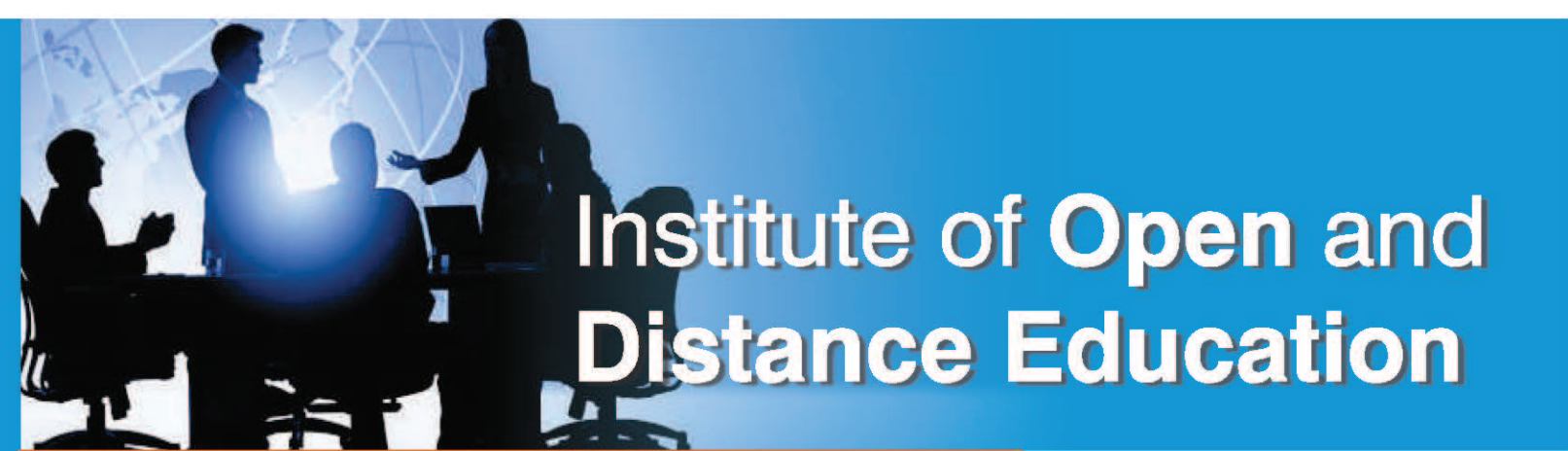




English Language and Indian Culture



Institute of Open and Distance Education

Faculty of Management

English Language and Indian Culture



2BBA1



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Chhattisgarh, Bilaspur

A STATUTORY UNIVERSITY UNDER SECTION 2(F) OF THE UGC ACT

2BBA1

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UNIT-1

TREE

TINNA MORRIES

1.1 Aims and Objective

1.2 Introduction

1.3 Biography of Tinna Morries

1.4 Themes of Night of the Scorpion

1.5 Character Analysis of Scorpion

1.6 Critical appreciation of Scorpion

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1.8 Glossary

1.9 Questions for Discussion

1.10 References and Suggested readings.

1.1 AIMS AND OBJECTIVES

The primary aim of this unit is to explore the multifaceted significance of *Tree* by Tinna Morries. We seek to provide an in-depth understanding of the novel's themes, characters, and its overall impact. The objectives are:

- To analyze the themes portrayed in the SLM and their relevance to contemporary issues.
- To evaluate the character of Tree and other central figures to understand their roles in the narrative.
- To offer a critical appreciation of the work, highlighting Morries' literary style and contribution to the genre.

1.2 INTRODUCTION

Tree by Tinna Morries is a symbolic and richly layered novel that delves into the themes of growth, resilience, and interconnectedness with nature. The story revolves around the central character, a tree, that becomes a metaphor for life, survival, and strength in the face of challenges. The novel highlights the connection between nature and humanity, emphasizing the importance of understanding and protecting the environment. Morries weaves a tale that reflects on personal growth, rootedness, and the need for balance in an increasingly disconnected world.

1.3 BIOGRAPHY OF TINNA MORRIES

Tinna Morries, an emerging voice in contemporary literature, is known for her deeply philosophical and environmentally conscious narratives. Born and raised in a small rural town, Morries grew up surrounded by nature, which greatly influenced her writing. With a background in environmental studies, she uses her literary work to advocate for ecological awareness and to explore the complex relationship between humans and nature. Her first book, *Tree*, has been celebrated for its unique perspective on life and its poignant reflection on environmental sustainability. Morries' writing style is often noted for its poetic prose and symbolic undertones.

1.4 THEMES OF TREE

The novel *Tree* is rich with themes that resonate on multiple levels:

- **Growth and Transformation:** The tree symbolizes personal and environmental growth. Throughout the novel, the protagonist faces numerous challenges, reflecting the human journey of development and adaptation.
- **Resilience:** A key theme is the resilience of nature and humans alike. The tree, battered by storms and seasons, stands as a metaphor for strength in adversity.
- **Interconnectedness:** The narrative illustrates the interconnectedness between all living things, emphasizing how the tree's survival depends on its relationship with the elements, animals, and humans.

- **Environmental Awareness:** Morries highlights the importance of protecting the environment, raising questions about human responsibility toward nature.

1.5 CHARACTER ANALYSIS OF TREE

The tree, while inanimate, is anthropomorphized in the novel to represent a living being with thoughts, emotions, and a journey of its own. Through vivid imagery, Morries brings the tree to life, making it the central character of the novel:

- **The Tree as a Symbol of Life:** The tree represents a nurturing force, growing and adapting to its surroundings. It embodies wisdom and timelessness, standing tall as it watches the world around it evolve.
- **Personification of Struggle and Resilience:** The tree faces challenges like harsh weather and human intervention, symbolizing endurance through difficult times. Its roots dig deeper into the earth, metaphorically representing perseverance and inner strength.
- **The Tree's Relationships:** The tree forms connections with animals, humans, and its environment, highlighting themes of symbiosis and mutual dependence. Its interactions reflect the novel's focus on coexistence.

1.6 CRITICAL APPRECIATION OF TREE

Tinna Morries' *Tree* is an exquisite work of fiction that transcends traditional storytelling. The novel's symbolic depth makes it a unique and thought-provoking read. Morries' writing is elegant and vivid, creating imagery that is both serene and powerful. Her use of the tree as a central character allows for a fresh narrative approach, drawing readers into the life and experiences of an otherwise silent entity. The novel's structure is deliberate, each UNIT offering insights into the stages of life, much like the seasons of the tree. Morries seamlessly blends environmentalism with philosophical reflections, making *Tree* not just a story, but a meditation on existence and nature's enduring strength.

1.7 LET US SUM UP

In this UNIT, we explored *Tree* by Tinna Morries, focusing on the novel's themes, character analysis, and critical appreciation. The tree, as the protagonist, stands as a symbol of life, growth, resilience, and interconnectedness. Through personification, Morries brings out the silent voice of nature, raising awareness of environmental issues and human responsibility toward the natural world. By analyzing the themes, characters, and narrative techniques, we can appreciate *Tree* as an eco-literary masterpiece, intertwining personal and ecological narratives.

1.8 UNIT END ACTIVITY

Activity: Reflect on the significance of the tree in your own life or environment. Write a short essay on how trees in your surroundings play a role in shaping your thoughts, experiences, or values. Consider how the themes of growth, resilience, and interconnectedness in *Tree* are reflected in the natural world around you.

1.9 GLOSSARY

- **Anthropomorphize:** To attribute human characteristics or behavior to an object, animal, or natural element.
- **Resilience:** The capacity to recover quickly from difficulties; toughness.
- **Interconnectedness:** The state of being connected with each other, forming a system where all parts affect one another.
- **Symbiosis:** A mutually beneficial relationship between different people or groups.
- **Environmentalism:** Concern for and action aimed at protecting the environment.

1.10 QUESTIONS FOR DISCUSSION

1. How does Tinna Morries use the tree as a metaphor for life and personal growth in the novel?
2. In what ways does the novel address environmental issues and raise awareness about human responsibility toward nature?
3. What role does the concept of resilience play in the novel, and how does it relate to both the tree and human characters?

4. How does Morries' background in environmental studies influence her storytelling in *Tree*?
5. Discuss the relationship between nature and humanity as portrayed in *Tree*. How does Morries use the interconnectedness theme to highlight the importance of balance in life?

1.11 REFERENCES AND SUGGESTED READINGS

References:

- Morries, T. (2023). *Tree*. EcoPress Publishers.
- Glotfelty, C., & Fromm, H. (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press.
- Morton, T. (2010). *The Ecological Thought*. Harvard University Press.
- Plumwood, V. (2002). *Environmental Culture: The Ecological Crisis of Reason*. Routledge.
- **1.12 Suggested Readings:**
 - Buell, L. (1995). *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Harvard University Press.
 - Heise, U. K. (2008). *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. Oxford University Press.
 - Snyder, G. (1990). *The Practice of the Wild*. North Point Press.
 - Carson, R. (1962). *Silent Spring*. Houghton Mifflin.

UNIT 2

NIGHT OF THE SCORPION

TINNA MORRIES

- 2.1. Aims and Objective**
- 2.2. Introduction**
- 2.3. Biography of Tinna Morries**
- 2.4. Themes of Night of the Scorpion**
- 2.5. Character Analysis of Scorpion**
- 2.6. Critical appreciation of Scorpion**
- 2.7. Let us Sum up**
- 2.8. Unit End Activity**
- 2.9. Glossary**
- 2.10. Questions for Discussion**
- 2.11. References and Suggested readings**

2.1 AIMS AND OBJECTIVES

The aim of this unit is to provide a detailed analysis of *Night of the Scorpion* by Tinna Morries, focusing on the themes, characters, and literary style. The objectives are:

- To explore the thematic depth and significance of the poem/story *Night of the Scorpion*.
- To analyze the character of the scorpion as a symbolic figure.
- To critically appreciate Morries' style, tone, and use of symbolism in the narrative.

2.2 INTRODUCTION

Night of the Scorpion is a powerful narrative that reflects the emotional and cultural responses to a scorpion sting in a rural community. Tinna Morries explores themes of superstition, fear, and maternal love through the reactions of the characters to the event. The story/poem touches upon traditional beliefs, showing the clash between rational thought and ancient customs in times of crisis. Morries crafts a vivid, tension-filled atmosphere that draws readers into the emotional core of the situation, focusing on the mother's suffering and the collective effort to save her.

2.3 BIOGRAPHY OF TINNA MORRIES

Tinna Morries is a contemporary author whose works often delve into the emotional complexities of human relationships and societal norms. Growing up in a culturally rich environment, Morries developed a deep understanding of the interplay between tradition and modernity, which is often reflected in her writing. Her ability to weave intricate narratives with profound thematic messages has earned her critical acclaim. *Night of the Scorpion* is one of her notable works that showcases her skill in blending simple storytelling with intense emotional and thematic undertones.

2.4 THEMES OF NIGHT OF THE SCORPION

The poem/story *Night of the Scorpion* is rich in themes, offering deep reflections on human nature and societal beliefs:

- **Superstition vs. Rationality:** One of the central themes is the contrast between traditional beliefs and rational thinking. The rural community's immediate reaction is steeped in superstition, with rituals and prayers dominating their response to the mother's sting.

- **Fear and Helplessness:** The scorpion represents the unknown and uncontrollable forces of nature. The characters' fear of the scorpion and its sting symbolizes human vulnerability.
- **Maternal Love:** The mother's quiet endurance and concern for her children, even while in pain, underscores the theme of maternal love. Her strength and sacrifice become a focal point of the narrative.
- **Community and Collective Action:** The villagers' collective effort to save the mother shows the strength of community bonds in times of crisis, though their methods are rooted in superstition.

2.5 CHARACTER ANALYSIS OF THE SCORPION

In *Night of the Scorpion*, the scorpion is a symbolic figure rather than a traditional character. Its presence drives the entire plot and influences the characters' actions and beliefs:

- **The Scorpion as a Symbol of Danger:** The scorpion's sting represents an unpredictable and dangerous force that triggers fear and panic. It symbolizes the uncontrollable aspects of life that disrupt human order.
- **The Scorpion and Superstition:** The villagers view the scorpion as a creature connected to evil or supernatural forces. Their efforts to cure the mother include chants and rituals, reflecting the scorpion's association with ancient beliefs and fears.
- **The Scorpion's Dual Role:** While the scorpion initially brings harm, it also acts as a catalyst for revealing the characters' true emotions, especially the mother's love for her children, as her suffering highlights her strength.

2.6 CRITICAL APPRECIATION OF NIGHT OF THE SCORPION

Tinna Morries' *Night of the Scorpion* is a remarkable piece that vividly portrays the tension between superstition and rationality, fear and courage. The narrative is simple yet powerful, offering readers a window into rural life and the emotional depth of human relationships. Morries' use of the scorpion as a symbol for both danger and emotional revelation adds layers of meaning to the story.

The author's ability to evoke strong emotions through minimalistic dialogue and action is impressive. She captures the helplessness of the family and the community, while subtly criticizing the reliance on superstition over reason. The mother's endurance and quiet suffering provide a poignant contrast to the villagers' frantic attempts to save her, ultimately highlighting her inner strength.

2.7 LET US SUM UP

In this UNIT, we analyzed Tinna Morries' *Night of the Scorpion*, focusing on its major themes, character analysis, and critical appreciation. The narrative highlights the tension between superstition and rationality, the fear of the unknown represented by the scorpion, and the power of maternal love. The scorpion serves as a catalyst for exploring deeper emotions and beliefs in the community. Morries masterfully presents a story that reflects human vulnerability while subtly critiquing reliance on superstition.

2.8 UNIT END ACTIVITY

Activity: Reflect on a time when fear or superstition played a role in your or someone else's decision-making process. Write a short essay comparing your experience with the themes presented in *Night of the Scorpion*. Discuss how different cultural beliefs influenced the outcome.

2.9 GLOSSARY

- **Superstition:** A belief or practice resulting from ignorance, fear of the unknown, or trust in magic or chance.
- **Rationality:** The quality of being based on or in accordance with reason or logic.
- **Symbolism:** The use of symbols to represent ideas or qualities.
- **Maternal Love:** The unconditional love a mother has for her children, often marked by sacrifice and care.
- **Collective Action:** Efforts taken by a group of people to achieve a common objective, particularly in times of crisis.

2.10 QUESTIONS FOR DISCUSSION

1. How does Tinna Morries contrast superstition and rationality in *Night of the Scorpion*?
2. In what ways does the scorpion serve as a symbol in the narrative?
3. Discuss the portrayal of maternal love in the story. How does the mother's character stand out?
4. What role does the community play in the story, and how does it affect the unfolding of the events?
5. How does Morries' depiction of the villagers reflect broader social and cultural attitudes toward fear and the unknown?

2.11 REFERENCES AND SUGGESTED READINGS

References:

- Morries, T. (2023). *Night of the Scorpion*. EcoPress Publishers.
- Nayar, P. K. (2010). *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson India.
- Glotfelty, C., & Fromm, H. (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press.

Suggested Readings:

- Heaney, S. (2018). *The Spirit Level: Poems*. Farrar, Straus, and Giroux. (For themes of rural life and nature in literature)
- Plumwood, V. (2019). *Environmental Culture: The Ecological Crisis of Reason*. Routledge. (For deeper insights into the clash of traditional beliefs and modernity)
- Ramanujan, A. K. (2009). *Collected Poems of A. K. Ramanujan*. Oxford University Press. (For cultural and traditional themes in Indian poetry)

UNIT 3

RAMANUJAM

C.P. SNOW

- 3.1. Aims and Objective
- 3.2. Introduction
- 3.3. Biography of C.P. Snow
- 3.4. Themes of Ramanujam
- 3.5. Character Analysis of Ramanujam
- 3.6. Critical appreciation of Ramanujam
- 3.7. Let us Sum up
- 3.8. Unit End Activity
- 3.9. Glossary
- 3.10. Questions for Discussion
- 3.11. References and Suggested readings.

3.1 AIMS AND OBJECTIVES

The aim of this unit is to explore C.P. Snow's portrayal of the mathematical genius Srinivasa Ramanujam, with a focus on the themes, character analysis, and literary merit of his work. The objectives are:

- To investigate the major themes presented in *Ramanujam* by C.P. Snow.

- To analyze the character of Srinivasa Ramanujam and his intellectual journey.
- To provide a critical appreciation of C.P. Snow's narrative style and the cultural and intellectual challenges faced by Ramanujam.

3.2 INTRODUCTION

C.P. Snow's work on Srinivasa Ramanujam reflects the struggles and triumphs of one of the most extraordinary minds of the 20th century. Ramanujam, a self-taught mathematician from India, made remarkable contributions to mathematical theory despite his lack of formal education and the challenges of working far from his homeland. Snow's writing delves into the cultural, emotional, and intellectual obstacles that Ramanujam faced as he navigated the academic world in England, shedding light on his brilliance as well as the isolation he experienced. This unit will explore the life of Ramanujam, as seen through Snow's lens, and examine how his genius was both a gift and a source of inner turmoil.

3.3 BIOGRAPHY OF C.P. SNOW

C.P. Snow (1905–1980) was a British novelist, physicist, and public intellectual, best known for his work *The Two Cultures*, which highlighted the divide between the sciences and humanities. Snow's career in both fields allowed him to write with a unique perspective, combining his scientific knowledge with his literary craft. His works often explored the lives of scientists, their personal conflicts, and the societal challenges they faced. Snow's deep understanding of intellectual isolation and ambition shines through in his portrayal of figures like Ramanujam, where he emphasizes the human struggles behind scientific achievement.

3.4 THEMES OF RAMANUJAM

- **Intellectual Brilliance vs. Societal Isolation:** One of the central themes in Snow's portrayal of Ramanujam is the contrast between his intellectual brilliance and the isolation he faces in the academic and social spheres. Despite his extraordinary abilities, Ramanujam struggles with loneliness and a sense of alienation in a foreign environment.
- **Cultural Displacement:** Ramanujam's journey from India to England highlights the cultural challenges he faced. The clash between his Indian heritage and the rigid

academic system of Cambridge reflects the difficulties immigrants often face when trying to integrate into new cultures, particularly within elite institutions.

- **Perseverance in the Face of Adversity:** Snow emphasizes Ramanujam's determination and resilience. Despite numerous health issues, racial prejudice, and academic skepticism, Ramanujam continued to push the boundaries of mathematical theory, driven by an unwavering belief in his work.
- **The Cost of Genius:** The narrative explores the personal sacrifices Ramanujam made for his work. His relentless pursuit of mathematical discovery comes at the cost of his health, personal relationships, and emotional well-being.

3.5 CHARACTER ANALYSIS OF SRINIVASA RAMANUJAM

- **Ramanujam as a Mathematician:** Snow portrays Ramanujam as a mathematical prodigy with a natural ability to grasp complex theories and formulate innovative concepts, often working intuitively rather than through conventional methods. His genius sets him apart from his peers and professors at Cambridge, but it also isolates him, as his unconventional methods are met with skepticism.
- **Ramanujam as a Cultural Outsider:** As an Indian mathematician in early 20th-century England, Ramanujam is portrayed as a cultural outsider, struggling to navigate a world vastly different from his own. Snow emphasizes the loneliness and cultural displacement he experiences, highlighting his difficulty in adjusting to British life and academic customs.
- **Ramanujam's Inner Strength:** Despite his physical ailments and the emotional toll of living away from his homeland, Ramanujam displays remarkable inner strength and dedication to his work. Snow paints him as a man driven by passion and purpose, who never loses sight of his mathematical calling, even in the face of personal and professional adversity.

3.6 CRITICAL APPRECIATION OF RAMANUJAM

C.P. Snow's portrayal of Ramanujam is a deeply empathetic and nuanced account of a brilliant mind navigating complex challenges in an unfamiliar world. Snow's narrative is not just a celebration of Ramanujam's mathematical achievements but also a sensitive exploration of the personal costs associated with genius. His focus on Ramanujam's intellectual isolation and

cultural displacement adds a layer of human complexity to the character, making him more relatable and inspiring.

Snow's writing highlights the tension between genius and societal expectations, particularly in an academic environment where conventional methods are valued over intuition and creativity. His portrayal of Ramanujam's perseverance in the face of skepticism and illness underscores the determination that often accompanies intellectual breakthroughs, but also raises questions about the support systems in place for exceptional individuals.

3.7 LET US SUM UP

In this UNIT, we explored the life and intellectual journey of Srinivasa Ramanujam, as portrayed by C.P. Snow. We examined major themes such as the tension between intellectual brilliance and societal isolation, the cultural displacement Ramanujam faced in England, and the perseverance required to overcome adversity. Through a deep analysis of Ramanujam's character, we highlighted how his mathematical genius was both a gift and a source of personal struggle. Snow's sensitive portrayal allows readers to appreciate not only Ramanujam's contributions to mathematics but also the emotional and cultural challenges he faced in his life.

3.8 UNIT END ACTIVITY

Activity:

- Write a short essay on how cultural displacement can impact an individual's professional and personal life, using Ramanujam's experiences as presented by C.P. Snow.
- Reflect on a situation where perseverance in the face of adversity led to success, either in your personal experience or someone you admire.

3.9 GLOSSARY

- **Genius:** Exceptional intellectual or creative power or other natural ability.
- **Intellectual Isolation:** The sense of separation or alienation experienced by individuals with extraordinary intellectual abilities in social or academic settings.

- **Cultural Displacement:** The feeling of being out of place in a foreign culture due to differences in traditions, language, and social norms.
- **Perseverance:** Continued effort to achieve something despite difficulties, failure, or opposition.
- **Conventional Methods:** Established practices or techniques commonly accepted within a particular field.

3.10 QUESTIONS FOR DISCUSSION

1. How does C.P. Snow explore the theme of intellectual isolation in his portrayal of Ramanujam?
2. In what ways does cultural displacement affect Ramanujam's personal and professional life in England?
3. Discuss the character of Ramanujam as a mathematician and a cultural outsider. How do these two aspects of his identity interact in the story?
4. How does Snow highlight the emotional cost of being a genius? Do you think Ramanujam's dedication to his work was worth the personal sacrifices he made?
5. What lessons can modern-day academics or professionals draw from Ramanujam's perseverance and challenges?

3.11 REFERENCES AND SUGGESTED READINGS

References:

- Snow, C.P. (1959). *The Two Cultures and the Scientific Revolution*. Cambridge University Press.
- Kanigel, R. (1991). *The Man Who Knew Infinity: A Life of the Genius Ramanujan*. Washington Square Press.
- Hardy, G. H. (1940). *A Mathematician's Apology*. Cambridge University Press.

Suggested Readings:

- Narlikar, J. (1992). *Scientific Edge: The Indian Scientist from Vedic to Modern Times*. Penguin Books.

- Berndt, B. C., & Rankin, R. A. (1995). *Ramanujan: Letters and Commentary*. American Mathematical Society.
- Devlin, K. (2003). *The Millennium Problems: The Seven Greatest Unsolved Mathematical Puzzles of Our Time*. Basic Books.

THE POWER OF WE

NOTES

Rosenblatt, a widely published journalist and essayist for *Time* and *The News Hour* with Jim Lehrer, is better known for his thoughtful, often poignant, full-length essays.

Your eyes are opened by a couple of perfect mugs of coffee made automatically by your perfect coffee maker. You work out in your home gym in pursuit of the perfect body. You order some pills online in pursuit of perfect health (though if truth be told, you've been feeling under the weather lately) and perfect sex. On the way to work, everyone jabbers on cell phones in pursuit of perfect reception, as do you. You spend ten hours at your terminal in your closed-off office in perfect isolation, where you pay bills and make other financial transactions perfectly without needing a bank teller, and send e-mails to those with whom you maintain perfect friendships, though you haven't seen one another in years. In fact, no one has actually spoken to you all day (though for some reason you feel more stress than ever).

Returning home, you plug your iPod into your radio and play a perfect selection of songs chosen solely by you; operate the TV by remote, on which you order up the perfect movie for you; and use your cordless phone to call for the perfect pizza for you (sausage and onion, for the third time this week). Online again, you order more pills for the perfect night's sleep.

With luck, you will still have time to plan a customized funeral, and to drop dead without having made contact with another human being. The perfect cremation is optional.

