simple Sentences by changing Adjective Clauses into Adjective Phrases:**
1. The pupil who stands first will get a prize.
  2. A stone that rolls gathers no moss.
  3. Such a man as he cannot be praised too much.
  4. Such a man as he seems to be is best avoided.
  5. The evil that men do lives after them.
  6. The man who works hard is sure to succeed.
  7. I have no money that I can spare on buying luxuries.
  8. Christmas is the time when all try to be kind to others.
  9. This is the spot where the ship went down.
  10. Is there anything that I can do for you?
  11. The best book that he ever wrote is now out of print.
  12. People who live in glass-houses must not throw stones.
  13. He died in the village where he was born.
- 3. Convert the Complex Sentences into Simple Sentences by changing Adverb Clauses into Adverb Phrases:**
1. I will write to you, when I get home.
  2. As you were not at home I left a message for you.

3. If you are always talking you cannot always talk sense.
4. Whatever you propose, I will agree.
5. The horse jumped as far as it could.
6. Wherever she goes he follows her.
7. He cannot see unless he wears glasses.
8. I was so worried that I could not sleep.
9. Though he has dialed, he will try again.
10. He will not pay unless he is compelled.
11. When the cat is away the mice will play.
12. The sailor was puzzled when he discovered the print of a foot on the sand.

## VI. Compound Sentences into Simple Sentences

Compound sentences can be converted into Simple sentences by the process of changing clauses into phrases:

1. Compound: I finished my dinner and went for a walk.  
Simple : *Having finished my dinner*, I went for a walk.
2. Compound: He was very tired but he kept on working.  
Simple : *In spite of his being very tired*, he went on working.
3. Compound: You must pay the tax or go to prison.  
Simple : *Failing payment of the tax* you will go to prison.
4. Compound: His partner died, and this added to his difficulties.  
Simple : *The death of his partner* added to his difficulties.

## ACTIVITY - 6

Convert the Compound sentences into Simple Sentences:

1. The sun came out and it was soon quite hot.
2. He worked hard but he did not pass the examination.
3. I have a lot of exercises to correct and must set to work at them now.
4. Either he has missed the train or has been detained by business.
5. The car ran into a bullock-cart and the driver was thrown out.

6. He took every care; yet the accident happened.
7. He is steady worker, but he is rather slow.
8. He took a good degree, but has never distinguished himself since.
9. I sat down in the shady wood and fell asleep.
10. You must not be late or you will be punished.
11. This is a nice house, but it is too small for us.
12. He was born blind, yet he has learnt to read by the Braille system.
13. I simply told her the truth and she was most annoyed.
14. He not only robbed the poor man, but also murdered him.

## VII. Compound Sentences into Complex Sentences:

To convert a Compound sentence into a Complex sentence, change one of the coordinate clauses into a subordinate clause:

1. Compound: Consult the dictionary and you will find the meaning of this word.  
Complex : *If you consult the dictionary*, you will find the meaning of this word.
2. Compound: Study methodically or you will make no progress.  
Complex : *Unless you study methodically* you will make no progress.
3. Compound: Fire is a good servant but a bad master.  
Complex : *Though fire is a good servant* it is a bad master.
4. Compound: The doctors differ and the patient dies.  
Complex : *While the doctors differ*, the patient dies.

## ACTIVITY - 7

Convert the Compound Sentences into Complex Sentences:

1. Obey my orders or you will be sorry for it.
2. Take care of the pence and the pounds will take care of themselves.
3. Spare the rod and spoil the child.
4. Mosquitoes cause malaria and this is well known.
5. Waste not and want not.
6. He tried hard and yet he failed.

7. The battle was won but the casualties were heavy.
8. Life is short, yet we waste a lot of our time.
9. Give him your finger and he will take your whole hand.
10. Take open-air exercise daily or your health will suffer.

## **VOICE**

### **Active Voice and Passive Voice**

Voice is a change in a verb to show whether its subject acts or is acted upon. Verbs have two voices, Active and Passive. The Active Voice shows that the Subject acts; the passive, that the subject is acted upon. Intransitive verbs have no Passive Voice.

An intransitive verb is an action verb expressing a doable activity like arrive, go, lie, sneeze, sit, die etc,.. It will not have a direct object receiving the action. So, sentences with intransitive verbs cannot be converted into passive voice.

*Which voice should we prefer while writing? Which is impressive?*

In most non-scientific writing situations (self-introduction, business letters), active voice is preferable to passive voice. Sentences in active voice are generally clearer, crisp and more direct than in the passive voice.

Passive voice is readily accepted in scientific writing (report writing) as it allows you to write without using personal pronouns as the subjects of sentences. It gives the impression of an objective, fact-based discourse. However, care must be taken while using the passive voice in excess, as it makes the prose seem flat, dull and uninteresting.

### **Examples :**

1. *Active voice:* The boy made a kite.  
*Passive voice:* A kite was made by the boy.
2. *Active voice:* The cat killed the mouse.  
*Passive voice:* The mouse was killed by the cat.
3. *Active voice:* My pen has been stolen.  
*Passive voice:* Someone has stolen my pen.
4. *Active voice:* Who wrote the letter?  
*Passive voice:* By whom was the letter written ?
5. *Active voice* : Catch the bird.  
*Passive voice* : Let the bird be caught.

6. *Active voice*: I shall be obliged to go.

*Passive voice*: Circumstances will oblige me to go.

### **I. Transformation of Sentences**

7. *Active voice*: Advertise the post.

*Passive voice*: Let the post be advertised.

8. *Active voice*: They treated us to coffee.

*Passive voice*: We were treated to coffee by them.

9. *Active Voice*: The applicant rejected the job.

*Passive voice*: The job was rejected by the applicant.

10. *Active Voice*: The examiner will ask the candidates many questions.

*Passive voice*: The candidates will be asked many questions by the examiner.

11. *Active Voice* : The employer promised them higher bonus.

*Passive voice* : They were promised a higher bonus by the employer.

12. *Active Voice*: The lady is typing a letter.

*Passive voice*: A letter is being typed by the lady.

### **Exercises**

#### **I. Change the Voice in the following sentences:**

1. Cows give milk.
2. The exhibition was opened by the Governor.
3. English is spoken all over the world.
4. The old gentleman takes snuff.
5. The boy has broken the jug.
6. We prohibit smoking.
7. They elected Kumar as captain.
8. I saw him opening the box.
9. Do not insult the weak.
10. Shall I ever forget those happy days?
11. The telegraph wires have been cut.

12. The ship was driven on shore.
13. Why should you suspect me?
14. He was refused admittance.
15. He keeps me waiting.

**II. Change the voice in the following sentences:**

1. No one gave him the correct information.
2. Dinesh is painting the door.
3. Vinoba is preaching many ideals for social upliftment.
4. By whom were you taught grammar?
5. Were you shown this letter?
6. The horse was frightened by the noise.
7. Deposit this money in the bank.
8. My book has been stolen.
9. The thief was arrested by the police.
10. She kept me waiting.
11. Did you ever see that film?
12. Please post this letter.
13. Circumstances obliged him to accept the job.
14. The Chairman was ringing the bell.
15. The dog was left in the park.

**III. Change the following into Passive Voice:**

1. The servant washes our clothes.
2. A High Court Judge will conduct the enquiry.
3. Why did your brother write such a letter?
4. The auditors are checking the accounts.
5. Some boys were helping the wounded man.
6. Mother has cooked the dinner.
7. We have posted most of the invitations.

8. Poverty made him ill.
9. The crowd killed the mad dog.
10. They admitted children free to the zoo.

**IV. Fill in the blanks with the correct simple past passive form of verbs from the box: Use every verb only once.**

Iron carry clean do hang use light put heat spend

Keeping the house clean today is a lot easier than it used to be before electricity was produced. Two hundred years ago, a fire ..... and big pots of water ..... on the fire to be

heated. The pots of hot water ..... to where they were needed. All the washing ..... by hand and all the sheets and clothes ..... on a line to dry outside. Then the clothes ..... using heavy irons that ..... by placing them on the fire. All the rooms in the house ..... and scrubbed by hand. Feather dusters ..... often to wipe away the dust on furniture. Cooking was done on an open fire. Hours ..... just cleaning and cooking in those days. Aren't we lucky today?

**V. Change these sentences into the passive, using 'it' as subject:**

1. People say that the new syllabus is a great improvement.
2. They thought that he would recover.
3. Everybody believes that the couple will announce their engagement soon.
4. People suspected that she has poisoned him.
5. They announced that the book would be published on 1 April.

**VI. Make the subject of discussion the subject of a passive verb, followed by a to - infinitive:**

1. We expect that the new park will open soon.
2. People believe that the house is haunted.
3. They think that the clay figure comes from ancient India.
4. Nobody expected that she would survive.
5. Everybody said the island was uninhabited.

## VII. Fill in the blanks using correct form of verb given below:

Apply treat string open invite appreciate congratulate distribute jam rush

I very well remember the day my dad bought our new car home. It .....like a new family member. My mother ..... turmeric powder and flower garlands .....on its door. My grandfather ..... the door and my grandmother .....to step in.the Car's size, colour, model ..... by all of us. Neighbours .....to share our joy. I ..... sweets and did not mind that eight people .....in to the car. My father .....by all the friends and neighbours for getting such a beauty!

## VIII. Correct the following sentences where ever necessary:

1. Giri was given Hari a pen.
2. Rajadhani arrives at 6 P.M.
3. Hundreds of songs composed Thyagaraja in Telugu.
4. The students will interviewed by the principal.
5. My grandfather was died.
6. Children were eaten by sweets.
7. The dog was ran over by a car.
8. The child was sneezed.
9. Let there be honest in your dealings.
10. The teacher sat.

## READING

### INTENSIVE READING AND EXTENSIVE READING

Intensive Reading is sometimes called "Narrow Reading". As the name itself suggests, it is not casual reading. It is not speed reading but a conscious patient reading strategy. It is used when we want a full understanding of a text. It is not like skimming where we guess the meanings of words from their context. Intensive reading is academic reading where the reader observes and studies the logical argument and rhetorical pattern, the purpose of the author and his attitude towards the topic, the emotional, symbolic and social attitude. It is used to read content or a text that is difficult.

Experts call intensive reading as a "zoom lens" strategy . Intensive reading draws attention to grammatical forms, literal and symbolic meanings. It develops good reading skills and helps to expand the vocabulary. Reading new words puts them in the mind for later use. Seeing how

words are used in different contexts can give a better understanding of the word usage and definitions than the meanings of a dictionary. Intensive reading improves comprehension skills.

In intensive reading, texts are read carefully and thoroughly, again and again. The aim is to build more language knowledge rather than simply practice the skill of reading. It is not used to read very lengthy texts.

**Extensive Reading :** This is the opposite of intensive reading, just as skimming is the opposite of scanning in speed reading. It is a pleasurable activity or method of reading, not under pressure for any specific, immediate target. It is self-directed, as we choose what we want to read for pleasure, information and general understanding. Reading is its own reward. Novels by one author or several authors, stories, articles, authentic materials like news papers, web sources ...any thing could be used for extensive reading.

## WRITING

### PUNCTUATION

A full stop (.) is used at the end of a statement and a question mark (?) at the end of a question. The following sentences are written without full stops, question marks and capital letters. Read each sentence carefully and rewrite it using full stops, question marks and capital letters at appropriate places.

1. Have you ever seen a peacock it has a long beautiful tail  
.....
2. When did sunil phone you is he coming to your birthday party  
.....
3. We are not alone in this world we have friends and relatives all over we want to visit their places isn't it difficult to visit them without any means of transport  
.....  
.....

### TYPES OF PARAGRAPH

#### Classification Paragraph

A classification paragraph groups things or ideas into specific categories and lists them in the form of sentences.

Some of the words you can use in writing a good classification paragraph are:

|                           |                            |                      |
|---------------------------|----------------------------|----------------------|
| <i>is a kind of</i>       | <i>can be divided into</i> | <i>is a type of</i>  |
| <i>falls under</i>        | <i>belongs to</i>          | <i>is a part of</i>  |
| <i>fits into</i>          | <i>is grouped with</i>     | <i>is related to</i> |
| <i>is associated with</i> |                            |                      |

#### **Example : Classification of Operating Systems**

Based on the computers they control and applications they support, operating systems can be divided broadly into four types. The first type is Real time Operating System. This is used to control scientific devices and similar small instruments where memory and resources are crucial. For example, VHDL and 808. The second variety of operating systems are Single User Single Task Operation Systems. These systems allow one user to use the computer to do one thing at a time. Windows mobile is an example of this type. The third type of Operating System is the most common type. It can perform multi tasking operations. Microsoft Windows and Apple Macintosh are the living examples of this genre. The final type of Operating System is the one which allows multiple users to use the system resources simultaneously. Unix, Linux and Solaris belong to this type.

#### **Description Paragraph**

In a description paragraph we talk about a person, place, or thing. When we describe a person, we talk about the physical features like colour and height and the character of the person. When we are talking about the properties of a thing, you describe its size, colour, shape and purpose. When we talk about the location of a place, then you use prepositions like in, above, below, beside, and near. We can also use direction words like north, west, east and south. Below we see the description of the Christmas tree by Charles Dickens.

#### **Example : Christmas Tree**

"I have been looking on, this evening, at a merry company of children assembled round that pretty German toy, a Christmas Tree. The tree was planted in the middle of a great round table, and towered high above their heads. It was brilliantly lighted by a multitude of little tapers; and everywhere sparkled and glittered with bright objects. There was rosy-cheeked dolls, hiding behind the green leaves; and there were real watches (with movable hands, at least, and an endless capacity of being wound up) dangling from innumerable twigs; there were French-polished tables, chairs, bedsteads, wardrobes, eight-day clocks, and various other articles of domestic furniture (wonderfully made, in tin, at Wolvehampton) "

#### **Compare and Contrast Paragraph**

In a compare and contrast paragraph, you write about the similarities and differences between two or more people, places, things, or ideas. The following words can help you to write a good compare and contrast paragraph:

Some Helper Words:

|   |  |
|---|--|
| <b>Similarities</b><br>is<br>similar to<br>both<br>also<br>too<br>like<br>likewise<br>similarly | <b>Differences</b><br>but<br>however<br>on the other hand<br>in contrast<br>as well<br>differs from<br>while<br>unlike |
|---|--|

Example : **Desktop vs. Laptop**

Given below is a paragraph which compares and contrasts a desktop and a laptop. :

Apart from the convenient size and portability, laptops and notebooks have some other significant characteristics which desktop PCs lack. First comes the power supply. Desktop computers have to be plugged always into an AC Power outlet. In contrast, laptops are equipped with a rechargeable lithium, nickel-cadmium, or nickel-metal hydride battery, which adds to the advantage of portability. Second, laptop displays are very different from those of desktops since they make use of LCD technology, not a picture-tube. The displays of notebooks are smaller and usually have lower screen resolution but offer better color quality. Finally, the integration of input devices also makes a difference when you compare a laptop and a desktop computer. The keyboard you'll use with a notebook is situated into the body of the machine. This again contributes to portability but a damaged keyboard can be quite a problem.

### Sequence Paragraph

In a sequencing paragraph, we describe a series of events or a process in a particular order in the way the events appear. This order is normally based on time. A good sequence paragraph is characterized by some of the following words.

|   |  |
|---|--|
| <b>Order</b><br>first, second, third, etc.<br>in the beginning<br>before<br>then<br>after<br>finally<br>at last<br>subsequently | <b>Time</b><br>recently<br>previously<br>afterwards<br>when<br>after |
|---|--|

### Example : **How to make your USB bootable?**

Make Bootable is a freeware that turns your USB pen drives into a bootable media with just a single click. To use MakeBootable, run the MakeBootable executable file. On the main window, select the USB device you wish to make bootable. Then click on the "Make Bootable" button to begin the process. The program will load several files required for boot up into your device. Next, you need to change the boot-up setting in the system BIOS. With your USB device still plugged, restart your system. After that enter the BIOS setup menu and change the boot device setting. Later select USB Device as First Boot device in the boot device priority. If the boot-up files are created in the USB drive, select USB-HDD or USB-ZIP (preferred). If the boot-up files are created in the floppy drive of your device, select USB-FDD (for pen drive that supports security mode). Once done, save and exit the BIOS setup. Now, your USB is read to boot the computer.

### **Explanation Paragraph**

An explanation paragraph explains how or why something happens. You can use the following words to write a good explanation paragraph.

| <b>Cause</b>   | <b>Effect</b>   |
|----------------|-----------------|
| As             | so              |
| since          | thus            |
| as a result of | consequently    |
| is due to      | hence           |
| because        | if follows that |
|                | if ... then     |
|                | therefore       |

The following paragraph explains what potential energy is and how it exists in various objects. Example : **Green Gases**

Although the concentrations of CO<sub>2</sub> and water vapour are not nearly as large as that of oxygen and nitrogen (the main constituents of the atmosphere), neither oxygen or nitrogen are greenhouse gases. This is because neither has more than two atoms per molecule (i.e. their molecular forms are

O<sub>2</sub> and N<sub>2</sub>, respectively), and so they lack the internal vibrational modes that molecules with more than two atoms have. Both water and CO<sub>2</sub> have these "internal vibrational modes", and these vibrational modes can absorb and reradiate infrared radiation, which causes the greenhouse effect.

1. a. Write a paragraph giving the definition of any engineering tool you know. b. Write a paragraph discussing different types of screw drivers.

- c. Write a paragraph comparing life before and after the invention of personal computers.
  - d. Write a paragraph on how a computer can be operated.
2. Write a paragraph in not exceeding 75 words on each of the following topics:
- a. 20-20 matches are more exciting than one-day cricket matches.
  - b. Industrial tours are quite informative.
  - c. Public transport in the country is inaccessible to the disabled.
  - d. The examination system needs a change.

# MODULE-III

## Lucidity, Simplicity, Euphony'

In the essay 'Lucidity, Simplicity, Euphony' Somerset Maugham presents the three important criteria for good writing. These include Lucidity, Simplicity and Euphony.

Lucidity refers to clarity with which one writes. Simplicity is a matter of discipline. Euphony depends on the sensitiveness of your ear.

He also cites the two main reasons for obscurity in writing. There are two sorts of obscurity that you find in writers. One is due to negligence and the other to willfulness. People often write obscurely because they have never taken the trouble to learn to write clearly. This sort of obscurity you find too often in modern philosophers, in men of science, and even in literary critics. Here it is indeed strange. Another cause of obscurity is that the writer is himself not quite sure of his meaning. He has a vague impression of what he wants to say, but has not, either from lack of mental power or from laziness, exactly formulated it in his mind and it is natural enough that he should not find a precise expression for a confused idea. This is due largely to the fact that many writers think, not before, but as they write. The pen originates the thought. The disadvantage of this, and indeed it is a danger against which the author must be always on his guard, is that there is a sort of magic in the written word. The idea acquires substance by taking on a visible nature, and then stands in the way of its own clarification. But this sort of obscurity merges very easily into the wilful. Some writers who do not think clearly are inclined to suppose that their thoughts have a significance greater than at first sight appears. It is flattering to believe that they are too profound to be expressed so clearly that all who run may read, and very naturally it does not occur to such writers that the fault is with their own minds which have not the faculty of precise reflection. Here again the magic of the written word obtains. It is very easy to persuade oneself that a phrase that one does not quite understand may mean a great deal more than one realizes. From this there is only a little way to go to fall into the habit of setting down one's impressions in all their original vagueness. Fools can always be found to discover a hidden sense in them. There is another form of wilful obscurity that masquerades as aristocratic exclusiveness. The author wraps his meaning in mystery so that the vulgar shall not participate in it. His soul is a secret garden into which the

Commenting on Fowler's Dictionary of English Usage, he says it is a valuable work. I do not think anyone writes so well that he cannot learn much from it. It is lively reading.

He also states that English grammar is very difficult and few writers have avoided making mistakes in it. So heedful a writer as Henry James, for instance, on occasion wrote so ungrammatically that a schoolmaster, finding such errors in a schoolboy's essay, would be justly indignant. It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test.

He concludes that If you could write lucidly, simply, euphoniously and yet with liveliness you would write perfectly: you would write like Voltaire. And yet we know how fatal the pursuit of liveliness may be: it may result in the tiresome acrobatics of Meredith. Macaulay and Carlyle were in their different ways arresting; but at the heavy cost of naturalness. Their flashy effects distract the mind. They destroy their persuasiveness; you would not believe a man was very intent on ploughing a furrow if he carried a hoop with him and jumped through it at every other step. A good style should show no sign of effort. What is written should seem a happy accident.

# We Wear the Mask

Paul Laurence Dunbar

## Introduction

"We Wear the Mask" by Paul Laurence Dunbar is a 1895 poem about the act of concealing one's emotions from the rest of the world, as well as the cost of that concealment.

The three-stanza poem develops the conceit of wearing the mask of emotional concealment. It culminates in a collective cry to Christ to relieve the suffering felt within.

Historically considered, the poem addresses the plight of Black Americans in the late nineteenth century, as well as the masking of their pain from society's scrutiny.

From a more general perspective, the poem is about the suffering and duplicity of the human condition.

## Summary

Paul Laurence Dunbar published "We Wear the Mask" in 1895 in his second volume of verse, *Majors and Minors*. While Dunbar was well known for his colloquial poems, which evoke spoken language in their depictions of Black American life, "We Wear the Mask" is among Dunbar's more formal poems, which use traditional poetic diction and verse forms. Dunbar was only in his early twenties when he released *Majors and Minors*, yet his work from this period is marked by stylistic maturity and thematic richness.

At the beginning of "We Wear the Mask," Paul Laurence Dunbar's speaker adopts a collective voice and uses the first-person plural. As in many poems that use this pronoun, the speaker's statements seem to encompass a broader spectrum of human experience. To "wear the mask that grins and lies" is suggested, then, to be a collective fate.

The eponymous mask conceals our "cheeks" and "eyes," suggesting that our natural modes of emotional expression are purposely hidden from view. The third line calls the mask the "debt we pay to human guile." That is, the price "we" pay for duplicity is concealment. Because intentions can be separated from appearances, "we" are destined to hide from others.

Lines four and five show more clearly the divergence between inner and outer states. Dunbar devises a contrasting image of smiling while the heart is "torn and bleeding," a metaphor that viscerally conveys the possible depths of emotional pain. The fifth line underscores this divide with the figure of the "mouth with myriad subtleties." The subtlety and craftiness of the mouth—a metonym for outward expression—is contrasted with the immense pain of the heart.

The second stanza introduces a separate human entity: "the world." The speaker asks, "Why should the world be over-wise, / In counting all our tears and sighs?" There are two readings of this phrase. If "we" refers specifically to the Black American community, then "the world" stands for the predominantly White society that marginalizes Black Americans. Alternately, if "we" represents humans collectively, so too does "the world." These opposing terms dramatize the fact that we each both mask ourselves from scrutiny and, in turn, scrutinize others. From such a view, "us" and "them" are the same.

Ultimately, the speaker's question in lines six and seven is rhetorical, for its purpose is to argue for concealment: "we" should only let "them... see us, while / We wear the mask." Despite the ache of duplicity, it is preferable to laying bare one's true feelings, one's "tears and sighs."

In the third and final stanza, the speaker introduces another addressee: "O great Christ." This apostrophic invocation—signalled by the classical "O"—indicates the grandeur and perhaps the

remoteness of Christ. Repeating the figure of the “smile” from line four, the speaker notes that smiles conceal “our cries” to Christ “from tortured souls.” Here, the poem takes on a theological dimension. The phrase “tortured souls” likely alludes to the Christian doctrine of the fall of man, which states that humans are indelibly defined by sinfulness and suffering.

## VOCABULARY

### PHRASAL VERBS

A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb. Phrasal Verbs usually have two or three components. The first one is always a VERB followed by a preposition or adverb particle. Phrasal verbs lend style to our speech or writing and they also economize language. As they save a lot of space, the newspapers are full of phrasal verbs.

Sometimes, the individual meaning of the components may be the total meaning or it may give a different meaning. For example, CALL + IN means to bring some body from outside.

Example.: Yesterday, my mother was sick. We called in a doctor.

Similarly, GIVE+AWAY means to distribute. But you cannot try to guess the meaning of pass way in the sense of go away. It means 'to die'. Therefore, unless we know the exact meaning of the phrasal verb, we should not use it. Look at a few Phrasal Verbs and see how they are used.

#### 1) Bear :

He bore away (won) many prizes at school.

In Iraq. King Saddam was able to *bear down* (crush) all opposition.

Faith in the religion *bears up* (supports) a man in troubles.

Please *bear with* me for something (have patience).

#### 2) Break

The Minister's car *broke down* in the forest, (Stopped working or failed).

My daughter *broke down* when she heard of her failure. (collapsed).

My neighbour tried to *break* with me (quarrel).

The burglars *broke into* the house. (enter by force).

A civil war has *broken out*. (begun).

The school *breaks up* on Friday. (closes for the holidays).

#### 3) Bring :

His negligence *brought about* his ruin. (caused).

Laziness *brings forth* poverty. (produce, cause)

He must *bring back* that book. (return)

These houses *bring in* Rs.10,000/- a month. (yield as rent)

This story *brings out* the moral. (shows)

With great difficulty I *brought her round* to my views. (convert to).

She *brought up* the orphan as her own child (reared)

Dr.C.R.Reddy's emotional speech *brought the* house down. (received great applause).

**4) Call :**

The Principal *called* for an explanation of his misconduct. (demanded)

*Call in* a doctor at once. (send for) Mohan called on me yesterday. (visited)

The patient with head injuries could not *call up* the scene of accident. (recollect)

**5) Carry :**

I agreed to *carry out* his orders. (execute)

His emotion *carried* him away. (made him lose control over himself)

The young man *carried* on the business well. (manage)

Recently many people were *carried off* by plague. (killed).

**6) Clear :**

After the dinner she *cleared away* (removed dishes, plates etc. from the table)

I won't see your face. *Clear off* ! (go away)

Those students *cleared out* without paying their rent. (went away)

*Clear up* your bed room. (Make it tidy)

The weather has *cleared up* at last. (brightened)

The teacher *cleared up* several points (explained, made clear)

**7) Come :**

These unexpected events *came about* and led to my ruin. (happen)

How did you *come by* this jewel? (acquire)

When does the Seminar *come off*? (take place)

At last the truth has *come out*. (transpire)

The donations *come to* a large sum. (amount to)

The question regarding his appointment *came up* in the Assembly. (raised for discussion) I hope she will come round in a week. (recover)

He will *come round* to my views (agree)

**8) Cry :**

Immoral men *cry down* religion. (depreciate)

The worker *cried out* such injustice. (protest against)

The young poet is *cried up* by many (praised)

**9) Cut :**

We must *cut down* our expenditure. (reduce)

He goes on *cutting* in when I am speaking. (interrupt)

His parents *cut him off* unkindly. (disinherit)

He is *cut out* for a teacher, as he loves talking. (suited to be)

His son's death *cut him up*. (distressed him terribly)

Please *cut up* the meat for the children. (cut into small pieces)

Marlowe was *cut off* in the prime of his life. (died)

**10) Do :**

It is better to *do away* with the present system of examination (abolish)

After a long walk, he is quite *done up*. (exhausted, fatigued)

The servant *does out* his room neatly. (clears)

This house needs *doing up*. (repairing and decorating)

*Do up* your shoe lace (tie)

**11) Draw :**

Spring is *drawing* near. (approaching)

He *drew out* his pistol. (took from his pocket)

Life in the Army will *draw* him *out*. (give him a chance to show his real character)

The car *drew up* outside their house. (stopped)

**12) Fall :**

The enemy soldiers *fell back*. (retreated)

At his birth day party I *fell in* with a strange fellow (met accidentally)

The roof of that house *fell in* last night. (collapse)

Liquor sales have *fallen off*. (declined) Her eyes *fell on* a beautiful rose. (saw)

She and her husband *fell out*. (quarrelled)

As I couldn't get money all my plans *fell through*. (failed)

**13) Get :**

Although he is very old, he *gets* about a lot. (travels)

The box is on a high rack and I can't *get at* it. (reach)

The thief *got away* through the window. (escaped) The train gets in at 10 p.m. (arrives)

He managed to *get off* with a fine. (escaped)

It is a hell to *get on* with a suspicious husband. (live sociably with)

Don't *get off* the bus till it stops. (alight from)

He was accused of murder, but he *got off*. (was acquitted)

He is lucky to *get out* of the clutches of his uncle. (escape from)

**14) Give :**

The Governor *gave away* the prizes. (distributed, presented)

It is not good to *give away* secrets. (reveal, betray)

The bride's father *gave* her *away*. (presented her ceremonially to the bride groom)

The doctors have *given* him *up*. (lost all hopes of his recovery)

The fire *gave off* a dense smoke. (emitted)

After much persuasion, he *gave way*. (yielded)

*Give over* your foolish attempt. (abandon)

**15) Go :**

We cannot always *go by* appearance. (judge from)

It is a good rule to *go by*. (to be guided by)

He never *goes back* on his word. (fails to keep his promise)

The days *go by* so soon. (pass)

The train *goes by* electricity. (functions by means of)

The hotel had *gone down* lately. (deteriorated)

**16) Hold :**

The extremists *held out* for a year. (offered resistance)

The bus was *held up* by robbers. (stopped the way and robbed)

The subject is *held over* till the next meeting. (postponed)

**17) Keep :**

A few boys were *kept in*. (confined after school hours)

The members *kept up* a long conversation. (carried on)

His son will *keep up* the reputation of his family. (maintain)

He *kept on* talking. (continuous)

I shall *keep back* nothing from my wife. (conceal)

**18) Lay :**

The rebels *laid down* their arms. (surrendered)

The soldiers *laid down* their lives for their country. (sacrificed)

He has *laid out* a large amount in private shares. (invested)

My friend is *laid up* with fever. (bed-ridden)

She has resolved to *lay by* a part of her salary. (save for future needs)

They *laid out* a lot of money on the house. (spent)

**19) Look :**

*Look at* the board. (observe)

His grandfather *looks after* the children. (take care of)

He *looks down* on us, because we don't have a car. (despise)

*Look up* the word in the Dictionary. (search for) I am looking for a room. (seeking)

**20) Make :**

The thief *made off* quickly as someone came (went away)

To dog has *made off* with my shoe (carried away)

The old man *made over* his big house to Lord Venkateswara. (presented / gave in charity)

I can't *make out* the meaning of this modern poem. (understand)

**21) Pass :**

The Manager usually *passed by* the faults of his workers. (overlooked)

Ulysses and his followers *passed through* terrible sufferings. (underwent)

He *passed himself off* as a prince. (pretended)

He *passes for* a great Telugu poet. (is regarded as)

**22) Pull :**

In spite of their difference, they *pull together* so as to get success. (cooperate, work together)

My brother *pulled through* the examination. (passed with difficulty)

The patient will *pull through*, the doctor says. (recover)

It is easier to *pull down* than to build up (demolish)

The young man was *pulled up* by the inspector. (scolded)

**23) Put :**

*Put down* the rebellion. (suppress)

I shall *put* your address down in my book. (write)

I *put in* a lot of work on that essay. (did)

The girls *put off* the picnic until next week. (postpone)

The bad smell in that hotel really *puts me off*. (repels)

**24) Run :**

She *ran away* with the young man. (eloped with)

I *ran across* my cousin last evening. (met by chance)

On account of heavy work, he is *run down*. (become weak)

He always *runs down* his opponents. (disparages)

The lease of this land has *run out*. (expired)

**25) See :**

I shall *see* about it later on. (do it later, not immediately)

My son *saw me off* at the Railway Station. (see the departure)

I could easily *see through* his flattery. (detect)

It is very difficult to *see into* his motive. (perceive)

**26) Set :**

The High Court *set aside* the appeal of the Government. (annulled)

The new officer soon *set about* reorganizing the department (took steps towards)

My friend *set off* for Bangalore this morning. (started)

The summer has *set in* very early in South India. (begun)

**27) Speak :**

His school *speaks well* for him. (certifies favourably)

There is no library in Tirupati to *speak of*. (worth mentioning)

I am determined to *speak out*. (express my opinion freely)

*Speak up* ! I can't hear you. (speak more loudly)

**28) Stand :**

The citizens were loyal and always *stood by* their king. (supported)

Let this matter *stand over* for the present. (be deferred or postponed)

Gandhiji always *stood up* for the down trodden (championed)

The workers are determined to *stand up* for their rights. (defend)

**29) Take :**

The girl *takes after* her mother. (resembles)

*Take back* what you have said. (withdraw)

Whatever you dictate, I shall *take it down*. (write)

Do you *take me* for a fool ? (assume to be)

The speech was good, but I could not *take it* all in. (understand)

The liar's pleasing manners *took me in*. (deceived me)

**30) Throw :**

My sympathy was *thrown away* upon him; because he abused it. (wasted)

The Bill was *thrown out* by the Assembly. (rejected)

In anger, he *threw up* his job. (resigned)

As soon as he became rich, he *threw over* all his friends. (deserted)

**31) Turn**

My brother has *turned against* me. (become hostile)

They *turned down* my application. (refused)

He is irresponsible; why don't you *turn him off* ? (dismiss)

He *turned out* to be a liar. (proved)

How can we say what would *turn up* soon ? (happen)

My brother *turned up* yesterday from Bombay. (appeared)

**32) Work :**

All our promises failed to *work on* him. (influence)

He *worked out* the problem easily. (solved)

Mark Antony could easily *work up* the mob. (excite)

He *worked off* his bad temper on his family. (vents)

**Exercises:**

**A. Fill up the blanks with suitable preposition/adverbial**

1. Don't waste water. Please turn..... the tap  
a) On                      b) off                      c) in                      d) down
2. The music is too loud. Will you please turn it..... ?  
a) Down                      b) up                      c) back                      d) away.
3. In Hockey semi - finals, India will take..... Pakistan  
a) Off                      b) on                      c) down                      d) in
4. What time do you get..... in the morning?  
a) Off                      b) up                      c) in                      d) out
5. Mohan got ..... the train at Visakhapatnam and he got..... at Vijayawada.  
a) Into, off                      b) off, off                      c) up, off                      d) back, up
6. The students were pulled..... for their bad behaviour.  
a) Off                      b) up                      c) in                      d) back
7. It is not raining. You better take ..... your rain coat.  
a) On                      b) up                      c) off                      d) in
8. We usually take..... 30 students for each academic program.  
a) On                      b) off                      c) up                      d) in
9. It is always better to give..... our bad habits.  
a) Up                      b) in                      c) off                      d) away.
10. The student wiped..... what he had written on the blackboard.  
a) Upon                      b) after                      c) down upon                      d) down
11. We should not look..... the poor.  
a) Upon                      b) after                      c) down upon                      d) down
12. The car stopped as the petrol ran .....  
a) Out                      b) off                      c) down                      d) up

13. Ramesh was brought..... by his grandparents.  
a) Out                      b) up                      c) in                      d) down
14. The old building was pulled..... by the workers.  
a) Up                      b) back                      c) down                      d) off
15. A good soldier carries..... the orders of his captain without hesitation.  
a) Away                      b) out                      c) off                      d) back

**B. Locate and write down the meanings of phrasal verbs used in the passage given below.**

When I set off for work this morning, my car broke down, so I ended up taking the bus. As soon as I got off, I bumped into an old schoolmate, Mark. While we were talking, he brought up something I had already found out from some mutual friends- that he had come into some money and had set up his own business. He told me that there was a lot to sort out, and offered to take me on, but I turned him down straight away.

### IDIOMS

Idioms are expressions which function as single units and whose meaning cannot be worked out from its separate parts. For example, 'kick the bucket' is an idiom which means 'to die'. This is the meaning of the whole expression and we cannot derive it from the meanings of the words kick, the, bucket. Not all idioms can be successfully explained as regards their origin. It is important to recognise their current significance. Here are some idioms which are generally used in good prose. Some Idiomatic expressions :

1. Apple of one's eye (something very dear) : To Dasaratha, Rama was the *apple of his eye*.
2. Apple of discord (cause for quarrel): Kashmir is the *apple of discord* between India and Pakistan.
3. At arm's length (at a safe distance). Keep your wicked neighbour *at arm's length*.
4. At one's beck and call (ready to obey one) : Hanuman was always at Rama's *beck and call*.
5. At one's finger tips (ready to give the facts) : He has all the answers at *his finger tips*.
6. At one's wit's end (puzzled) : When he heard about the terrible loss he was at *his wit's end*.
7. Bad Blood (enmity) : People are trying to create *bad blood* between me and my brother.
8. A bed of roses (comfortable state) : Life is not a *bed of roses*.
9. A black sheep (an unworthy fellow) : I do not want a *black sheep* in this class.
10. Body and soul (entirely) : Mother Theresa devoted her *body and soul* to the service of the poor.
11. A burning question (that needs a speedy solution) : How to provide jobs to the educated youth is the *burning question* of the day.

12. By fits and starts (irregularly) : The servant works by *fits and starts*.
13. By hook or crook (by fair or foul means) ; He wants to win *by hook or crook*.
14. By leaps and bounds (quickly) : Japan developed *by leaps and bounds*.
15. Close - fisted (stingy) : He is a *close-fisted man*.
16. Crocodile tears (hypocritical sorrow) : Though he felt really happy at my misfortune, he shed *crocodile tears* when I was with others.
17. A cry in the wilderness (useless cry) : My plea for my selection in the University on the basis of merit became a *cry in the wilderness*.
18. Far and near (from all parts) : People come from *far and near* to Tirupati to visit Lord Balaji.
19. *Flesh and blood* (human nature) : Flesh and blood cannot endure this cruelty of this land-lord.
20. From hand to mouth (spending all one earns for food) : Most people in this country live from *hand to mouth*.
21. Gift of the gab (fluency of speech) : Men with the gift of the gab easily become leaders.
22. Greek and Latin (unintelligible) : What he says is *Greek and Latin* to me.
23. Hair's-breadth escape (narrow escape) : The boy had a *hair's breadth* escape when a speeding lorry nearly touched him.
24. Hand in glove (very close) : He is *hand in glove* with his friend.
25. Head over heels (very much) : He is *head over heels* in love with her
26. Ins and outs (full details) ; He knows the *ins and outs* of this case.
27. In a nutshell (briefly) : Tell me the story *in a nutshell*.
28. A maiden speech (first speech) : His *maiden speech* is a great success.
29. Null and void (not operative) : The Government order is declared *null and void* by the High Court.
30. Red-letter day (a day of much significance) : Fifteenth of August is a *red-letter* day for the Indians.
31. Sharp practice (dishonesty) : Be careful about this fellow who is capable of *sharp practice*.
32. Through and through (completely) : He is *through and through* a typical politician.

**Here are some more idioms for which their meaning is given. Try to construct sentences .**

33. Achilles' heel: the weak point (of an individual, an organization or a country)
34. Put all eggs in one basket - risk everything in one venture.
35. Ask for it: behave in a way one ought to know will cause trouble.