All of which is why, had I the choice, I would prefer to have lived in the 18th century rather than the 21st, in part because Donald Trump would not have been born yet, but in larger part because the 18th century bore a deep and informed distrust not only of perfectibility but individual freedom. Of course, the actuarial tables were shorter, but for what time was available, one would have lived more sensibly and in greater harmony with one's fellow mortals.

What is especially interesting about the 18th century is that with all its efforts at human moderation (reason over passion), it was also the great and glorious time of political revolutions, notably our own. Thinkers of the 18th-century Enlightenment did not see the free individual and the stable community as an impossible marriage. Instead, they asked a question that applies to us right now: What is the connection between the individual getting what he or she wants, and the community getting what it needs? Or to put it in terms of our modern, isolated, perfection-seeking hero: How does one live freely and comfortably in the world, and at the same time live in the world?

One answer is simply to rid ourselves of the siren notion of perfectibility—a leftover from 19th-century Romantic claptrap, and a nutty foundation on which to build anything composed of normally imperfect beings. The other answer requires more concentrated effort. With all the bright new science and technologies that make our lives so dreamy, we have misplaced the standard of basic social usefulness. That is what the idea of community means, really—usefulness to others. Without the idea of the individual serving a wider world, we become the movies *Zoolander*, the self-absorbed male model played by Ben Stiller, strutting up and down a fashion show runway, and looking like a perfect jerk.

The odd thing is that the idea of serving one another usefully has never been removed from the American state of mind, no matter how vain or Sybaritic we appear, and it is not all that far away now. Our 18th-century founders understood that people are easily swept

up by self-interest, that left to our own devices (minds as well as iPods), we are not to be trusted. We will always favor the individual over the group; it is in our human nature. We readily acknowledge the usefulness of community, yet the gizmos we create only serve individual comfort and separated lives.

The driving force behind this strange new world we've made for ourselves is the desire to eliminate intermediaries. Entertainment, news and health are now routinely acquired without the mediation of authoritative sources. Religion too. Evangelical churches have grown because worshipers may make contact with God directly, circumventing the middlemen of tradition or an official clergy. Yet, the appeal of community is that it never required intermediaries. If you want to assemble to help the poor or sick, clean up the neighborhood, volunteer in a literacy program, no one is getting in your way.

It would follow that community would be a natural consequence of modern impulses. But we are what we are, and what we are too often refuses to make use of the most generous and useful of our common characteristics: simple courtesies and kindnesses, an aristocracy of spirit that recognizes the pain of others as one's own.

Every previous world was high-tech to its inhabitants, and every generation requires the same exercise of human choices. Walk down the street with a cell phone clamped to your ear, or listen instead for the deeper sounds (are they cries?) of those around you. Can you hear me now?

During the Civil War, the U.S. Patent Office in Washington doubled as a hospital for Union soldiers. There the wounded lay among models of bright new inventions—inventions even brighter to them than are ours to us. Those who had created the sudden hospital had not intended the irony of the juxtaposed forces, but it was blatant, nonetheless: the most creative products of the human mind side by side with

the most destructive. They were that close, but they could not and would not make use of one another. Perfect.

Summary

In this article the writer has used ironical tone to tell us about the ways and means of people adopt to make their life perfect, inspite of all this they get is an Isolated life bereft of all human emotional contact. The author's opinion is that however high-tech our lives have become we are leading a isolated life. It has cut us all from others. We are running after individual freedom & perfectibility. But still none of us is perfect. We have created tools & gadgets for our comfort & individual life. We have no use of intermediaries choice. He says people in 18th the century lived in greater harmony with each others. Therefore he would like to live in the 18th century. According to him we have forgotten that we will always need each other. Technology will never be able to replace the soothing touch of love. he is uses when he says that "let us see what a perfect day looks like"? Your perfect coffee maker makes tea for you. You work out in your gym as you long for a perfect body. You order some pills on line in a pursuit of perfect health. We all chatter on phone s in pursuit of perfect reception. You spend ten hours transacting business at your PC terminal in your closed –off office in perfect isolation. You send email to your friends whom you have not met for years. You have not talked to any one the whole day. Again at home you listen to music or order a perfect movie on TV. You order food for yourself. Infact all day long you have not spoken to anybody. He thinks people in the 18 centaury lived in harmony, they valued & needed each other The people had a distrust for perfectibility but also for individual freedom. He says the interesting thing about 18th centaury is that though it emphasized human balance & moderation, it was great time of political revolution. The idea of free & stable community went hand in hand. The thinkers asked how the need for freedom could be reconciled with the society's need

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for the stable society. This question is also relevant to the high-tech time. The author favors the community to a individual. he further says let us get rid of the false notion /idea of perfectibility. The fact is society is composed of imperfect people, let it be so. Let us love & be useful to each other. The individual must serve the community because no community can be their without love. For the 'modern mind this idea has not eloped completely. Let him favor the individual over the community but inspite of all he should understand the value & importance of community. We prefer to do health, entertainment, news & social service without intermediaries. However modern impulses lead to what we are. During the civil war in America, the Patent office where the most creative products of human mind lay side by side with the most destructive. But the fact remained that they could not and did not make use of each other. That is our perfect world.

Glossary

Actuarial table	- In actuarial science and demography, a life table (also called amortality table or actuarial table) is a table which shows, for each age, what the probability is that a person of that age will die before his or her next birthday ("probability of death").
Actuary	- a person who compiles and analyses statistics and uses them to calculate insurance risks and premiums.
Amp	- An electronic gadget for increasing the current or voltage.
Authoritative	- able to be trusted as being accurate or true; reliable.
Behold	- see or observe (someone or something, especially of remarkable or impressive nature).
Blatant	- (of bad behavior) done openly and unashamedly.
Circumventing	- find a way around (an obstacle).
Clamped	- fasten (something) in place with a clamp
Claptrap	- absurd or nonsensical talk or ideas
Cremation	- Cremation is the combustion, vaporization and oxidation of dead bodies to basic chemical compounds, such as gases, ashes and mineral fragments retaining the appearance of dry bon Informed intermediaries Informed intermediaries
Isolation	- the process or fact of isolating or being isolated.
Customatised	- modify (something) to suit a particular individual or task
Distrust	- the feeling that someone or something cannot be relied upon.
Eliminate	- completely remove or get rid of (something).
Enlightenment	- the action of enlightening or the state of being enlightened
Financial	- relating to finance.
Funeral	- a ceremony or service held shortly after a person's death, usually including the person's burial or cremation.
Generous	- showing a readiness to give more of something, especially money, than is strictly necessary or expected.
Gizmos	- a gadget, especially one whose name the speaker does not know or cannot recall.
Harmony	- the combination of simultaneously sounded musical notes to produce a pleasing effect.
Impulse	- a sudden strong and unreflective urge or desire to act.
Jabbers	- talk in a rapid, excited, and often incomprehensible way.

Jerks	- a quick, sharp, sudden movement.
Juxtaposed	- place or deal with close together for contrasting effect.
Moderation	- the avoidance of excess or extremes, especially in one's behavior or political opinions
Mortal	- (of a living human being, often in contrast to a divine being) subject to death.
Nonetheless	- in spite of that; nevertheless.
Notion	- a conception of or belief about something.
Nutty	- queer ,eccentric
Odd	- different to what is usual or expected; strange.
Passion	- strong and barely controllable emotion.
Pursuit	- the action of pursuing someone or something.
Siren	- a device that makes a loud prolonged signal or warning sound. "ambulance sirens"
Solely	- not involving anyone or anything else; only.
Sybaritic	- fond of sensuous luxury or pleasure; self-indulgent
Transactions	- an instance of buying or selling something.
Vain	- having or showing an excessively high opinion of one's appearance, abilities, or worth
Wounded	- inflict a wound or injury

NOTES**Questions****Q1. Answer the following questions in short**

1. What picture does the writer portray of modern perfect day?
2. How does the modern man maintain his relations?
3. What things modern man wants to do without intermediaries?
4. According to the writer why we should get rid of false idea of perfectibility ?
5. What is the driving force behind the strange new world ?
6. What is our human nature?
7. What wonders can gizmos do ?

Q2. Answer the following questions in detail.

1. Would prefer to .Describe the typical day of a modern man according to the writer?
2. Why does the author says that he would prefer to live in 18 th century ?
3. How we have misplaced the standard of basic social usefulness?
4. Does the author favour community to individual ?
5. In what pursuit is the modern human is today ?

Q3. Choose the correct answer

- 1.The author has written
a. 12 books b. 23 books c. 14 books

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2. Roger Rosenblatt is a
 - a. Journalist
 - b. Novelist
 - c. Play writer
 - d. All of the above
3. Our life has become very
 - a. Boring
 - b. High-tech
 - c. Busy
 - d. None of these
4. What do you understand by 'The Power of We'
 - a. Modern society
 - b. Collective social strength
 - c. Gadget friendly society
 - d. Urban-rural divided
5. What is the focus of the essay
 - a. Human touch
 - b. Scientific advancement
 - c. More education
 - d. Political consciousness
6. Author's tone is
 - a. Ironical
 - b. Sympathetic
 - c. Aggressive
 - d. Offensive

Vocabulary

Q4. Form negative words by adding suitable prefixes

place, possible, kind, perfect, stable, interesting, natural, reasonable

Q5. Use the following words in meaningful sentences

Revolution, harmony, jerk, blatant, distrust, funeral, isolation, impulses
Natty, passion, community, eliminate, violation

Q6. Give one synonym & antonyms of the given words

Enormous, Routine, passion, generous, brilliant, romantic, dazzling

Q7. Make adjectives from the following noun

Office, tradition, nation, option

Q8. Make noun from the following adjectives

Political, criminal, spiritual, methodical

* * *

WHAT IS SCIENCE?

George Orwell

In last week's Tribune, there was an interesting letter from Mr. J. Stewart Cook, in which he suggested that the best way of avoiding the danger of a 'scientific hierarchy' would be to see to it that every member of the general public was, as far as possible, scientifically educated. At the same time, scientists should be brought out of their isolation and encouraged to take a greater part in politics and administration.

As a general statement, I think most of us would agree with this, but I notice that, as usual, Mr. Cook does not define science, and merely implies in passing that it means certain exact sciences whose experiments can be made under laboratory conditions. Thus, adult education tends 'to neglect scientific studies in favor of literary, economic and social subjects', economics and sociology not being regarded as branches of science. Apparently. This point is of great importance. For the word science is at present used in at least two meanings, and the whole question of scientific education is obscured by the current tendency to dodge from one meaning to the other.

Science is generally taken as meaning either (a) the exact sciences, such as chemistry, physics, etc., or (b) a method of thought which obtains verifiable results by reasoning logically from observed fact.

If you ask any scientist, or indeed almost any educated person, 'What is science?' you are likely to get an answer approximating to (b). In everyday life, however, both in speaking and in writing, when people say 'science' they mean (a). Science means something that happens in a laboratory: the very word calls up a picture of graphs, test-tubes, balances, Bunsen burners, microscopes. A biologist, and astronomer, perhaps a psychologist or a mathematician is described as a 'man of science': no one would think of applying this term to a statesman, a poet, a journalist or even a philosopher. And those who tell us that the young must be scientifically educated mean, almost invariably, that they should be taught more about radioactivity, or the stars, or the physiology or their own bodies, rather than that they should be taught to think more exactly.

This confusion of meaning, which is partly deliberate, has in it a great danger. Implied in the demand for more scientific education is the claim that if one has been scientifically trained one's approach to all subjects will be more intelligent than if one had had no such training. A scientist's political opinions, it is assumed, his opinions on sociological questions, on morals, on philosophy, perhaps even on the arts, will be more valuable than those of a layman. The world, in other words, would be a better place if the scientists were in control of it. But a 'scientist', as we have just seen, means in practice a specialist in one of the exact sciences. It follows that a chemist or a physicist, as such, is politically more intelligent than a poet or a lawyer, as such. And, in fact, there are already millions of people who do believe this.

But is it really true that a 'scientist', in this narrower sense, is any likelier than other people to approach non-scientific problems in an objective way? There is not much reason for thinking so. Take one simple test - the ability to withstand nationalism. It is often loosely said that 'Science is international', but in practice the scientific workers of all countries line up behind their own governments with fewer scruples than are felt by the writers and the artists. The German scientific community, as a whole, made no resistance to Hitler. Hitler may have ruined the long-term prospects of German science, but there were still plenty of gifted men to do the necessary research on such things as synthetic oil, jet planes, rocket projectiles and the atomic bomb. Without them the German war machine could never have been built up.

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On the other hand, what happened to German literature when the Nazis came to power? I believe no exhaustive lists have been published, but I imagine that the number of German scientists - Jews apart - who voluntarily exiled themselves or were persecuted by the regime was much smaller than the number of writers and journalists. More sinister than this, a number of German scientists swallowed the monstrosity of 'racial science'. You can find some of the statements to which they set their names in Professor Brady's *The Spirit and Structure of German Fascism*.

But, in slightly different forms, it is the same picture everywhere. In England, a large proportion of our leading scientists accept the structure of capitalist society, as can be seen from the comparative freedom with which they are given knighthoods, baronetcies and even peerages. Since Tennyson, no English writer worth reading - one might, perhaps, make an exception of Sir Max Beerbohm - has been given a title. And those English scientists who do not simply accept the status quo are frequently Communists, which means that, however intellectually scrupulous they may be in their own line of work, they are ready to be uncritical and even dishonest on certain subjects. The fact is that a mere training in one or more of the exact sciences, even combined with very high gifts, is no guarantee of a humane or sceptical outlook. The physicists of half a dozen great nations, all feverishly and secretly working away at the atomic bomb, are a demonstration of this.

But does all this mean that the general public should not be more scientifically educated? On the contrary! All it means is that scientific education for the masses will do little good, and probably a lot of harm, if it simply boils down to more physics, more chemistry, more biology, etc., to the detriment of literature and history. Its probable effect on the average human being would be to narrow the range of his thoughts and make him more than ever contemptuous of such knowledge as he did not possess: and his political reactions would probably be somewhat less intelligent than those of an illiterate peasant who retained a few historical memories and a fairly sound aesthetic sense.

Clearly, scientific education ought to mean the implanting of a rational, sceptical, experimental habit of mind. It ought to mean acquiring a method - a method that can be used on any problem that one meets - and not simply piling up a lot of facts. Put it in those words, and the apologist of scientific education will usually agree. Press him further, ask him to particularize, and somehow it always turns out that scientific education means more attention to the sciences, in other words - more facts. The idea that science means a way of looking at the world, and not simply a body of knowledge, is in practice strongly resisted. I think sheer professional jealousy is part of the reason for this. For if science is simply a method or an attitude, so that anyone whose thought-processes are sufficiently rational can in some sense be described as a scientist - what then becomes of the enormous prestige now enjoyed by the chemist, the physicist, etc. and his claim to be somehow wiser than the rest of us?

A hundred years ago, Charles Kingsley described science as 'making nasty smell in a laboratory'. A year or two ago a young industrial chemist informed me, smugly, that he 'could not see what was the use of poetry'. So the pendulum swings to and fro, but it does not seem to me that one attitude is any better than the other. At the moment, science is on the upgrade, and so we hear, quite rightly, the claim that the masses should be scientifically educated: we do not hear, as we ought, the counter-claim that the scientists themselves would benefit by a little education. Just before writing this, I saw in an American magazine the statement that a number of British and American physicists refused from the start to do research on the atomic bomb, well knowing what use would be made of it. Here you have a group of same men in the middle of a world of lunatics. And though no names were published, I think it would be a safe guess that all of them were people with some kind of general cultural background, some acquaintance with history or literature or the arts - in short, people whose interests were not, in the current sense of the word, purely scientific.

About the Author

George Orwell, (1903-1950) was an English author. He was known by his pen name Eric Arthur Blair. His work is marked by a profound consciousness of social injustice, an intense dislike of totalitarianism, and a passion for clarity in language. He wrote works in many different genres including fiction, polemics, journalism, memoir and critical essays. His most famous works are *Animal Farm* (1945) and *Nineteen Eighty-Four* (1949). *Animal Farm* was a satirical allegory of the Russian Revolution, particularly directed against Stalin's policies.

Nineteen Eighty-Four was a bitter protest against the nightmarish future and corruption of truth and free speech of the modern world. The present essay was contributed by Orwell to the *Tribune* in October 1945. The essay very logically deals with the definition of science which has to date not been established comprehensively since prehistoric times. In the essay Orwell debates the two sides or definition of science. He was against lessening down the significance and extent of science and making it the same with exact sciences like physics or chemistry. Literature and other humanistic disciplines have a distinct part to play in determining the human spirit, as man does not live by science alone.

Summary

George Orwell's "What is Science?" is addressed as a rebuttal to a statement by a "Mr. J. Stewart Cook". Cook believes that all people should be "scientifically educated" and scientist being "brought out of their isolation" to participate in politics and economics.

Orwell begins to agree with this statement, however he immediately goes into the main focus of his essay: "What defines science." Orwell points out that Cook does not define science, and that science in the public's mind is simply things like chemistry. He points out that this is not the case, and that science encompasses many subjects. No one looks at a poet and says "He is a scientist". Orwell continues to poke at what describes a scientist by prescribing a test: "withstanding nationalism". He states sciences are supposed to be international, and should not have borders. Yet we see scientists keeping to their governments. Orwell uses Nazi Germany as an example, showing how German scientists created and researched only for Germany. Orwell moves on to point out that a "scientific education" shouldn't sacrifice historical education and literacy. Furthermore, Orwell states that a "scientific education" should provide methods of solving problems, not just facts or single-minded thinking.

Orwell's thoughts on what a scientific education is and what science means is interesting. I have never thought what science meant, and his description of what the public believes.. A scientific education should mean that we should learn how to take on problems in a scientific manner. By "Scientific manner", I mean we need to learn how to be able to solve problems, not only know solid facts. An old proverb everyone knows, shortened, and goes like this: "...teach a man to fish, and he will eat for a lifetime".

If we teach people how to solve problems, how to think for themselves we would have a much more educated general public. That's not to say our general public isn't smart, but we hear stories of people doing things that goes against common sense.

Glossary

Apologist	: a person who offers an argument in defense of something
controversial	: giving rise or likely to give rise to controversy
disagreement	: lack of consensus or approval...

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Approximating	: come close or be similar to something in quality, nature, quantity
Acquaintance	: knowledge or experience of something.
Astronomer	: an expert in or student of astronomy.
Charles Kingsley	: historian and novelist.
Contemptuous	: showing contempt; scornful.
Economics & sociology	: is the study of the social cause and effect
Exact science	: science whose laws are capable of accurate quantitative expression.
Exile	: the state of being barred from one's native country
Hitler	: German politician who was the leader of the Nazi Party
Implied	: suggested but not directly expressed; implicit.
Jews	: people of a cultural community whose traditional religion is Judaism.
Knighthood	
baronetcies	: a hereditary title awarded by the British Crown.
Layman	: a non-ordained male member of a Church.
Logically	: describes something that comes from clear reasoning.
Masses	: a large but not a specific amount
Monstrosity	: a thing which is outrageously evil or wrong.
Morals	: standards of behavior; principles of right and wrong.
Particularize	: treat individually or in detail.
Pendulum	: a weight hung from a fixed point so that it can swing freely.
Persecuted	: subject (someone) to hostility and ill-treatment,
Proportion	: a part, share, or number considered in comparative relation to a whole
Sceptical	: not easily convinced; having doubts
Scrupulous	: (of a person or process) diligent, thorough,
Sinister	: giving the impression that something harmful or evil
Sr. Max Beerbohm	: was an English essayist, and caricaturist.
Statesman	: a skilled, experienced, and respected political leader or figure
Status quo	: the existing state of affairs, especially regarding social or political issue
Voluntarily	: of one's own free will.
Verifiable	: if it can be tested and proven
Withstand	: remain undamaged or unaffected by; resist.

Questions**Q1. Answer the following questions**

- What is "Science" according to George Orwell
- Everyone should become more scientifically literate .Why?
- What does scientifically educated mean?
- Although Orwell uses light satire and humor to highlight his points, the essay reveals critical flaws in society's psychology .Explain
- What would be one's approach to all things if he is scientifically Educated?

Q2. Answer the following questions in short

- A. Who is generally described as a man of science?
- B. Explain 'scientifically educated'?
- C. Do you agree that a scientist's opinion is more important than a layman's?
- D. Who were prosecuted by the Nazi regime?
- E. According to the writer who could have revived the long term prospects in Germany?
- F. What does George Orwell mean by scientific education?

NOTES**Q3. State if the statements given below are true or false.**

- a. The German scientific community as a whole made no resistance to Hitler.
- b. The idea that Science means a different way of looking at the world, and not simply a body of knowledge is generally strongly resisted.
- c. Doublethink means the power of holding two contradictory beliefs in one's mind simultaneously and accepting both of them.
- d. A group of British and American scientists, who refused to work on the atomic bomb project, did this due to moral concerns.
- e. Charles Kingsley described science as a "Making Nasty" smell in a Laboratory.
- f. A young industrial chemist told Orwell that "he thought poetry was useful."

Q4. Fill in the blanks with the option given

- a. ----- was a German politician who was the leader of Nazi party.
(1. Sir Eric Walter 2. Charles Kingsley 3. Hitler)
- b. More -----were persecuted than scientists in Nazi regime.
(1. Astronomer 2. Writers & journalists 3. scientists)
- c. An expert in or student of astronomy is a -----.
(1. Scientist 2. Lawer 3. Astronomer)
- d. The pen name of George Orwell is -----.
(1. Eric Arthur Blair 2. Eric Walter 3. Eric Ross Arthur 4. Eric Segal)
- e. ----- helped the Germans to build the war machines.
(1. The British 2. Writers & Journalists 3. Scientific Community)
- f. The world would be a better place if -----.
(1. All are scientifically educated 2. All are not scientifically educated)
- g. ----- is the study of the social cause and effect .
(1. Astronomy 2. Economics & Sociology 3. Exact science)

Q5. Wire the Antonyms & synonyms of the given words.

- 1. Deliberate 2. More 3. Moral 4. Intelligent 5. Educated 6. Attention 7. clear
- 8. Exile 9. Human 10. Harmful. 11. Sane 12. Safe 13. Long 14. Accept 15. Pure

Q6. Fill in the correct phrase

- 1. At the moment 2. Call up 3. Taken up 4. In other words 5. All it means
- 6. The fact is 7. it turns out 8. Boils down to 9. Likely to 10. Lot of 11. Look into

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- A. -----people did not like the script.
- B. I am very busy -----.
- C. Who----- the emergency meeting.
- D. Terrorism has become an global phenomenon -----a world problem.
- E. ----- is that I am not satisfied with your work .
- F. We don't have time to ----- this matter. This is too urgent.
- g. His speech ----- to a plea for more money.
- h. He had -----money in his account.
- I. What made you want to look up -----?
- j. He has ----- a new project from the same company.

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THREE QUESTIONS

(Adapted from Mahabharata)

Tr. C. Rajagopalachari

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Chakravarthi Rajagopalachari (10 December 1878 – 25 December 1972), informally called Rajaji or C.R., was an Indian lawyer, Indian independence activist, politician, writer, politician and leader of the Indian National Congress who served as the last Governor In 1951, Rajaji wrote an abridged retelling of the Mahabharata in English, In "Recalling His Greatness," G. Ramachandran states that even when Rajaji's politics may be forgotten, his literary greatness will be remembered by grateful generations for centuries to come

In 1954, Rajagopalachari was awarded the Bharat Ratna and won the Sahitya Akademi Prize for his Tamil version of the Ramayana, entitled Chakravarti Thirumagan .He died in1972.

This lesson has been adopted from the Mahabharata and translated by C. Rajagopalachari. This episode is found in the Aranya Parva of the epic, the Mahabharata. The sons of Pandu along with their wife Draupadi are nearing the end of their twelve-year exile in forests. They are due to begin the thirteenth and final year, which they are required to spend undiscovered. 'Three Questions' is adapted from the chapter 42 titled 'The Enchanted Pool' this is truly an interesting episode in the Preface of Mahabharata that tells an anecdote when Yudhishthira, the icon for Dharma, who is ultimately able to answer all the questions posed by Yaksha and defend his point of view on Dharma in a very apt, judicious and impartial manner. Yaksha is pleased and impressed with his knowledge of Dharma and brings to life all his dead brothers who had failed to respond to the curiosity of the Yaksha.