36. An axe to grind: a private purpose to serve.
37. Bag and baggage: with all belongings which are portable.
38. Climb onto the bandwagon; join the victorious party.
39. Flog a dead horse: pursue an argument when there is nothing more to discuss, after everything is settled.
40. Beat about the bush: saying things in a round about way.
41. A bed of roses: a situation of ease and comfort.
42. Have a bee in one's bonnet: have an obsession about something.
43. Beg the question: making an assumption that needs proving.
44. The best of both worlds: the benefits from different conditions and circumstances.
45. A black sheep: the one worthless member of a family or of a group of people.

### **Exercises :**

1. He has the gift of the gab.
  - a) He is gifted
  - b) He is a chatterbox
  - c) He is a good conservationist
  - d) He is good at stealing.
2. Parental property has become a bone of contention between the siblings.
  - a) Unifying factor
  - b) Something that causes a quarrel
  - c) A firm view
  - d) None of these
3. Once in a blue moon, we meet each other.
  - a) Frequently
  - b) Hardly ever
  - c) Very seldom indeed
  - d) In the light of a blue moon
4. He has been jobless for several months, and it is his wife who keeps the pot boiling.
  - a) Avoids starvation
  - b) Keeps the fire burning
  - c) Is angry
  - d) Keeps firing
5. In the end he had to eat the humble pie.
  - a) Apologize humbly
  - b) Defend himself vigorously
  - c) Adopt an aggressive attitude
  - d) None of these
6. To be a good orator, you don't have to play to the galleries.
  - a) Offend audiences
  - b) To be prepared
  - c) Appease select audience
  - d) To appeal to the lower taste
7. The officer took him to task.
  - a) Rebuked him
  - b) Dismissed him

c) Promoted him

d) Praised him

**B. Read the sentence and write the meaning of the idiomatic expression used in it.**

1. When the politician was caught stealing from the taxpayers, everyone thought he would receive a severe punishment, but all he got was **a slap on the wrist**.  
.....
2. We thought that our neighbor's, the Jones family, were rich beyond our wildest dreams, but it turns out that **we're all in the same boat**.  
.....
3. If Kim thinks that I'm going to let her copy my math homework, **she's barking up the wrong tree**.  
.....
4. The Vikings thought that they would easily beat the other team, but when it was tied with a minute left in the fourth quarter, they knew that this game was really coming **down to the wire**.  
.....
5. I thought Janet would be a good worker, but it turns out that she **can't cut the mustard**.  
.....
6. Tom wanted to **get down to brass tacks**, but the lawyer kept chatting about the weather.  
.....
7. The lawyer knew that **beating around the bush** would get Tom all worked up.  
.....
8. After playing for three straight quarters, the quarterback was **running out of steam**.  
.....
9. Don't get so worked up, buddy. She's only **pulling your leg**.  
.....
10. Jane decided that she would **go out on a limb** and ask Byron to the Spring Fling dance.  
.....
11. Jimbo was too tired to finish the assignment, so he decided to **hit the hay**.  
.....
12. Alan was excited when he found out that he would have his own front row parking spot at the university, but that was **just the icing on the cake**.  
.....
13. Ever since Amy's uncle **bought the farm**, she's been faced with the difficult decision of dividing the inheritance amongst the family.

.....

14. Working at the Burger King was at first overwhelming to Kyle, but now he **knows the ropes**.

.....

15. Julie thought her mom would let her go to the party, but **no dice**.

.....

## GRAMMAR

### TENSE

Tense and Aspect represent form of a verb. Look at the different forms of the verb give in English.

| Forms              | Present | Word form  |
|--------------------|---------|------------|
| tense              | Past    | Give/Gives |
| tense              |         | Gave       |
| Present Participle |         | Giving     |
| Past Participle    |         | Given      |

Notice that there is no future tense form in English. The future time is expressed in different ways. You will learn about it later in the lesson.

Aspect is the result of the combination of auxiliary verbs be and have with participle forms.

*Perfective aspect* : *have + past participle*

*Progressive aspect* : *be + present participle*

In addition to these, there is simple aspect. Simple aspect is just the Present tense form. A combination of tense and aspect gives us the following variations:

| Tense and Aspect                | Example   |
|---------------------------------|---|
| Present Simple / Simple Present | She eats an apple every day.                      |
| Present Perfect                 | She has given an apple to her brother.            |
| Present Progressive             | She is eating an apple.                           |
| Present Perfect Progressive     | She has been eating an apple for 10 minutes.      |
| Past Simple/Simple past         | She ate an apple yesterday.                       |
| Past Perfect                    | She had eaten an apple before he went to college. |
| Past Progressive                | She was eating an apple when I went to his house. |
| Past Perfect Progressive        | She had been eating an apple since morning.       |

## PRESENT TENSE

### Simple Present Tense

- a) The Simple Present tense is used to express what someone does regularly or very often. You often find the adverbs like *everyday*, *regularly*, *always*, *every week*, *every month* and *every year* in a sentence indicating this tense. But, even if it is not indicated in a sentence, sometimes the fact that something happens very often is implied.
1. Jaideep goes to school to drop his children.
  2. Padmini watches television serials regularly.
  3. I go to temple every Saturday.
  4. Majeed visits Goa every year.
  5. He works at a local bank situated in the Benz Circle.
  6. She often goes to the orphanage to teach the kids.
  7. He goes to Church every Sunday.
  8. Do you play hockey?
  9. Summer starts in the month of March.
  10. People celebrate Diwali with pomp and glory.
- b) The Simple Present tense also expresses somebody's / something's present state of being.
1. Deepa is a Public Relation Officer in a Software Company.
  2. I am an army officer.
  3. He is a social worker and helps the disabled.
  4. She is a good musician.
  5. They are close friends.
  6. Dogs are ferocious animals, but they are faithful.
  7. Trees are inevitable for a pollution-free atmosphere.
  8. The sky is cloudy today.
  9. It is difficult to say which political party is ideal nowadays.
  10. This is the car that is liked by many people.
- c) Universal Truths and Proverbs are expressed in the Simple Present Tense.
1. Man is a social animal.
  2. The sun rises in the east.
  3. The moon derives its light from the sun.

4. Dogs are faithful Animals.
5. A bird in the hand is worth two in the bush.
6. To err is human,
7. Man proposes and God disposes.
8. The earth revolves round the sun.

### **Present Continuous / Present Progressive**

- a) The Present Continuous is used to talk about things happening now, at this moment. The Present Continuous Verbs are formed with the Present Participle form (ending with *ing*) along with suitable forms of be in the present tense form, (*am, is, are*),
1. She is driving a car.
  2. The teacher is dictating notes to the students.
  3. The salesman is demonstrating a new product.
  4. I am writing a list of articles to be bought.
  5. He is typing a letter
  6. They are listening to the cricket commentary.
  7. The players are practising in the field.
  8. We are talking about a new film.
- b) The Present Continuous is also used to describe things happening around now, but not necessarily at this moment.
1. We are planning to buy a new flat.
  2. I am writing a novel.
  3. She is working in the Telephone Department.
  4. He is looking for a good job.
  5. They are waiting for the result.
  6. Smitha is working on a project.
  7. I am writing a paper on Feminism.
  8. The students are preparing for the final exams.

The following verbs which describe a feeling or state, but not action are called stative verbs and they are not used in the continuous form.

*Agree, appear, believe, belong, concern, consist, contain, depend, deserve, disagree, dislike, doubt, feel, fit, hate, have, hear, imagine, impress, include, involve, know, like, look, love, matter, mean, measure, mind, need, owe, own, prefer, promise, realise, recognise, remember, see, seem, smell, sound, suppose, taste, think, understand, want, weigh, wish, want, smile, notice, recognise, love, hate, desire, prefer, hope, notice, perceive, wonder etc.*

1. I am hearing what you say. (Wrong)
2. I hear what you say. (Right)

## **Present Perfect**

The actions that are completed in the immediate past and its relevance is felt in the present are described in the Present Perfect.

Look at the following sentences

Have you finished doing your homework?

Yes, I have finished my homework.

No, I haven't finished my homework.

Has he read this book?

Yes, he has read this book.

No, he hasn't read this book.

Has the train left the station?

Yes, the train has left the station.

No, the train hasn't left the station.

Have they come to class?

Yes, they have come to class.

No, they haven't come to class.

My parents have lived in this house for ten years.

I have been in this city since 1994.

Pawan's uncle has had the same job for more than 18 years.

Anjala has been in this school since 1999.

Have and Has can be pronounced as 'v' and 'z' in the above sentences in their contracted forms. For example,

I've gone to my office.

She's finished her post-graduation.

## Present Perfect Continuous

The actions that started some time ago in the past and which are continuing at the moment of *talking*, are described in the Present Perfect Continuous.

1. They have been constructing a new house' for the past three months. (They started the work in the past and the construction is still going on)
2. The management has been renovating the hotel since January.
3. I have been waiting for the bus for 45 minutes.
4. Lalita has been preparing for the examination since February.
5. Vishnu has been watching the cricket match since morning.
6. We have been playing football for one hour.

## PAST TENSE

### Simple Past

The Simple Past Tense is used to express actions completed in the past. You often find an adverb indicating time in the sentence in the past tense. For example, words or phrases like *yesterday*, *day before yesterday*, *last year*, *last month*, *last week*, *in 1990* etc. indicate past time.

1. I visited Singapore last year.
2. We painted the house last week.
3. Ravinder went to Delhi to take an examination.
4. The Committee passed two resolutions.
5. The train came late.
6. He studied in this college in 1994.
7. Shalini did her M.B.A from Osmania University.
8. Alekhya gave a dance recital at Ravindra Bharathi.
9. Samson deposited money in the State Bank of Mysore, Nellore branch.
10. He escaped the accident in a split second.

You may not find the indication of time in all sentences in the Simple Past Tense. Sometimes the time is implied.

*I finished my graduation.*

*He bought two pairs of shoes.*

Habits of the past time are also indicated by the simple past tense.

*She always carried an umbrella.*

*Ambarish taught music in the school regularly.*

## Past Continuous

Actions that were going on at a point of time in the past are expressed in the past continuous.

This is represented by 'was/were' followed by the '-ing' form of a verb.

1. I was learning music at Kalaniketan in those days.
2. People were gathering to watch news everyday when TV was not as popular as it is now.
3. He was playing for the Air India team.
4. We were going to different places, together when we were young.
5. Dharani was teaching English at St. Ann's School.

## Past Perfect

When we express two actions completed in the the action completed before the other one is shown in the other m the Past Perfect.

1. The vehicle stopped, when the policeman had signalled.
2. I switched off the lights, after he had slept.
3. Nandita left for her hometown, after she had finished to examinations.
4. Ten tents were removed, after everybody had left.
5. I had already reached the railway station, before it was five.

You can also say/write :

*I had already reached home* (' By the time she came to receive me at station is implied)

*He had already joined in a good job.* (When he got admission into an MBA is implied)

## Past Perfect Continuous

The Past Perfect Continuous is used to describe actions that continued from one point of time to another point of time in the past. (Not continuing now)

For example,

1. I had already been teaching in that college when the appointment letter came from the school.
2. Siva had been working as a part-timer when he got married.
3. He had been driving for six hours when he hit the scooterist.
4. I had been going to a Computer Institute in those days.
5. Radhika had been studying in UK when I was doing my Ph.D.

## FUTURE TIME

As mentioned earlier, English does not have inflected forms for the Future Tense. Instead, English future forms are created with the help of the modal auxiliaries, will and shall.

For example,

1. She will become the next chairperson of the committee.
2. Anjana will drive a new car.
3. I shall present a paper in the seminar.
4. The team will visit the flood affected area next week.

(Will is often mistaken to be a future tense verb, but it is a modal auxiliary verb used in English to indicate actions yet to happen).

Sometimes present simple tense and present continuous forms are also used to indicate future :

1. The train arrives at 6 p.m. tomorrow.
2. I come there this evening.
3. He is visiting our office tomorrow.
4. They are coming to Hyderabad next week.
5. She is returning the day after tomorrow.

## ACTIVITIES

### A. Fill in the blanks in the following sentences with suitable verb forms.

1. Dolphins ..... (*live, lives, lived*) in water.
  2. The Prime Minister ..... (*speak, spoke, spoken*) to the victims yesterday.
  3. He ..... (*see, saw, had seen*) an accident while he was waiting in the bus stop.
- 
4. The President ..... (*will address, was addressing, addresses, addressed*) the public tomorrow.
  5. Rohith ..... (*distributed, distributing, distributes*) sweets on his birthday.
  6. My aunt ..... (*ate, eat, eating, eats*) an apple every day.
  7. I ..... (*has been, have been, am*) living in a pent house for the last six months.
  8. Anand ..... (*have written, has written*) a book on health care.
  9. Varma ..... (*preparing, will have been preparing will prepare*) for his examinations by this time next month.
  10. Anitha ..... (*is going, has been going, was going*) to school now.

### B. Read the following paragraph and fill in the blanks with suitable verbs.

The earliest people of India about whom we know .....(*live*) 4000 to 5000 years ago in the fertile valley of the River Indus. They ..... (*learn*) to live civilised life for about 1000 years, and then, possibly a great flood ..... (sweep) over them and .....(*drown*) them. For centuries no one ..... (*know*) they had ever existed. In

about 1920, when archaeological engineers were digging in the Indus valley, they found the traces of .....(*bury*) cities. So archaeologists set to work and they cleared away the sand and silt and uncovered again all that .....(*remain*) of the ancient cities.

One of the cities of the Indus Valley was ..... (*build*) of bricks. Inside there were wide and straight streets and brick houses built in a rectangle with a small garden in the middle. The people had underground drainage system, supply of running water and the bigger houses and staircases. There were many public baths for those who .....(*do*) not have private ones. There were temples, a shopping place and granaries to store their grains. The people were .....(*skill*) potters and also wove cloth. They .....(*make*) beautiful gold, silver and copper ornaments. There were other cities in the Indus Valley. All were .....(*bury*) in the sand.

**C. Fill in each blank with the present continuous tense of the verb in the brackets.**

1. The men .....(*repair*) the telephone cables so do not disturb them.
2. The cost of buying a house in Dehradun .....(*increase*).
3. The bird lovers ..... (*observe*) the birds through binoculars.
4. The policemen ..... (*search*) for the kidnappers.
5. One of the trees ..... (*lean*) dangerously and may fall at any moment.
6. The little girl ..... (*sob*) in the corner because she is not allowed to go out.
7. The animals ..... (*leave*) the area because of the drought.
8. Not many tourists ..... (*return*) to this place because it has lost its charm.
9. The soldiers ..... (*drive*) the tanks up the hill.
10. .... (*expect*) a phone call from Rita this evening.

**D. Fill in each blank with the present continuous tense of the verb in the brackets.**

A bevy of beautiful models .... (*parade*) on the stage. They ..... (*wear*) beautiful dresses. Every one of them ..... (*smile*) at the audience and the judges. The judges ..... (*sit*) in the front row. They..... (*write*) something on their pads. The judges ..... (*select*) a model to be crowned 'Miss Earth'. They ..... (*award*) points to each contestant. The compere ..... (*announce*) the name of each contestant. The audience of ten thousand like the contest. They..... (*clap*) their hands and ..... (*enjoy*) themselves.

**E. Rewrite the sentences using the present perfect tense form of the verbs in colour by using already, just and not yet. Use the clues in the brackets wherever given.**

1. Rashmi registers for the dance class. (She is handing in the form now)

2. Ms Savita collects used clothes to give to the poor. She has not sorted them out.
3. A wasp stings Ravi. He has not applied ointment on the wound.
4. Raman is proud of the kites he makes. (He is flying it for the first time)
5. The building is burning. Sandeep calls the fire engine but it has not arrived.
6. It is raining! The mason has not repaired my roof so I put buckets all over my house to catch the rainwater.
7. The kitchen is now tidy and clean because Preeti stacks up the dishes neatly.
8. Mr Singh donates blood at the hospital. He has to rest for a while before he can leave.

**F. Fill in each blank with the present perfect or present perfect continuous tense of the verb given in the brackets.**

1. John .....on the laptop since 6 o'clock. (play)
  2. John and his family .....India for three weeks. (travel)
- 
3. John and his family ..... four different states so far. (visit)
  4. Why are your hairs all wet? Oh, I ..... (swim).
  5. I ..... the guitar for two hours and I'm very tired. (practise)
  6. Dev Anand is an evergreen actor. He ..... in a number of famous films. (act)
  7. Mum ..... all morning and she is covered in sweat. (cook)
  8. The cooking is finished. Mum ..... eight different dishes. (make)

**G. Fill in the blanks with the correct present perfect or present perfect continuous form of the verb in brackets.**

Professor Braintimer .....(work) on a time machine for many years now. He..... (try) to prove that time travel is possible but so far .....(not be) successful. For some time now, he and his wife .....(experiment) with different types of energy for the machine, such as gas, petrol and electricity. But so far nothing ..... (work). Recently the professor..... (consider) the possibility of using solar power and he ..... (set) up a laboratory in the middle of the Thar Desert! But sadly, he and his wife still ..... (not solve) the problem. Many people..... (dream) about time travel and some people, like H.G. Wells, .....(write) books about it. But it is just a dream! Yes, we..... (go) back and forth to the moon for over 40 years, and we..... (manage) to explore Mars and outer space. But I think time travel is just a dream. What do you think?

**H. Choose the correct simple past or past continuous form of the verbs given in the Brackets and fill in the blanks.**

1. I ..... a lovely time near the lake at the weekend. (have)
2. I ..... all the answers in the test. (know)
3. This time last week we..... to Singapore. (fly)

4. I ..... tennis when it ..... to rain. (*play, start*)
5. Jane ..... in the park when she ..... a ring. (*walk, find*)
6. The explorer Columbus ..... to get to India when he ..... in America. (*try, land*)
7. That man ..... and ..... on his mobile phone at the same time. (*drive, speak*)
8. I remember my great grandfather very well. He always..... (*use, smile*)
9. Yesterday I ..... ill so I ..... complete rest. (*feel, take*)
10. Yesterday I ..... a really good film. (*watch*)

**I. Fill in the blanks with the past continuous tense of the verbs in the brackets.**

Priya : Hello, Shreya I called last night but you were out.

Shreya : Oh, I..... (*enjoy*)myself at the fair last night. Didn't you go?

Priya : No, I..... (*revise*) my lessons. What did you see at the fair?

Shreya : A few young girls ..... (*sing*) Hindi songs on a stage. They  
..... (*sing*) out of tune, I think.

Priya : What else did you see?

Shreya : A magician ..... (*perform*) on a corner stage. He  
..... (*wear*) long black coat.

**J. Fill in the blanks with simple past or past continuous form of the verbs given in the brackets.**

Haroun-al-Rashid was the Caliph of Baghdad. He was a good ruler and cared for his people. One day he ..... (*decide*) to look around the city. As he..... (*walk*) through the city, he ..... (*pass*) an old, blind beggar. The beggar ..... (*ask*) passers-by for money. The kind Caliph..... (*gave*) the man a coin. The beggar asked to hit him. Haroun was so surprised that he..... (*order*) the beggar to come to the court and explain. Next day the beggar came and ..... (*tell*) him the story. His name was Baba Abdullah and he had been a rich merchant. One day he..... (*come*) back from a town while he ..... (*meet*) a holy man. They..... (*make*) friends and ..... (*have*) a meal together. As they ..... (*eat*), the holy man ..... (*tell*) the merchant about some treasure that was hidden nearby. The holy man said they could share the treasure if Baba Abdullah would help him carry it.