In ancient days, it was the practice of certain Brahmins to do homas and havanas as a part of their daily rituals and worship. One of the most essential tools needed in this practice is, of course, the device that can generate fire. This consists of two wooden pieces, a rod and a bow, the latter producing a churning action of the rod supported on a firm base of stone or wood. The churning action results in friction and heat at the support and any fibrous material at the base of the support catches fire, ready for use in a ritual.

SUMMARY

One day one such brahmin, came rushing to the Pandavas and begged for help. He had, it seems, hung the fire-drilling sticks(moratras) in a tree. A passing stag happened to stop and rub his body on the trunk of this tree and, in the process, the sticks got entangled in the articulated horns of the animal. The stag fled, struggling in vain to rid himself of this unwanted burden; and the more he shook his head, the more firmly did the fire-sticks get wedged in his antlers. The poor brahmin now wanted the Pandavas to pursue the fleeing animal and recover the sticks.

The Pandavas believed that it was the duty of kshatriyas(3) to provide any and all help and protection to those who practiced their dharma.(4) Therefore they proceeded forthwith fully armed in pursuit of the stag. While they soon caught sight of the stag, their attempts to stop the animal failed and more running and more huffing and puffing ended in the tiring of the party. Not only had the quest failed, they ended up hungry, thirsty, tired, angry and frustrated.

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The brothers sat down finally to rest under the cool shade of a large banyan tree and naturally began to fret over the outcome of this relatively simple, uncomplicated task. Greater battles with their cousins lay ahead of them and yet they had not been able to help a brahmin even in such simple circumstances. Yudhishtira instructed Nakula to climb a tree nearby to locate any sources of water in the vicinity so that they could quench their thirst. Nakula did so and informed Yudhishtira that there was indeed a cluster of trees not too far off and that he could hear the cries of water cranes. Yudhishtira suggested that Nakula go to the pond and fetch some water in a quiver.

Nakula, after walking a short distance, located a beautiful spot, a crystal clear lake, surrounded by trees, flowers and birds. Nakula was overjoyed. His first instinct was to enjoy a cool drink himself, as long as he was already there. So he descended to the waters edge and prepared to scoop up some refreshing water. As he was about to do so he heard a strong and clear voice of warning:

"Do not dare to touch that water, my dear child. You must first answer my questions. Nakula thought that he must be hearing things due to sheer fatigue and so he ignored the warning, drank the water and immediately fell dead.

When Nakula did not return within a reasonable time, Yudhishtira suggested that Sahadeva go and take a look at what was delaying him. Sahadeva arrived on the scene and was shocked to see Nakula lying as though asleep. Before doing anything, he thought he could quench his thirst. He heard the same warning, ignored it and, upon attempting to drink, also fell dead.

Now it was Arjuna's turn to determine what had happened. He proceeded with his Gandiva bow in his hand, suspecting some trouble. Upon arriving at the lake he was stunned to see his brothers lying as though dead. Again, he tried to quench his thirst and heard the same warning. But Arjuna did not ignore the warning. Instead he challenged the being to show himself and shot several arrows in the direction from which the voice came. He only received further and more stern warning. Arjuna challenged the voice by saying, "Stop me if you can," proceeded to drink the water and fell down dead. Some short time later, Bhima arrived and had the same fate.

Now Yudhishtira was clearly worried. Wondering about the possibilities of harm befalling his dear and powerful brothers, he decided to go in search of them. When he arrived at the lake, he could not believe the dreadful sight before him. All four brothers dead on the ground! Yudhishtira sat beside them and lamented. All his hopes were shattered now. How would he ever be able to recover his lost kingdom without the help of his able, powerful brothers? He grieved for a while and then began to look around to determine the reason for these deaths. He said to himself,

He wondered if Duryodhana had had the pool poisoned. He ruled it out because the faces of the dead brothers looked calm and serene. Convincing himself that it must have been some supernatural being, he approached the water's edge to fetch some water to begin the last rites for his brothers. Then he heard a sudden voice: "I am the cause of your brothers' death. You shall be the fifth victim if you do not answer my questions.

Yudhishtira asked, "Who are you? Are you a rudra, vasu, or marut? You must be strong to be able to put to death these powerful brothers of mine. Your feat is remarkable because neither gods, antigods, gandharvas nor rakshasas, could stand up to my brothers. But why? What do you want? Noble one! Why are you here? Who are you?"

The voice of the crane replied: "I am a Yaksha, Yudhishtira. May you prosper." As he heard these words, Yudhishtira saw before his eyes a form developing. A massive tall body with grotesque eyes, burning like the fire of the sun, and a voice like thunder: "I warned

your brothers. But they would not listen to me. So now they are dead. This pool belongs to me and unless you answer my questions you shall not even touch this water." Yaksha, who then posed very deep questions of Maharaja Yudhishthira.

Q.1: Yaksha questioned: Who makes the sun to rise and ascend in the skies? Who moves around the Sun? Who makes the sun set in the horizons? What is the true nature of the Sun and where is the sun established?

Yudhishthira answered: Brahma makes the sun rise and ascend. The Gods perambulate about the Sun. The Dharma sets the Sun. Truth is the actual Sun and the Sun is established in truth only.

Q.2.: Yaksha enquired: What instills 'divinity' in Brahmins? What is the quality of virtuosity in a Brahmin? What is the humanlike quality of a Brahmin? What is the conduct akin to a non-virtuous person in a Brahmin?

Yudhishthira replied: The self-study (Swadhyana) of the Vedas is divinity in a Brahmin. Penance is the quality like a virtuous person in a Brahmin. Death is human-like quality in a Brahmin. Criticizing others is conduct in a Brahmin like a non-virtuous person.

Q.3: Yaksha asked : What instills 'divinity' in Kshatriyas? What is the quality of virtuosity in a Kshatriya? What is the humanlike quality of a Kshatriya? What is the conduct akin to a non-virtuous person in a Kshatriya?

Yudhishthira replied: The art of archery is the divinity in a Kshatriya. Oblation is Kshatriya's quality of virtuosity in Kshatriya. Fear is his humanly quality. Abandoning people under protection of the Kshatriya is conduct like a non-virtuous person in the Kshatriya.

Q.4: the Yaksha asked: What is that thing which is like a Mantra in the performance of oblations (Yajnya)? Who is the performer of rites and ceremonies during Yajnya? Who accepts the offerings and oblations of a Yajnya? What is that which even a Yajnya can not transgress?

Yudhishthira replied: 'Breath' is like a Mantra in the performance of rites. 'Mind' is the performer of all rites in the course of Yajnya. Only Shlokas of the Vedas, termed richa or the richa accept oblation. The Yajnya can not surpass nor transgress the richas.

Q.5- the Yaksha asked: What is heavier than earth, higher than heavens, faster than the wind and more numerous than straws?

Yudhishthira: One's mother is heavier than the earth; one's father is higher than the mountains. The mind is faster than wind and our worries are more numerous than straws.

Q.6- the Yaksha asked: Who is the friend of a traveler? Who is the friend of one who is ill and one who is dying? Yudhishthira: The friend of a traveler is his companion. The physician is the friend of one who is sick and a dying man's friend is charity.

Q.7 the Yaksha asked: What is that which, when renounced, makes one lovable? What is that which is renounced makes happy and wealthy?

Yudhishthira: Pride, if renounced makes one lovable; by renouncing desire one becomes wealthy; and to renounce avarice is to obtain happiness.

Q.8: the Yaksha asked : What enemy is invincible? What constitutes an incurable disease? What sort of man is noble and what sort is ignoble?

Yudhishthira: Anger is the invincible enemy. Covetousness constitutes a disease that is incurable. He is noble who desires the well-being of all creatures, and he is ignoble who is without mercy.

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Q.9: the Yaksha asked: Who is truly happy? What is the greatest wonder? What is the path? And what is the news? Yudhishtira : He who has no debts is truly happy. Day after day countless people die. Yet the living wish to live forever. O Lord, what can be a greater wonder? Argument leads to no certain conclusion, the Srutis are different from one another; there is not even one Rishi whose opinion can be accepted by all; the truth about Dharma and duty is hid in caves of our heart: therefore, that alone is the path along which the great have trod. This world full of ignorance is like a pan. The sun is fire, the days and nights are fuel. The months and the seasons constitute the wooden ladle. Time is the cook that is cooking all creatures in that pan (with such aids); this is the news

GLOSSARY

Abandon	: cease to support or look after (someone); desert.
abode	: a place of residence; a house or home.
accompanies	: go somewhere with (someone) as a companion or escort.
avid	: having or showing a keen interest in or enthusiasm for something. "an avid reader of science fiction"
affrighted	: frighten (someone).
bereaved	: be deprived of a close relation or friend through death.;
bounds	: walk or run with leaping strides.
Consuming	: (of a feeling) completely filling one's mind and attention; absorbing. "a consuming passion"
Cranes	: are a clade (Gruidae) of large, long-legged and long-necked birds decisively having the power or quality of deciding; putting an end to controversy; crucial or most important:
decoying	: lure or entice (a person or animal) away from their intended course, typically into a trap.
Disappear	: cease to be visible, cease to exist or be in use.
descend	: move or fall downwards
desperate	: feeling or showing a hopeless sense that a situation is so bad as to be impossible to deal with.
dictate	: state or order authoritatively, disregard pay no attention to; ignore.
dragged	: pull (someone or something) along forcefully, roughly, or with difficulty.
drowsiness	: a feeling of being sleepy and lethargic; sleepiness.
Ebony	: heavy blackish or very dark brown timber from a mainly tropical tree.
exile	: the state of being barred from one's native country, typically for political or punitive reasons
Extremity	: the furthest point or limit of something
entangled	: cause to become twisted together with or caught in.
fatal	: leading to failure or disaste
fleeter	: swift fast, one who moves swiftly.
foe	: an enemy or opponent.
Forsaken	: abandoned or deserted.
futile	: incapable of producing any useful result; pointless.
glaring	: giving out or reflecting a strong or dazzling light
heedless	: showing a reckless lack of care or attention.

Impartiality	: not partial or biased : treating or affecting all equally.
Impelled	: drive, force, or urge (someone) to do something.
Infested	: (of insects or animals) be present (in a place or site) in large numbers, typically so as to cause damage or disease.
intense	: of extreme force, degree, or strength. having or showing strong feelings or opinions; extremely earnest or serious.
irresistible	: too attractive and tempting to be resisted.
Mourn	: feel sorrow, to grieve, to lament or feel sad (the loss or disappearance of something)
Overcome	: succeed in dealing with (a problem or difficulty).
Overpowering	: extremely strong or intense; overwhelming.
quench	: satisfy (one's thirst) by drinking.
Quiver	: a slight trembling movement or sound, especially one caused by a sudden strong emotion.
rash	: acting or done without careful consideration of the possible consequences; impetuous.
redeeming	: able to save people from sin, error, or evil.
Rescues	: save (someone) from a dangerous or difficult situation.
sastra	: (in Hinduism and some forms of Buddhism) a work of sacred scripture
Scared	: fearful; frightened.
Scorn	: a feeling and expression of contempt or disdain for someone or something.
shield	: a broad piece of metal or another suitable material, held by straps or a handle attached on one side, used as a protection against blows or missiles.
Stipulated	: demand or specify (a requirement), typically as part of an agreement.
solitary	: lone or existing alone.
Sorrow	: a feeling of deep distress caused by loss, disappointment, or other misfortune suffered by oneself or others.
Subjected	: cause or force someone or something to undergo (a particular experience or form of treatment.)
Submerged	: descend below the surface of water.
sustaining	: undergo or suffer (something unpleasant, especially an injury).
tormented	: cause to experience severe mental or physical suffering.
Traces	: follow or mark the course or position of (something with one's eye, mind, or finger).
Tracts	: An area of land, a region or a major passage in the body.
verily	: truly; certainly, indeed
vexed	: (of a problem or issue) difficult and much debated; problematic.
Warriors	: a brave or experienced soldier or fighter.
Yields	: produce or provide (a natural, agricultural, or industrial) product.

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Answer the following questions

- Q 1. How many years of exile Pandavas had completed ?
- Q 2. Who complained to Pandavas about the fire kindling mortar were missing?
- Q 3. How the fire kindling mortar were gone ?
- Q 4. Who pursued the deer on the request of brahma ?
- Q 5. Who went in search of water first.
- Q 6. What did the voice told Nakul.

Read the extracts given below and answer the questions that follow:

Reference 1 - Nakula climbed the tree, looked around and said, "A little way off, I can see water plants and cranes. There must certainly be water there."

- Q.1 Why did Nakula climb the tree?
- Q-2 What conclusion does he come to after he climbed the tree?
- Q-3 What task did Yudhishtithira assign to him? Was he able to accomplish it?
- Q.4 Whom did Yudhishtithira send thereafter? What fate did he meet with?
- Q.5 How did Arjuna react to the warning given by the invisible being? Narrate the conversation that took place between them.

Reference - 2 - His grief and rage can be imagined when he saw his three brothers lying there

- Q1) Who does 'he' refer to? Who are his three brothers? Why were they dead?
- Q2) What made Yudhishtithira go in search of his brothers?
- Q.3) How does the narrator describe the pool?
- Q.4) How did Yudhishtithira react when his gaze fell upon his brothers lying there, cold and lifeless?
- Q.5 Why did Yudhishtithira conclude that there was some magic involved in the killing of his brothers?

Reference - 3 - "Your brothers died because they did not listen to me. Do not follow them. Answer my questions first and then quench your thirst."

- Q-1) When did the voice utter the above words?
- Q-2) Did Yudhishtithira obey the speaker? Why did he make this decision?
- Q-3) What questions did the Yaksha ask and how did Yudhishtithira answer the questions:

Q 8. State if the following statements given below are true or false

1. Yudhishtithira felt anxious because his brothers did not return. ()
2. Pandavas chased the deer but could not catch it. ()
3. Arjuna challenged the voice to stand before him. ()
4. It was a magic deer, which disappeared into the forest. ()
5. Yudhishtithira wanted to revive Arjuna among his dead brothers. ()
6. The two wife of Pandu were Kunti & Madri. ()

7. From the tree Nakul could see water, plants & cranes. ()
8. Only Yudhishthira could answer all the questions correctly of Yaksha. ()

Q 9. Choose the correct option for the statement given below .

- A. One of the most essential tools needed in homas and havanas is:
- a. wood b. grass c. leaves
- B. The brothers sat down finally to rest under the cool shade of a large:
- a. mango tree b. banayn tree c. banana tree
- C. In a cluster of trees Nakul could hear the cries of:
- a. monkeys b. swans c. crane
- D. Arjuna did not ignore the warning. Instead he challenged the
- a. the voice b. people c. demons
- E. According to Yudhishthira the thing which saves man in danger is
- a. Courage b. mind c. money
- F. Who accompanies man in the journey of death
- a. Ego b. respect c. fame d. dharma

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THE NAKED APE

Desmond Morris

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British Zoologist "Desmond John Morris" has written a thought provoking book focussing on human.

In a zoo, the label on a cage states 'This animal is new to science'. Inside the cage there is a small squirrel with black feet. No black-foot squirrel has ever been found in that continent before. Nothing is known about it. It has no name it comes from Africa.

For the zoologist it presents an immediate challenge. What is it about its way of life that has made it unique? How does it differ from the three hundred and sixty-six other living species of squirrels already known and described? Somehow, at some point in the evolution of the squirrel family, the ancestors of this animal must have split off from the rest and established themselves as an independent breeding population. What was it in the environment that made possible their isolation as a new form of life? The new trend must have started out in a small way, with a group of squirrels in one area becoming slightly changed and better adapted to the particular conditions there. But at this stage they would still be able to inter-breed with their relatives nearby. The new form would, be at slight advantage in its special region, but it would be no more than a race of the basic species and could be shaped out, reabsorbed into the mainstream at any point. If, as time passed, the new squirrels became more and more perfectly tuned-in to their particular environment, the moment would eventually arrive when it would be advantageous for them to become isolated from possible contamination by their neighbours.

At this stage their social and sexual behaviour would under special modifications, making inter-breeding with other kinds of squirre unlikely and eventually impossible. At first, their anatomy may have changed and become better at coping with the special food of the district, but later their mating calls and 13 displays would also differ, ensuring that they attract only mates of the new type. At last, a new species would have evolved, separate and discrete, a unique form of life, a three hundred and sixty-seventh kind of squirrel.

When we look at our unidentified squirrel in its zoo cage, we can only guess about these things. All we can be certain about is that the markings of its fur-its black feet-indicate that it is a new form. But these are only the symptoms, the rash that gives a doctor a clue about his patient's disease. To really understand this new species, we must use these clues only as a starting point, telling us there is something worth pursuing. We might try to guess at the animal's history, but that would be Ipresumptuous and dangerous. Instead we will start humbly by giving it a simple and obvious label: we will call it the African black footed squirrel. Now we must observe and record every aspect of its behaviour and structure and see how it differs from, or is similar to, other squirrels. Then, little by little we can piece together its story.

The great advantage we have when studying such animals is that we ourselves are not black-footed squirrels-a fact which forces us into an attitude of humility that is becoming to proper scientific investigation. How different things are, how depressingly different, when we attempt to study the human animal. Even for the zoologist, who is used to calling an animal an animal, it is difficult to avoid the arrogance of subjective involvement. We can try to overcome this to some extent by deliberately and rather coyly approaching the human being as if he were another species, a strange form of life on the dissecting table, awaiting analysis. How can we begin?

As with the new squirrel, we can start by comparing him with other species that appear to be most closely related. From his teeth, his hands, his eyes and various other

anatomical features, he is obviously a primate of some sort, but of a very odd kind; just how odd becomes clear when we layout in a long row the skins of the one hundred and ninety-two living species of monkeys and apes, and then try to insert a human pelt at a suitable point somewhere in this long series.

Summary

Desmond Morris, in his introduction to *The Naked Ape: A Zoologist's Study of the Human Animal*, says that of the 193 species of monkeys and apes, all but one is covered with hair. He identifies *Homo sapiens*, the self-named ape, as the exception. In the seven chapters that follow, Morris studies humans from a zoological perspective, focusing on origins, sexual behavior, rearing, exploration, fighting, feeding, and comfort. The final chapter explores humans as they relate to other animals. From a zoological perspective, Morris rejects the idea of a homocentric universe. He contends that humans' biological nature has shaped their social structure and not the reverse. He argues that the human reproductive cycle has the potential to overpopulate the world, and therefore, those opposing birth control are engaged in "dangerous war mongering." Finally, he cautions people that humans may destroy themselves if they do not control population and aggression and the resulting environmental damage both to other species and to the earth. The Naked Ape's view that the behavior of humans was determined largely by their biology and that humans share many characteristics with animals, particularly apes, was offensive to many readers and enlightening to others. Nevertheless, the book had an effect on teachings in psychology, sociology, and history. Although Christian fundamentalists and other groups objected to the book, many young people found in its pages a justification for the sexual revolution.

Glossary

Ancestor	- a person, typically one more remote than a grandparent, from whom one is descended.
Anatomy	- the branch of science concerned with the bodily structure of humans, animals, and other living organisms, especially as revealed by dissection and the separation of parts.
Breeding	- the mating and production of offspring by animals.
Cage	- a structure of bars or wires in which birds or other animals are confined.
Clue	- a piece of evidence or information used in the detection of a crime.
Contamination	- The verb contaminate means the same as pollute. Whether it's food, air, or water, when you contaminate something, you make it impure or hazardous.
Coping	- to deal successfully with a difficult situation
Discrete	- individually separate and distinct.
Ensuring	- make certain that (something) will occur or be the case.
Evolved	- develop gradually.
Eventually	- in the end, especially after a long delay, dispute, or series of problems.
Humble	- having or showing a modest or low estimate of one's importance.
Indicate	- point out; show.
Isolation	- the process or fact of isolating or being isolated.
Label	- a small piece of paper, fabric, plastic, or similar material attached to an object and giving information about it.

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Mainstream	- the ideas, attitudes, or activities that are shared by most people and regarded as normal or conventional.
Modification	- the action of modifying something
Presumptuous	- (of a person or their behavior) failing to observe the limits of what is permitted or appropriate.
Race	- a competition between runners, horses, vehicles, etc. to see which is the fastest in covering a set course.
Rash	- acting or done without careful consideration of the possible consequences; impetuous.
Species	- A species is often defined as the largest group of organisms in which two individuals are capable of reproducing fertile offspring.
Slightly	- to a small degree; not considerably.
Stamped	- bring down (one's foot) heavily on the ground or on something on the ground
Unique	- being the only one of its kind; unlike anything else.

Questions

Q1. Answer the following questions in one sentence

- What does the label on the cage state?
- What is inside the cage?
- What is the name of the animal?
- Why does it present a challenge from the zoological point of view?
- What did they do to cope with the situation?
- How many species of squirrel are already known to scientists?
- How did a new form of life started for the squirrel with isolation?
- What was in the environment that made possible squirrel's isolation possible
- How does isolation help them?
- What is the new name suggested by the author for the squirrels?

Q2. Answer the following questions in detail.

- Describe the new form of the squirrel in its special origin?
- According to author what are the advantages of studying such animals?
- What are the challenges faced by the zoologist?
- How can we really understand the new form of squirrel?

Q3. Write the correct word to fill the blank.

- The Naked Ape is an extract from -----.
- The label on the cage states -----.
- Inside the cage their was a -----
- The immediate challenge for the zoologist was-----.
- The Naked Ape is written by -----.
- What does the author call the new species of squirrel-----.

Q4. State whether the statement is true or false

- a. A zoologist is a person who studies botany. ()
- b. The numbers of species already known are two hundred. ()
- c. A group of squirrel in one area were becoming better adapted to the particular conditions. ()
- d. The writer compares humans with apes. ()
- e. This animal is new to science ()

NOTES**Vocabulary****Q5 Write the meaning of the following words & use them in a sentence.**

- a. Ancestors b. Clue c. Coping d. Evolve e. Advantage f. Breeding
g. Humble h. Indicate i. Precise

Q6. Fill in the correct phrase to make it meaningful sentence .

- (A) Those who are able to -----with challenges succeed in life.
i) Handle with ii) cope with
- (B) Those animals which -----changes have a better survival rate.
i) withdraw from ii) adapt to
- (C) A large iceberg----- from the glacier and made an enormous splash .
(i) took off (ii) split off
- (D) It is our duty to----- any abuses of political power.
(i) stamp out (ii) come on
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ON THE RULE OF THE ROAD

A.G. GARDINER

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THE AUTHOR Alfred George Gardiner (1865-1946) born into the Victorian era in 1865 and writing through the Edwardian and Georgian periods, Alfred George Gardiner, was a newspaper editor, journalist and author. He is known for his essays, written under the pen-name "Alpha of the Plough" as well as his prose written under his own initials. Beginning his career as an apprentice-reporter at the age of fourteen Gardiner went on to become the editor of the oldest, most widely read Liberal newspaper in the early half of the 19th century, Daily News. As was typical of the Victorian age' his works reflected the pressing social, intellectual, economic, and religious issues and problems of the era.

His essays are uniformly elegant, graceful and humorous. His uniqueness lay in his ability to teach the basic truths of life in an easy and amusing manner. *Pebbles on the Shore*, *Many Furrows* and *Leaves in the Wind*, are some of his other best known writings. His writings reflect two moods: the combative, disputatious controversialist. Gardiner died in 1946.

A.G. Gardiner's famous and amusing essay 'On the Rule of the Road' strikes the bull's eye when he declares that in order to preserve the liberties of all, the liberties of everybody must be curtailed. In this essay "The Rule Of the Road" he points out what constitutes true liberty. Liberty and freedom has become the watchwords of today's society and every action taken is for the sake of personal liberty. In the contemporary world of constructed social and political anarchy, liberty both individual and political has gained tremendous importance.

It is an interesting story which was told by Mr. Arthur Ransome in one of his message from Petrograd. A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for pedestrians, but she replied: 'I'm going to walk where I like. We've got liberty now.'