**K. Fill in the blanks with the past perfect form of the verbs given in the brackets.**

1. Ravi didn't have a pen because he..... it. (*lose*)
2. When we arrived at the cinema, the picture..... (*start*)
3. We .....our dinner before aunt arrived. (*finish*)
4. Aunt Vimi was tired because she ..... hard. (*work*)
5. Rita's knee was bleeding. She ..... off her bike. (*fall*)
6. As we were leaving the house, Dad turned back, he..... his mobile phone. (*forget*)
7. They passed the test because they..... hard. (*work*)

**L. Use the verbs provided in the simple past or the past perfect, including the passive forms, as you think suitable.**

1. The clock ..... (*strike*) midnight, and I still ..... (*not, fall*) asleep.
2. .... (*You, Already, Learn*) some Hindi when you first ..... (*come*) to live here?
3. The man ..... (*escape*) by the time the police ..... (*arrive*) to arrest him.
4. My test results was ..... (*be*) much better than I ..... (*expect*) them to be.
5. She suddenly ..... (*recollect*) where she ..... (*hide*) the money.
6. I ..... (*not, realize*) the phone ..... (*disconnected*).
7. I ..... (*barely, shut*) the front door when I ..... (*remember*) the key ..... (*be*) still inside.
8. When I ..... (*return*) from holiday, my new neighbours ..... (*moved*) in.
9. I hastily ..... (*close*) the gate, but two cows ..... (*already, walk*) out on the road.
10. The police ..... (*clear*) the street before the procession ..... (*approach*).

**M. Use the verbs provided in the future perfect. You may have to use the passive.**

1. You ..... (*hear*) about the change of plan already.
2. The exam papers ..... (*not, mark*) yet.
3. The news ..... (*come*) as a terrible shock to her parents.
4. Not all the relatives of the victims ..... (*inform*) yet.
5. Our guests ..... (*eat*) on the journey, I expect.
6. It ..... (*not, be*) the first time he has come across bullying in the school.
7. I ..... (*not, complete*) my assignment in time to hand it in tomorrow.
8. I guess you ..... (*seen*) the report of the cyclone in the paper.
9. The police ..... (*not, have*) time to contact the relatives.
10. The exams ..... (*begin*), by this time next week.

**N. Correct the following sentences and rewrite them.**

1. She worked so hard that she falls ill.
2. I hoped you will pass.
3. She cried as if she is crazy.

4. The teacher told us that everything was attracted towards the centre of the earth.
5. He always said that honesty was the best policy.
6. I met a person when he is in his room.
7. He has finished his work before his father arrived.
8. He thought that he is in the heavens.
9. He works hard so that he might succeed in the test.
10. Newton discovered that the force of gravitation made apples fall.
11. She said that she is not in a position to help anyone.
12. He said that you are an intelligent boy.

## **READING**

### **UNDERSTANDING THE AUTHOR'S PERSPECTIVE**

Generally, when we read a text, we are trained to understand it from the author's point of view. We read the text with the notion that the author is right. However, not always do authors write only to pass on some information to the readers. Sometimes, the author may have a particular notion/idea that he/she wants to promote.

To understand the intention of the author, you will have to use your critical reading skills. In other words, you will have to:

1. Differentiate between an opinion and a fact that the text presents.

For example: Fact: The child is refusing to go to school.

Opinion: The child is refusing to go to school as she may not like the school environment.

2. Understand the purpose of the text.

When we read a text, we need not agree with everything that the author says. The ability to figure out exactly the intention of the author and not accept every opinion as a fact is key to critical reading skills.

## **WRITING**

### **PUNCTUATION**

The items in a list which are more than two are separated by using a comma. Even the clauses in a sentence are separated by using commas. Given below are a few sentences without the use of commas. Rewrite them using commas wherever necessary.

1. Yesterday I went to the fruit market. I bought a dozen bananas 2 dozens of oranges one big water melon half a kilogram grapes and two pomegranates.  
.....  
.....
2. Every Sunday he goes to market washes clothes cleans his room and keeps everything ready for the next week.  
.....  
.....
3. The students opened their books read the lessons answered the questions asked by their teacher and slept.  
.....  
.....

## ESSAY WRITING

An essay is a piece of academic writing which generally ranges between 500 and 5000 words long. It is an intellectual exploration of a topic, involving different arguments and evidence, which develop the writer's perspective.

An essay is more 'discursive' , i.e. the points are dealt with in detail and the language may also be a less concise. Usually, an essay consists of a number of paragraphs which are not separated by subheadings or broken by bullet points. However, it is possible to use subdivisions and headings, as it helps both the writer and the reader in understanding the organisation of the content.

It is important to learn essay writing as it is part of all academic programmes. You will have to produce essays on different topics in whatever course you are doing. The teachers want you to write essays because essays provide written evidence of your understanding of the topic, ability to research, weigh arguments, organise your thoughts, express these thoughts in a logical, coherent and critical manner, and reach conclusions.

Whatever be the topic is, writing an essay is a complex process. It needs a lot of practice and there are no short cuts. However, there are certain steps one can follow to write a good essay.

1. The first step is to understand the question or topic. Essay topics or questions use specific terms which tell us how we can answer the question. Most students fail assignments because they do not analyse the question correctly. In order to analyse, you need to identify what the main theme is, the action(s) you need to perform and the scope of the question. Let us understand this by taking an example.

**Question:** Discuss the impact of women's reservation policy on employment with reference to men.

Here the context in which topic needs to be discussed is Indian context. The action to be performed is 'discuss', i.e., you need to analyse, evaluate and put forward your

arguments. The scope of the question is: the changes that have taken place, may be recent changes, related to employment opportunities of men.

2. The next step is to collect information and there are numerous sources available in the library and online. These sources include books, journals, newspapers and magazines, research reports and government statistics. This is an important step as the quality of your essay will reflect the range and quality of information you have collected.
3. Next you think about what conclusions you can draw from your reading. Then write a brief outline of your essay. Keep this outline with you as you need to refer to it as you write your essay. The outline keeps you on the right track and prevents you from over or under-writing main sections.
4. The fourth step is to arrange your notes into a logical order. This will help you develop a structure for your essay. In general, a well-structured essay comprises an introduction, key sections and conclusion. Each of these sections has a distinct purpose and is equally important. The introduction usually sets out the path that your essay will follow. It also states the purpose of the essay. The main body or the key sections shows details of the arguments and the conclusion draws together the main threads of your argument as you summarise the most important points. The conclusion in fact shows that you have answered the question.
5. Though you do not need to write in the order the sections appear in your final draft of the essay, writing the introduction first helps you focussed and gives you a clear idea where you are going.

Remember to present your argument supported by evidence. Evidence can be in the form of examples, quotations, data in the form of tables, graphs, diagrams and results of other research studies. It usually depends on the subject of your essay. Each argument or idea should be presented in a separate paragraph.

6. You may use the material you have read from different sources either in the form of quotations or paraphrasing. But you must acknowledge the original author and include the reference, both within the essay and at the end in the list of references. If you do not acknowledge the author, that is considered plagiarism, a serious offence.
7. You cannot finish writing an essay in one attempt. You need to prepare a few drafts. The first draft helps you in developing structure and framework of your essay. It also helps you to begin to construct and develop your argument. It is usually considered rough and is not supposed to be perfect and it will need revision. The next draft aims at improving the overall presentation, comprehension and coherency of the essay. Before finalising the essay, you need to leave the work alone for a short while. Then re-read and edit the essay if necessary. You may edit the essay any number of times.
8. Another most important step is to proofread the essay. You will invariably find some mistakes, which can be easily corrected. Proof reading helps you in correcting errors in use of punctuation, spelling errors and typographical errors.

## **Language of an essay**

The language of an essay needs to be concise and clear. The information should be presented in a direct and straightforward manner. You should avoid using jargon and slang. As essays are formal kind of writing, you should also avoid conversational or colloquial language.

Another most important aspect about language is that your essay should not reflect prejudice or discrimination on the grounds of race, gender, sexuality, region, or religion.

## **Types of Essays**

There are different types of essays depending on the content - descriptive, narrative, argumentative and critical. In this lesson, you will practice writing descriptive essays. A descriptive essay provides details about how something looks, tastes, smells, makes one feel, or sounds. A descriptive essay also describes an event. Descriptive essays give point by point details.

## **Exercise**

Write a description of each of the following in about 300 words.

- a. Your home town
- b. Your new college
- c. Your parents
- d. Unemployment in India
- e. Global warming
- f. Brain drain
- g. Child labour

# MODULE-IV

# The Night Train at Deoli

Ruskin Bond

In this short story, Ruskin Bond narrates his experience during one of his train journeys to Dehra as an eighteen-year-old. He tells us that he used to spend his vacation every summer in his grandmother's place in Dehra and had to pass a small lonely station, Deoli amidst the jungle on the way. This station appears strange to him as no one got on or off the train there & nothing seemed to happen there. He wonders why the train stopped there for ten minutes regularly without reason and feels sorry for the lonely little platform. On one such journey, the author happens to see a pale-looking girl selling baskets. She appears to be poor, but with grace and dignity. Her shiny black hair and dark, troubled eyes attracts the author. The girl offers to sell baskets to him. He initially refuses to buy and later when she insists, happens to buy one with a little hesitation, daring not to touch her fingers in the melee. Both of them just look at each other for quite some time, just as it strikes a chord of affection between them. He longs to see her, her searching and eloquent eyes, again on his return journey. The meeting helps to break the monotony of his journey & brings in a sense of attachment & responsibility towards the girl. The second time he sees her, both of them feel pleased to see each other, a smile on their faces reinforcing it, it seems like a meeting of old friends. Silence reigns and speaks more than words. He feels like taking her with him but does not do so. He tells her that he needs to go to Delhi and she replies saying she need not go anywhere, perhaps expressing her helplessness. Both of them separate unwillingly as the train leaves the station, with the hope of meeting again. The author spends the remainder of the journey and a long time later thinking about her. The next summer, soon after his college term finishes, he rushes to go to Dehra, eager to meet the girl, his grandmother being an excuse. This time she is not to be seen at the Deoli station though he waits for a long time. This deeply disappoints him and a sense of foreboding overcomes him. On his way back to Delhi, he again waits anxiously to see her, but it ends in vain. On enquiry, he comes to know that the girl has stopped coming, & nobody knows about her whereabouts. Once again, he has to run for the train and invariably leave the station. He decides that once he would break the journey there, spend a day in the town, make enquiries and find the girl who had stolen his heart. The following year in summer, he again walks up & down the platform hoping to see the girl, but somehow, cannot bring himself to break the journey to look for her. He seems to be afraid of discovering about her, dreading about anything unfortunate that could have befallen her and wants to retain his sweet memories of her & not allow it to be spoilt with unfortunate events. All the same, the author also suggests to his readers that he did not want to project himself like a hero of a movie where the hero would meet his sweetheart going through all hardships and win her over. He prefers to keep hoping and dreaming, waiting for the girl. The author brings the readers to a realistic world rather than a fictitious, imaginary, unreal world, driving home the fact that life is not like a fiction novel or a movie; losing and gaining becomes part of life's journey that needs to be taken in our stride. Life is a constant process, which cannot be stopped. We can only carry memories forward while life goes on.

# The Gift of India

Sarojini Naidu

The poem 'The Gift of India' set on the "theme" of the unrecognized sacrifice made by Indian soldiers during World War I. Each of the four stanzas presents the theme in detail by focusing individually on the Rich gifts of Mother India, the valiant death of Indian soldiers, grief caused by the death of the soldiers, and a fervent appeal to the world to remember the supreme sacrifice. The "setting" of the poem runs on World War I. Millions of soldiers from British India went across nations to fight and thousands of them died too. Since the warriors died miles apart and their bodies were buried at the alien/ strange land of miles apart from their home,

The first stanza of the poem 'The Gift of India' begins with a rhetorical question. Here the poet personifies India as a Mother who loves and longs for her children sent to war.? The [tone](#) in the stanza reflects the disappointment and anger of the speaker. She asks if there is anything that was withheld by her such as "raiment or grain or gold.?" She has sent the priceless treasures torn from her breast (symbolically meaning the way it was taken away forcibly) to the countries of the East and the West. Moreover, she has sent her sons to the faraway lands to fight in the battle. The 'sabers of doom' represent the nature of the war and the destruction that could happen in its wake.

The second stanza of The Gift of India, the speaker, pictures the sacrifice of the Indian soldiers made in the alien lands and the horrors of war and war-fronts in a rich poetic language. The poet uses [imagery](#) and [metaphor](#) to distinguish the sacrifice made by Indians. The [similes](#) "Gathered like pearls" and "Scattered like shells" denotes the careless treatment given the bodies of the soldiers. The terms "alien graves", "Persian waves", "Egyptian sands", and "Flanders and France" in the stanza explicitly present how the soldiers are buried far away from home, from their dear and near ones.

The painful image of death and suffering is given in the description "lie with pale brows and brave, broken hands". In the last line, the poet metaphorically compares the warriors to "blossoms" and the battlefield to "Blood-brown meadows", detailing the anguish of the speaker who realizes that they died "by chance", fighting someone else's war.

The rhetorical questions present in the third stanza of 'The Gift of India', add beauty to the poem and enumerate the distress of the speaker. The speaker asks the warring countries whether they can feel the grief that she feels or the tears that she weeps for her dead sons. The speaker, despite her sadness, is proud of her sons who have fought bravely and brought victory. The poet here has given shape to the voices of countless Indian mothers whose sons sacrificed their lives in the war. Also, she talks of the small hopes and prayers some had for their sons' safety and return since the war was still going on.

In the last two lines, the poet wonders if those people also see the "far sad glorious vision" that she sees of the "torn red banners of Victory". The poet looks certain of the victory that would come with the efforts of her children, yet she finds no pleasure for the sacrifices that are irrevocable. The "torn red banners of Victory" [symbolizes](#) the blood of Indians who sacrificed for the victory of their colonizers.

In the last stanza of the poem, the speaker throws light upon the aftereffects of the war and the process of life becoming normal. When the war is over, so will be the terror and tumult of hate; peace prevail; and life gets back to normal with a lot of changes. At that time, everyone will pay their respects to those who have fought and died in the war. The comrades will receive honored for the deeds that could never be forgotten. When such a time comes, the speaker expects the world to remember the sacrifice of her martyred sons.

## **VOCABULARY**

### **ONE - WORD SUBSTITUTES**

English has specific words to describe professions, traits of people, fears, emotions etc. We acquire ease of expression if we know the right word for the right thought or deed.

By using one word substitutes we can clearly express our views and opinions without using lengthy and vague sentences/phrases. They economize our language and lend social prestige.

Here is a list of some such useful words:

#### **List - 1**

|                |  |
|----------------|--|
| Anarchist      | One who is out to subvert a government     |
| Convalescent   | One who is recovering from illness         |
| Omnipotent     | One who is all powerful                    |
| Omnipresent    | One who is present everywhere              |
| Omniscient     | One who knows everything                   |
| Gullible       | One who is easily deceived                 |
| Infallible     | One who does not make mistakes             |
| Mercenary      | One who can do anything for money          |
| Pauper         | One who has no money                       |
| Tumcoat        | One who changes sides                      |
| Volunteer      | One who works for free                     |
| Bibliophile    | One who loves books                        |
| Bilingual      | One who can speak two languages            |
| Philanthropist | One who loves mankind                      |
| Misanthrope    | One who hates mankind                      |
| Optimist       | One who looks on the bright side of things |
| Pessimist      | One who looks on the dark side of things   |
| Agnostic       | One who doubts the existence of god        |
| Hypocrite      | One who pretends to be what he is not      |
| Indefatigable  | One incapable of being tired               |
| Samaritan      | One who helps others Good                  |
| Plagiarist     | One who copies from other writers          |

|                |  |
|----------------|--|
| Misogynist     | One who hates women                            |
| Polyglot       | One who knows many languages                   |
| Epicure        | One who is fond of sensuous pleasures          |
| Egoist         | One who thinks only of himself                 |
| Feminist.      | One who thinks only of welfare of women        |
| Effeminate     | One who is quite like a woman                  |
| Eccentric      | One who has strange habits                     |
| Reticent       | One who speaks less                            |
| Pedestrian     | One who goes on foot                           |
| Fatalist       | One who believes in fate                       |
| Democracy      | A Government by the people                     |
| Monarchy       | A Government by a king or queen                |
| Bureaucracy    | A Government by the officials                  |
| Plutocracy     | A Government by the rich                       |
| Oligarchy      | A Government by the few                        |
| Aristocracy    | A Government by the Nobles                     |
| Autocracy      | A Government by one                            |
| Transparent    | That through which light can pass              |
| Opaque         | That through which light cannot pass           |
| Translucent    | That through which light can partly pass       |
| Ambiguous      | A sentence which has more than one meaning     |
| Orphanage      | A place where orphans live                     |
| Indescribable  | That which cannot be described                 |
| Inimitable     | That which cannot be imitated                  |
| Inevitable     | That which cannot be avoided                   |
| Honorary       | A position for which no salary is paid         |
| Indefensible   | That which cannot be defended                  |
| Polygamy       | Practice of having several wives               |
| Polyandry      | Practice of having several husbands            |
| Monogamy       | Practice of having one wife or husband         |
| Bigamy         | Practice of having two wives or husbands       |
| Improbable     | That which is not likely to happen             |
| Contemporaries | People living at the same time                 |
| Posthumous     | A book published after the death of its author |
| Anonymous      | A book written by an unknown author            |
| Autobiography  | A life history written by oneself              |
| Biography      | A life history written by somebody else        |

|               |  |
|---------------|--|
| Colleagues    | People who work together                   |
| Glutton       | One who eats too much                      |
| Insatiable    | That which cannot be satisfied             |
| Cynic         | One who questions everything               |
| Carnivorous   | A flesh eating animal                      |
| Herbivorous   | A grass eating animal                      |
| Immigrant     | One who lives in a foreign country         |
| Delegate      | To transfer one's authority to another     |
| Legal         | That which is lawful                       |
| Illegal       | That which is against law                  |
| Celibate      | One who is unmarried                       |
| Draw          | A game in which no one wins                |
| Anthropology  | A study of man                             |
| Ethnology     | A study of races                           |
| Physiology    | A study of the body                        |
| Zoology       | A study of animals                         |
| Ornithology   | A study of birds                           |
| Archaeology   | A study of ancient things                  |
| Etymology     | A study of derivation of words             |
| Exonerate     | To free somebody from all blame            |
| Pseudonym     | To write under a different name            |
| Obsolete      | A thing no longer in use                   |
| Illegible     | A handwriting that cannot be read          |
| Epitaph       | Words written on the tomb of a person      |
| Avaricious    | One who is greedy for money                |
| Illiterate    | One who doesn't know how to read and write |
| Predator      | An animal who preys on other animals       |
| Ventriloquist | One who can throw his voice                |

## List - 2

|   |                |
|---|----------------|
| a number of bees, ants etc.                     | swarm          |
| a number of larks or pretty girls               | bevy           |
| a place for wild animals                        | menagerie, zoo |
| a group of constables who enforce law           | posse          |
| a collection of poems                           | anthology      |
| a number of merchant ships escorted by warships | convoy         |
| a group of stars                                | constellation  |
| a place where fishes are kept                   | aquarium       |

---

|  |                |
|--|----------------|
| a place where nuns live                        | convent        |
| a place for housing aeroplanes                 | hangar         |
| a place for storing grain                      | granary        |
| a building where soldiers are accommodated     | barracks       |
| a place where soldiers live                    | cantonment     |
| a physician who assists women at child-birth   | obstetrician   |
| one who deals in flowers                       | florist        |
| one who sells sweets and pastries              | confectioner   |
| one who lends money at high interest           | usurer         |
| a person in charge of a museum                 | curator        |
| one who compiles a dictionary                  | lexicographer  |
| one who talks in sleep                         | somniloquist   |
| one who has an uncontrollable urge to steal    | kleptomaniac   |
| a leader who can sway his followers by oratory | demagogue      |
| one who secretly listens to the talk of others | eavesdropper   |
| one who pretends to have great knowledge       | charlatan      |
| one who is always worried about his health     | valetudinarian |
| one who collects old coins                     | numismatist    |
| one who abstains from alcoholic drinks         | teetotaller    |
| one who has only one wife or husband at a time | monogamist     |
| the study of ancient writings                  | palaography    |
| the study of birds                             | ornithology    |
| the study of lakes                             | limnology      |
| murder of a new - born child                   | infanticide    |
| living or moving in herds                      | gregarious     |
| lasting for two years                          | biennial       |
| the meat of deer                               | venison        |
| the flesh of sheep                             | mutton         |
| the inside of a nut                            | kernel         |
| an order prohibiting ships to leave the ports  | embargo        |
| a shower of bullets                            | volley         |
| a number of ships or cars                      | fleet          |