It did not occur to the dear old lady that if liberty entitled the pedestrian to walk down the middle of the road, then the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, say, at Piccadilly Circus steps into the middle of the road and puts out his hand, he is the symbol not of tyranny, but of liberty. You may not think so. You may, being in a hurry, and seeing your car pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway? Then, if you are a reasonable person, you will reflect that if he did not interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the Strand in a dressing-gown, with long hair and bare feet, who shall say me nay? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or waxing my moustache

(which heaven forbid), or wearing a tall hat, a frock-coat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. I may like mustard with my mutton. And you will not ask me whether you may be a Protestant or a Catholic, whether you may marry the dark lady or the fair lady, whether you may prefer Ella Wheeler Wilcox to Wordsworth, or Champagne to Shandygaff.

In all these and a thousand other details you and I please ourselves and ask no one's leave. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom our personal liberty of action becomes qualified by other people's liberty. I might like to practise on the trombone from midnight till three in the morning. If I went on to the top of Helvellyn to do it I could please myself, but if I do it in my bedroom my family will object, and if I do it out in the streets the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet. There are a lot of people in the world, and I have to accommodate my liberty to their liberties.

We are all liable to forget this, and unfortunately we are much more conscious of the imperfections of others in this respect than of our own.

I got into a railway carriage at a country station the other morning and settled down for what the schoolboys would call an hour's "swot" at a Blue-book. I was not reading it for pleasure. The truth is that I never do read Blue-books for pleasure. I read them as a barrister reads a brief, for the very humble purpose of turning an honest penny out of them. Now, if you are reading a book for pleasure it doesn't matter what is going on around you. I think I could enjoy "Tristram Shandy" or "Treasure Island" in the midst of an earthquake.

But when you are reading a thing as a task you need reasonable quiet, and that is what I didn't get, for at the next station in came a couple of men, one of whom talked to his friend for the rest of the journey in a loud and pompous voice. He was one of those people who remind one of that story of Home Tooke who, meeting a person of immense swagger in the street, stopped him and said, "Excuse me? sir, but are you someone in particular?" This gentleman was someone in particular. As I wrestled with clauses and sections, his voice rose like a gale, and his family history, the deeds of his sons in the war, and his criticisms of the generals and the politicians submerged my poor attempts to hang on to my job. I shut up the Blue-book, looked out of the window, and listened wearily while the voice thundered on with themes like these: "Now what French ought to have done ... " "The mistake the Germans made ... " "If only Asquith had ... " You know the sort of stuff. I had heard it all before, oh, so often. It was like a barrel-organ groaning out some banal song of long ago.

If I had asked him to be good enough to talk in a lower tone I daresay he would have thought I was a very rude fellow. It did not occur to him that anybody could have anything better to do than to listen to him, and I have no doubt he left the carriage convinced that everybody in it had, thanks to him, had a very illuminating journey, and would carry away a pleasing impression of his encyclopedic range. He was obviously a well-intentioned person. The thing that was wrong with him was that he had not the social sense. He was not "a clubbable man."

A reasonable consideration for the rights or feelings of others is the foundation of social conduct. It is commonly alleged against Women that in this respect they are less civilised than men, and I am bound to confess that in my experience, it is the woman-the well-dressed woman-who thrusts herself in front of you at the ticket office. The man would not attempt it, partly because he knows the thing would not be tolerated from him, but also because he has been better drilled in the small give-and-take of social relationships. He has lived more in the broad current of the world, where you have to learn to accommodate

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yourself to the general standard of conduct, and his school life, his club life, and his games have in this respect given him a training that women are only now beginning to enjoy.

I believe that the rights of small people and quiet people are as important to preserve as the rights of small nationalities. When I hear the aggressive, bullying horn which some motorists deliberately use, I confess that I feel something boiling up in me which is very like what I felt when Germany came trampling like a bully over Belgium. By what right, my dear sir, do you go along our highways uttering that hideous curse on all who impede your path? Cannot you announce your coming like a gentleman? Cannot you take your turn? Are you someone in particular or are you simply a hot gospeller of the prophet Nietzsche? I find myself wondering what sort of a person it is who can sit behind that hog-like outrage without realising that he is the spirit of Prussia incarnate, and a very ugly spectacle in a civilised world.

And there is the more harmless person who has bought a very blatant gramophone, and on Sunday afternoon sets the thing going, opens the windows and fills the street with "Keep the Home Fires Burning" or some similar banality. What are the right limits of social behaviour in a matter of this sort? Let us take the trombone as an illustration again.

Hazlitt said that a man who wanted to learn that fearsome instrument was entitled to learn it in his own house, even though he was a nuisance to his neighbours, but it was his business to make the nuisance as slight as possible. He must practise in the attic, and shut the window. He had no right to sit in his front room, open the window, and blow his noise into his neighbours' ears with the maximum of violence. And so with the gramophone. If you like the gramophone you are entitled to have it, but you are interfering with the liberties of your neighbours if you don't do what you can to limit the noise to your own household. Your neighbours may not like "Keep the Home Fires Burning." They may prefer to have their Sunday afternoon undisturbed, and it is as great an impertinence for you to wilfully trespass on their peace as it would be to go, unasked, into their gardens and trample on their flower beds.

There are cases, of course, where the clash of liberties seems to defy compromise. My dear old friend X, who lives in a West End square and who is an amazing mixture of good nature and irascibility, flies into a passion when he hears a street piano, and rushes out to order it away. But near by lives a distinguished lady of romantic picaresque tastes, who dotes on street pianos, and attracts them as wasps are attracted to a jar of jam. Whose liberty in this case should surrender to the other? For the life of me I cannot say. It is as reasonable to like street pianos as to dislike them-and vice versa. I would give much to hear Sancho Panza's solution of such a nice riddle.

I suppose the fact is that we can be neither complete anarchists nor complete socialists in this complex world--or rather we must be a judicious mixture of both. We have both liberties to preserve--our individual liberty and our social liberty. We must watch the bureaucrat on the one side and warn off the anarchist on the other. I am neither, a Marxist, nor a Tolstoyan, but a compromise. I shall not permit any authority to say that my child must go to this school or that, shall specialise in science or arts, shall play rugger or soccer. These things are personal. But if I proceed to say that my child shall have no education at all, that he shall be brought up as a primeval savage, or at Mr. Fagin's academy for pickpockets, then Society will politely but firmly tell me that it has no use for primeval savages and a very stern objection to pickpockets, and that my child must have a certain minimum of education whether I like it or not. I cannot have the liberty to be a nuisance to my neighbours or make my child a burden and a danger to the commonwealth.

It is in the small matters of conduct, in the observance of the rule of the road, that we pass judgment upon ourselves, and declare that we are civilised or uncivilised. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse

that make up the great sum of life and sweeten or make bitter the journey. I hope my friend in the railway carriage will reflect on this. Then he will not cease, I am sure, to explain to his neighbour where French went wrong and where the Germans went ditto; but he will do it in a way that will permit me to read my Blue-book undisturbed.

SUMMARY

In order to understand what Gardiner means when he says that liberty involves a social contract and not just personal liberty, think about what he says later in the essay. Later in the essay, he says that there are a lot of people in the world, and I have to accommodate my liberty to their liberties. A fat old lady was walking with her basket down the middle of a street, in Petrograd, to the great confusion of the traffic and with no small threat to herself. It was pointed out to her that the pavement was the place for foot-passengers, but she replied: "I'm going to walk where I like. We have got liberty now." It did not occur to the dear old lady that if liberty unrestricted the foot-passenger to walk down the middle of the road, then the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social lawlessness. What he means here is that we cannot simply think "I have liberty, and therefore I may do whatever I want." We have to realize that there are times when our actions can take away liberty from other people. There is a danger of the world getting liberty-drunk in well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, says at Piccadilly Circus, steps into the middle of the road and puts out his hand, he is the symbol not of tyranny, but of liberty. You may not think so. You may, being in a hurry, and seeing your motor-car pulled up by this fellow, dishonor him to be interfering with your free use of the public highway? Then, if you are a reasonable person, you will reflect that if he did not incidentally, interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have to agree to a limitation of private liberty in order that you may enjoy a social order which makes your liberty a reality. Because our actions can take away liberty from other people, we have to have a social contract. We have to agree to give up some of our liberty in order to keep most of that liberty. Earlier in the essay, Gardiner writes about what would happen if we did not give up our liberty when told to do so by a traffic cop (or, in modern times, a stop light).

If everyone tried to keep their liberty to drive whenever and wherever they wanted, no one would have any liberty to drive at all. The intersections would be jammed as everyone tried to drive at once. It would be chaos. We are all liable to forget and unfortunately we are much more conscious of the imperfections of others in this respect than of our own. A reasonable consideration for the rights or feelings of others is the foundation of social conduct. I believe that the rights of small people and quiet people are as important to preserve as the rights of small nationalities. When I hear the aggressive, bullying horn which some motorists deliberately use, I confess that I feel something boiling up in me which is very like what I felt when Germany came trampling like a bully over Belgium. By what right my dear sir, do you go along our highways uttering that ugly curse on all who obstruct your path? Can't you announce your coming like a gentleman? Can't you take your turn? Are you someone in particular? I find myself wondering what sort of person it is who can sit behind that hog-like outrage without realizing that he is the spirit of Prussia incarnate and a very ugly spectacle in a civilized world. Therefore, we cannot simply think that liberty means that we can do whatever we want. Instead, we have to make a social contract with other people. When we do that, we all give up some of our liberties so that everyone can live together in harmony. It is in the small matters of conduct, in the adherence of the rule of the road, that we pass judgment upon ourselves, and declare that we are civilized or uncivilized. The

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great moments of heroism and sacrifice are rare. It is the little habits of common place interaction that make up the great sum of life and sweeten or make bitter the journey.

Glossary

NOTES

Accommodate	: (of a building or other area) provide lodging or sufficient space for.
Anarchist	: a person who believes in or tries to bring about anarchy.
Arthur Ransome	: an English author and journalist. He is best known for writing the Swallows and Amazons series of children's books
Banal	: so lacking in originality as to be obvious and boring.
Barrel organ	: a small pipe organ played by turning a handle, which rotates a cylinder studded with pegs that open the valves to produce a preset tune, formerly much used by street musicians.
Blue book	: (in the UK) a report bound in a blue cover and issued by Parliament or the Privy Council. (in the US) an official book listing government officials. an authoritative handbook.
Brief	: a summary of the facts and legal points in a case given to a barrister to argue in court.
Bullying	: use superior strength or influence to intimidate (someone), typically to force them to do something.
Bureaucrat	: an official in a government department, in particular one perceived as being concerned with procedure correctness at the expense of people's needs.
Chaos	: complete disorder and confusion.
Clauses	: a particular and separate article, stipulation, or proviso in a treaty, bill, or contract.
Clubbable	: one's sociability or popular
Conventional	: based on or in accordance with what is generally done or believed.
Curtailed	: made short, reduced
Drilled	: trained
Ella wheeler Wilcox	: American poetess & Journalist
Entitle	: give a right to
Fancy	: feel a desire or liking for.
Gale	: a very strong wind.
Helvellyn	: a mountain in Wales (Britain)
Incidentally	: by chance, accidentally
Jolly	: happy and cheerful.
Liberty drunk	: overcome by the thought of liberty
Mustard	: a hot-tasting yellow or brown paste made from the crushed seeds of certain plants,
Nuisance	: a person or thing causing inconvenience or annoyance.
Outraged	: arouse fierce anger, shock, or indignation in (someone).
Pavement	: footpath
Peril	: danger
Petrograd	: Before 1914, Petrograd was known as Saint Petersburg later named Leningrad

Piccadilly Circus	: Piccadilly Circus is a road junction and public space of London's West End
Pompous	: affectedly grand, solemn, or self-important.
Record	: a thing constituting a piece of evidence about the past, especially an account kept in writing or some other permanent form.
Shandygaff	: beer diluted with a nonalcoholic drink (as ginger beer)
Social contract	: an implicit agreement among the members of a society to cooperate for social benefits, for example by sacrificing some individual freedom for state protection.
Stern	: (of a person or their manner) serious and unrelenting especially in the assertion of authority and exercise of discipline.
Stout	: (of a person) rather fat or of heavy build.
Submerged	: cause (something) to be under water.
Swagger	: walk or behave in a very confident and arrogant or self-important way
Swot	: study assiduously/hard
Symbol	: a mark or character used as a conventional representation of an object, function,
The rule of the road	: the rule by which a particular side is to be taken.
The strand	: a busy street in London where the law courts are situated.
Thundered on	: the sudden loud noise that comes from the sky especially during a storm.
To bang on	: accurate; perfect; right; or generally good.
Treasure island	: an adventure story by Robert Louis Stevenson,
Tyranny	: cruel and oppressive government or rule.
Tristram shandy	: a novel by R.L. Stevenson
Trombone	: a musical instrument
Turning penny	: earning honest livelihood
Tyranny	: cruel and oppressive government or rule, unjust use of power.
Universal	: relating to or done by all people or things in the world or in a particular group; applicable to all cases. a thing having universal effect,
Wrestled	: struggle with a difficulty or problem.

NOTES**Questions.****Q1. Answer the following questions in a sentence or two each.**

1. What is the essay 'On the Rule of the Road' about?
2. Describe the possible consequences of the old lady walking down the middle of the road.
3. What would happen at Piccadilly Circus if there was no policeman?
4. Why does the author criticize the motorist with the 'aggressive, bullying horn'?
5. What is meant by the rule of the road?
6. Why it is necessary to have social sense ?
7. Why we should respect the rights of the other people?
8. What will happen if the police man did not interfere with your free use of highway?

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9. Why it is essential to observe the rules on the road?

10. What is the foundation of social conduct

Q2. Answer the following questions in a paragraph of about 80-100 words.

1. Give some of the examples Gardiner gives to show that if personal liberty does not disturb the life of other people we may be as free as we like.
2. What does the author mean by 'liberty-drunk'?
3. Write a detailed note on the style of A G. Gardiner.
4. Elucidate "Liberty is not personal affair only, but a social contract".
5. Write a note on Gardiner's view on liberty.

Q3 Write an essay

1. Comment on the author's declaration "Liberty is not a personal affair only, but a social contract". Do you agree?

Q4 Explain the following statement from the text

1. Traffic policeman is not a nuisance but promise of liberty, safety and security on the road.
2. The expertise in driving is not in speeding up but in applying brakes in time.
3. Other people's rights are continually denied in buses, trains and queues, by the people who have no social sense.

Q5. Choose the correct answer :

- A. "On the rule of the road" has in it the element of
 - a. Humor b. Tragedy c. Pathos d. Comedy
- B. "On the rule of the road" is an essay about
 - a. Road accidents b. Traffic rules c. Liberty & its limitations
- C. A policeman is a symbol of
 - a. Tyranny b. liberty c. indiscipline
- D. We submit to curtailment of private liberty to enjoy
 - a. Social order b. social anarchy c. social chaos
- E. The man who talked to his friend in a loud & pompous voice in the railways carriage is a -
 - a. Clubbable man b. Ridiculous man d. spendthrift man

Q6. Fill in the blanks using the words given below

1. knocks 2. argument 3. Right 4. Pedestrians
- a. What will you do if a vehicle ----- you down.
- b. The old lady said "I have a ----- to walk where I like.
- c. Your ----- is wrong.
- d. The footpath is meant for-----.

Q7. State whether the following statements are true or false

- a. When the policeman, say, at Piccadilly Circus steps into the middle of the road and puts out his hand, he is the symbol not of tyranny, but of liberty. ()

- b. The old lady refused to walk on the footpath .()
- c. Individual liberty can lead to anarchy. ()
- d. At times curtailment of personal liberty gives a chance to others to enjoy their own freedom.()
- e. In order that you may enjoy a social order it is necessary to follow social & moral norms ()
- f. The author reads the blue book for his own pleasure .()
- g. In a sense personal liberty is restricted, in order to make the same liberty a reality. ()

NOTES**Q8. Composition**

Make meaningful sentences from the text given below. Use full stop, comma & question mark appropriately.

1.	I	Believe/seems		He was knocked down by a speeding bus
2.	Do you	hope /hear	that	Traffic condition will improve one day
3.	Rohan	Know, noticed		need to become more conscious About the traffic rules
4.	Did you we	think	they	People do not respect other peoples liberty.

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COMPREHENSION OF UNSEEN PASSAGES

NOTES

Comprehension of an unseen passage means a complete and thorough understanding of the passage. The main object of comprehension is to test one's ability to grasp the meaning of a given passage properly and also one's ability to answer, in one's own words, the questions based on the passage. A variety of questions like short answer type questions, completion of incomplete sentences, filling the blanks with appropriate words and exercises based on vocabulary are set forth for the purpose.

Before attempting to answer the questions on a passage, it is necessary to read the passage again and again so that a general idea of the subject of the passage becomes clear. Once the passage is clear, it is easy to answer the answers of the questions.

One should also keep the following points in mind before answering the questions set on a given passage:

1. Read the passage quickly to have some general idea of the subject matter.
2. Read the passage again and underline the important points.
3. Read the questions and try to know what has been asked.
4. Read the passage again and underline the portions where the probable answers may be available.
5. Use, as far as possible, your own words to answer the questions in a precise and brief way.
6. Always use complete sentences while answering a question.
7. If you are asked to give the meaning of some words or phrases, try to express your idea, in your own words, as clearly as possible.
8. Don't give your own opinions or comments about anything unless you are asked to do so.

Read the following passages carefully and answer the questions set below:

Example - 1 : There is a story of a man who thought he had a right to do what he liked. One day, this gentleman was walking along a busy road, spinning his walking-stick round and round in his hand, and was trying to look important. A man walking behind him objected.

"You ought not to spin your walking-stick round and round like that!" he said.

"I am free to do what I like with my walking-stick," argued the gentleman.

"Of course you are," said the other man, "but you ought to know that your freedom ends where my nose begins." The story tells us that we can enjoy our rights and our freedom only if they do not interfere with other people's rights and freedom.

1. Why was the gentleman on the road moving his walking stick round and round?
2. Who objected him?
3. What argument did the gentleman give?

4. Was the other satisfied with argument?
5. What did he say in reply?
6. Complete the following statements with the correct options:
 - A. The gentleman was walking along a.....
 - (i) lonely road. (ii) Busy road. (iii) Narrow road.
 - B. The gentleman was
 - (i) run along the road. (ii) Disturbing others on the road.
 - (iii) Spinning his walking-stick round and round.
 - C. The man who protested was a.....
 - (i) Teacher. (ii) Passer-by. (iii) Policeman.
7. Write True or False against each of the following statements:
 - (a) The gentleman was spinning the walking-stick round and round in his hand to drive away the dogs.
 - (b) The gentleman was walking along a busy road.
 - (c) The man walking behind praised his action.
 - (d) The gentleman thought that he had a right to do whatever he liked.
 - (e) We can enjoy our rights and freedom even if it interferes with other people's rights and freedom.
8. Give synonyms of the following words:
 - a) Spinning b) Interfere

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Example -2: Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

1. It is clear from the passage those dolphins _____.
 - A) don't want to be with us as much as we want to be with them
 - B) are proven to be less intelligent than once thought
 - C) have a reputation for being friendly to humans
 - D) are the most powerful creatures that live in the oceans
 - E) are capable of learning a language and communicating with humans
2. The fact that the writer of the passage thinks that we can kill dolphins more easily than they can kill us ----.
 - A) Means that they are better adapted to their environment than we are

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- B) Shows that dolphins have a very sophisticated form of communication
 - C) Proves that dolphins are not the most intelligent species at sea
 - D) does not mean that we are superior to them
 - E) proves that Dolphins have linguistic skills far beyond what we previously thought
3. One can infer from the reading that ---.
- A) Dolphins are quite abundant in some areas of the world
 - B) Communication is the most fascinating aspect of the dolphins
 - C) dolphins have skills that no other living creatures have such as the ability to think
 - D) it is not usual for dolphins to communicate with each other
 - E) dolphins have some social traits that are similar to those of humans

Example-3: There was a coffee shop in front of my house where one man in his sixties always came and spent his whole day. Out of curiosity one day I went to the shop, ordered some coffee and sat next to him. Before I could speak, he asked me about my home and family. After that he became quite nostalgic. Suddenly his eyes filled with tears as he told me that I reminded him of his grand daughter Julli, who was in the US. I got to know his son was in the US for the last five years. He had been staying alone after his wife passed away a year ago. A retired officer with enough wealth, yet there was no one to take care of him. Speaking over the phone with his grand daughter was not enough. All he needed was love and care from his children. From that day onwards we became friends. He calls me grand daughter and loves me very much. From my meeting with him I learnt that nothing is greater than family and that money cannot buy happiness. The key to a happy family is love and care.

Example-4 : One of the greatest advances in modern technology has been the invention of computers. They are widely used in Industries and in Universities . Now there is hardly any sphere of human life where computers have not been pressed in to service of man. We are heading fast on the close of this present century towards a situation when a computer will be as much part of man's daily life as a telephone or a calculator.

Computers are capable of doing extremely complicated work in all branches of learning. They can solve the most complex mathematical problems or put thousands of unrelated facts in order. These machines can be put to varied uses. For instance, they can provide information on the best way to prevent traffic, or they can count the number of times the word "and" has been used in the Bible. Because they work accurately and at high speed ,they save the research workers hard work. This whole process by which machines can be used to work for us had been called 'automation'. In the future 'automation' may enable human beings for more leisure than they do today. The coming of automation is bound to have important social consequences .

Some years ago an expert on automation , Sir Leon Bagrit , pointed out that it was a mistake to believe that these machines could 'think' . There no possibility that human beings will be "controlled by machines". Though computers are capable of learning from their mistakes and improving on their performance, they need detailed instructions from human beings to operate. They can never, as it were, lead independent lives or" rule the world" by making decision of their own.

Sir Leon said that in future, computers would be developed which would be small enough to carry in the pocket. Ordinary people would than be able to use them to obtain valuable information. Computers could be plugged into a national network and be used like

radios. For instance, people going on holiday could be informed about weather conditions. Car drivers can be given alternative routes when there are traffic jams. It will also be possible to make tiny translating machines. This will enable people who do not share a common language to talk to each other without any difficulty or to read foreign publication. It is impossible to assess that importance of a machine of this sort, for many international misunderstandings are caused simply through our failure to understand each other. Computers will also be used in ordinary public hospital, by providing a machine with a patient's systems; a doctor will be able to diagnosis the nature of illness. Similarly machines could be used to keep a check on a patient's health record and bring it up to date. Doctors will then have immediate access to a great many facts which will help in their work. Bookkeepers and accountants too could be relieved of dull clerical work, for the tedious task of compiling and checking lists of figures could be done entirely by machines. Computers will also be able to tell the exact age a man is going to live, with the help of his blood picture. Computers are the most efficient servants man has ever had and there is no limit to the way they can be used to improve our life style and life.

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- Q.1 What is the greatest advancement in modern technology?
- Q.2 Explain Automation?
- Q.3 What was the prediction of Sir Leon about the computers in future?
- Q.4 Name the areas where computers can be effectively used?
- Q.5 Find word in above passage which convey the similar meaning for
- Difficult or complex
 - Collect or arrange
 - Another choice

Example-5: Work is worship and unless we treat it as such, neither we nor our country will progress. There is nothing to be ashamed of doing work. Some people feel that it is below their dignity to do certain jobs. It is said that a foreign diplomat once visited Abraham Lincoln when he was president of America. As the visitor went in, he found the great president polishing his shoes. Shocked at what he saw, the diplomat asked him whether he himself polished his shoes. President Lincoln asked, "Why, who polishes yours"? The great Ishwar Chandra Vidyasagar carried the Luggage of a snobbish young man when the latter was looking around for a porter to carry the light luggage he had. Mahatma Gandhi too teaches us about dignity of work. Let us follow the examples of great people and realize that labor is dignifying and should be equated with worship. According to the passage whose example should we follow -

- our own
 - others
 - great people
- b. Supply one word from the passage for 'Praying to God'.
- c. Why was the foreign diplomat shocked?
- d. Who carried the luggage of the young man?
- e. What does Mahatma Gandhi teach us?

Example- 6: Captain Arthur Keller and Katherine lived in Tuscomb, Alabama. They were blessed with a baby girl on June 27, 1880. The child was named Helen. Within 20 months, Helen was taken ill and was on the brink of death. The sickness left her permanently blind and deaf. The child developed into a savage with a useless mind, always screaming, weeping kicking and biting. However the arrival of a teacher, Anne Sullivan on March 3, 1887 proved to be epoch-making. In fact, Helen calls it, "My soul's Birthday." with Anne's help, Helen learnt to read Braille in English, Latin, Greek and French and German. The

handicapped girl conquered her disabilities and led a normal life. She wrote an autobiographical volume called 'optimism' and a long poem, 'The song of the Stone wall.' Helen keller's example should teach us to overcome our handicaps which are nothing compared to hers. Shall we sit and mourn or stand and fight?

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Question

- (a) When was Hellen killer born ?
(i) on June 27, 1880 (ii) on June 21, 1889 (iii) on June 21, 1886
- (b) Supply one word from the passage which means, suffering from fever or some disease.
- (c) What did Helen learn with the help of her teacher Anne ?
- (d) Write the name of Helen's autobiographical volume ?
- (e) What does Helen's example teach us ?

Example-7: Milk is the best food. It has in it water, sugar, fat, vitamins and proteins. People get milk from different animals. In England, New Zealand and many other cool lands, there are cows. In hot, dry countries like Arabia and the middle of Asia there are camels. In India there are buffaloes as well as cows. In many places there are goats. The Eskimos have herds of reindeers. They live in the very cold countries of North America. People keep all these animals and get lots of milk. Form milk they can make butter and cheese. It is essential that the milk we use should be pure and germ-free. Impure milk does more harm than good to the human body.

Questions -

- (a) Find out a word from the passage which is opposite in meaning for, 'pure'.
- (b) We find camels in
(i) Cool lands (ii) hot, dry countries.
- (c) Why is milk called the best food?
- (d) Why should we use pure milk?
- (e) What do we make from milk?

Example-8: Familiar to most people for its medicinal properties, the Neem is recognized by few despite its distinctive cured leaves and annual profusion of star shaped sweet scented flowers it is an evergreen medium sized or large sized tree with a straight trunk, a native of India, Myammar and Srilanka. Young leaves are pale, tender, green tinged with rust. These are eaten on new year days to ward off sickness during the coming year. Some people to whom the tree is sacred, also festoon fresh leaves across their houses when there is an epidemic of chicken pox or to keep evil spirits away when there is a birth or death. Dried leaves are put in drawer or cupboards to keep out moths and cockroaches. These magic leaves are used a poultice for healing wounds. The famous Margosa oil, obtained from the yellow fruit is effective in the treatment of leprosy, rheumatism and skin disease. The bank and gum yield valuable medicines. Neem, timber is used for ship building, carts and furniture

- (a) On the basis of your reading of the above passage, make notes on it.
- (b) Write a summary of the above passage

Example-9: Write an article on the topic 'SAVE WATER' by using the ideas given below

Collect rain water on roof-top.

Store rain water in under ground tanks.

Turn off taps while brushing teeth.

Collect water after washing cereals, fruits, vegetables for gardening.

Do not over-use bore-well. Wash vehicles with water in bucket.

Reuse water after washing clothes, utensils etc.

Example -10 : Read the following text and do the activities given below:

People moan about poverty as a great evil and it seems to be an accepted belief that if people had plenty of money, they would be happy, and get more out of life. As a rule there is more genuine satisfaction in life and more is obtained from life in the humble cottage of the poor man than in the palace of rich men, who are attended by servants and governesses at a later stage. At the same time I am glad to think they do not know what they have missed. It is because I know how sweet and happy and pure the home of honest poverty is, how free from perplexing care and social envies and jealousies, how loving and united the members are in the common interest of supporting the family that I sympathies with the rich man's boy and congratulate the poor man's son. It is for these reasons that from the ranks of the poor so many strong eminent self-reliant men have always sprung. If you read the list of the "Immortals who were not born to die" you will find that most of them have been poor.

Q1. What is the popular notion about poverty?

Q2. Where can one get more genuine satisfaction in life ?

Q3. Why does the author pity the rich man's boy?

Q4. (a) They do not know what they have missed. (Make it affirmative) 1

(b) People moan about poverty. (Frame a w-type) 1

(c) What do people moan about?

Q5. Find two other words in the passage with similar meanings to 'confusing' and self - dependent.

Q6. How has the author compared rich with the poor? What is his conclusion?

Example - 11 : We left Dehradun early in the morning and stopped by for breakfast at Mussouri. From Mussouri the picturesque road heads north to Yamuna bridge, then to Barkot (where one road branches to Gangotri). The road winds along the Yamuna river. through luxurious dense green vegetation to Hanumanchatti, the end of motorable road. The remaining journey has to be undertaken on foot or pony. Yamunotri is only 13 km. from Hanumanchatti. But it is better to proceed another 6 km. and have the night halt at Janakibaichatti. The journey to Yamunotri is simply breathtaking. High snow covered peaks all around, glaciers, streams and waterfalls, vibrant green foliage, and the pristine air are a sheer delight to tired city lungs. Yamunotri, 3322 metres above sea level, is located on the western bank of the great peak of Banderpunch (meaning - monkey's tail) which is 6315 meters high.

Q1. Where did the travelers stop for breakfast?

Q2. Why is a part of the journey to Yamunotri to be undertaken on foot?

Q3. What has made the journey to Yamunotri breathtaking?

Q4. (a) The remaining journey has to be undertaken on foot or pony. (Rewrite the sentence using the appropriate form of modal auxiliary)

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(b) Yamunotri, 3322 metres above sea-level is located on the western bank of the great peak of Banderpunch. (Make it complex)

Q 5. Choose the appropriate meaning of the underlined word

(i) vibrating ---full of life (ii) Shivering -trembling.

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Q6. Give another word for

(I) Snow-Covered (ii) Foliage.

Q7 Do you think a journey of this kind is dangerous as well as pleasant? Why?

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INTRODUCTION TO LETTER WRITING

A letter is a written form of communication that is addressed to a specific person or a specific organization. It is one of the easiest and non-expensive means of communication. The relationship between the writer and the receiver determines the way a letter is written. There are several ways of writing a letter, each having its own style. Letters are of two basic types. Formal letters: These letters include applications, letters to editors, official letters, letters to and from organizations, government departments etc. These letters have an objective or business-like style of writing. Informal letters: These letters include letters to parents, relatives, friends etc. These letters have an easy and conversational language. While writing formal letters, one should ensure that it is not too extensive. These letters are supposed to be short and to-the-point.

Tips for writing good letters

- (i) Make sure that they are well written. It can be very annoying for someone to have to struggle to read handwriting. Always use your best and clearest handwriting.
- (ii) Make sure all your contact details are clearly written down at the top of the letter. If they are not, then you might not get a reply. The correct address is essential.
- (iii) Think about what you want to say. If necessary make some notes on a separate sheet of paper first. This will ensure that you do not forget anything.
- (iv) Think about to whom you are writing the letter. Use the right style of writing and language - formal or informal, business like or friendly.
- (v) Lay out your letter using paragraphs. This makes it easier for the reader.

Informal letters

- (i) These are letters to friends and relations, or people you know well.
- (ii) The sender's address should always appear on the top right hand corner of the page.
- (iii) Include telephone number and email if available.
- (iv) Greeting - There are several variations that can be used depending on how well you know the person: Dear Mary, Hi Mary, Greetings.
- (v) Complimentary close - short comment, for example Love, Lots of love, With thanks, See you soon.

Format of an Informal Letter

- | | | | |
|---|-------------------|---|--|
| 1 | Writer's Address | - | A-225, Mayur Vihar Phase 1, Delhi-94 |
| 2 | Date | - | March 25, 2010 |
| 3 | Salutation | - | Dear Ankit/Father/Mother/Sister/Brother/Aunt |
| 4 | Body | - | This part contains all the information one wants to share by writing the letter. |
| 5 | Subscription | - | Yours lovingly/affectionately |
| 6 | Name or Signature | - | Rajesh/Pavan/Atul |

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How to Write a Friendly Letter

Purpose of a Friendly Letter - A friendly letter (or informal letter) is a way of communicating between two people (sometimes more) who are usually well acquainted. There are many uses and reasons for writing a friendly letter but friendly letters will usually consist of topics on a personal level. Friendly letters can either be printed or hand-written.

Friendly Letter Writing - The friendly letter is typically less formal than that of a business letter. Usually the first paragraph of the body will consist of an introduction which will give the recipient an idea about why you're writing to them with a short summary of the main topic of your letter. If you don't know the person you are writing to, you may want to introduce yourself in this introductory paragraph as well.

The next few paragraphs will usually consist of the message you want to get across along with any details you may want to convey.

The last paragraph will usually be the conclusion where you wrap everything up. You can sum up your main idea in this paragraph, thank the recipient for their time, wish the recipient well, and/or ask any questions.

Since friendly letters are less formal, you can feel free to write it however you like, but the above format is fairly common.

Friendly Letter Format

1. Return Address Line 1
Return Address Line 2
2. Date (Month Day, Year)
3. Dear Name of Recipient,
4. Body Paragraph 1
.....
Body Paragraph 2
.....
Body Paragraph 3
.....
5. Closing (Sincerely...)
6. Signature
7. P.S.

In the friendly letter format, your address, date, the closing, signature, and printed name are all indented to the right half of the page (how far you indent in is up to you as long as the heading and closing is lined up, use your own discretion and make sure it looks presentable). Also the first line of each paragraph is indented.

1. **Your Address** - All that is needed is your street address on the first line and the city, state and pin code on the second line.

2. **Date** - Put the date on which the letter was written in the format Month Day Year e.g. August 30, 2016. Skip a line between the date and the salutation.

3. **Salutation** - Usually starts out with Dear so and so, or Hi so and so. Note: There is a comma after the end of the salutation (you can use an exclamation point also if there is a need for some emphasis).

4. **Body** - The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip 2 lines between the end of the body and the closing.

5. **Closing** - Let's the reader know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized.

6. **Signature** - Your signature will go in this section, usually signed in black or blue ink with a pen. Skip a line after your signature and the P.S.

7. **P.S.** - If you want to add anything additional to the letter you write a P.S. (post script) and the message after that. You can also add a P.P.S after that and a P.P.P.S. after that and so on.

Example -1 -

**Write a letter to your friend congratulating him/her on the success
in the S.L.C examination.**

Gaurighat, Chabahil
24th May, 2013

Dear Nibesh,

It's a great pleasure to know that you passed SLC exams in the 1st division. My joy knew no bounds, when I saw your symbol number in the Gorkhapatra. I congratulate you on your success. We all expected that you'd farewell in the S.L.C examination. Our expectation has come true. I shall be glad to know in which area you will pursue your further studies. I believe you will join Science college majoring Biology. This will enable you to be a doctor. Think of your future career before you choose your subject. I think you will be a doctor as our country is short of doctors. This is my suggestion don't consider it seriously. It's up to you to decide.

I once again congratulate you and hope next letter from you.

Best regards

Satyam.

Example-2.

**Write a Letter to your Mother
telling her about your studies is going on**

New Delhi
12 th May, 2013

My dear mother,

I haven't received your letter for long. I am very much worried about your health, for the last time's illness could have proved tragic, if the doctor had not been called in time. Thank God we were all there and managed to call in doctor who saved you. Nowadays only you and Papa are therewith nobody else to look after you. It is natural for me to be worried about your health. Please post me letters as often as possible.

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As regards myself, my studies are going on well. My first terminal examinations are over and the answer books have been shown to us. You will be happy to know that this time I am leading the whole class having secured the highest marks in every subject. I am not yet satisfied because my percentage is not yet high enough to merit me college gold medal. I am working hard towards that end.

Now-a-days I feel fine. I have developed friendship with some boys who like me are quite ambitious and therefore studious. We are all working in a spirit of competitiveness and are helping one another. In the evening we go out for a walk together. We have curtailed our sports hours and have diverted them to studies.

Nothing more to pen. Please keep me informed about your health so that I may devote myself heart and soul to the studies unworried. Convey my Pranam to Papa and Uncle.

Please reply immediately.

Yours lovingly,

Rohit

Example-3.

Write a letter to your friend congratulating him on his success in the examination

New Delhi

12 th May, 2015

Dear Ritika,

Congratulations! It gives me great pleasure that you have topped the list of successful candidates in the Board Examination. It is all the more delightful to learn that you have secured distinction in all the subjects and in Mathematics you have secured 99% marks.

Your grand success is a matter of pride for your family, friends, teachers and our school as well. It is, in fact, the result of your hard work and dedication, sacrifice and concentration. You have been very consistent all along your studies. You never ignored your studies. It has paid well now. Indeed, it is a moment of celebration particularly for your parents who have been very careful for all your needs and comforts.

This success has opened up the door to various opportunities for your career. You can get admission in any of the good colleges in India. A bright future awaits you. Your bright success has secured your career.

Again my heartiest congratulations on the happy occasion I am confident you will maintain this performance in future. Keep up the spirit and be careful to your health and performance. We will meet soon to have a treat. With lots of good wishes for a bright future.

Yours lovingly ,

Rishika

Example-4.

Write a letter to your friend who has just met with an accident.

My dear Friend (Name),

Raj called today in the evening to tell me that you were involved in an accident while driving home on your motor-bike. I was wondering why you have not been coming to the college for the last three days. Really, believe me, the college is just not the same charming place without you.

I am told that the accident is not very serious, but still I feel very much distressed because your left arm has been slightly fractured and is now in plaster. It will take at least

a month before your plaster is removed. Thank god, your uncle is a doctor and he is in the same hospital where you were taken immediately after the accident by a young man. It is a matter of great relief that you escaped with a minor fracture.

With best wishes for speedy recovery, I hope to be with you very soon.

Yours ever lovingly,

name

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Formal Letters

Formal letters include : - They are written in a strictly formal style. The layout is always the same. Types of Formal Letter's are -

1. Business letters
2. Official letters
3. Job Applications
4. Letter to Editor of newspapers

Structure : -

1. The senders address is put at the top right hand side
2. Include telephone number and email if available
3. The address of the person receiving the letter goes on the left hand side below the sender's address
4. The date
5. Greeting - Dear Sir or Madam. You can use the titles Miss, Mrs. or Mr. if you know the name of the person to whom you are writing
6. The message
7. Complimentary close - Yours faithfully or Yours sincerely
8. Signature
9. Write name in block letters (*this is to ensure that the person receiving the letter knows exactly who has sent it. Signatures may not be very clear*)

Business Letter Format

Block Format : - Business Letter

1. Return Address Line 1
Return Address Line 2
2. Date (Month Day, Year)
3. Mr./Mrs./Ms./Dr. Full name of recipient.
Title/Position of Recipient.
Company Name
Recipient's Address Line 1
Recipient's Address Line 2
4. Dear Ms./Mrs./Mr. Last Name
5. Subject: Title of Subject
6. Body Paragraph 1
.....

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Body Paragraph 2

Body Paragraph 3

7. Closing (Sincerely...)

8. Signature

9. Your Name (Printed)

Your Title

10. Enclosures (2)

11. Typist's Initials

The block format is the simplest format; all of the writing is flush against the left margin. With all business letters, use 1" margins on all four sides.

1. Your Address - The return address of the sender so the recipient can easily find out where to send a reply to. Skip a line between your address and the date. (Not needed if the letter is printed on paper with the company letterhead already on it.)

2. Date - Put the date on which the letter was written in the format Month Day Year i.e. August 30, 2003. Skip a line between the date and the inside address (some people skip 3 or 4 lines after the date).

3. Inside Address - The address of the person you are writing to along with the name of the recipient, their title and company name, if you are not sure who the letter should be addressed to either leave it blank, but try to put in a title, i.e. "Director of Human Resources". Skip a line between the date and the salutation.

4. Salutation - Dear Ms./Mrs./Mr. Last Name; Dear Director of Department Name; or To Whom It May Concern: if recipient's name is unknown. Note that there is a colon after the salutation. Skip a line between the salutation and the subject line or body.

5. Subject Line (*optional*) - Makes it easier for the recipient to find out what the letter is about. Skip a line between the subject line and the body.

6. Body - The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip a line between the end of the body and the closing.

7. Closing - Let's the reader know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized. Skip 3-4 lines between the closing and the printed name, so that there is room for the signature.

8. Signature - Your signature will go in this section, usually signed in black or blue ink with a pen.

9. Printed Name - The printed version of your name, and if desired you can put your title or position on the line underneath it. Skip a line between the printed name and the enclosure.

10. Enclosure - If letter contains other document other than the letter itself your letter will include the word "Enclosure." If there is more than one you would type, "Enclosures (#)" with the # being the number of other documents enclosed, not including the letter itself.

11. Reference Initials - If someone other than yourself typed the letter you will include your initials in capital letters followed by the typist's initials in lower case in the following format; AG/gs or AG : gs.

Format of a Formal Letter

- | | | | |
|----|-------------------------|---|---|
| 1. | Writer's Address | - | A-225, Mayur Vihar Phase 1, Delhi-94 |
| 2. | Date | - | March 25, 2010 |
| 3. | Address of the receiver | - | YZX Technology, C-12, Azad Nagar East, Delhi-18/The Principal, ABC School, Dhaula Kuan, Delhi-75 |
| 4. | Subject | - | This part contains the objective of writing the letter. It must be concise. |
| 5. | Salutation | - | Respected Madam/Dear Sir |
| 6. | Main Body | - | This part should be divided into three paragraphs. The first paragraph must contain a short mention of the reason for writing the letter; the middle paragraph must contain all the details, while the last paragraph must express what one would want the other person to do in the event of receiving the letter. |
| 7. | Subscription | - | Yours truly/obediently/sincerely |
| 8. | Name or Signature | - | Rajesh/Pavan/Atul, Roll No. 123, Class 10-A/Mohit sharma |

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Note -

1. The date can be written as :- March 1, 2010 or 1st March, 2010 or 1 March, 2010
2. The address must be complete and must have the pin code of the address to which it is being sent.

Never write '*Your's truly*', always write '*Yours truly*'.

EXAMPLE - 1

Write a letter to the Editor of The Times of India complaining about the nuisance created by the use of loudspeakers. You are Peeyush Sharma, a resident of Sector 15, Vasundhara Enclave, New Delhi.

Sector 15,
Vasundhara Enclave,
New Delhi - 110096
18 October, 2010

The Editor,
The Times of India,
New Delhi

Subject: Regarding the indiscriminate use of loudspeakers

Dear Sir,

I would like to draw the kind attention of the concerned authorities towards the indiscriminate use of loudspeakers through the columns of your esteemed newspaper.

Now-a-days, the use of loudspeakers at religious places, political gatherings, marriages etc. has become very common sight. The organizers of these events do not bother to turn off the loudspeakers after the stipulated time for their use is over. In a lot of cases, the use of loudspeakers continues till late in the night. This creates a lot of nuisance and disturbance for a Lot of people.

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I would want the authorities to look into this matter and put stricter rules in place. They must ensure that the use of loudspeakers does not continue after the stipulated time is over. Their efforts in this regard would be much appreciated by one and all.

Yours truly,
Peeyush Sharma

Complaint Letter Writing

In the first paragraph you should identify what the issue is and any relevant information that you believe is important .

The next paragraph should state what you would like done to resolve the situation. The last paragraph should thank the reader for the time. \.

You should include your telephone number/e-mail address after your printed name so that they can contact you ASAP if necessary.

EXAMPLE - 1 :

65 Market Street
Val Haven, CT 95135
June 30, 2004

Customer Service
Cool Sports, LLC
8423 Green Terrace Road
Asterville, WA 65435

Dear Sir or Madam:

I have recently ordered a new pair of soccer shoes (item #6542951) from your website on June 21. I received the order on June 26. Unfortunately, when I opened it, I saw that the shoes were used. The shoes had dirt all over it and there was a small tear in front of the part where the left toe would go. My order number is AF26168156.

To resolve the problem, I would like you to credit my account for the amount charged for my shoes; I have already went out and bought a new pair of cleats at my local sporting goods store so sending another would result in me having two pairs of the same cleats.

Than you for taking the time to read this letter. I have been a satisfied customer of your company for many years and this is the first time I have encountered a problem. If you need to contact me, you can reach me at. 09263547889.

Yours Sincerely,
Signature
Rohan Malhotra

How to Write an Apology Letter

An apology letter shows that you are sorry and says that you value your relationship with the other party. The sooner an apology letter is written and sent out the better it is for the relationship. Depending on the nature of the letter, it can either be written in the friendly or the business letter format.

EXAMPLE - 1 :

68 Pine Zaggat Lane
 Hampervile, NE 25385
 January 5, 2005

Dear Sonia

I am sorry about forgetting about our lunch date. It was completely my fault; I was so busy at work that it must have slipped my mind. How about I treat you to lunch next Wednesday at the new Italian restaurant Julie's at 12:30PM? I have marked this date in my planner so I will not forget about it. I'd just like to apologize again for missing the lunch date.

Your friend,
 Sonia

EXAMPLE - 2 :

5868 Maple Wood Street
 Bombay, PA 37626
 November 29, 2015

Mr. Joseph Bicman
 358 Noncook Road
 Banny Town, PA 57323

Dear Sir,

I apologize for the mix-up of order #: 26429782. We have just implemented a new packaging system that still has a few bugs that still needs to be worked out, but we did fix your order and sent it out this morning. For your trouble, we have enclosed a 2000 Rs gift certificate which can be used at any of our stores. Once again I would like to apologize for the mix-up in your order and any inconveniences this may have caused you.

Sincerely,
 Sangeeta singh
 Customer Service Manager

How to Write an Invitation Letter

An invitation letter serves the purpose of inviting a guest to a party, event or celebration while conveying more information than a traditional invitation card. It serves two purposes; one, to invite the individual to the event and two, to ensure that the person receiving the letter is going to attend.

EXAMPLE - 1 :

Lockwood Middle School
 307 Main Street
 Locknow NJ 51686
 December 10, 2008
 Mrs. Jody Mishra

President
 Lockwood Health Association
 23 Main Street
 Lockwood, NJ

Dear Sir

My name is Roshan Kaul and I am writing on behalf of the students at S.KL Colege. A significant amount of the students at the college have been working on a project which

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relates to the unemployment problem within the youth demographic of Lockwood. You are invited to attend a presentation that will be held within the media room of the school where a variety of proposals that will demonstrate the ability of the community to develop employment opportunities for the youth within the community.

At the presentation, there will be several students receiving awards which will recognize them within the community from the Mayor. Refreshments will also be available at the presentation.

As one of the prominent figures in the community, we would be honored by your attendance. Our special presentation will be held at our college auditorium on January 16th. Please reply by Monday the 9th of January to confirm your attendance to the function.

We look forward to seeing you there,

Sincerely,
Roshan Kaul

A Thank You Letter After an Interview

EXAMPLE - 1

215 Casandle Drive
Bhola street.

December 15, 2015

Director of Human Resources
Nagata Resorts
6528 Hils Street
South Bombay, 9838625

Dear Mam

I would like to thank you for taking the time to interview me for the position of hotel manager on December 14. I was very impressed with the amount of vacationers that you stay at Nagata Resorts every year.

I appreciate the time that you spent discussing the responsibilities of the position. I believe that my credentials make me an ideal candidate for the position. As I mentioned in my interview with you, I already have 7 years experience as a hotel manager. I am very organized and have a high attention to detail. I also believe that the customer is the most important asset, so I always treat them with the utmost respect.

I look forward to hearing your decision about the position. You can contact me at 096342445575, if you have any further questions, I'd be more than willing to come in and discuss them with you. Thanks again for the opportunity to interview with Nagat Resorts.

Sincerely,
Name

How to Write a Request Letter

A request letter is a letter requesting either information or a favor. There are a variety of things that can be requested of when writing a request letter. A good request letter will usually be concise and to the point.

EXAMPLE - 1 :

764 Freedom Lane
Shiwagi , Road , 0023619

September 27, 2013

Store Manager
The Corner Cafe
273 Main Street
Clearwater Falls, FL 23619
Respected Sir ,

My name is Rohan Verma and I'm the manager of K.P.S. college Fundraising Committee. The committee is planning to hold a fundraiser next month to raise funds for this years field trips and we're looking for donors to help out with providing good books for the needy students.