### List - 3

|   |               |
|---|---------------|
| A person who is above hundred years                     | Centenarian   |
| A book published after the death of its author          | Posthumous    |
| A book written by an unknown author                     | Anonymous     |
| A cinema show which is held in the afternoon            | Matinee       |
| A citizen of the world                                  | Cosmopolite   |
| A contagious disease which spreads over a huge area     | Epidemic      |
| A drug or other substance that induces sleep            | Soporific     |
| A flesh eating animal                                   | Carnivorous   |
| A game in which neither party wins                      | Draw          |
| A game in which no one wins                             | Draw          |
| A Government by a king or queen                         | Monarchy      |
| A Government by one                                     | Autocracy     |
| A Government by the few                                 | Oligarchy     |
| A Government by the Nobles                              | Aristocracy   |
| A Government by the officials                           | Bureaucracy   |
| A Government by the people                              | Democracy     |
| A Government by the rich                                | Plutocracy    |
| A grass eating animal                                   | Herbivorous   |
| A handwriting that cannot be read                       | Illegible     |
| A land animal that breeds in water                      | Amphibian     |
| A letter, poem etc. whose author is unknown             | Anonymous     |
| A life history written by oneself                       | Autobiography |
| A life history written by somebody else                 | Biography     |
| A list of books   | Catalogue     |
| A loss or damage that cannot be compensated             | Irreparable   |
| A man devoid of kind feeling and sympathy               | Callous       |
| A man who has too much enthusiasm for his own religion  | Fanatic       |
| A man who is easily irritated                           | Irritable     |
| A medicine that kills germs                             | Germicide     |
| A medicine that prevents decomposing                    | Antiseptic    |
| A medicine to counteract the effect of another medicine | Antidote      |

|  |              |
|--|--------------|
| A member of the middle class   | Bourgeois    |
| A method that cannot be imitated   | Inimitable   |
| A pardonable offense   | Venial       |
| A person appointed by parties to settle the disputes between them                              | Arbitrator   |
| A person difficult to please   | Fastidious   |
| A person liable to be called to account for his action   | Answerable   |
| A person supported by another and giving him/her nothing in return                             | Parasite     |
| A person who always thinks of himself  | Egotist      |
| A person who cannot read or write  | Illiterate   |
| A person who does not believe in the institution of marriage                                   | Misogamist   |
| A person who hates women   | Misogynist   |
| A person who imports or exports goods into or from a country secretly because they are illegal | Smuggler     |
| A person who knows everything  | Omniscient   |
| A person who loves every body  | Altruist     |
| A person who readily believes whatever is told to him/her.                                     | Credulous    |
| A person who remains unmoved and unaffected by other people's opinions, suggestions            | Impervious   |
| A person who speaks two languages  | Bilingual    |
| A person with an evil reputation   | Notorious    |
| A person's peculiar habit  | Idiosyncrasy |
| A place where orphans live   | Orphanage    |
| A place where weapons and ammunitions are stored   | Arsenal      |
| A position for which no salary is paid   | Honorary     |
| A post held without receiving salary   | Honorary     |
| A sentence whose meaning is unclear  | Ambiguous    |
| A short message added on to the end of a letter after the signature                            | Postscript   |
| A shortened form of a word or phrase   | Abbreviation |

### Exercises :

#### A. Match the following:

- |               |  |
|---------------|--|
| 1 pauper      | One who questions everything               |
| 2 honorary    | That which cannot be avoided               |
| 3 pessimist   | A sentence which has more than one meaning |
| 4 cynic       | A handwriting that cannot be read          |
| 5 omnipotent  | One who is greedy for money                |
| 6 Inevitable  | One who has no money                       |
| 7 ambiguous   | One who is easily deceived                 |
| 8 Illegible   | A position for which no salary is paid     |
| 9 gullible    | One who looks the dark side of everything  |
| 10 avaricious | One who is all powerful                    |

#### B. Give one-word substitutes of the following :

- i) an exact copy of writing, printing or a picture.
- ii) a short speech at the beginning of a play or a literary work.
- iii) fluent in several languages.
- iv) word for word.
- v) the plants and animals of a certain region.
- vi) soil washed down and carried away by rivers.
- vii) the dormant condition of certain animals and plants during winter.

#### C. Choose one word substitutes from the box for the following definitions:

arbitrator    governess    bibliophile    inventor    teetotaler    fatalist

1. A person appointed by parties to settle the disputes between them
2. A great lover of books .....
3. A person who never drinks alcohol .....
4. A person who believes that all events are pre-determined .....
5. Someone who is the first to think of or make something .....
6. A woman entrusted with the care and supervision of a child .....

#### D. Now find who these people are. If you do not know, look up a dictionary and write the definitions.

1. telegraphist :
2. counsellor:

3. seamstress:
  4. critic :
  5. radical :
  6. democrat :
- E. Choose the right alternative for each of the definitions.
1. Hard to please
 

|           |             |               |               |
|-----------|-------------|---------------|---------------|
| a. maiden | b. medieval | c. precarious | d. fastidious |
|-----------|-------------|---------------|---------------|
  2. A remedy for all diseases
 

|          |           |            |               |
|----------|-----------|------------|---------------|
| a. stoic | b. marvel | c. panacea | d. recompense |
|----------|-----------|------------|---------------|
  3. Having a ready disposition to fight
 

|              |               |                |             |
|--------------|---------------|----------------|-------------|
| a. bellicose | b. aggressive | c. belligerent | d. militant |
|--------------|---------------|----------------|-------------|
  4. A small shop that sells fashionable clothes, cosmetics etc.
 

|          |          |             |          |
|----------|----------|-------------|----------|
| a. store | b. stall | c. boutique | d. booth |
|----------|----------|-------------|----------|
  5. Incapable of being seen through
 

|            |           |             |            |
|------------|-----------|-------------|------------|
| a. ductile | b. opaque | c. obsolete | d. potable |
|------------|-----------|-------------|------------|

## SYNONYMS AND ANTONYMS

### SYNONYMS

A word or phrase that means exactly or nearly the same as another word or phrase in the same language . So, a synonym is a word of similar meaning.E.g : The synonyms for student are learner, trainee, pupil, and disciple.

When you learn synonyms it is necessary that you should know their correct usage also. For instance, surprise and wonder have similar meanings and can be used as verbs, but surprise is a transitive verb and wonder is an intransitive verb. Hence, they should be used in a sentence as illustrated below:

*I was surprised at his skill.*

*I wondered at his skill.*

You have, therefore, to take special care about the appropriate usage of words. Otherwise your sentences may be wrong in usage.

Study the following lists of words, each consisting of some words which share a common area of meaning. Note that all of them are not synonyms. You can take the help of a dictionary to identify the synonyms and those that are not.

- help - aegis - protection - sponsorship - auspices - support - patronisation - assistance - aid - succour - service.
- discord - disagreement - dispute - quarrel - dissent - dissension - altercation - litigation - imbroglio - argument.
- amenity - etiquette - civility - politeness - comity - courtesy friendliness

- similarity - comparison - analogy - resemblance - correspondence - parallelism - simile - metaphor - parable - similitude - allegory.
- suffering - agony - torment - struggle - mortification - chagrin, embarrassment - shame - humiliation - insult - disgrace - ordeal - tribulation - distress - affliction - sorrow - crucifixion - catastrophe.
- anomaly - irregularity - abnormality - lapse - deviation - caprice - defect.
- apathy - indifference - lack of feeling - lethargy - torpor - stupor.
- Teacher - tutor, trainer, mentor, instructor, lecturer, professor,
- antagonist - rival - opponent - adversary.
- Miserly - stingy, niggardly, tight fisted.
- brevity - shortness - conciseness.
- censure - criticism - condemnation - admonition - castigation.
- clarity - elucidation, transparency, crystalline,
- coalition - combination - alliance - conjecture - guess - inference - supposition - speculation - assumption - presumption - postulation - proposition - hypothesis.
- contour - outline - profile.
- counsel - advice.
- covenant - solemn agreement - pact - contract.
- criterion - basis - standard - parameter - norm.
- defy - oppose - challenge.
- deluge - downpour - flood - inundation.
- demeanour - conduct - behaviour - manner - mein - deportment.
- derelict - hobo - wanderer - tramp
- despot - tyrant - dictator - autocrat.
- ruler - chieftain - king - viceroy - sovereign - autocrat - monarch - oligarch - patriarch.
- dexterity - skill - adroitness - proficiency - facility.
- dirge - funeral hymn - song of grief - requiem - obituary - necrology - lamentation - elegy.
- discretion - prudence - wise restraint - judiciousness - circumspection
- Half - semi, hemi, demi
- duplicity - double cross - deception.
- effigy - image - mannequin.
- Symbol - icon - logo - image.

- Graveyard - church yard - burial ground - crematorium.
- epithet - title - appellation - name.
- epoch - era - age - period - century - millennium - eon.
- exigency - urgent need - requirement.
- exuberance - overflow of feelings - zestfulness.
- ebullience - enthusiasm - elation.
- facade - front - face.
- fetish - talisman - amulet.
- worship - idolatry - heliolatry - zoolatry - bibliolatry.
- fluctuate - vary - undulate - vacillate - falter - hesitate
- fugitive - runaway - refugee.
- guile - deceit - trickery.
- harbinger - forerunner - precursor - herald.
- hegemony - leadership - dominance.
- hyperbole - exaggeration - overstatement.
- illusion - delusion - mirage - hallucination.
- incentive - stimulus - impulse - impetus.
- indignation - anger - pique - annoyance - resentment - imitation - exasperation - rage - wrath - fury.
- indolence - laziness - sloth - lethargy - sluggishness - drowsiness - supineness - laxness - inertness - passivity - inactivity - somnolence.
- inference - conclusion - deduction.
- insolence - insulting behaviour - impudence.
- insurrection - armed uprising - rebellion - revolt - insurgence - mutiny - revolution.
- integrity - uprightness - rectitude.
- interment - burial - cremation.
- jargon - lingo - cant - argot - slang - gobbeldygook - gibberish - balderdash - bombast - verbosity - fustian.
- libel - defamation - slander - calumny - scandal - malignment.
- maxim - aphorism - proverb - adage - dictum - truism - canon - epigram - axiom.
- medley - jumble - alloy - amalgum - motley.
- nepotism - favouritism.
- nonchalance - indifference - unconcern.

- obeisance - respect - courtsey (courtesy) - genuflection - kowtow.
- omen - portent - foreboding.
- opulence - wealth - abundance - affluence.
- paradox - selfcontradiction.
- parity - equality - equivalence.
- profit - benefit - bonus - bounty - premium - dividend.
- pessimistic - splenetic - cynical - saturnine - despondent - disconsolate - melancholic - misanthropic, hopeless - gloomy - dejected - grave - serious.
- plagiarism - copying / stealing ideas.
- precision - accuracy - exactness.
- predilection - bias - preference - predisposition.
- prerogative - privilege - right.
- propensity - bent - natural tendency - penchant.
- rapture - ecstasy - thrill - excitement - delight - gusto - enchantment - transport - trance.
- reminiscence - recollection - retrospection.
- repose - rest - quiet.
- restitution - restoration - reparation - rehabilitation - compensation - indemnification - reinstatement - recuperation.
- retinue - cortege - convoy.
- sagacity - shrewdness - sound judgement.
- penetration - perspicacity - judiciousness - discretion - acumen - acuteness - astuteness.
- sanction - approval - authorization.
- stratum - layer - level.
- subterfuge - trick - excuse - scheme - artifice - ruse - feint.
- surfeit - excess - surplus.
- temerity - rashness - recklessness - boldness - audacity - effrontery - impudence - presumption.
- tenacity - perseverance - persistence.
- therapy - treatment - healing.
- veracity - truthfulness - verity - verisimilitude. v    verge - edge - border - brim.
- vicissitudes - irregular changes - ups and downs.



**Harsh**

A. pretty      B. strange      C. cruel      D. pleasant      E. angry

**wicked**

A. wrong      B. evil      C. ingenious      D. helpful      E. good

**broad**

A. thin      B. wide      C. deep      D. big      E. small

**terrified**

A. wimpy      B. anxious      C. nervous      D. scared      E. horrified

**ecstatic**

A. very happy      B. very sad      C. very loud      D. very small      E. very proud

**vigilant**

A. passionate      B. powerful      C. remote      D. faithful      E. aware

**ANTONYMS**

Antonyms are words that have opposite meanings. This opposition may be with reference to a particular meaning of the given word.

For example :

1. civil x military
2. civil x criminal
3. civil x uncivil (= impolite)

Similarly the 'opposition' may be in terms of a particular aspect of the meaning - complex.

For example :

4. man x woman
5. man x boy
6. man x beast

In (4) the 'gender' is being contrasted; in (5) 'adult-hood' is being contrasted; in (6) 'human' aspect is being contrasted. A 'man' is an adult male human (being). An antonymous term may be a separate word (true x false) or grammatically marked antonym (true x untrue). Here are some antonymous pairs for illustration.

7. above x below
8. accept x reject
9. acquit x convict
10. advance x retreat

|               |   |           |
|---------------|---|-----------|
| 11. affirm    | x | deny      |
| 12. ancient   | x | modern    |
| 13. a) agree  | x | disagree  |
| b) agree      | x | differ    |
| 14. arrival   | x | departure |
| 15. barren    | x | fertile   |
| 16. beautiful | x | ugly      |
| 17. a) common | x | uncommon  |
| b) common     | x | rare      |
| 18. dark      | x | light     |
| 19. red       | x | black     |

When a bank account is overdrawn, the account is 'in the red', if it is not overdrawn it is 'in the black'.

|         |   |       |
|---------|---|-------|
| 20. red | x | green |
|---------|---|-------|

This opposition is found in the case of traffic signals.

|               |   |           |               |   |            |
|---------------|---|-----------|---------------|---|------------|
| 21. dawn      | x | dusk      | 39. harsh     | x | gentle     |
| 22. debit     | x | credit    | 40. hate      | x | love       |
| 23. deep      | x | shallow   | 41. help      | x | harm       |
| 24. defendant | x | plaintiff | 42. hero      | x | villain    |
| 25. dwarf     | x | giant     | 43. honour    | x | shame      |
| 26. exit      | x | entrance  | 44. hope      | x | despair    |
| 27. exterior  | x | interior  | 45. host      | x | guest      |
| 28. famous    | x | obscure   | 46. idle      | x | busy       |
| 29. fat       | x | lean      | 47. import    | x | export     |
| 30. float     | x | sink      | 48. increase  | x | decrease   |
| 31. forget    | x | remember  | 49. inferior  | x | superior   |
| 32. gain (n)  | x | loss      | 50. input     | x | output     |
| 33. gain (v)  | x | lose      | 51. joy       | x | sorrow     |
| 34. general   | x | special   | 52. knowledge | x | ignorance  |
| 35. gentle    | x | rough     | 53. lend      | x | borrow     |
| 36. genuine   | x | spurious  | 54. literal   | x | figurative |
| 37. glut      | x | scarcity  | 55. a) lose   | x | find       |

|                 |   |                |                |   |            |
|-----------------|---|----------------|----------------|---|------------|
| 56. major       | x | minor          | 81. rough      | x | smooth     |
| 57. a) master   | x | servant        | 82. rude       | x | polite     |
| b) master       | x | pupil          | 83. sacred     | x | profane    |
| 58. material    | x | spiritual      | 84. safe       | x | unsafe     |
| 59. maternal    | x | paternal       | 85. servant    | x | master     |
| 60. matrilineal | x | patrilineal    | 86. sharp      | x | blunt      |
| 61. a) mobile   | x | immobile       | 87. simple     | x | complex    |
| b) mobile       | x | stationary     | 88. solid      | x | liquid     |
| 62. narrow      | x | broad/wide     | 89. a) succeed | x | fail       |
| 63. negative    | x | positive       | b) succeed     | x | precede    |
| 64. a) odd      | x | even (numbers) | 90. tall       | x | short      |
| b) odd          | x | usual/normal   | 91. thick      | x | thin       |
| 65. offer       | x | refuse         | 92. top        | x | bottom     |
| 66. often       | x | seldom         | 93. take       | x | give       |
| 67. omission    | x | commission     | 94. upper      | x | lower      |
| 68. optimistic  | x | pessimistic    | 95. vague      | x | definite   |
| 69. oral        | x | written        | 96. victory    | x | defeat     |
| 70. partly      | x | wholly         | 97. virtue     | x | vice       |
| 71. permanent   | x | temporary      | 98. voluntary  | x | compulsory |
| 72. pleasure    | x | pain           | 99. wise       | x | foolish    |
| 73. precede     | x | succeed        | 100. zenith    | x | nadir      |
| 74. promote     | x | demote         |                |   |            |
| 75. public      | x | private        |                |   |            |
| 76. quiet       | x | noisy          |                |   |            |
| 77. question    | x | answer         |                |   |            |
| 78. quote       | x | unquote        |                |   |            |
| 79. rapid       | x | slow           |                |   |            |
| 80. rise        | x | fall           |                |   |            |

### Exercises :

A. Find out the antonym for italicized word from the options given below:

1 The new boss is well known for his rigid approach to all problems.

- a) swift                      b) logical                      c) sympathetic                      d) flexible

2 Adversity is the source of numerous vices.

- a) wealth                      b) prosperity                      c) luxury                      d) money

3 His repulsive behaviour could not be ignored.

- a) attractive                      b) mild                      c) lovely                      d) admirable

4 He is an amateur photographer.

- a) average                      b) skilled                      c) experienced                      d) professional

5 The witness affirmed on oath that he was an eyewitness to the crime under study.

- a) disputed                      b) denied                      c) contradicted                      d) opposed

6 On the hillside, he could see the vague shapes of sheep coming through the mist.

- a) clear                      b) transparent                      c) plain                      d) apparent

7 His casual remarks were taken note of by all members of the board.

- a) careful                      b) precise                      c) sincere                      d) flawless

8 If you pamper the child you will regret it.

- a) scold                      b) discourage                      c) scorn                      d) neglect

9 These rules are not to prevent further appointments.

- a) facilitate                      b) expedite                      c) accelerate                      d) aggravate

10 The artist led a very austere life.

- a) luxurious                      b) exciting                      c) boisterous                      d) eventful

11 The last show of the concert at Red Fort was a fiasco.

- a) triumph                      b) victory                      c) fruitful                      d) success

12 The members of the opposition party made derogatory remarks about the P.M.

- a) praiseworthy                      b) respectable                      c) laudatory                      d) admirable

13 His writings have been much eulogized by Indian scholars.

- a) condemned                      b) disappeared                      c) flouted                      d) disparaged

14 Their meeting was very boisterous.

- a) noisy                      b) calm                      c) quiet                      d) businesslike

- 15 She has suspended her secretary on a flimsy ground.  
 a) sound                      b) salutary                      c) strong                      d) vigorous
- 16 They took note of the humility of the visiting dignitary.  
 a) grandeur                      b) arrogance                      c) friendliness                      d) decency
- 17 His friends liked everything about him except his frugality.  
 a) Punctuality                      b) extravagance                      c) shabbiness                      d) short-temper
- 18 He has a sulky disposition.  
 a) kind                      b) loving                      c) cheerful                      d) mild
- 19 He is well known for coming up with Impracticable solutions.  
 a) easy                      b) possible                      c) feasible                      d) alternate
- 20 After the game all the players felt elated.  
 a) mournful                      b) melancholy                      c) distressed                      d) dejected
- B. Rewrite the following replacing the words in italics with their antonyms :
- i) He was convicted by the court.
  - ii) He is not guilty.
  - iii) Don't be so formal.
  - iv) She was a miser.
  - v) We liked the stranger.
  - vi) Did you wake up at 10 p.m.?
  - vii) They are absolutely wrong.
  - viii) It was a further blessing.
  - ix) Luck favours the brave.
  - x) The complainant was absent at the court.

## GRAMMAR

### QUESTIONS TAGS

A question tag is a short question attached or tagged to a statement. The functional role of a tag question is to draw attention to the statement or to add force to it. Tag questions are commonly used in conversation and the purpose of a tag question is to seek confirmation.

Tag questions are always used in the contracted form. The subject of the tag question is never a noun, but a pronoun. Question Tags are never used with questions; they are added only to statements.

1. The verb in a question tag is either the auxiliary used in the statement or the proper form of do, does, did.
2. An affirmative statement takes a negative tag and a negative statement is followed by a positive tag.
3. There is always a comma between the statement and the question - tag; the sentence ends with a question mark.

**A. Positive statements with negative**

tags: I am late, aren't I?

He has written, hasn't he?

They have gone, haven't they?

You are impatient, aren't you?

She is 'singing, isn't she?

You will stay here, won't you?

They would reply, wouldn't they?

We shall take tea, shouldn't we?

**B. Negative statements with Positive**

tags: He is not angry, Is he?

The film is not good, is it?

They are not practical, are they?

There were not many books, were

there? You have no scruples, have you?

They can't always fool us, can they?

He ought not to betray his friend, ought he? None

of the ladies carried an umbrella, did they?

The boys had nowhere to play, did they? (had is the main verb)

**C. After imperatives, question tags are generally will you? Won't you? Shall you, can you, can't you. Won't is used to. For request and orders, will, would, can, can't are used.**

Do come in, won't you?

Don't forget, will you?

:

Pass me that salt, will you?  
 Don't waste your time, will you?  
 Have another piece of bread, will you?  
 Please excuse me, won't you?  
 Remember to paint the window, won't you?  
 Stand erect, can't you?  
 Let's have our tea, shall we?  
 Let's begin our lessons, shall we?

## ACTIVITIES

### 1. Fill in the blanks with suitable auxiliaries:

1. Your father is a doctor,.....n't he?
2. She doesn't know Hindi,.....she?
3. Venu was in Chennai for a long time,.....n't he?
4. His mother knows how to drive, .....n't she?
5. Srinu was in Hyderabad in 2001,.....he?

### 2. Choose the right question tag given in the brackets.

1. They will not come tomorrow to office,.....(will they/won't they)?
2. He's wearing a blue shirt,.....(is he/ isn't he)?
3. Mobile phones contribute to the radiation levels,.....(do they/ don't they)?
4. The attendant and the patient went out of the hospital,.....(did they/didn't they)?
5. Dr. Rao did not talk about technology,.....(did he/didn't he)?
6. She has been to Delhi recently, ..... (has she/hasn't she)?
7. The pen is not in your pocket,.....(is it/isn't it)?
8. I'm right,..... (amn't I/aren't I)?
9. The test will have started by then,.....(will it/won't it)?
10. Students must study well throughout their course,.....(must they/must n't they)?

### 3. Match the main clauses with the correct tags.

- |  |          |                  |
|--|----------|------------------|
| 1. Ram loves Sita,                                 | (      ) | a) did they?     |
| 2. Nobody has come to the function,                | (      ) | b) were they?    |
| 3. He doesn't speak German,                        | (      ) | c) doesn't he?   |
| 4. You are not paying attention to what he says, ( | )        | d) does he?      |
| 5. She is an adventurous lady,                     | (      ) | e) aren't we?    |
| 6. Everybody enjoyed the event,                    | (      ) | f) haven't they? |
| 7. She's been to London,                           | (      ) | g) are you?      |
| 8. None of them were happy there,                  | (      ) | h) hasn't she?   |
| 9. Open the window,                                | (      ) | i) isn't she?    |
| 10. We are Indians,                                | (      ) | j) will you?     |

### 4. Add a question tag to each sentence.

- |   |         |
|---|---------|
| 1. My father was a teacher.                   | : ..... |
| 2. He is an engineer.                         | : ..... |
| 3. She can speak English.                     | : ..... |
| 4. You must take this medicine.               | : ..... |
| 5. They came rather late to the party.        | : ..... |
| 6. You have received the parcel.              | : ..... |
| 7. George like coffee.                        | : ..... |
| 8. It rained heavily last night.              | : ..... |
| 9. The box was empty.                         | : ..... |
| 10. He ought to go there.                     | : ..... |
| 11. He doesn't drink liquor.                  | : ..... |
| 12. She is not very regular.                  | : ..... |
| 13. They had not much to sell.                | : ..... |
| 14. There were not many animals in the zoo. : | .....   |
| 15. The roof won't leak again.                | : ..... |
| 16. He used to swim daily.                    | : ..... |
| 17. He daren't challenge you.                 | : ..... |
| 18. Let's solve the problem.                  | : ..... |
| 19. Pass me that sugar.                       | : ..... |
| 20. Please do me this favour.                 | : ..... |

## DEGREES OF COMPARISON

Degrees of comparison refer to adjectives being written in different forms to compare one, two or more nouns which describe persons, places, things. Comparison is a feature where by adjectives are inflected or modified to indicate the relative degree of the property defined by the adjective.

Adjectives change in form to show comparison. They are called the Degrees of comparison.

There are three Degrees of Comparison - Positive, Comparative and Superlative. The positive is the form of the adjective that describes one noun. Example: Sita is clever. The comparative form of adjective compares two nouns. Example: Sita is clever than Rosy. The superlative form of the adjective compares more than two nouns. Example: Sita is the cleverest girl in the class.

Most comparative forms of the adjective are formed by adding 'er' to the positive form of the adjective. Most superlative forms of the adjective are formed by adding 'est' to the positive form of

the adjective.

In general words with one syllable use the suffix 'er', 'est'. Words with two syllables may use either 'er', 'est' or 'more' and 'most'. Words with three or more syllables use 'more' (comparative) 'most' (superlative).

Example : strong stronger strongest good better best beautiful more beautiful most beautiful. It is possible to change the Degree of comparison of an adjective or adverb in a sentence without changing the meaning of the sentence. It can be shown by the following examples :

1. Positive : No one is as strong as Mohan in the class.  
Comparative : Mohan is stronger than any other boy in the class.  
Superlative : Mohan is the strongest boy in the class.
2. Positive : Budda is as wise as Solomon.  
Comparative : Solomon is not wiser than Budda.
3. Superlative : Shakespeare is the greatest writer in English.  
Comparative : Shakespeare is greater than any other writer in English.  
Positive : No other writer in English is so great as Shakespeare.
4. Superlative : Madras is one of the biggest cities in India.  
Comparative : Madras is bigger than most other cities in India.  
Positive : Very few cities in India are so big as Madras.
5. Superlative : Iron is the most useful metal.  
Comparative : Iron is more useful than any other metal.  
Positive : No other metal is so useful as iron.
6. Positive : No other morning English newspaper is so popular as "The Hindu".

- |     |             |   |
|-----|-------------|---|
|     | Comparative | : "The Hindu" is more popular than any other morning English newspaper                |
|     | Superlative | : "The Hindu" is the most popular morning English newspaper.                          |
| 7.  | Comparative | : Darjeeling is lovelier than any other hill station, I have ever seen                |
|     | Superlative | : Darjeeling is the loveliest of hill stations I have ever seen.                      |
|     | Positive    | : No other hill station, I have ever seen is so lovely as Darjeeling.                 |
| 8.  | Superlative | : America is one of the richest countries in the World.                               |
|     | Comparative | : America is richer than most other countries in the World.                           |
|     | Positive    | : Very few countries in the world are as rich as America.                             |
| 9.  | Comparative | : The Indus valley civilization is older than most other civilizations in the world.  |
|     | Positive    | : Very few civilizations in the world are as old as the Indus valley. (civilization). |
|     | Superlative | : The Indus valley civilization is one of the oldest in the world.                    |
| 10. | Positive    | : No other people in the world are so courteous as the Japanese.                      |
|     | Comparative | : The Japanese are more courteous than any other people in the world.                 |
|     | Superlative | : The Japanese are the most courteous people in the world.                            |

## Exercises

### I. Change the Degree of comparison without changing the meaning:

1. Akbar is one of the greatest kings.
2. A sword is not as strong as a pen.
3. Bombay is one of the biggest cities.
4. Australia is the largest island.
5. It is better to starve than to beg.
6. Helen of Troy was more beautiful than any other woman.
7. No other story book is so popular as the Arabian Nights.
8. Rahim is not as intelligent as Karim.
9. No other exercise is so healthy as swimming.
10. It is easier to preach than to practise.

### II. Change the following sentences into other degrees without changing the meaning:

1. Mary is as clever as Lily.
2. Sridevi is one of the best actresses in our country.
3. Ramakrishna Paramahansa was a greater saint than Swami Vivekananda.

4. Pathan bowls faster than Tendulkar.
5. Everset is higher than any other peak in the world.
6. No other man is as strong as Hercules.
7. The Ganges is the longest river in India.
8. John is not as clever as his sister.
9. Japan is scientifically more advanced than most other countries in the world.
10. No other island in the world is so large as Australia.

### **III. Change the degrees of comparison without changing the meaning:**

1. Wordsworth is one of the greatest poets in English.
2. The Eiffel Tower is higher than the Kutub Minar.
3. This temple is the biggest in India.
4. No other man was so wise as Ulysses.
5. Iron is the most useful metal.
6. Health is better than wealth.
7. Some people have more wealth than wisdom.
8. Very few girls are as industrious as Sujata.
9. Kalidasa is greater than any other poet in Sanskrit.
10. I have never seen such a beautiful palace as this.
11. Very few cities in India are so big as Madras.
12. Tirupathi is one of the most popular pilgrim towns.
13. No other book is so interesting as The Gulliver's Travels.
14. It is better to resign than to evade work.
15. A good enemy is better than a foolish friend.

### **READING**

Reading a text critically does not mean to criticise in a negative manner. In fact, it requires you to question the information and opinions in a text and present your opinion or judgement of the text. To do this, you should attempt to understand the topic from different perspectives. To read and understand a text beyond the normal facts/information it gives, you will have to follow the steps given below:

1. Skim and scan the text for generic and specific information
2. Analyze the structure of the passage by identifying all main ideas
3. Identify the author's intention in presenting the information. (In this process, you will also have to decide on the strengths and weaknesses of the text and the relevance of the information presented to the intended audience)

4. Make an outline of the text or write a description of it.

## WRITING

### PUNCTUATION

A comma (,) is used after phrases such as immediately, however, on the other hand when they occur at the beginning of the sentences. It is also used to separate an if-clause from a main clause. A comma indicates a pause in speech. The following sentences are written without commas. Read each sentence carefully and rewrite it using commas at appropriate places.

1. He has always been getting a good rank in the class. However things have not been going well with him.  
.....
2. If you run into Mohan anywhere ask him to see me immediately.  
.....
3. My father wants me to study well. At the same time he asks me to participate in all sports competitions. I do not know what to do.  
.....
4. We would like to join your party if you don't mind.  
.....

## SUMMARY WRITING

Summarising is an important functional skill and is extremely useful in various fields. It is not possible to reproduce the entire text, so it becomes necessary to summarise the original text to meet the specific needs of the situation.

It is closely connected with note-making, in fact, it is the next step because in an abstract or summary, the main points are put together in a sequentially written form. In summarising or reducing the main passage to a suitable length, certain rules have to be followed.

- do not copy sentences as they are; replace them with your own sentences.
- do not add any kind of new information or your views/opinions.
- do not use symbols and abbreviations, as you do in note-making.
- do not summarise only one part of the text. Take all the main points into consideration.

### *Guidelines for Summarising*

Step 1 Read the text carefully and highlight the main points.

Step 2 Note down the main points as in note-making.

Step 3 Summarise using your own sentence and re-write the passage in simple language.

### **Example :**

1. First read the following passage on the psychological stressors responsible for heart diseases.

### PSYCHOLOGICAL STRESSORS

However, our major focus while discussing heart diseases is on psychological stressors. Psychological causes of stress revolve around the fact as to how we mentally react to various events and problems happening around us and how we look at the world and life in general.

If we react to various things with negative emotions (e.g. anger, fear, hatred, jealousy, revenge, worry, irritation frustration, anxiety), we are bound to be stressed. To illustrate with a small example, suppose your TV has suddenly gone out of order in your house. One way is to feel highly tense as to why it has happened. The TV was so costly; now I can't enjoy the TV. Another mature way of looking at it is that, it is a way of life; things can get out of order and I should be able to accept any eventuality in life. This type of thinking won't create stress in you.

Hence psychological causes of stress can be very easily eliminated by readjusting your attitudes and reactions towards various things in life. Events or various incidents themselves don't create stress. It is only our attitude and outlook towards them which create stress. If we can learn to view everything positively, it is impossible to be in stress.

In fact, experts in the field of stress management point out that no circumstance can act as a stressor without support from our negative reactions. We can always react positively even towards the most negative and miserable circumstances in life. It is just a question of transformation of our attitudes. It is not an exaggeration to say that "Mental attitude is everything in life."

### **MAIN POINTS**

- Role of stress in heart diseases - psychological factors.
- Mental reaction to external factors / incidents.
- Negative reactions/ emotions (anger, jealousy) leading to psychological stress.
- A simple unpleasant incident (breakdown of T.V) can lead to stress.
- Changing one's attitude towards life and developing a positive attitude can completely eliminate stress.
- Stress management experts point out that positive reaction can lessen the effect of the worst possible incident.
- A person's attitude decides his/her state of mental as well as physical well being.

### **SUMMARY**

Doctors focus a great deal on psychological factors, while discussing heart diseases because mental reaction to external factors and a person's attitude towards life play a major role in creating stress.

Negative emotions like anger and jealousy can be avoided by changing one's way of thinking and by adopting a positive and mature attitude towards problems - small as well as serious ones. Stress management experts agree that a positive attitude and elimination of negative thoughts can minimise stress, and thereby ensure a healthy life.

## Exercise

- A. Read the following passage, an excerpt from R.K. Narayan's short-story, "Half- A-Rupee Worth" and summarise it in your own words using the techniques you have learnt earlier in this unit.

Subbiah sold rice at the market gate. In his shop you found, heaped in wicker baskets, all varieties of rice, from pebbly coarse rice to Delhi Samba, white as jasmine and slender as a needle. His shop was stuffy and dark, but there was no place on earth like it for him. He loved every inch of it. He liked the smell of gunny sack, he liked the smell of rice and husk, and he loved the warm feel of rice in his basket when it arrived fresh from the mill. Through good times and bad times he flourished.

There were days of drought - when paddy did not come up and the rice mills were silenced; when people looked hollow-eyed and seemed at the point of falling dead on the roadside. But even then he did not close his shop. If he did not find stuff for 20 baskets, he scoured the country side and filled at least two baskets, and sold them. There were times when the harvest was so rich that he could hardly accept a quarter of the grain that was offered; when it seemed a fool's business to be selling rice. If you sold rice all day and night you could not hope for a profit of even Rs. 50 at the end of the month. They called it depression in the trade.

The God of Harvest seemed a most eccentric and difficult patron. His bounty was as unacceptable as his parsimony. But Subbiah survived all the ups and downs in the harvest and trade. Rice was in his blood. He had served as a sort of unpaid shop assistant when his father sat at the sloping desk and counted cash. Those were days when Subbiah loathed the rice bags which hemmed him in at the shop; he longed for the crowded streets, cinemas, football matches, and wrestling tournaments, which he glimpsed through the crowded shop-door. But his father more or less kept him chained to the shop and discouraged all his other interests in life, saying, "Young fellows after ten should be horse-whipped if they are not to become brigands". He practised this theory of child-training with such steadfastness that in due course the little man had no eyes for anything in life except 'rice' and no head for anything except the price of grain, and dreamt of rice and thought of rice and spoke of rice.

- B. Read the following passage, an excerpt from C. Rajagopalachari's "Education for New India" and summarise it in your own words.

Freedom has assuredly given us a new status and new opportunities. But it also implies that we should discard selfishness, laziness and narrowness of outlook. Our freedom suggests toil and creation of new values for old ones. We should so discipline ourselves as to be able to discharge our new responsibilities satisfactorily. If there is any one thing that needs to be stressed more than any other in the new set-up, it is that we should put into action our full capacity, each one of us in productive effort - each one of us in his own sphere, however humble. Work, unceasing work, should now be our watch-word. Work is wealth, and service is happiness. Nothing else is. The greatest crime in India today is idleness. If we root out idleness, all our difficulties, including even conflicts, will gradually disappear. Whether as constable or high official of the State, whether as businessman or industrialist, artisan or farmer or peasant, each one of us is discharging his obligation to the State and making a contribution to the welfare

of the country. Honest work is the sheet-anchor to which we should cling if we want to be saved from danger or difficulty. This is the fundamental law of progress.

Next to honest work is the habit of respecting other people's feelings. It takes all sorts to make this world, and the highest virtue of every citizen is to try so to conduct himself that a mode of life may be evolved by which people of differing religious faiths, occupations and attainments who constitute our society, may live in peace and amity. The law of love is a practical code of life, as our dear departed leader so strenuously sought to teach us. My confirmed opinion is that in India there is in fact no communal hatred. Greed and fear of defeat in economic competition produce what is mistaken for communal ill-feeling. There is abundant and abiding respect for all kinds of creeds, faiths and ways of life, but selfishness and personal ambitions produce conditions of mind often mistaken for communal ill-will. It is not, therefore, a hopeless task to restore and maintain communal amity.

# MODULE-V

# Toasted English

R. K. Narayan

"Toasted English" is a well known essay by R.K Narayan. He is one of the best Indian novelists in English. He has published more than ten novels and short stories. His works have been translated into many Indian and European Languages. His famous works include

The Guide

The English Teacher

A Tiger for Malgudi

Narayan is known for his simple language and realistic characters. "Toasted English" is a half-humorous, half-serious essay about how the same language English differs from one country to another. In the essay, the difference between American and British English has been shown in an amusing way. The author tells that like Indians, Americans also drove the British out of their country but adopted English. The Americans used the English Language in an easy way and left the use of passive voice. They also gave up formalism and used certain keywords for their convenience. This process of modifying English is called "Toasting". For e.g Instead of "Trespassing Prohibited", they say 'Newly Planted, don't walk' on the notice board. The new words became very handy because they could be used for multiple meanings.

'Ok', 'Yeah', 'Yes', are more commonly used expressions. Narayan mentions the Example of the word "Check" which may safely be labelled the American National Expression. While The British uses this word according to the definitions, the American uses it anywhere. I'll check means I'll find out, examine verify. 'Your check' means your ticket, token 'Check girl' is one who takes care of your coat, umbrella, or anything you have.

Further R.K. Narayan discusses the bazaar status of English. It is used in a polite way in London. The conductor will never say, "Ticket, Ticket on a London bus, but simply go near the passenger and say, "Thank you" on receiving the fare and issuing the ticket also. We have no need to use 'Yes Sir, 'yes darling' with the words yes. The words yes, okay are self-sufficient word which needs no suffix to show any special respect. "Yeah" seals the sentence without any fuss to continue the dialogue or conversation. 'Yeah' is spoken in a short-base of the tongue graunt.