If The Western book store is willing to help donate some books , we would greatly appreciate it. Our fundraiser will be held on the morning of October 18th and we're expecting around 200 people to show up.

Thanks for your time and consideration, if you need to contact me with any questions, feel free to call me at 09283746664, I'm available to speak between 10am-5pm on weekdays.

Sincerely,

Signature

**Write a letter to the Manager of a sugar factory
seeking permission to visit the factory.**

EXAMPLE - 1

Dear Sir,

Sub : Factory Visit

Our school plans to visit your factory and make our students get firsthand knowledge of its working.

We are about 100 students in our college, intend visiting your sugar factory to see its working. Our two teachers will also accompany us.

I request you to kindly give us permission to visit your factory. You will appreciate the need for this visit and grant us the permission. Please let us know the day and time of the visit.

Yours faithfully,
Name
designation

**Write a letter to the Postmaster, complaining about
the irregular service rendered by the postal department.**

Example - 1 :

Sir

Sub: Irregular distribution of mail in Sector 15

Your post office is heavily burdened with post is quite true; however, the mail must be at least delivered regularly.

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I personally feel that the postman coming to this particular area comes just twice a week or, whenever he wants to or feels like it. For an example of service I will give you a personal setback. Today I received an interview call by which I came to know that, I had missed the interview by ten days. The call is from a local address and there is no reason for this long delay, which caused harm to me. This is enough examples for you to brush up work at your end. You kindly see that the postmen do their duties regularly and deliver the mail in time. Their lapses may be harming many of us, just as I missed an interview.

Kindly see that such lapses do not occur again.

Yours faithfully

Write an application to the Principal for change of subject.

Example - 1 :

Sir,

Sub : Change of Subject.

Most humbly I beg to state that I am a student of Class BA 1st year. I opted for Sanskrit instead of Hindi as optional. However, I studied it for a couple of weeks and found that I am not able to understand the subject well. It seems very difficult for me. I will not be able to get good marks in the subject. Besides, I belong to a poor family. I cannot afford to engage a tutor in Sanskrit.

I, therefore, request you to kindly change my subject from Sanskrit to Hindi. I have also sought permission from the subject teachers and they have granted me permission. They do not have any objections.

For this favor of yours, I shall ever remain grateful to you.

Yours obediently,

How to Write a Letter of Application for a Job

Start your letter by adding your contact information at the top. You want to make it as easy as possible for your prospective employer to contact you and know who you are

Include the current date, then separated by a space, add your contact information:

Name

Address

Phone number

Email address

Personal website (if you have one)

Include the company's information. After you include your information, you need to include the name of the employer to whom you are applying for the job, his title, name of company and address.

Address your letter to the person whom you are writing. To begin your letter, you want to be formal and start with a proper address.

Write an engaging first paragraph.

Open with a strong, declarative statement that informs your reader that you are excited to be applying for [the position] at [company].

Be short and specific with what attracted you to the job. What is it about the company that you like?

State where you found the position to which you are applying. such as via a job site, the company's site, in a newspaper, etc.

Briefly summarize your strengths, qualifications, and experience. Include the most relevant aspects of your career. While more recent accomplishments are a good place to start,

Sign off. Use Yours sincerely

Write your name underneath. After you sign off, write your full name on the last line, and consider including a signature. Educational background - you'll usually be expected to provide information on institutions attended, courses taken and qualifications gained.

Work experience - you may be asked to describe or list the main duties of your current job, or any positions that you've held in the past.

Competency-based questions - this is where you get to show how you meet the person specification for the role, by promoting yourself as the best candidate for the job.

Personal statement - if a supporting statement is required, this should be well-structured - possibly using headings to set out how you meet the job criteria.

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Q. Write the Following Letters

1. The sanitary condition of your community is appalling and there are fears of an outbreak of communicable diseases. Write a letter to the chairman of your local government area, drawing his attention to the problem and suggesting ways of dealing with it.
2. Activities such as debates, drama and excursions are now rare in your college. As the prefect, write a letter to your principal suggesting the revival of these activities and pointing out what students stand to gain from taking part in them.
3. Your college has been performing poorly in public examinations for the past three years. Write a letter to your principal suggesting ways of making students more interested in academic work.
4. Write a letter to your father asking his permission to pursue masters from a good collage, give the reason for your choice.
5. The poor and needy in your country have not been adequately provided for. Write a letter to the head of your Social Welfare Department describing their plight and suggesting ways of improving the situation
6. As a concerned student, write a letter to the Principal of your college informing him of recent acts of bullying by senior students and suggesting ways of arresting the situation.
7. Write a letter to the police officer in charge of your area thanking him for the prompt intervention of the police in a recent clash between two villages in your locality and suggesting further measures for preventing a future occurrence.
8. Write a letter to the Chairman of your college's Board of Governors on the need for a better & bigger library in the college, requesting him to build and equip one.
9. Write a letter to the CMO of your area expressing your dissatisfaction with the operations of the health services, and suggesting three ways of improving the services.
10. Write a letter to the Minister of Works in your country complaining about the deplorable condition of the roads in your area and the effects this has on the lives of your people
11. Write a letter to your cousin inviting him to spend the holydays with you in diwali.

REPORT WRITING

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A report is a brief account of an event that has already taken place. A Report helps in recording events of importance that occurs in our day to day life. A report attempts to present the first hand information of an incident or event. A report of an event presents a record of events that took place. A report on an event includes one's ideas, opinions and impressions on the event.

It is purely based on observation & analysis. There are different kinds of report, they play a crucial role in today's high-tech & cooperate world. They are a strong base for planning and control in an organization, i.e. the report gives an information on wide range of issues which can be utilized by the management or a team.

Report writing is a basic requirement in many professions. In a business or in industry report writing is an essential part of the professional skill of its employees, as many important decisions are taken on the basis of these reports. In government offices also it is an essential requirement. News paper reporting & TV reporting has taken the world news to another level. People not only form opinion but also get into the depth of an incident. A good report is characterized by the features like clarity, conciseness, legibility, accuracy and trust. While writing a report we must pay attention to these features. The following are some of the important requisites of a good report writing one should follow certain steps to make it a proper report.

i) Keep it simple. Do not try to impress, rather try to communicate. Keep the sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.

ii) Use an active voice rather than passive. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business.

iii) Good grammar and punctuation is important. Having someone proofread is a good idea.

POINTS TO REMEMBER

- i) Mention the place, date, time and other relevant facts about the event.
- ii) Include information collected from people around or affected by the event.
- iii) Write the name of the reporter.
- iv) Provide a suitable title/heading.
- v) Write in past tense.
- vi) Write in reported speech and use passive form of expression.
- vii) Develop ideas (causes, reasons, consequences, opinions) logically.
- viii) Write in a less formal and more descriptive manner while writing a report for a school magazine.
- ix) Present your ideas and impressions to make the report interesting.

How to Write a Good Incident Report

1. An Incident Report Must Be Accurate and Specific : When you write an incident report, you must be specific and accurate about the details, not merely descriptive. For example, instead of writing "the old patient", it is more accurate to describe him as "the 76-year old male patient". Good grammar, which includes correct word choice and proper punctuation, is important to make your incident report clear, accurate and professional. It is also best to write in an active voice, which is more powerful and interesting than the passive voice.

2. A Good Incident Report Must Be Factual and Objective : sometimes people tend to talk about their opinions and beliefs, rather than stating the facts. If you must include an opinion in your report, it is best to state it with the similar description that appears on some incident report samples: "In my opinion, there were too many people in the overloaded bus. In fact, there were 80 persons inside, when a bus of this size is only allowed to carry 70 individuals." Besides, you must avoid including words that might connote something that changes the tone of your report. If you have to include statements from a witness or other people, you must clarify that you are quoting someone, and the words you used are not your own.

3. A Good Incident Report Must Be Complete and Concise : State all facts regarding who, what, when, where, how and why something happened without leaving out important details. Another person who reads the report must be able to get answers to his or her questions about the incident from your report.

4. A Good Incident Report Must Be Well-Organized : An incident report should be easily understood and not be confusing to the reader. How a report is organized depends on the complexity of the incident and the type of report being written. Usually, writing in chronological order is the simplest way to organize a report.

5. A Good Incident Report Must Be Clear : Your incident report must be clear and do not contain ambiguities. It's a clear report if different people read the same report and come up with similar interpretations.

6. A Good Incident Report Must Only Include Proper Abbreviations : The use of abbreviations may be appropriate in certain cases, such as the use of Dr. Mishra and Mr. Gupta.

The general kinds of reports are:

1. Reporting for a newspaper
2. Reporting for a magazine
3. Reporting an accident
4. Report of an incident
5. Report of sales
6. Progress report
7. Feasibility Study Report
8. Recommendation report

Newspaper Report

- i) A newspaper report must be factual. But the facts are going to be accurate and true.

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- ii) It must be a concise but interesting to the Readers.
- iii) A Newspaper Report is written in 'Third' person.
- iv) A Newspaper Report takes place in indirect speech.
- v) Sometimes it is written in Passive voice.

Features of a Newspaper Report :

- i) A Newspaper must have a 'Headline'.
- ii) There must be specification of date and place.
- iii) There must be the name of the Reporter
- iv) The Heading must be aligned in the middle.
- v) Do not put fanciful information. Be relevant to the information.

Incident report really gives away the purpose of the report. An incident report is used to document an incident that has occurred. Perhaps the most well-known type of incident report is a police report of a car accident. Some incident reports may simply document what happened. For example, a manager may document an unexcused absence in an employee's personnel file. However, some incident reports, like Mike's, also document an investigation of the incident, an evaluation of the incident and recommendations concerning it..

An evaluation report judges a program or product by set criteria to determine whether or not it is effective. It attempts to answer the question, 'Is this product or program good?' For example, if Haru's client already had a money-saving program in place

Feasibility report is a report which judges whether a product or project is possible, given certain constraints. These constraints may be financial, environmental, legal, or practical. It tries to answer the question, 'Is this product or program feasible?' Hence, it is called a feasibility report

Recommendation report, which compares two or more options and chooses the best one, based on criteria. It attempts to answer the question, 'Which option should be chosen?' usually professor write for students .It can be written for a product.

Sales Report A record of calls made and products sold during a particular time frame kept by a salesperson or their management

Case Study is a report a case study is a "published report about a person, group, or situation that has been studied over time." If the case study is about a group, it describes the behavior of the group as a whole, not behaviour of each individual in the group. Case studies can be produced by following a formal research method.

Questions

Q1. Your college , AGS college Poona celebrated 'Environment Day' on 5th November. Write a report on the programme in 100-125 words for your school newsletter. You are Neeta/Naveen, Cultural Secretary of the college. Invent the necessary details.

Environment Day Celebration

By Naveen, Cultural Secretary

Poona
11th March, 2013

The 'Environment Club' of Sun Public college celebrated 'Environment Day' on 5th November in the school premises. The programme was inaugurated by the Mr.

Karuppasammy, the eminent environmentalist and presided by our principal. The function began with a special vandana prepared by the college choir group. Many cultural programmes were prepared by the Cultural Group of the college that included a very interesting play on the theme 'Mother Earth' which was highly applauded by all. An essay writing and poster making competition also took place. After distributing the prizes, the Chief Guest gave a speech in which he highlighted the need of conservation. Finally, the day was concluded after a tree plantation drive. The day was a huge success.

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24 Killed in Road Accident

(Report By- Jaya Prakash)

Agra, August 17, 2016

Twenty-four people including a woman and a two-month baby were killed in a tragic road accident involving a truck and Tata Sumo at Najafgarh, a village 14 km from here.

The ill-fated Tata Sumo was carrying a marriage party from Delhi to Mathura. The truck carrying industrial goods to NOIDA collided head-on with Tata Sumo killing twelve of them on the spot. The injured were immediately rushed to Dr. RML Hospital where eight succumbed to injuries.

The Police have registered a case against the truck driver and they are on a man hunt.

"Science holds India's future" - Kalam

by Nadeem

Agra, Sep 20.

It is science that holds the destiny of India's future says Dr. A.P. J. Abdul Kalam.

Inaugurating a science exhibition in one of the schools here, Dr. Kalam said that students will have to study science for its own sake and not for becoming a doctor or an engineer. "The development of the country much depends on the Scientists who could help solve problems faced by the nation in different fields" The dream of every citizen to see India as a super power will soon be fulfilled if the students' energy and enthusiasm are properly channelised.

The exhibition was organized under the aegis of Lion's Club of Agra. Earlier during the day, he visited an orphanage and spoke to the children for over an hour and lunched with them

Exhibition inaugurated

by Sravan

Agra, 17 Dec 2016

A grand ten-day science exhibition was inaugurated at Gyana Bharati Residential college here yesterday. Forty colleges from different parts of all states are participating in the exhibition. The theme of the exhibition is "Water Conservation". "We hope this exhibition focuses on the need of the hour" said Dr. Bharatan, the convener of this exhibition.

Inaugurating the exhibition Mr. Justice Chaudhari (IRS) stressed on the need of students' participation in creating social awareness on vital issues. Mr. Durai Swamy, the department head had made arrangements for the exhibition.

Reporting for college Magazine

TREKKING CAMP OF OUR NCC STUDENTS

Reported by- Anjali

Troop Captain

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Forty students of our college NCC unit guided by Mr. R.B.Sachan, Programme Officer went on a ten-day trekking camp to Forests of Bhind (MP) summer holidays. We set out from our school campus of 10th of May in a specially arranged bus. We went up to Morena forest in the bus. We started walking from there with the essential things packed in our hold-all. We reached the wild areas of the forest of Bhind by evening. We raised our tent in convenient places near to a River Yamuna. We prepared our dinner, dined in the moonlight and had a comfortable sleep. For the next 8 days we trekked around the near by hills. It was a wonderful outdoor experience for the students. We returned to campus safely on 22nd of May.

Report of Health Camp

HEALTH CAMP AT PARARAPATTI

By Jaya Prakash
Nagapatnam

March 15, 2015

750 people were benefited in the one-day medical camp organized jointly by the Lions Club and Apollo Hospitals, Chennai. 50 Doctors with an equal number of Paramedical staff went to Paparapatti, Village, 12 km from here. The village had recently been affected by Malaria. The state health department had conducted a similar medical camp ten days ago. Speaking to the press persons the head of the medical team Dr. Kasaiah said the lack of basic amenities could be one possible reason for the outburst. He also said that his medical team would conduct a similar medical camp after a fortnight. Lt. Dr. Padmanabhan, Chairman of the Nagapatnam Chapter of the Lions' Club had made elaborate arrangements for the camp.

REPORT ON CAREER COUNSELLING:

CAREER COUNSELLING

Tirupathi, 28 Dec, 2004.

A career-counseling camp was organized for the students of class 12 of Mother Teresa School

Sri. J.A. Padmanabhan, Professor of Delhi University, inaugurated the counseling session. He expressed his views on the need for career counseling. He told that for the outgoing students of a college, career guidance is very essential.

Mr.P.G.Rajendran, career counselor, talked to individuals and clarified their doubts. He explained the career avenues after graduation. He briefed about the unknown and unpopular courses and areas and distributed many pamphlets related to different careers and higher education compiled from various sources.

Questions :

1. You are Ankit staff reporter of a national daily. You were asked to cover a District Science Exhibition. Mentioning all relevant details write a report.

2. You are the staff reporter of a national daily. Write a report for your newspaper on health camp that was organized in your city.
3. There was a rally organized by a youth organization against rampant corruption in the society. As a reporter of "The Hindustan Times" write a report.
4. Write a news report on a road accident you witnessed.
5. A week long Aids Awareness Campaign was organized by your school. Write a report of the same.
6. Five of your classmates attended a jamboree at Mysore. Write a report for your school magazine.
7. Write a report on an accident witnessed by you on a highway .
8. The vidyalaya's Silver-Jubilee celebration has just concluded. Write a brief report to be published in your school magazine.
9. Despite studying many books in science, our students lack a scientific temperament. A seminar was organized in your college to instill scientific temperament among the students write a brief report.
10. Write a report for your school magazine about the elections in your college.

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LANGUAGE SKILLS

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Skills are a very important part in relation to the acquisition of English. Whether we realize it or not, we are communicating all the time. And, given the number of platforms and devices that we use as we live out our daily lives, and the multi-tasking our routines call for, all the four skills

Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. All language learners will need to develop their skills in each of these areas. Writing is the primary basis upon which your work, your learning, and your intellect will be judged-in college, in the workplace, and in the community. Writing equips you with the communication and thinking skills you need to participate effectively in all fields.

Parallelism - Structure Errors

When two or more parts of a sentence are doing the same thing, they must have matching structures, or parallel structures.

Incorrect Example : Preet loves to ride her bike, swimming, and to dance.

This sentence is saying that Preet loves three different activities, and all of those activities must have the same parallel structure.

Correct Example: Preet loves to ride her bike, to swim, and to dance.

Correct Example: Preet loves riding her bike, swimming, and dancing

Run On Sentence

Definition : A run-on sentence occurs when two or more sentences are brought together with no punctuation between the sentences. Run-on sentences are one of the three serious "sentence-boundary" errors. (The term "run-on sentence" does not refer to a long sentence!)

Examples :

1. We listened to music all night my favorite song was "Dola ray dola "
2. I took English last session it was a great class!
3. He used to work at Burger Palace now he works at Taco Land.

How to Correct: Separate the complete sentences with -

- (1) a period,
- (2) a semicolon,
- (3) or a comma followed by a conjunction (such as "but," "and," or "so")

Correct example : He used to work at Burger Palace& now he works at Taco Land.

Comma Splices

Two complete sentences can be combined, but they must be combined using both a comma and a conjunction. If two complete sentences are combined without both a comma and a conjunction, it is called a comma splice.

Incorrect Example: The dog walked on the beach, he didn't go in the ocean.

In this example, "The dog walked on the beach" is a complete sentence. "He didn't go in the ocean" is also a complete sentence. They are combined with only a comma, however, and without a conjunction.

Correct Example : The dog walked on the beach, but he didn't go on the ocean.

"But" is the conjunction used along with the comma to combine the two complete sentences

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Sentence Fragments

Every sentence must have both a subject and a verb. If either a subject or verb is missing, it is an incomplete sentence, or a sentence fragment.

Incorrect Example: The kitchen messy.

In this sentence, "the kitchen" is the subject of the sentence, but there is no verb.

Correct Example: The kitchen is messy. **Correct Example:** The kitchen was messy.

Duplicate Subjects

Sometimes students use a pronoun as a duplicate subject. Remember that each clause takes only one subject. If you have mentioned the subject of a sentence by name, there is no need to repeat with a pronoun.

Example 1:

Tom lives in Bombay.

NOT

Tom, he lives in Bombay.

Misplaced apostrophes

The rules :

- i) Apostrophes indicate possession - something belonging to something or someone else.
- ii) To indicate something belonging to one person, the apostrophe goes before the 's'. For instance, "The girl's horse."
- iii) To indicate something belonging to more than one person, put the apostrophe after the 's'. For example, "The girls' horse."
- iv) Apostrophes are also used to indicate a contracted word. For example, "don't" uses an apostrophe to indicate that the word is missing the "o" from "do not".
- v) Apostrophes are never used to make a word plural, even when a word is in number form, as in a date.

How not to do it :

- i) The horse's are in the field
- ii) Pen's for sale
- iii) In the 1980's
- iv) The girls dresses are ready for them to collect

How to do it properly :

- i) The horses are in the field
- ii) Pens for sale

- iii) In the 1980s
- iv) We didn't want to do it
- v) The girls' dresses are ready for them to collect

NOTES**Use of Time Clauses**

Time clauses are introduced by the time words 'when', 'before', 'after' and so on. When speaking about the present or future use the present simple tense in time clauses. If using a past tense, we usually use the past simple in a time clause.

We'll visit you when we will come next week. Correct : We'll visit you when we come next week.

Missing Commas After Linking Language

When using an introductory phrase as linking language such as a conjunctive adverb or sequencing word, use a comma after the phrase to continue the sentence.

1. As a result children should start studying math as early as possible.

Correct : As a result, children should start studying math as early as possible.

Semicolons error

There is one main situation in which semicolons (;) are used, and that is to separate two complete sentences that are closely related in meaning. To some extent, periods and semicolons are interchangeable; in some situations, you can use one or the other. Semicolons and commas are not interchangeable. If you can replace your semicolon with a comma, you have used the semicolon incorrectly. Semicolons should never be used to create a "pause" longer than that created by.

The dangling participle

The dangling participle can seriously change the flow and meaning of your writing. It is important to make sure we qualify the intended words.

Misinterpreted: Sunburned and dehydrated, mom decided it was time for the children to go into the house.

It sounds as though the Mom is sunburned and dehydrated.

Better: Mom decided it was time for the children, who were sunburned and dehydrated, to go into the house.

Ending sentences with preposition

It has also become common to use prepositions inappropriately or to end phrases and questions with prepositions.

Examples of some prepositions: at, of, with, in.

Wrong: Where are we at with our plans? Where is the movie theater at?

Correct: Where are we with our plans? Where is the movie theater?

Your/you're**The rules:**

- i) "Your" indicates possession - something belonging to you.
- ii) "You're" is short for "you are".

How not to do it:

- i) Your beautiful

How to do it properly:

- i) You're beautiful

There/their/they're

The rules:

Use "there" to refer to a place that isn't here - "over there".

We also use "there" to state something - "There are no cakes left."

"Their" indicates possession - something belonging to them.

"They're" is short for "they are"

Fewer/less

The rules :

"Fewer" refers to items you can count individually.

"Less" refers to a commodity, such as sand or water, that you can't count individually

To/two/too

The rules:

"To" is used in the infinitive form of a verb - "to talk".

"To" is also used to mean "towards".

"Too" means "also" or "as well".

"Two" refers to the number 2

Then/than

The rules:

"Than" is used in comparisons.

"Then" is used to indicate something following something else in time, as in step-by-step instructions, or planning a schedule ("we'll go there then there").

i.e. and e.g.

The rules :

i.e. means "that is" or "in other words". It comes from the Latin words "id est".

E.g. means "for example". It comes from the Latin words "exempli gratia".

Only use "i.e." and "e.g." when writing informally. In formal documents, such as essays, it is better to write out the meanings ("for example" or "that is").

Hear

Hear is a verb that means to sense a sound with our ears.

When we hear something, it is by chance. This means we are not actively paying attention or waiting for the

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Listen

Listen is a verb that means to give your attention to a sound. When we listen, we are actively concentrating on the sound.

We can listen to a sound (a song, a speech) that is in progress. This is the most common way we use listen.

Farther

We usually use farther to talk about a physical length or distance. Farthest the comparative form of far when talking about physical distance.

Further

We usually use further to talk about a metaphorical distance, like a distance in time. It refers to a time or amount. Further is the comparative form of "far" when you mean "much."

Bring

Bring is a verb that means to carry something to or toward the speaker.

It is important to remember the direction. Bring is always used when the object is moved to where the speaker is.

Take

Take is a verb that means to carry something away from the speaker or the speaker's position.

Like bring, it means to carry, but the direction is now away from the speaker, or to a place where the speaker is now.

Everyday

"Everyday" is an adjective. It only describes nouns. You use it to describe things that are usual, or that happen every day.

In summary, "every day" is a time expression that means "daily," whereas "everyday" is an adjective that means "regular and ordinary."

A little, a few, very little, very few

The expressions a little and a few mean some or enough.

The expressions (very) little and (very) few mean hardly any or not enough.

A little, a few, (very) little and (very) few are quantifiers

1. A little and (very) little are used with uncountable nouns (money, bread, water...)
2. A few and (very) few are used with countable nouns (friends, tables, teachers..)

Meaning :

A little and a few mean: some or enough.

Example :

"I have got a little money" = I have got some money. It's enough for me to do what I want.

"I have got a few friends" = I have got some or enough friends. We meet every day.

(Very) little and (very) few mean; hardly any or not enough.

Examples :

I have got (very) little money = I have got hardly any. I haven't got enough. I'll borrow some from my friend.

I have got (very) few friends = I have got hardly any. I haven't got enough. I need to make new friends.

All together, Altogether

"Altogether" is an adverb meaning "completely," "entirely." For example: "When he first saw the examination questions, he was altogether baffled." "All together," in contrast, is a phrase meaning "in a group."

There is often confusion over the terms altogether and all together.

The adverb altogether means wholly, to the full extent, or with everything considered.

Examples:

i) I left him altogether convinced that the project will end on time.

ii) Altogether Mark earns more than his cousin.

The term all together pertains to when a group acts or is acted upon collectively. (*Of note, there can be other words between all and together.*)

Examples: -

Correct: I want you to sing all together.

Wrong: (I want you all to sing together.)

Correct: The soldiers stood all together waiting for the plane.

Wrong: (The soldiers all stood together waiting for the plane.)

Double negatives

Double negatives are two negative words used in the same sentence. Using two negatives turns the thought or sentence into a positive one. Double negatives are not encouraged in English because they are poor grammar and they can be confusing; but, they are sometimes used in song lyrics and informal speech.

Either/Or and Neither/Nor

The pairings either/or and neither/nor can be used to group two people or things. Although not a major grammatical error.

Examples :

I could neither laugh nor cry.

Either the clerk or the secretary has the keys to the car.

(Note that has is correct. Using have would be wrong.)

Neither the clerk nor the secretary has the keys to the car.

Fewer/less

The mistake most people make is using "less" when they actually mean "fewer", rather than the other way round.

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The rules:

- i) "Fewer" refers to items you can count individually.
- ii) "Less" refers to a commodity, such as sand or water that you can't count individually.

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Questions

Q1. Fill in the sentences with the correct word given in the bracket

- a. His plan needs ----- study. (farther ,further)
- b. The dog ran ----- than I thought he would when I let him out of the house. (farther ,further)
- c. ----- easier to run if you're listening to some good music!(It's ,its)
- d. He bought ----- cakes for his friend. (to, two)
- e. There are -----cakes now. (less, fewer)
- f. Ten items or less ----- . (less, fewer)
- g. Can we use -----boat? (there, Their)
- h. ----- is an argument that says. (there, Their)
- i. The -----dresses are ready for them to collect (girls, girl's)
- j. He objects to the changes - e.g. he won't be accepting them. (e.g.,i.e)
- k. "She handles well the problems of -----life." (everyday ,every day)
- l. The porter asked if we were ----- . (all together ,altogether)
- m. ----- you go and study in Bombay-----in Delhi.(Either /Or ,Neither / Nor)
- n. May I complete my ----- lesson .(hear , listening)
- o. Can we give them -----gifts for Diwali. (a few, few)
- p. There is ----- water left in the bottle for all of us.(little ,few)

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USAGE OF PRONOUNS

In grammar, a pronoun is defined as a word or phrase that may be substituted for a noun or noun phrase, which once replaced, is known as the pronoun's antecedent. How is this possible? In a nutshell, it's because pronouns can do everything that nouns can do. A pronoun can act as a subject, direct object, indirect object, object of the preposition, and more. Without pronouns, we'd have to keep on repeating nouns, and that would make our speech and writing repetitive, not to mention cumbersome. Most pronouns are very short words.

As mentioned, pronouns are usually used to replace nouns, however they can also stand in for certain adverbs, adjectives, and other pronouns. Anytime you want to talk about a person, animal, place or thing, you can use pronouns to make your speech or writing flow better.

Some examples of pronouns include me, me, mine, me, her, her, hers, her, us, us, ours and us. You may have noticed that they tend to come in sets of four, all referring to the same person, group or thing.

- i) He, him, his and himself, for example, all refer to a male person or something belonging to him
- ii) They, they, theirs and they all refer to a group or something belonging to a group, and so on.

The truth is that there are many different types of pronouns, each serving a different purpose in a sentence.

Types of Pronouns

Personal Pronouns - Personal pronouns can be the subject of a clause or sentence. They are: I, he, she, it, they, we, and you. Example: "They went to the store."

Personal pronouns can also be objective, where they are the object of a verb, preposition, or infinitive phrase. They are: me, her, him, it, you, them, and us. Example: "David gave the gift to her."

Possession can be shown by personal pronouns, like: mine, his, hers, ours, yours, its, and theirs. Example: "Is this mine or yours?"

Subject Pronouns - Subject pronouns are often (but not always) found at the beginning of a sentence. More precisely, the subject of a sentence is the person or thing that lives out the verb.

He and I had a fight. - This sentence has two subjects because he and I were both involved in the fight.

He broke my kneecaps. - You get the idea.

To him, I must now pay my children's college funds. - If you'll notice, the verb in this sentence - the action - is "pay." Although I is not at the beginning of the sentence, it is the person living out the action and is, therefore, the subject.

Object Pronouns - By contrast, objects and object pronouns indicate the recipient of an action or motion. They come after verbs and prepositions (to, with, for, at, on, beside, under, around, etc.).

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The guy I borrowed money from showed me a crowbar and told me to pay him immediately.

- i) I begged him for more time.
- ii) He said he'd given me enough time already.
- iii) I tried to dodge the crowbar, but he hit me with it anyway.
- iv) Just then, the police arrived and arrested us.

Subject vs. Object Pronouns - There is often confusion over which pronouns you should use when you are one half of a dual subject or object. For example, should you say:

- i) "Me and him had a fight." or "He and I had a fight?"
- ii) "The police arrested me and him." or "The police arrested he and I?"
- iii) You wouldn't say, "The police arrested he," or, "The police arrested I."
- iv) You would use "him" and "me."

So the correct sentence is, "The police arrested him and me."

Possessive Adjectives vs. Possessive Pronouns - Possessive adjectives include the following: my, your, our, their, his, her and its. They are sort of pronouns in that they refer to an understood noun, showing possession by that noun of something. They are technically adjectives, though, because they modify a noun that follows them.

- i) My money is all gone.
- ii) I gambled it all away on your race horse.

In all of these examples, there is a noun (money, race horse, and jockey) that has not been replaced with a pronoun. Instead, an adjective is there to show whose money, horse and jockey we're talking about.

Possessive pronouns, on the other hand - mine, yours, ours, theirs, his, hers, its - are truly pronouns because they refer to a previously named or understood noun. They stand alone, not followed by any other noun. You have your vices, and I have mine..

Indefinite Pronouns - These pronouns do not point to any particular nouns, but refer to things or people in general. Some of them are: few, everyone, all, some, anything, and nobody. Example: "Everyone is already here."

Relative Pronouns - These pronouns are used to connect a clause or phrase to a noun or pronoun. These are: who, whom, which, whoever, whomever, whichever, and that. Example: "The driver who ran the stop sign was careless."

Demonstrative Pronouns - There are five demonstrative pronouns: these, those, this, that, and such. They focus attention on the nouns that are replacing. Examples: "Such was his understanding." "Those are totally awesome."

Interrogative Pronouns - These pronouns are used to begin a question: who, whom, which, what, whoever, whomever, whichever, and whatever. Example: "Who will you bring to the party?"

Reflexive Pronouns - There is one more type of pronoun, and that is the reflexive pronoun. These are the ones that end in "self" or "selves." They are object pronouns that we use when the subject and the object are the same noun.

- i) I told myself not to bet all my money on one horse.
- ii) The robber hurt himself chasing me through the alley.

iii) We also use them to emphasize the subject.

iv) Usually, the guy I borrowed the money from will send an employee to collect the money, but since I owed so much, he himself came to my house.

Personal Pronouns		Possessive Adjectives and Pronouns		Reflexive Pronouns
subject form	object form	possessive adjective	possessive pronoun	
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

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Indefinite pronouns with some and any are used to describe indefinite and incomplete quantities in the same way that some and any are used alone.

Indefinite pronouns are placed in the same location as a noun would go in the sentence.

Rule 1. Subject pronouns are used when the pronoun is the subject of the sentence

Example: ____ did the job.

I, he, she, we, they, who, whoever, etc., all qualify and are, therefore, subject pronouns.

Rule 2. Subject pronouns are also used if they rename the subject. They will follow to be verbs such as is, are, was, were, am, will be, had been, etc.

Examples:

It is he.

This is she speaking.

It is we who are responsible for the decision to downsize.

Rule 3. : when who refers to a personal pronoun (I, you, he, she, we, they), it takes the verb that agrees with that pronoun.

Correct: It is I who am sorry. (I am)

Incorrect: It is I who is sorry.

Correct: It is you who are mistaken. (you are)

Incorrect: It is you who's mistaken.

Rule 4. In addition to subject pronouns, there are also object pronouns, known more specifically as direct object, indirect object, and object of a preposition. Object pronouns include me, him, herself, us, them, themselves.

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Examples:

Jean saw him.

Him is the direct object of the verb saw.

Give her the book.

The direct object of give is book, and her is the indirect object.

Are you talking to me?

Me is the object of the preposition to.

Rule 5. The pronouns who, that, and which become singular or plural depending on the subject. If the subject is

singular, use a singular verb. If it is plural, use a plural verb.

Example: He is the only one of those men who is always on time.

The word who refers to one. Therefore, use the singular verb is.

Example: He is one of those men who are always on time.

The word who refers to men. Therefore, use the plural verb are.

Rule 6. Pronouns that are singular (I, he, she, everyone, everybody, anyone, anybody, no one, nobody, someone, somebody, each, either, neither, etc.) require singular verbs. This rule is frequently overlooked when using the pronouns each, either, and neither, followed by of. Those three pronouns always take singular verbs.

Examples:

Each of the girls sings well.

Either of us is capable of doing the job.

Neither of them is available to speak right now.

Exception: When each follows a noun or pronoun in certain sentences, even experienced writers sometimes get tripped up:

Incorrect: The women each gave her approval.

Correct: The women each gave their approval.

These examples do not contradict Rule 6, because each is not the subject, but rather an adjunct describing the true subject.

Rule 7. To decide whether to use the subject or object pronoun after the words than or as, mentally complete the sentence.

Examples:

Tranh is as smart as she/her.

If we mentally complete the sentence, we would say Tranh is as smart as she is. Therefore, she is the correct answer.

Rule 8. The possessive pronouns yours, his, hers, its, ours, theirs, and whose never need apostrophes.

Avoid mistakes like her's and your's.

Rule 9. The only time it's has an apostrophe is when it is a contraction for it is or it has. The only time who's has an apostrophe is when it means who is or who has. There is no apostrophe in oneself. Avoid "one's self,"

Examples:

It's been a cold morning.

The thermometer reached its highest reading..

Rule 10. Pronouns that end in -self or -selves are called reflexive pronouns. There are nine reflexive pronouns: myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, and themselves.

Reflexive pronouns are used when both the subject and the object of a verb are the same person or thing.

Example: Ravi helped himself.

If the object of a preposition refers to a previous noun or pronoun, use a reflexive pronoun:

Correct: I worked myself to the bone.

The object myself is the same person as the subject I, performing the act of working.

Incorrect: My brother and myself did it.

Correct: My brother and I did it.

Don't use myself unless the pronoun I or me precedes it in the sentence.

Incorrect: Please give it to John or myself.

Correct: Please give it to John or me..

Rule 11. If two people possess the same item, and one of the joint owners is written as a pronoun, use the possessive form for both.

Incorrect: Meera and my home

Incorrect: Mine and Meera's home

Correct: Meera's and my home

Incorrect: you and Meera's home

Incorrect: yours and Meera's home

Correct: Meera's and your home

Note: As the above examples demonstrate, when one of the co-owners is written as a pronoun, use possessive adjectives (my, your, her, our, their). Avoid possessive pronouns (mine, yours, hers, ours, theirs) in such constructions

Q. Replace the subject-pronouns with the correct possessive pronouns.

1. I have lost (I) ----- keys.
2. Did you brush (you) ----- teeth?
3. Alex and Lucy like to ride (they) ----- bikes

Q. Replace the subject pronoun with the correct independent possessive pronoun.

1. Colin bought a new car yesterday. It's (he) ----- now.
2. It seems that we have the same jacket. Is this (I) -----?
3. I parked my car right outside. Where did you park (you) -----?

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Q. Choose the correct possessive pronoun. Decide if you need an independent or a dependent possessive pronoun.

1. This is -----brother Daniel.
2. Steve has got a new computer. It's-----.
3. I haven't seen Kate and David's children for years. Which ones are-----?

Q. Choose the correct pronoun

1. Can you come to the cinema with -----? (I, me, my)
2. I can't remember -----name. (she, her, hers).
3. Sylvia left -----bag at the station. (she, her, hers)
4. When is -----birthday? (you, your, yours)
5. Can you help -----? We cannot do -----homework. (we, us, our, ours)
6. Mr. Rivetti, this is -----telephone. (you, your, yours)
7. Paul is at school with his friends. He wants to play with ----they, them, their, theirs)
8. I'd like those oranges. How much are -----? (they, them, their, theirs)
9. Paul is making a kite. His father is helping ----- (he, him, his)

Q. Choose the best answer to complete each sentence.

- This is _____ speaking.
A. John
B. He
C. Hejohn
D. Am
- Greg is as smart as _____ is.
A. That
B. These
C. Those
D. Such
- The dog chewed on _____ favorite toy.
A. it's
B. it is
C. its'
D. its
- It could have been _____.
A. Jerry
B. anyone
C. better
D. more difficult
- Terry is taller than _____ am.
A. I
B. me
C. she
D. we

Q. Underline the pronouns in the following sentences:

- My name is Surya. I study well. The teacher likes me.
- Your name is Alex. You are my friend.
- I love my mom. She is a teacher. Her students admire her.
- My father is very tall. He is a doctor. His patients like him very much.
- Mona has a dog. It keeps running after cat all the time.

- f) Alex, Raju and I are friends. We are good boys. The teacher likes us.
g) Sam can you help me.

Q. Fill in the blanks with pronouns given in the brackets.

- a) Arif is my friend. _____ (Arif) sings well. _____ (Arif's) pet name is lucky.
b) My sister's name is Priya. _____ (Priya) is the class leader. All the students like _____. (Priya).
c) I have a cat. _____ (the cat) is very naughty.
d) Kabir is a very good player. _____ (Kabir) is my brother. I play with _____. (my brother)
e) _____ (Ram and me) were late, so we had to wait for them.
f) A cat and a dog live in the house. _____ (a cat and a dog) are Cathy's pets.
g) Lisa likes cats. _____ (Lisa) feeds _____. (the cats)

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SUBJECT / VERB AGREEMENT

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While grammar is not as static a science as is typically assumed, there are 20 rules of subject verb agreement that attempt to objectify part of the English language form. Most of the concepts of subject verb agreement are straightforward, yet some aspects of singular and plural usage in English grammar are more complicated. Subjects and verbs must AGREE with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

What Are the Rules?

1. Subjects and verbs must agree in number.

The dog growls when he is angry.

The dogs growl when they are angry.

2. Don't get confused by the words that come between the subject and verb; they do not affect agreement.

The dog, who is chewing on my jeans, is usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

The colors of the rainbow are beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after the verb.

There is a problem with the balance sheet.

Here are the papers you requested.

5. Subjects don't always come before verbs in questions.

Does Tommy usually eat grass? Where are the pieces of this puzzle?

6. If two subjects are joined by and, they typically require a plural verb form.

The cow and the pig are jumping over the moon.

7. The verb is singular if the two subjects separated by and refer to the same person or thing.

Red beans and rice is my mom's favorite dish.

8. If one of the words each, every, or no comes before the subject, the verb is singular.

No smoking or drinking is allowed.

Every man and woman is required to check in.

9. If the subjects are both singular and are connected by the words or, nor, neither / nor, either / or, and not only / but also the verb is singular.

Raghav or Charu is to blame for the accident.

10. The only time when the object of the preposition is of plural or singular verb forms is when noun and pronoun subjects like some, half, none, more, all, etc. are followed by a prepositional phrase. In these sentences, the object of the preposition determines the form of the verb.

All of the chicken is gone.

All of the chickens are gone.

11. The singular verb form is usually used for units of measurement or time.

Four quarts of oil was required to get the car running.

12. If the subjects are both plural and are connected by the words or, nor, neither / nor, either / or, and not only / but also, the verb is plural.

Dogs and cats are both available at the pound.

13. If one subject is singular and one plural and the words are connected by the words or, nor, neither / nor, either / or, and not only / but also, you use the verb form of the subject that is nearest the verb.

Either the bears or the lion has escaped from the zoo.

Neither the lion nor the bears have escaped from the zoo.

14. Indefinite pronouns typically take singular verbs. *

Everybody wants to be loved.

15. Except for the pronouns (few, many, several, both, all, some) that always take the plural form.

Few were left alive after the flood.

16. If two infinitives are separated by and they take the plural form of the verb.

To walk and to chew gum requires great skill.

17. When gerunds are used as the subject of a sentence, they take the singular verb form of the verb; but, when they are linked by and, they take the plural form.

Standing in the water was a bad idea.

Swimming in the ocean and playing drums are my hobbies.

18. Collective nouns like herd, senate, class, crowd, etc. usually take a singular verb form.

The herd is stampeding.

19. Titles of books, movies, novels, etc. are treated as singular and take a singular verb.

The Ravana is a movie starring one hero

20. Final Rule - Remember, only the subject affects the verb!

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Questions.

Q.1 Choose the correct verb from the options given:

1. Your friend (talk-talks) too much.
2. The man with the roses (look-looks) like your brother.
3. The women in the pool (swim-swims) well.
4. Bill (drive-drives) a cab.
5. The football players (run-runs) five miles every day.
6. That red-haired lady in the fur hat (live-lives) across the street.
7. He (cook-cooks) dinner for his family.

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8. The boys (walk-walks) to school every day.
9. The weather on the coast (appear-appears) to be good this weekend.
10. The center on the basketball team (bounce-bounces) the ball too high.
11. Each of the girls (look-looks) good on skis.
12. Everybody (was-were) asked to remain quiet.
13. Neither of the men (is-are) here yet.
14. There (is-are) a dog, a cat, and a bird in the garage.
15. Neither Matt nor his brothers (was-were) at the party.
16. Here into the main ring of the circus (come-comes) the trained elephants.
17. Interesting news (is-are) what sells our paper.
18. A pound of cookies (cost-costs) about a dollar.
19. They (doesn't-don't) think they'll win the game tonight

Q. 2. Write the correct verb in the blank to the left of each sentence.

1. _____ everybody (was-were) asked to be quiet.
2. _____ in a marathon, few of the starters (finishes-finish) the race.
3. _____ Sixty days (is-are) not enough time to complete the project.
4. _____ All of the workers (is-are) receiving their bonus.

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WORD ORDER

In any language to write correctly a word order is required. In English language too to write correctly a word order is required. Most English sentences (clauses) conform to the SVO word order. For most languages which have a word class of noun & clauses which include subject & object, constituent word order is commonly defined in terms of the finite verb (V) & its argument, the subject (S) and object (O).

Word Order in Positive Sentences

1. For the beginning, remember this simple rule :

<i>Subject</i>	-	<i>I</i>
<i>verb(s)</i>	-	<i>speak</i>
<i>Object</i>	-	<i>English</i>

2.

<i>subject</i>	-	<i>I</i>
<i>verb(s)</i>	-	<i>will tell</i>
<i>indirect object</i>	-	<i>you</i>
<i>direct object</i>	-	<i>the story</i>
<i>place</i>	-	<i>at school</i>
<i>time</i>	-	<i>tomorrow</i>

3. **Word Order in Negative Sentences** - The word order in negative sentences is the same as in affirmative sentences. Note, however, that in negative sentences we usually need an auxiliary verb:

<i>subject</i>	-	<i>I</i>
<i>verb(s)</i>	-	<i>will not tell</i>
<i>indirect object</i>	-	<i>you</i>
<i>direct object</i>	-	<i>the story</i>
<i>place</i>	-	<i>at school</i>
<i>time</i>	-	<i>tomorrow</i>

4. Word Order in Subordinate Clauses

In subordinate clauses, the word order is the same as in simple affirmative sentences. (Conjunctions are often used between two clauses)

<i>Conjunction</i>	
<i>subject</i>	- <i>I</i>
<i>verb(s)</i>	- <i>will tell</i>
<i>indirect object</i>	- <i>you</i>
<i>direct object</i>	- <i>the story</i>
<i>place</i>	- <i>at school</i>
<i>time</i>	- <i>tomorrow....</i>

5. Position of Time Expressions

(e.g.: *recently, now, then, yesterday*)

Adverbs of time are usually put at the end of the sentence.

<i>subject</i>	-	<i>I</i>
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<i>verb(s)</i>	-	<i>will tell</i>
<i>indirect object</i>	-	<i>you</i>
<i>direct object</i>	-	<i>the story</i>
<i>time</i>	-	<i>tomorrow.</i>

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6. If you don't want to put emphasis on the time, you can also put the adverb of time at the beginning of the sentence.

<i>time</i>	-	<i>tomorrow</i>
<i>subject</i>	-	<i>I</i>
<i>verb(s)</i>	-	<i>will tell</i>
<i>indirect object</i>	-	<i>you</i>
<i>direct object</i>	-	<i>the story</i>

Note that some time expressions are adverbs of frequency (always, never, usually). These are usually put before the main verb (except for 'be' as a main verb). (see also Position of Adverbs)

<i>subject</i>	-	<i>I</i>
<i>auxiliary / be adverb</i>	-	<i>often</i>
<i>main verb</i>	-	<i>go swimming</i>
<i>object, place or time</i>	-	<i>in the evening</i>

7. Word Order in Questions -

<i>interrogative</i>	-	<i>What</i>
<i>auxiliary verb</i>	-	<i>would</i>
<i>subject</i>	-	<i>you</i>
<i>other verb(s)</i>	-	<i>like to tell</i>
<i>indirect object</i>	-	<i>me</i>
<i>direct object</i>	-	
<i>place</i>	-	
<i>time</i>	-	

Questions :-

Q1. Arrange the words to make sentences in simple present.

- I / to collect stamps
- we / to play card games - Rewrite the sentences in the negative.
- They collected postcards.
- You jumped high.
- Albert played squash.

Q2. Complete the sentences with the words in brackets. Place time expressions at the end of the sentences.

- She is in great form because (every week / goes / she / to the gym)
- I think (likes / Susan / you).
- I can't talk to you because (time / do not have / I / now)

Q3. Rewrite the sentences and put the adverbs in correctly.

- She speaks. (slowly)
- They sang. (wonderfully)

Q4. Make sentences

axis / over there / the cinema

- b. inside / go / let's
- c. the kitchen / downstairs / is
- d. Help / immediately / I / need was / arrogant / he / then / very
- e. ? / now / are / where / you help / immediately / I / need
- f. Was / arrogant / he / then / very
- g. ? / now / are / where / you

Q5. Use 'who' (for people) or 'what' (for everything else).

- a. Gauri speaks English.
- b. Madan plays the guitar.
- c. John is from Australia.
- d. Our room is on the second floor.
- e. You will meet them next week.

Q6 Arrange the words to make negative sentences. Place time expressions at the end of the sentences.

- a. Our holiday / will / at home / we / not / spend / next year
- b. did / I / him / see / not / last night / at the disco
- c. to a party / not / we / tonight / going / are
- d. will / a letter / not / next week / send / you / she
- e. not / the truth / did / he / tell / you

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GENDER

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Grammatical gender is a system of noun classification. A common gender classification includes masculine and feminine categories. Masculine nouns are words for men, boys and male animals. Feminine nouns are words for women, girls and female animals.

Most nouns are neuter, unless they obviously refer to something male or female.

Only the third person pronouns (i.e., he, his, she, her, hers, it, and its) reflect gender.

Gender if of four kind

1. Masculine - All males (and only males) are said to belong to the masculine gender. (examples: boy, man, landlord, god, tiger, horse, rooster, stag, he, etc)

2. Feminine - All females (and only females) belong to this gender category. (examples: girl, woman, goddess, landlady, tigress, mare, hen, doe, hind, she, etc)

3. Common - Nouns and pronouns that belong to this gender are either male or female, but we are not concerned about it. (examples: teacher, child, worker, baby, infant, human being, person, etc)

4. Neuter - All nouns and pronouns to which maleness or femaleness doesn't apply belong to this gender category. (Material things: stone, table, gold, book; all abstract nouns: e.g. childhood, independence, intelligence, chairmanship, etc.)