R.K. Narayan feels that the time has come when English should come out in the open in dusty streets and become the language of the common man. Like Americans, it should also adapt according to the Indian needs and atmosphere. He does not want the mongrelization of English. Grammatical rules should have remained the same. Like 'Toasted English, India should develop a Bharat brand of English. One should not have to think before speaking. The author wants that Indian English should have its own identity- its "Swadeshi Stamp". It should be unique and distinct than the present English.

# If

Rudyard Kipling

To be a good human being and to succeed in life, we should keep calm when other people around us are losing their cool. We should not lose our temperament even if others are blaming us for their fault.

Losing the temper does not solve a problem, rather intensifies that. Keeping the head cool makes us think wisely to face those tough situations, and ultimately a solution comes out.

We should have the faith in ourselves, even when others doubt us. But after that, we should give some importance to their doubt too and try to find out what may be the reason for their suspicion. After all, 'To err is human...'.

So, By keeping faith in ourselves we make sure that we don't get demoralized or disheartened.

And, by allowing others' doubt a little space of thought, we ensure that we are not doing something wrong knowingly or unknowingly.

We should work hard and wait for the result patiently. We should not get tired by waiting.

There are a number of real life examples where people missed big opportunities only by losing their patience. Moreover, there goes a number of proverbs. "Hurry will bury you." "Haste makes waste." "Patience pays off." So, it's quite understandable why the poet makes a point for patience here.

People may lie about us to others, but we should not indulge ourselves in lies. In other words, we should always remain truthful.

If we are misled or tempted to lie, people would ultimately discover the truth and won't believe us anymore. That's why it's important to speak the truth even if that hurts us.

People may show their hatred towards us, yet we should not hate them. We should show our love and respect to others.

No man or woman is perfect in this world. Everyone has his strengths and weaknesses. We have to accept that and respect them for the good qualities in them.

We should not show us as too good a person or talk too wisely with common people, even after possessing such qualities.

Having acquired all these good qualities mentioned above, people generally feel proud and tend to show off how good they are. But, the poet warns us not to go that way. In that case, others would feel uncomfortable in our company and avoid us. Even others may try to prove us wrong at any cost, leading to an unhealthy competition.

To do something bigger, we should dream first. But the poet also reminds us not to be guided by unrealistic dreams. If dreams take the driver's seat, we would get detached from reality and eventually fail.

There goes a saying – "You have to dream first before your dream can come true." So we should dream to reach great heights in life, but keeping the reality in mind.

We should be able to think over a matter, but should not make the thoughts our aim. That is to say that we often lose our radar and get detached from the main point. So our thinking should not be scattered misleading us away from the target.

Life is a combination of success and failure, joy and sorrow, good times and bad times. We should accept both and face both situations with similar treatment.

Here the poet personifies Triumph and Disaster, capitalizing and calling them 'two impostors' (pretenders or cheaters). People becomes too happy in success and forgets their duty at hand. We may also get too complacent or proud at a small success, reducing our chances to reach higher goals. Again, at bad times, if we are too grieved, we may lose our faith and confidence. In both cases, our regular course of work is hampered. That is why the poet calls triumph and disaster 'two impostors'. He asks us to treat those deceivers similarly, with a smiling face. In short, don't be too happy or too sad under any circumstances.

We have to bear the tough situations where we see that our speech or statement is distorted by someone to befool others.

Very often we see that people misinterpret or even deliberately distort our words to use it in their favour. We should not lose our temper hearing that. Rather we should tolerate that, ensuring we have spoken the truth.

We have to hold our nerves even after seeing that our favourite thing that we built with all our effort and time is broken. Then we have to pick up the scattered parts and build it all over again. This is another key to getting to the top of the world, according to the poet.

To keep our cool is not easy in such a situation. But patience and the mental toughness would help us build them again. Indeed, there is a story about Newton that the papers containing his theories were destroyed in fire, and he wrote them again from the beginning.

We should be able to accumulate all we have and take a risk in one turn of the game of pitch-and-toss. We may lose the game and all our possessions. But we have to stay calm without uttering a word about that loss and rebuild it from the beginning.

Here the poet talks about the capability of taking big risks to achieve much greater success and keeping quiet even if we lose the bet. This is yet another aspect of our mental toughness that we need to possess.

In the four lines above the poet continues the same theme of mental strength and the power of Will. We have to force our body (heart and nerve and sinew) to serve us even after it has lost the strength due to old age or illness. Thus we should keep on working driven by the power of Will which would ask them (heart and nerve and sinew) to 'hold on' compelling them to do their job. If we want to do something great from our heart, the Will inside us would prevent the body from getting tired. Indeed, there goes a proverb: "When going gets tough, the tough gets going."

We should stay in touch with people from every class of the society. We should be able to talk with common mass without losing our virtue or moral values. Again, we should be able to walk with kings without going beyond the reach of the common people.

The common touch would help us realize the reality and feel the needs of the society. On the other hand, the noble touch would give us the power and opportunity to reach higher goals.

We should build ourselves strong enough, mentally and physically, so that neither enemies nor loving friends can hurt us. Moreover, we should develop healthy relationship with everyone around us, and should not allow anyone to harm us.

We have to develop our personality the right way, so that everyone supports us and gives us importance (count with you), but none too much. If we allow someone to give us too much importance, we may be emotionally bound. That may restrict our freedom and prevent us from doing our duty. Or, we may get complacent thinking that we are so much liked by people, thus reducing our effort.

Time is precious. A minute is filled with sixty seconds. Time (minute) is here called unforgiving, as it waits for none and doesn't forgive him who wastes it. We should utilize every minute of our life in productive work. Wasting time is not something we can afford in our short lifespan.

Finally comes the achievement that we can get if we fulfill all the conditions mentioned so far. We can win this earth and everything in it. We can go to top of the world and rule over everything. And what is more, We would be a complete and perfect human being. We should not forget that Kipling wrote this poem for his son, as it is addressed in the very last line. The poet wanted to show his son the right way to be a future leader. But it has inspired many a man in their journey of life on earth so far.

## VOCABULARY

### SIMILES

Similes can be found just about anywhere; from the printed word to an oral conversation; in language, literature, and music. A simile is an analogy that compares two things that are alike in one way. To help you identify a simile, know that the words "like" or "as" are always used.

Well-known similes are:

- *"cute as a kitten,"* comparing the way someone looks to the way a kitten looks
- *"as busy as a bee"* comparing someone's level of energy to a fast-flying bee *"as snug as a bug in a rug"* comparing someone who is very cozy to how comfortable a bug can be in a rug
- *"as happy as a clam"* comparing someone's happiness to the contentment of a clam
- *"Life is like a box of chocolates, you never know what you're going to get."* comparing the uncertainty of life to the uncertainty of choosing a chocolate from a box
- *"as agile as a monkey"* implying someone can move as well as a monkey does
- *"as black as coal"* comparing the color of something dark to the very-dark coal color
- *"as blind as a bat"* indicating that the person cannot see any better than a bat can

### METAPHORS

When you are making comparisons, you may use similes or metaphors. They are both analogies that compare two things. Metaphors are a kind of analogy where two unlike things are compared but have something in common.

Examples of metaphors are:

- *He's a diamond in the rough.* This means he is better than he appears and may be needs more experiences or training to show his true nature.
- *She is such an airhead.* Airhead implies she is not smart or doesn't think well.
- *Time is a thief.* There is not enough time to do what you want.
- *The world is my oyster.* This can mean the speaker is positive about his experiences and is going to do well in life.
- *You are a couch potato.* This refers to someone who sits and does nothing. Here is an example to differentiate between simile and metaphor:

**Simile:** Your eyes are like sunshine.

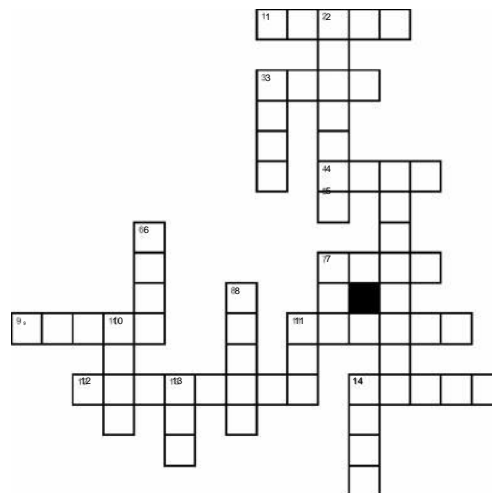
**Metaphor:** You are my sunshine.

## Exercises

**A.** At the end of each sentence, write in brackets whether the sentence is an example of a metaphor or simile.

- You are as happy as a clown. ( )
- He is as stubborn as a mule. ( )
- The world is a stage. ( )
- The noise is like music to my ears. ( )
- Her heart is like gold. ( )
- Her heart is gold. ( )
  
- Your thoughts are a storm. ( )
- The clouds were fluffy like cotton wool. ( )
- As slippery as an eel. ( )
- Arnie was a man-mountain. ( )
- He was a lion in battle. ( )
- She is as pretty as a picture. ( )
- The striker was a goal machine. ( )
- The torch lit up the room as if the sun had risen early. ( )
- The moon was a misty shadow. ( )
- My friend has a face like a bag of spanners. ( )

**B.** Complete the puzzle with the words using the clues given across /down Simile Crossword



### Across

1. As ..... as a feather.
3. Fly like a .....

4. Swim like a .....
7. Cry like a .....
9. As as a bunny.
11. As ..... as an ox.
12. As ..... as an eel.
14. As slow as a .....

Down

3. As ..... a bee.
2. As tall as a .....
5. As ..... as a mule.
6. Waddle means to walk like a .....
7. As blind as a .....
8. As ..... as a mouse.
10. As ..... as ice.
11. As ..... as a fox.
13. Eat like a .....
14. As white as .....

C. Many of common similes compare people to insects / birds / animals. Fill in the blanks with the suitable word most commonly used for that simile.

|            |              |            |              |              |             |
|------------|--------------|------------|--------------|--------------|-------------|
| <i>dog</i> | <i>bee</i>   | <i>ox</i>  | <i>mouse</i> | <i>lamb</i>  | <i>mule</i> |
| <i>bat</i> | <i>snail</i> | <i>eel</i> | <i>lark</i>  | <i>bunny</i> | <i>owl</i>  |

- (1) I can't talk right now. I'm as busy as a ..... .
- (2) I couldn't grab it. It's as slippery as an ..... .
- (3) Look at her go! She's as quick as a ..... .
- (4) He can't see a thing. He's as blind as a ..... .
- (5) She'll know the answer. She's as wise as an ..... .
- (6) She's in good spirits today. She's as happy as a ..... .
- (7) This computer is terrible. It's as slow as a ..... .
- (8) He'll never change his mind. He's as stubborn as a ..... .
- (9) Don't worry about him. He's as gentle as a ..... .
- (10) I can't hear you. You are as quiet as a ..... .
- (11) Get him to lift it. He's as strong as an ..... .
- (12) I can't go to school today. I'm as sick as a ..... .

**D.** Give meaning of the following common comparisons and use them in sentences of your own.

- a. as thick as thieves
- b. as dumb as a door nail
- c. as cool as a cucumber
- d. as light as a feather
- e. as regular as clock work
- f. get on like a house on fire

## **GRAMMAR**

### **PEECH**

#### **Direct and Indirect Speech**

We use the direct speech in face to face conversations in plays, fiction, and day to day life. When the same conversation need to be reported to a third person, we use and we must use the indirect or reported speech. In English, indirect speech must be used in essay writing, report writing etc,. What a person actually speaks (or spoke) is the Direct Speech. The actual words spoken by the person are put within quotation marks. When what a person said is reported, it is Indirect or Reported Speech.

**Example:** He said, "I am going home today." He said that he was going home that day.

The above example makes it clear that in changing the Direct Speech to Indirect Speech, a few changes take place.

#### **Rules Regarding the Changes :**

1. When the reporting Verb is in the present or future tenses no change of Tenses takes place in the reported Verbs, but only in the person.
2. When the reporting Verb is in any of the past tenses, the tense of the reported verbs changes as follows :

Present Simple to Past Simple

Present Continuous to Past Continuous Present Perfect to Past Perfect

Present Perfect Continuous to Past Perfect Continuous Past Simple to Past

Perfect Future ... Conditional

Future Perfect conditional ... Conditional Perfect Shall, will, can, may ... should, would, could, might.

3. Change in Person : The first person pronouns (I, we, me, us) and their possessives (my, our, mine, ours) change to the pronouns and possessives of the same person as that of the speaker (or the Subject of the Reporting Verb). Second person pronouns and possessives change to the pronoun of the person addressed.

4. Certain expressions referring to time, place etc. also change this that  
these those  
here there  
hence, hereby etc. thence, thereby  
etc. now or just then  
today that day  
tomorrow the next day, the following  
day yesterday the day before, the  
previous day tonight that night  
last night the night before, the previous night  
last week, last year etc. the week before, the previous year  
etc. ago before  
thus so

Occasionally we need not to change the actual words spoken while converting into reported speech - when the information in direct speech is still true - general facts, universal truths.

**Example:** *"Iron is a metal", the teacher said.*

*The teacher said that Iron is a metal.*

Expressions of advice with 'must', 'should' and 'ought' are usually reported using 'advise/urge'.

**Example:** *"You must read this book".*

*He urged me to read that book.*

The expression 'let's' is usually reported using 'suggest'.

**Example:** *He suggested going to the cinema.*

*He suggested that we should go to the cinema.*

## I. Statements :

Statements in the Indirect speech are usually introduced by the conjunction that preceded by a reporting Verb. However the connective that is not essential and could be omitted.

### Examples :

- i) Direct : The Principal said, "There will be a holiday tomorrow."  
Indirect : The Principal announced that there would be a holiday the next day.
- ii) Direct : He said to me, "I am happy to be here this evening."

- Indirect : He told me that he was happy to be there that evening.
- iii) Direct : She said to him, "I don't believe you."
- Indirect : She told him that she didn't believe him.

## **II. Questions :**

Questions in the Indirect speech are always in the form of statements. So question mark is not put at the end of it. The Verb follows the subject as in a statement. Questions with question words (how, why, when, where, what, which, who, whom, whose) use these words to introduce the reported question. Questions without question words use whether or if when reported. Of these two it is better to use whether. The reporting verb in different questions can be questioned, asked, inquired, wondered.

### **Examples :**

- i) Direct : He said to the boy, "What are you doing here?"  
Indirect : He asked the boy what he was doing there.
- ii) Direct : The stranger said to me, "Where do you live ?"  
Indirect : The stranger asked me where I lived.
- iii) Direct : He said to them "Will you listen to such a man?"  
Indirect : He asked them whether they would listen to such a man.
- iv) Direct : Ram said to Pal, "Do you agree to this proposal ?"  
Indirect : Ram asked Pal whether he agreed to that proposal.

## **III. Imperatives:**

Sentences containing an order, request, warning, advice etc. are said to be in the imperative mood. The reporting verb is generally one of the following - asked, ordered, commanded, requested, implored, advised, warned etc. What is to be noted is that the Verb in the Direct Speech is changed into a to-infinitive in the Indirect speech.

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### **Examples :**

- i) Direct : He said to the servant, "Get out of the room."  
Indirect : He ordered the servant to get out of the room.
- ii) Direct : He said to the boys, "Be quiet and listen to my words."  
Indirect : He urged the boys to be quiet and listen to his words.
- iii) Direct : "Please take me to the officer," said the visitor.  
Indirect : The visitor requested them to take him to the officer.

## **IV. Exclamations and Wishes :**

Exclamations change into statements in Reported speech. The reporting verbs which are generally used are - exclaimed, declared, cried out, wished, prayed etc.

**Examples :**

- i) Direct : He said , "Alas! I am ruined."  
Indirect : He exclaimed sadly that he was ruined.
- ii) Direct : The poor woman said, "Save me ! Oh, save me!"  
Indirect : The poor woman desperately begged them to save her.

**Exercises :**

**I. Report the following in Indirect Speech:**

1. He said, "I have passed the examination."
2. He said to me, "I don't believe you."
3. I said to my friend, "I am glad to be here this evening."
4. The advertisement said, "Candidates for the job of the Secretary must speak English fluently."
5. David said, "By next Christmas I shall have passed this examination, I hope."
6. He said, "He is very greedy. If he eats all that cheese he'll have bad dreams tonight."
7. Santhi said, "Auntie, if I were really ill I know you would nurse me splendidly."
8. 'That is my horse' said he, "and if I do not prove it in a few minutes I will give up my claim."
9. "I will avenge your wrongs," he cried, "I will not enter Athens until I have punished the King who had so cruelly treated you."
10. Drona said to his unknown pupil, "You have given me your right thumb. Your name will be remembered as long as the sun and the stars shine in the sky."
11. He said to her, "What is your name ?"
12. He said to his son, "Where are you going now ?"
13. She said to him, "Are you coming home with me ?"
14. I said, "Friend, why don't you get married ?"
15. The mother said, "Did you ever see such a naughty disobedient girl ?"

**II. Change the following into Indirect Speech:**

1. Aladdin said to the magician, "What have I done to deserve so severe a blow ?"
2. "Dear bird", she said, stroking its feathers, "have you come to comfort me in my sorrow?"
3. She said, "Sister, shall I get an ice-cream for you ?"
4. The Officer said, "Why are you still waiting here, young man ? Don't you see that I am very busy?"
5. When the Brahmin approached, the first thief said, "Why do you carry a dog in your back ? Are you not ashamed?"

6. "Sit down, boys," said the teacher.
7. I said to him, "Come again tomorrow."
8. "Please help me from starvation," said the beggar.
9. "Bring me a drink of milk," said the Swami to the villagers.
10. "Run away, children," said their mother.
11. "Go to the market. Bring me some vegetables and a dozen plantains", ordered his master.
12. The captain said, "Soldiers, don't shoot until I give you the signal."
13. The Forest Minister said to the people, "Grow more trees and get better life."
14. Gandhi said, "My fellowmen, follow the principle of Ahimsa and make the British quit India."
15. "Neither a borrower nor a lender be," said Polonius to his young son.

### **III. Report the following into Indirect Speech:**

1. He said, "Alas ! I am undone."
2. He said, "How pretty she is !"
3. He said, "What a pity you did not come !"
4. The teacher said, "What a lazy boy you are!"
5. "What an interesting story !" he remarked.
6. "What a surprise to see you here !" he said.
7. "O ! for a glass of wine !" said Omar Khayyam.
8. "Thank God !" the dying mother said, "All my children are safe in spite of the terrible accident."
9. "Oh, God! I have lost my necklace," said the young lady.
10. "What a terrible nuisance this T.V. is" said the father.
11. He asked her, "Will you write tomorrow?"
12. She said to John, "I have been waiting for you."
13. "I don't believe you," Raghu said to Ramu.
14. "Latha broke the glass," said Ajita.
15. "Clean the black board," the teacher said to me.

### **IV. Change the following sentences into indirect speech:**

1. 'Is it really time to get up?' asked John.
2. 'I have a holiday tomorrow,' said Mohit.
3. 'Did you enjoy the film, Amit?' asked Bharat.
4. 'What is there for breakfast?' Julie wanted to know.
5. 'We need some more milk, eggs and butter,' said Ruhi.

**V. Change the following into direct speech:**

1. Kavita asked Vicky if he was going to the beach.
2. John announced that he was going to the gym.
3. Priya promised to call me the next morning.
4. Rehana wondered who to invite to the party.
5. The authorities claimed that the new flyover would ease traffic problems.
6. The pharmacist advised me to use the ointment sparingly.
7. Suman said that she didn't understand the direct and indirect speech.
8. Jena said she hadn't quite finished her lunch.

**VI. Match the sentences in column A with its complement in column B, filling the blank with the right expression from the words provided in the box. Each word should be used only once in the right tense:**

Thunder Request Argue

Exclaim Enquire Exclaim Plead Report Groan Observe

**A**

**B**

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. The students .....               | a. ....the scientist.                |
| 2. The beggar .....                 | b. the landlord.                     |
| 3. "The Earth is round,"            | c. that the ways of God are strange. |
| 4. "Shut the door,"                 | d. for shelter.                      |
| 5. The artist .....                 | e. ....the students.                 |
| 6. "Why should we quiet?"           | f. to take the medicine regularly.   |
| 7. The mother .....                 | g. ....the lazy boy.                 |
| 8. "Are the holidays over already?" | h. ....the teacher.                  |
| 9. "Has the bridge been repaired?"  | i. the teacher to declare a holiday. |
| 10. The devotee .....               | j. that the view was breath-taking.  |

**VII. Correct the following sentences:**

1. The stranger asked what was my name.
2. The young girl said that it is time to go home.
3. The Professor doubted that the students had done their homework.
4. The mother advised her children never fight with stranger.
5. Pradeep asked is sugar sweet.
6. The tourists exclaimed that what a wonderful view it was.

7. The inspector insisted Pradeep get down from the bus.
8. The visitor enquired where was the post office?
9. The audience demanded the theatre manager to get back our money.
10. Suresh said that his brother was coming tomorrow.

## READING COMPREHENSION

To comprehend means to understand. Students have to learn how to understand a passage, an article, or a speech. Generally essays will be prescribed for the study of students at Intermediate and degree level. In order to understand their lessons properly, students have to listen to them carefully and with great concentration. Then their grasping powers will improve considerably. In the public examination, they will be given passages for comprehension, followed by questions below them. In order to answer those questions correctly and properly, the following guidelines will be helpful.

Read the given passage carefully and try to understand the main theme. If one reading is not sufficient, you may read the passage again and again.

The questions will be given mostly on the thematic aspects of the lesson/passage/essay. Then students have to try to locate the answer first.

Sometimes the question will not be direct because the answer has to be inferred from the passage only after careful reading.

It is better to avoid textual vocabulary as far as possible. Use your own words and sentences. Answers may be in a line or two and not more than that unless the question requires it.

### Example :

Read the following passage carefully and answer the questions given below it.

Infants who spend long periods in front of the television may be at greater risk of developing medical problems later in life. It includes premature puberty, sleepy disturbances, and metabolic disorders, according to a recent report. The famous psychologist Aric Sigman said many studies were beginning to emerge that suggest spending long periods in front of a

T.V. screen, whether a television or a computer, may have damaging physiological effects.

One study, by a team of Florence university, found that watching television and playing computer games lowered the amount of the sleep hormone, melatonin, children produced, an effect that could bring an earlier puberty. There may be attention deficit disorder, obesity, short sightedness and Alzheimer's disease. Children aged between 11 and 15 now spend 55 per cent of their waking lives in front of the screen amounting to 53 hours a week. More than half of three-year-olds now have a television set in their bedroom.

### Questions and Answers:

1. Mention three later ailments to be developed in infants which are due to spending long periods in front of the television?

**Ans:** They are premature puberty, sleepy disturbances, and metabolic disorders.

2. What is the condition of the children aged between 11 and 15 now?

**Ans:** They spend 15 per cent of their waking lives in front of the T.V. (or computer) screen.

3. What are the findings of a team of Florence University?

**Ans:** They say that watching television and playing computer games lowered the amount of sleep hormone and melatonin.

4. Children spend - hours a week before the T.V. screen. Fill in the blank with right answer.

a) 50                      b) 52                      c) 53                      d) 54

**Ans:** 53

5. Name the diseases that affect children as said by the study team Florence University.

**Ans:** They are - attention deficit disorder, obesity and shortsightedness.

Comprehension implies understanding the nature and meaning of a given passage. It is basic to good reading; without comprehension, reading loses its purpose. Therefore, to become a mature reader one must keep on improving one's comprehension. To train the skills and abilities that constitute comprehension, it is necessary to know what one must do in order to comprehend a piece of writing fully. The most important thing is of course to understand the ideas that make up the writing. If the students acquire adequate vocabulary they can answer the questions on comprehension in a better manner. It is because they grasp all the ideas and concepts mentioned in the given passage.

## Exercises

Reading the following passages carefully and answer the questions that follow.

1. Luke was never an ice hockey fan. Maybe because his sports - minded dad had died when he was only three years old, and he was raised by a single mother who knew absolutely nothing about the game. That mother is me. His older brother, Jay, a diehard arts student, was more interested in exposing Luke to the world of art galleries and movies than to the rough-and-tumble sport of hockey. But in spite of the influences around him, Luke evolved, and one day woke up and had discovered hockey. It was 2002, and he was hooked.

"Mom. I want to join a hockey league," he announced.

It was a reasonable request from a young boy, but since Luke couldn't even skate, it was with a heavy heart that I started looking for a team. As a matter of fact, at almost twelve years of age, Luke had never skated a day in his life. I asked a league if it was possible for a non-skater to join. He got the nod and was drafted into house league.

## QUESTIONS

1. What could be the reasons for Luke not being a hockey fan?
2. How many members are there in Luke's family?
3. What are Jay's interests?

4. "But in spite of the influence around him, Luke evolved..." What were the influences around him?
5. Why was Luke's mother worried when he said he wanted to join a hockey league?
2. Pollution is the fouling of the environment, land, water and air by waste, smoke, chemicals and other harmful substances. The most serious pollution occurs where there are large cities and many factories. Every industrial country faces the problem of disposing waste.

As factories produce new goods for people to buy, old ones are thrown out with the household rubbish. Burning this refuse pollutes the air, dumping it in rivers and seas pollutes the water. Getting rid of plastics is particularly difficult. Wood and paper decay after some time through the action of bacteria. But plastics never decay. With millions of tonnes of rubbish being dumped into the sea, marine life is greatly harmed. Smoke from factories and gases from motor vehicles pollute the air. Carbon monoxide gas and substances called hydrocarbons from the engines of motor vehicles damage people's health. Ridding our world of pollution is an unimaginably big task.

## QUESTION

1. What is meant by pollution?
2. Where does serious pollution occur?
3. Read this sentence. "Burning this refuse pollutes the air, dumping it in rivers and seas pollutes the water". What does 'it' stand for in this sentence?
4. How do wood and paper decay?
5. How is marine life harmed?
3. On the night of Friday November 13, 1998, as India and Zimbabwe clashed in the final of the Coca Cola Cup at Sharjah, school children who were participating in the "Shortgun Shoots" talk show over Star TV, loudly declared that their favourite cricketer was Sachin Tendulkar. It was easy to understand their choice. The Doordarshan direct telecast of the Sharjah match showed Tendulkar single-handedly annihilating the Zimbabwe players. Skitting out Zimbabwe for 196, the 'Hit Pair' of Tendulkar and Saurav Ganguly, passed that score, enabling India to register an easy ten-wicket win. Tendulkar played like a man possessed. His 124 not out, came from just 92 balls. He hit the ball as he liked. Six sixers and 12 boundaries flowed from his bat. Tendulkar was the 'Man of the Match'.
1. Choose the correct answer.
  - a) Saurav was selected 'Man of the Match'.
  - b) Sachin single-handedly helped India to win the match against Zimbabwe.
  - c) Sachin participated in the show.
2. Find a word from the passage that means announced.
3. Find a word from the passage that means the opposite of 'disabling'.

4. How many runs did Sachin score by hitting over the boundary? a) 124                      b) 48  
c) 36  
d) 196
5. What is the adjectival form of the word 'loudly'?
4. Some interviewers ask "puzzle questions" such as "Why are manhole covers round?" or "How would you design Bill Gates' bathroom?" instead of asking standard, technical questions. Interviewers who pose such questions say that these help to gauge the intelligence, resourcefulness or outside-the-box thinking needed in today's hypercompetitive world. The popularity of these questions is generally attributed to Bill Gates' Microsoft Corporation. The software giant receives over 12,000 job applications a month, so it has to be selective. The website of the company states, "We look for original, creative thinkers and our interview process is designed to find them."

### QUESTIONS

1. Give one example of a "puzzle question".
2. Why do interviewers pose such "puzzle questions"?
3. Name the software company which first popularized the use of puzzle questions in interviews.
4. Write the adjective form of 'intelligence'.
5. The word 'hypercompetitive' in this context suggests (Pick the best answer):  
a) There is very little competition.  
b) There is a lot of competition.  
c) There may or may not be any competition.
5. The air was filled with the cries of survivors searching for loved ones and the means of people in pain. A father frantically called for his missing children. Over and over, the man called out their names but received no answer. People appeared from every direction, many covered in blood. Others lay where the tsunami had left them, too injured to do more than moan. Simmonds and other survivors set up a makeshift hospital on the upper floors of the Cabana Hotel. Using scraps of clothing, sheets and whatever else they could find, they bandaged those who could walk.

### QUESTIONS

1. What did the survivors do?
2. Where was the makeshift hospital set up?
3. What were the bandages made of?
4. Name of the natural calamity mentioned in the passage.
5. Write the noun form of 'injured'.

## WRITING

### WRITING OFFICIAL

#### LETTERS Formal Letters (Business and Official)

A business executive has to correspond with his head-office or branch offices, his customers, other business firms, banks and Government departments. The customers, in turn, write letters to business firms making enquiries and placing orders for goods, articles etc. Likewise, an administrative officer has to correspond with other officials, send circulars, memoranda, notices etc. In these situations a formal or business letter is written. The features of an official letter are as follows:

##### 1) Heading / Writer's Address:

Many business houses or administrative offices have their own letter - heads. The 'heading' which is on the top of the page, usually contains more details than that in a personal letter.

*Example:*

*Business Letter*

#### MODERN CONSTRUCTIONS

Architects, Builders and Suppliers of Building Materials,  
Lakshmipuram, Guntur-522009

Dt: 12<sup>th</sup> August, 2016

##### 2) The Receiver's Address

In a personal letter, it is not necessary to write the receiver's address inside the letter. But in a Formal letter, it is necessary to mention the receiver's address as shown below:

#### MODERN CONSTRUCTIONS

Architects, Builders and Suppliers of Building Materials,  
Lakshmipuram, Guntur-522009

Dt: 12<sup>th</sup> August, 2016

The Managing Director,  
Hindustan Cables,  
CHENNAI.

##### 3) The Salutation and the Subscription

In business or official letters the usual forms are as follows:

| Salutation | Subscription                   |
|------------|--------------------------------|
| Dear Sir   | Yours faithfully               |
| Dear Sirs  | Yours faithfully / Yours truly |

Madam

Yours faithfully / Yours truly

Dear Mukherjee

Yours sincerely

**MODERN CONSTRUCTIONS**

Architects, Builders and Suppliers of Building Materials,

Lakshmipuram, Guntur-522009

Dt: 12<sup>th</sup> August, 2016

The Managing Director,

Hindustan Cables,

CHENNAI.

Dear Sir,

Yours faithfully

#### 4) The Body

Unlike a personal letter, an official letter should be up-to-the point. The message should be conveyed in a clear and courteous style. There is no need for personal pleasantries in an official letter. The message in the body of the letter may be divided into two or more paragraphs depending on the nature and extent of the message. The paragraphs are not indented if no punctuation is used in the heading, date salutation and subscription.

#### 5) The Signature

As the business / official letter is formal in nature, the writer has to put his full signature. The name of the writer is also written clearly or typed below the signature.

Example:

### **MODERN CONSTRUCTIONS**

Architects, Builders and Suppliers of Building Materials,  
Lakshmipuram, Guntur-522009

Dt: 12<sup>th</sup> August, 2016

The Managing Director,  
Hindustan Cables,  
CHENNAI.

Dear Sir,

Yours truly, x x x x x  
(Asutosh Benerjee)  
Managing Director.

### **Format of an Official letter**

A formal or official letter has to be written in a particular format. There are two format types in use: (i) a full block format and (ii) a semi-block format. The following letter is in the full block format.

Preeti Caterers

Road No. 6

Rampeta

Kakinada - 44

12 October 2016

Mr. P. Venugopal

Principal

Government College for Women

Kakinada - 6

Dear Mr. Venugopal

Thank you for giving us the opportunity to serve lunch on the inaugural day of the conference.

We are pleased to send you a special menu listing the dishes for the lunch. Please mark the ones which you would like us to prepare.

We would also like to inform you that our management has decided to give you an additional discount of 5 per cent on the total expenses.

Yours sincerely

(G. Kuppuswamy)

Manager

If this letter is written in a semi-block format, it looks as follows.

Preeti Caterers  
Road No. 6  
Rampeta  
Kakinada - 44

12 October 2016

Mr. P. Venugopal  
Principal  
Government College for Women  
Kakinada - 6

Dear Mr. Venugopal

Thank you for giving us the opportunity to serve lunch on the inaugural day of the conference.

We are pleased to send you a special menu listing the dishes for the lunch. Please mark the ones which you would like us to prepare.

We would also like to inform you that our management has decided to give you an additional discount of 5 per cent on the total expenses.

Yours sincerely

(G. Kuppuswamy)  
Manager

Now compare the two formats. We notice that in the first one, i.e., full block format all the items in the letter begin from the left. On the other hand, in the semi-block format, the sender's address and the date line appears at the top right side. Also the complimentary close and the signature line are written on the right of the letter in a semi-block format.

Both the formats are used in correspondence and there is no reason why one format is preferred to the other. However, we should use only one of the formats at a time and we should not mix them.

Study the following samples carefully.

**Sample-1**

**MODERN CONSTRUCTIONS**

Architects, Builders and Suppliers of Building Materials,  
Laksmipuram, Guntur - 522009

DT: 12<sup>th</sup> August, 2016

The Chief Engineer,  
Department of Roads and Buildings,  
Government of Tamilnadu,  
CHENNAI-5.

Dear Sir,

With reference to your call for sealed tenders for the construction of Government Guest Houses in Ramanathapuram and Tirunelveli, in The Hindu, dated 2<sup>nd</sup> August, 2016 we offer to construct them according to your specifications.

We have been engaged in construction activity for the past eight years. We constructed the buildings for the head-office of Dhanashree Bank Ltd., at Chennai and for their branches in the State of Tamilnadu. This is only to tell you that we are experienced builders.

Our sealed tender is enclosed herewith.

We assure you quality and timely completion of the work and request you to consider our offer favorably.

Thanking you.

Yours faithfully,

x x x x x

(B.S. Rao)

for Modern Constructions

**Sample-2**

Telephones: 2220566

**SUSHRUTA UNIVERSITY OF MEDICAL SCIENCES  
AMARAVATHI, ANDHRA PRADESH.**

**Sum/180/Acad II/15**

**4<sup>th</sup> January, 2015**

The Principal,  
Dhanvantari Medical College,  
Anantapur.

Sir,

Subject : Visit by University Committee to Dhanvantari Medical College - to consider affiliation - Regarding.

Reference : Your letter No. UA/22/14,

Dated 6<sup>th</sup> Sept, 2014

Following your request for University affiliation, the University Executive Council in its meeting held on 2<sup>nd</sup> Jan, 2015 decided to send a committee of experts and officials to visit your college and to examine the buildings, labs, library, hostels and other facilities of your college. The committee will submit their report to the University after their visit. According to the procedure, the matter of affiliation will be decided on the basis of the committee's report.

It is likely that the visit will be sometime in the second week of February. This is for your information,

Thanking you,

Yours sincerely,

xx xx xx

Registrar

You can notice a few differences between the first letter and the second letter. The first letter is a business letter written by a construction company in response to a tender call given by a Government department. The second letter is written by a top University executive to the principal of a private medical college. That is, one is a business letter and the other is an official

letter. You can notice that the latter contains some additional parts; the letter number, subject and reference. These parts can also be found in business letters when the correspondence concerned is continued over a period. Big business houses and organizations have a lot of correspondence every day. There may be a number of departments within the organization. Thus their correspondence will be internal as well as external. The details of daily correspondence must be recorded properly so that whenever there is a need for back-reference, a copy of the letter or its details must be clearly traceable. For this purpose, big organizations of business and administration in India, maintain a separate department which has an 'Inward Section' and 'Outward Section'. The former keeps a record of all letters received by the organization and the letter of those sent by it. Thus, every letter is given a reference number accordingly, so that in case of need, information can be retrieved. Furthermore, in some letters, 'subject' and 'reference' are very much necessary because the executive, heading a department, has to go through a large number of letters every day besides attending to his normal duties. The 'subject' of the letter helps him to quickly grasp the purpose of the letter and saves his time. Likewise, 'reference (s)' will help the officer who receives the letter to connect it with its antecedent.

Business and Official letters, may sometimes need some information in addition to the main subject. Such additional information is added to the letter in the form of enclosures. In the letter, below the body of the letter, the number of enclosures is mentioned. Sometimes, the copies of a business / official letter will have to be sent to some other persons that the addressee of those people are also mentioned below the body of the letter. In the case of the second sample letter given above, the following information could be included below the body of the letter.

Copy to :

- i) Secretary and Correspondent, Dhanvantari Medical College, Anantapur.
- ii) Director, Medical Education, Government of Andhra Pradesh, Amaravathi.

It must, however, be mentioned that copies of a business or official letter are sent only to those who have some authority or responsibility connected with the subject of the letter.

### **The Body of the Letter**

The body of the letter also has one or more paragraphs depending on the number of ideas used. We have learnt how to write a paragraph in the earlier units. Once you learn how to write a paragraph, it is not difficult to write the body of a letter. However, we should keep in mind certain aspects about the language and the tone of the letter.

We want the addressees to read the letters, understand them and respond accordingly. For example, if we are writing a letter of complaint to the Municipal authorities, we want them to take necessary action. We do not want them just to read and put it away. If we want to have the desired effect on the reader of our letter, we need to know the person who we are writing to, what sort of a person he/ she is and what our relationship is with him.

The next thing we need to realize is why we are writing i.e., the purpose of our writing. Are we writing a letter of request, complaint, order or a letter of invitation?

Depending on the person who we are addressing and the purpose for which we are writing, the language and the tone of the letter changes. The language is very formal, if we are writing to someone who is far above us or it can be informal if we are writing to a colleague and a friend. The tone of the letter can be persuasive, if we are writing to a customer persuading him to buy our product or it can be polite, if we are requesting someone to do us a favour.

### **Practice Activity:**

Write letters as suggested below :

- i) You are General Secretary of the Students' Union of your college. Write a letter to the Sports Authority of your State requesting them to make arrangements to give regular coaching to the boys and girls of your college in cricket, hockey, foot ball, and volley ball.
- ii) Imagine that you are Managing Director of a big company that manufactures electronic goods like music systems, DVDs, LCDs. Write a letter addressed to the Board of Directors, requesting them to attend a meeting to be held in the ensuing month. Give the agenda of the meeting also.
- iii) Write a letter to the librarians of all important libraries in your State requesting them to place orders for the recent publications of your Company. Imagine that you are Sales Manager of a publishing house. If necessary enclose a catalogue of your publications.
- iv) Write a letter to the editor of a leading newspaper on the problem of eve-teasing in your city.
- v) Write a letter to the authorities of the Road Transport Corporation requesting them to introduce bus services from your town to all important places in the State. Give convincing reasons for the need of the new services.
- vi) You are President of the Youth Club of your town. Write a letter to the Collector of your district requesting him to attend the Anniversary of the Club, as Chief Guest.
- vii) You are working as a Junior Scientist in a Public Sector undertaking (like IDPL, ECIL, HAL, BHEL). Your younger sisters marriage has been fixed and you need a week's leave. Write a leave letter to the officer immediately superior to you.