Examples of Gender

Here are some examples of nouns and their genders:

Noun	Gender	Example
Cup	Neuter	Where's my cup? I have lost it.
Boy	Masculine	Has that boy finished his chores?
Princess	Feminine	The princess has eaten hers.

Genders Can Change in English, where gender is directly linked to whether something is male or female. In English, gender can even change. Look at these examples:

Noun	Gender	Example
Dog	Neuter	Where's its bone?
Dog	Masculine	Where's his bone?
Dog	Feminine	Where's her bone?

Feminine Gender for Ships and Machines

Even though they are not literally female, ships and other machines are sometimes affectionately given a feminine gender.

Noun	Gender	Example
boat	Neuter	I have worked on this boat all my life. It is a beauty.
boat	Feminine	I have worked on this boat all my life. She is a beauty.

Masculine Gender for Men and Women

It is a common practice to use a masculine gender in writing to represent both masculine and feminine. For example: Each actor must read his line when the light by his name illuminates.

The alternative is very unwieldy

Each actor/actress must read his/her line when the light by his/her name illuminates.

Masculine

actor
administrator
author
bachelor
boy
Boy Scout
brave
bridegroom
brother
conductor
count
czar
dad
daddy
duke
emperor
father
father-in-law
fiance
gentleman
giant
god
governor
grandfather
grandson
headmaster
heir
hero
host
hunter
husband
king
lad
landlord
lord
male
man
manager
manservant
masseur
master
mayor
milkman
millionaire
monitor
monk
Mr.

Feminine

actress
administratrix
authoress
spinster
girl
Girl Guide
squaw
bride
sister
conductress
countess
czarina
mum
mummy
duchess
empress
mother
mother-in-law
fiancee
lady
giantess
goddess
matron
grandmother
granddaughter
headmistress
heiress
heroine
hostess
huntress
wife
queen
lass
landlady
lady
female
woman
manageress
maidservant
masseuse
mistress
mayoress
milkmaid
millionairess
monitress
nun
Mrs.

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murderer	murderess
Negro	Negress
nephew	niece
papa	mama
poet	poetess
policeman	policewoman
postman	postwoman
postmaster	postmistress
priest	priestess
prince	princess
prophet	prophetess
proprietor	proprietress
prosecutor	prosecutrix
protector	protectress
shepherd	shepherdess
sir	madam
son	daughter
son-in-law	daughter-in-law
step-father	step-mother
step-son	step-daughter
steward	stewardess
sultan	sultana
tailor	tailoress
testator	testatrix
uncle	aunt
usher	usherette
waiter	waitress
washerman	washerwoman
widower	widow
wizard	witch

Questions

Q.1 Complete the table with appropriate masculine or feminine nouns.

S.No.	Masculine	Feminine
1.	duke	_____
2.	gentleman	_____
3.	patron	_____
4.	bachelor	_____
5.	emperor	_____
6.	_____	directress
7.	_____	actress
8.	_____	mother
9.	_____	daughter
10.	_____	queen

Q.2 Write each word under the appropriate column

niece nephew principal violin stallion mare car president
 coin neighbor mistress master secretary groom bride country
 rock rooster hen pet

Masculine	Feminine	Common	Neuter

COMPOUND NOUNS

Compound nouns are words for people, animals, places, things, or ideas, made up of two or more words. Most compound nouns are made with nouns that have been modified by adjectives or other nouns. In many compound nouns, the first word describes or modifies the second word, giving us insight into what kind of thing an item is, or providing us with clues about the item's purpose. The second word usually identifies the item.

Compound nouns can take three forms :-

- i) hyphenated,
- ii) solid,
- iii) open.

i) HYPHENATED COMPOUNDS

When two or more words are connected by one or more hyphens, the result is a hyphenated compound. To avoid confusion, modifying compounds are often hyphenated, especially when they precede a noun such as in the case of part-time teacher, high-speed chase, and fifty-yard dash. When they come after the noun they are open compounds: a chase that is high speed, a teacher that is part time, etc. Comparative and superlative adjectives are hyphenated when they are compounded with other modifiers: the highest-priced computer, the lower-priced car. Adverbs that end in -ly and compounded with another modifier are not modified: a highly rated restaurant, a publicly held meeting.

ii) SOLID COMPOUNDS

Solid compounds are words that are used as a single unit of meaning and it is closed up as solid, or closed, compounds.

e.g.

<i>rollback</i>	-	<i>breakfast</i>
<i>restroom</i>	-	<i>needlepoint</i>
<i>whatever</i>	-	<i>slingshot</i>

iii) OPEN COMPOUNDS

Sometimes no hyphenating or closing up is necessary to form a compound. Open compounds are words that are used as a single unit of meaning but are still written separately as two words.

e.g.

<i>rollback</i>	-	<i>sleeping bag</i>
<i>restroom</i>	-	<i>first aid</i>
<i>whatever</i>	-	<i>mug shot</i>

How compound nouns can be formed

Compound nouns can be made with two nouns :

Let's just wait at this bus stop.

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I love watching fireflies on warm summer nights.

While you're at the store, please pick up some toothpaste, a six-pack of ginger ale, and some egg rolls.

Compound nouns can be made with an adjective and a noun:

Let's watch the full moon come up over the mountain.

Please erase the blackboard for me.

Compound nouns can be made with a verb and a noun:

Be sure to add bleach to the washing machine.

Let's be sure to stay somewhere with a swimming pool.

Compound nouns can be made with a noun and a verb:

He always gets up before sunrise.

I really could use an updated hairstyle.

Compound Noun List : Here are types of compound words and examples. The asterisks indicate types of compound words that may be compound nouns.

- i) adjective/adjective - blue-green,
- ii) adjective/noun - blackboard, full moon adjective/preposition - forthwith
- iii) adjective/verb - dry-cleaning, highlight
- iv) noun/adjective - snow white
- v) noun/noun - toothpaste, football, fish tank
- vi) noun/preposition (adverb) - love-in, hanger on, passer-by
- vii) noun/verb - haircut, browbeat, rainfall
- viii) preposition/adjective - over-ripe
- ix) preposition (adverb)/noun - underground, underworld, bystander, onlooker
- x) preposition/preposition - without
- xi) preposition (adverb)/verb - output, undercut, outlook, overthrow
- xii) verb/adjective - tumbledown
- xiii) verb/noun - swimming pool, breakwater, washing machine
- xiv) verb/preposition (adverb) - takeout, check-in, drawback, lookout
- xv) verb/verb - freeze-dry

Plural and Possessive Rules

There are no hard and fast rules concerning plurals of compound words, especially since some hyphens are omitted after time. In hyphenated words, usually the "s" goes at the end of the main word, like daughters-in-law or mayors-elect. Sometimes it is at the end, like in go-betweens and higher-ups. In the open form, the "s" is added to the main word, like: bills of fare, assistant secretaries of state, and notaries public.

To make a compound word possessive, you usually add an apostrophe "s" at the end of the word, like: mother-in-law's car or five-year-old's birthday. If the compound word is plural, it can get a little strange with two "s" sounds close together, like: "fathers-in-law's

attire". If you can, it would be better to reword the sentence so the plural compound word does not need to be possessive, like: "The attire of the fathers-in-law."

Questions :-

Q1. Directions: Put the two smaller words together to make a compound word

1. sun + shine = _____
2. camp + fire = _____
3. back + pack = _____
4. base + ball = _____
5. sun + flower = _____

Q2. Unscramble the words to make a compound noun

- a. Daytime
- b. Woodcraft
- c. downfall
- d. eyeball
- e. granddaughter
- f. newsletter

Q3. Write two compound words in front of each given word.

- a. foot
- b. water
- c. sea
- d. head
- e. out

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COLLECTIVE NOUNS

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Collective nouns are names for a collection or a number of people or things. Words like group, herd, and array are collective noun examples..Collective noun is the name we give to a group of nouns to refer to them as one entity. The most common method of doing this is by using words like group or bunch that can be applicable to most of the nouns in the language today. But there are some specific names given for certain groups of nouns.

Using Collective Nouns correctly - The main problem that usually crops up when using collective nouns is whether to assign it with a singular verb or a plural verb. Collective nouns can be used both in a singular form or a plural form, depending on the sentence and how the word is used.

Singular verb : If the entire collective group is working in unison, as one unit, a singular verb will go with it. For example: The class is waiting for the teacher. (*The 'class', which is a group of students, is waiting for the teacher collectively.*)

Plural verb : If the different units within the collective group are working individually, a plural verb and plural pronouns will go with it. For example: The class begins their assignments while they were waiting for the teacher. (The individual students in the 'class' are working as single units and doing their own assignments.)

Yet another way you can refer to individuals in a collective noun is by adding certain words denoting the individual units. For example: committee members, team players.

Exception: The collective noun 'police' are supposed to be used only in plural form, according to the Oxford dictionary. However, while using in singular you can write a police man.

These collective nouns are commonly used under the category of people.

1. A class of students.
2. An army of soldiers.
3. A choir of singers.
4. A crew of sailors.
5. A band of musicians.
6. A bunch of crooks.
7. A crowd of people/spectators.
8. A gang of thieves.
9. A group of dancers.
10. A team of players.
11. A troupe of artists/dancers.
12. A pack of thieves.
13. A staff of employees.
14. A regiment of soldiers.
15. A tribe of natives.

16. An audience of listeners.
17. A panel of experts.
18. A gang of laborers.
19. A flock of tourists.
20. A board of directors.

The following collective nouns are used for animals.

21. A catch of fish.
22. An army of ants.
23. A flight of birds.
24. A flock of birds.
25. A haul of fish.
26. A flock of sheep.
27. A herd of deer/cattle/elephants/goats/buffaloes.
28. A hive of bees.
29. A litter of cubs.
30. A host of sparrows.
31. A team of horses.
32. A troop of lions.
33. A zoo of wild animals.
34. A pack of wolves.
35. A litter of puppies/kittens.
36. A swarm of bees/ants/rats/flies.
37. A team of horses/ducks/oxen.
38. A murder of crows.
39. A kennel of dogs.

The following collective nouns are used for things.

40. A group of islands.
41. A galaxy of stars.
42. A wad of notes.
43. A forest of trees.
44. A stack of wood.
45. A fleet of ships.
46. A string of pearls.
47. An album of stamps/autographs/photographs.
48. A hedge of bushes.
49. A library of books.

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50. A basket of fruit.
51. A bowl of rice.
52. A pack of cards.
53. A pair of shoes.
54. A bouquet of flowers.
55. A bunch of keys.
56. A chest of drawers.
57. A pack of lies.
58. A range of mountains.
59. A cloud of dust.

Questions :

Complete the following sentences using appropriate verbs or pronouns.

1. The average Indian family now smaller and richer than it was 50 years ago.
a) is b) are
2. The team in Milan this weekend.
a) is b) are
3. The committee divided on this issue
a) is b) are
4. The class a bright one.
a) is b) are
5. The class a mixed lot.
a) is b) are
6. The team on the field. It has a good chance of winning.
a) is b) are
7. The jury still debating the case.
a) is b) are
8. His family living in various parts of C

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FORMING THE POSSESSIVE

The possessive form is used with nouns referring to people, groups of people, countries, and animals. It shows a relationship of belonging between one thing and another. To form the possessive, add apostrophe + s to the noun. If the noun is plural, or already ends in s, just add an apostrophe after the s.

EXAMPLES

- i) the car of John = John's car
- ii) the room of the girls = the girls' room
- iii) clothes for men = men's clothes
- iv) the boat of the sailors = the sailors' boat

For names ending in s, you can either add an apostrophe + s, or just an apostrophe. The first option is more common. When pronouncing a possessive name, we add the sound /z/ to the end of the name.

EXAMPLES

- i) Thomas's book (or Thomas' book)
- ii) James's shop (or James' shop)
- iii) The Smiths's house (or the Smiths' house)

FUNCTIONS OF THE POSSESSIVE

1. 'Belonging to' or 'ownership' is the most common relationship the possessive expresses.

EXAMPLES

- i) Ravi owns a car. = It is Ravi's car.
- ii) India has some gold reserves. = They are India's gold reserves.

2. The possessive can also express where someone works, studies or spends time

EXAMPLES

- i) Geet goes to this school. = This is Geet's school.
 - ii) John sleeps in this room. = This is John's room.
3. The possessive can express a relationship between people.

EXAMPLES

- i) Ravi's mother is running late.
 - ii) Mrs. Shrama's colleague will not be coming to the meeting.
4. The possessive can express intangible things as well.

EXAMPLES

- i) His patience is running out.
- ii) The politician's hypocrisy was deeply shocking.

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FIXED EXPRESSIONS

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5. There are also some fixed expressions where the possessive form is used.

EXAMPLES WITH TIME

- i) a day's work
- ii) a month's pay
- iii) today's newspaper
- iv) in a year's time

OTHER EXAMPLES

- i) For God's sake! (= exclamation of exasperation)
- ii) a stone's throw away (= very near)
- iii) at death's door (= very ill)
- iv) in my mind's eye (= in my imagination)

6. The possessive is also used to refer to shops, restaurants, churches and colleges, using the name or job title of the owner.

EXAMPLES

- i) Shall we go to Mishra's for lunch?
- ii) I've got an appointment at the dentist's at eleven o'clock.
- iii) Is Saint Mary's an all-girls school?
- iv) We use a noun with 's with a singular noun to show possession:
- v) We are having a party at John's house.

Miohan drove his friend's car.

- i) We use s' with a plural noun ending in -s:
- ii) This is my parents' house.

Those are ladies' shoes.

- i) But we use 's with other plural nouns:
- ii) These are men's shoes.

Children's clothes are very expensive.

- i) We can use a possessive instead of a noun phrase to avoid repeating words:

7. We use possessive adjectives:

To show something belongs to somebody:

That's our house.
My car is very old.

For relations and friends:

My mother is a doctor.
How old is your sister?

For parts of the body:

He's broken his arm.
She's washing her hair.

I need to clean my teeth.

8. We use the reciprocal pronouns each other and one another when two or more people do the same thing. Traditionally, each other refers to two people and one another refers to more than two people, but this distinction is disappearing in modern English.

- i) Peter and Mary helped one another.

Peter helped Mary and Mary helped Peter.

- ii) We sent each other Christmas cards.

We sent them a Christmas card and they sent us a Christmas card.

- iii) They didn't look at one another.

He didn't look at her and she didn't look at him.

We also use the possessive forms each other's and one another's:

They helped to look after each other's children.

We often stayed in one another's houses.

NOTE: We do not use reciprocal pronouns as the subject of a clause.

9. We can use possessive pronouns after of.

We can say:

*Susan is **one of my friends**.*

or

*Susan is a friend **of mine**.*

but not

Susan is a friend of me

10. We use whose to ask questions:

Pattern A

Whose coat is this?

or

Pattern B

Whose is this coat?

Whose book is that?

or

Whose is that book?

Whose bags are those?

or

Whose are those bags?

Questions

Q1. Replace the subject-pronouns with the correct possessive pronouns.

- I have lost (I) ----- keys.
- Did you brush (you) ----- teeth?
- Alex and Lucy like to ride (they) ----- bikes.
- Claire is looking for (she) ----- favorite top.
- We would like to sit at (we) ----- usual table please.

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Q2. Replace the subject pronoun with the correct independent possessive pronoun.

1. Colin bought a new car yesterday. It's (he) ----- now.
2. It seems that we have the same jacket. Is this (I)-----?
3. I parked my car right outside. Where did you park (you)-----?
4. I can't find Sue and Peter's house. Which one is (they)-----?
5. In the cinema: "We are looking for our seats. Are these (we-)-----?"

Q3. Choose the correct possessive pronoun. Decide if you need an independent or a dependent possessive pronoun.

1. This is -----brother Daniel.
2. Steve has got a new computer. It's-----
3. I haven't seen Kate and David's children for years. Which ones are-----?
4. My brother Stan and I like to play hide and seek. The cupboard under the stairs is ----- favorite hiding place.
5. Lily's dad often helps-----younger sister with-----homework. Today Lily asked him if he could help her with -----too.

Q4. Choose the correct possessive pronoun to make it a correct sentence

1. The dogs / The dog's collar is blue.
2. Aaron's / Aarons friend is named Adam.
3. I really like my grandmothers / my grandmother's cookies.
4. If you want to go to the movies / the movie's we should go by car.
5. I really like to drink soda using spiral straws / straw's.
6. The birds / the bird's egg is blue.
7. I like the smell of roses / rose's.
8. Diamonds / Diamond's are a girls / girl's best friend.
9. David's / Davids mom is very tall.

Q5. Fill in the blanks with correct possessives

1. She brushes -----teeth three times a day.
2. We are checking -----luggage in. Can I call you back in five minutes?
3. The dog wagged-----tail when it saw the postman.
4. He's almost bald, so he never combs -----hair.
5. Did you know cyclists shave -----legs?
6. Do you open -----eyes under water?
7. I can't touch -----toes any more. Time to go to the gym.
8. We can use a possessive pronoun instead of a noun phrase.

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ARTICLES

(*a, an, the*)

What are English grammar articles? An article is a word that is used before a noun to show whether the noun refers to something specific or not. *A, an, the* are articles.

Definite Article :- The definite article tells us that the noun is specific. The speaker talks about a particular (or known) thing.

The definite article in English is "*the*"

Examples:

"The car I bought broke down."

"He has a son and a daughter. The daughter is a doctor."

"The" can be used before both singular and plural nouns.

Examples:

"The flower he gave her was very beautiful."

"The flowers on the table are nice."

Indefinite Article :- *Indefinite* means "*not clear, not exact.*" The indefinite article tells us that the noun is not specific. The speaker talks about any one of that type of thing.

The indefinite articles in English are "*a*" and "*an*."

Examples :

"I need *a* pen."

(The speaker doesn't tell us which pen he needs. He simply needs a pen, any pen.)

"Lata wants to see *a* movie."

(The speaker doesn't tell us which movie Lata wants to see.
She wants to see some movie.)

"Joe has *a* car."

(The speaker doesn't tell us which car Joe has. He has some car.)

"She is *a* dancer."

(She dances for a living.)

DIFFERENCE BETWEEN "*a, an, the*"

"A" and "an" have the same meaning. We use "a" before a consonant sound.

Examples:

a dog

a building

a university

We use "an" before a vowel sound.

Examples:

an eye

We use "a" and "an" only before a singular noun. We can't use "a" and "an" before a plural noun.

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Examples :

Correct : a car.

Incorrect : a car

Correct : an orange.

Incorrect : a oranges

NOTES

Zero article refers to noun phrases that contain no articles, definite or indefinite. English, like many other languages, does not require an article in plural noun phrases with a generic reference, reference to a general class of things.

We use the term zero article when a noun is not preceded by a definite article (the) or indefinite article (a, an).

The zero article with proper names

The zero article with names of places and institutions

The zero article with meals

The zero article with names of days, months, seasons, holidays and parts of the day

The zero article with names of pubs, restaurants etc. ending in 'S

The zero article with names of sports, games and activities

The zero article with geographical names

The zero article with places

The zero article with prepositional phrases

Uncount nouns

- i) You cannot say a/an with an uncount noun.
- ii) You cannot put a number in front of an uncount noun. (You cannot make an uncount noun plural.)
- iii) You use an uncount noun with no article if you mean that thing in general.
- iv) You use the with an uncount noun when you are talking about a particular example of that thing.

Count nouns

- i) You can put a number in front of a count noun. (You can make a count noun plural.)
- ii) You can put both a/an and the in front of a count noun.
- iii) You must put an article in front of a singular count noun.
- iv) You use a plural count noun with no article if you mean all or any of those things.
- v) You usually use a/an with a count noun the first time you say or write that noun.
- vi) You use the with count nouns:
- vii) the second and subsequent times you use the noun in a piece of speech or writing

- vi) when the listener knows what you are referring to (maybe because there is only one of that thing)
- vii) You use an (not a) when the next word (adverb, adjective, noun) starts with a vowel sound.

Note :-

- i) The above rules apply whether there is or there is not an adjective in front of the noun.
- ii) Some nouns can be either count or uncount, depending on the context and meaning:
Do you have paper? I want to draw a picture. (uncount = a sheet of paper)
Can you get me a paper when you are at the shop? (count = a newspaper)
- iii) Uncount nouns are often preceded by phrases such as: a lot of (luck), a piece of (Cake), a bottle of (milk), and a grain of (rice).
 Instead of an article, the noun can also be preceded by a determiner such as this, that, some, many or my, his, our, etc.
- iv) It is very important to know that many nouns can be count in one context and uncount in another. A common example is hair: She has red hair (uncount) - There are two hairs in my soup! (count). So before deciding which article, if any, to use in front of any given noun, you need to know if the noun is countable or not in that context.

NOTES**Questions :****Q1. Complete the following sentences using appropriate articles. In some cases, no articles are needed.**

1. man is mortal.
2. I am university student.
3. She goes to the temple in mornings.
4. Kiran is best student in the class.
5. camel is the ship of the desert.
6. This book has won Booker prize.
7. Harishchandra was honest king.
8. I am fond of classical music.
9. I met boy in store.
10. Gold is precious metal.
11. She returned after hour.
12. There is institution for blind in this city.
13. sun rises in the east.
14. He works at factory.
15. He is oldest member of the club.

NOTES

Q2. Definite article (the) or zero article (X)

1. Did you get married after leaving----- -university ?
2. I was at----- train station when you called me.
3. I left----- work at six o'clock pm.
4. They are opening ----- new shops here.
5. She was returning from----- school when I met her.
6. She has a strong alibi. She was at ----- cinema at the moment the crime was committed.
7. Are you going to ----- beach this afternoon?
8. He went to ----- prison for domestic violence.
9. The kids are sitting at ----- table eating cereals.
10. Are you at ----- home ?

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DEFINITION OF A PREPOSITION

There are approximately 80 to 100 prepositions in the English language. Prepositions are words that introduce information to the reader. A preposition is a word that explains the time, space or logical relationship between the other parts of the sentence. In other words, it links all the other words together, so the reader can understand how the pieces of the sentence fit.

Examples of Prepositions -

Here are some examples of commonly-used prepositions:

about	above	across	after	against
along	behind	below	beneath	beside
besides	between	down	during	except
For	from	in	off	on
Onto	opposite	out	outside	till
To	toward	under	underneath	until
With	within	without		

Prepositions don't stand alone. They work in groups of words that we call prepositional phrases. A prepositional phrase begins with a preposition and ends in a noun. That noun is called the object of the preposition.

Prepositional Phrases

Here are some examples of prepositional phrases:

after the fall
behind my chair
beyond the sunset
amid the crowd

The word in quotes is the preposition and the words that follow the preposition make up the prepositional phrase. Think about a mountain, for instance. A prepositional phrase is just about anything that we can say in relation to a mountain, like 'to the mountain,' 'over the mountain,' 'under the mountain,' 'toward the mountain.' This is a good way to test a group of words in order to see if they do, indeed, fit the definition of prepositional phrases.

Roles of the Prepositions

My mom laughed.

It is a perfectly good sentence, but it doesn't tell us very much. When we add a prepositional phrase, we better understand the situation. Here is the sentence with a prepositional phrase:

My mom laughed 'at the joke'.

Ah ha! Now we know why she laughed!

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Now, let's take a look at what prepositions modify. 'To modify' means to give additional information about something. Whole prepositional phrases modify other words in the sentence. For instance, think about the prepositional phrase 'to the zoo.' In a sentence, it might read like this:

My parents went to the zoo.

The prepositional phrase 'to the zoo' modifies the verb 'went' by providing additional information as to where the parents went.

Prepositions also modify nouns.

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Rules for Prepositions

Prepositions are relationship words. They give clues and guidance regarding how the remainder of the sentence fits together. There are several important rules when using prepositions in the context of a sentence. These rules relate to how prepositions can be used, which prepositions can be used when, and where prepositions have to go in the sentence.

There are 2 major rules when it comes to the use of prepositions.

1. The first major rule deals with preposition choice. Certain prepositions must follow certain words, and the correct preposition must be used to make relationships between words in the sentences clear.
2. The second major rule deals with the prepositions place in the sentence. Prepositions must be followed by nouns, and prepositions can only go on the end of the sentence in certain situations.

Prepositions In the Context of Sentences

3. Prepositions must always be followed by a noun or pronoun. That noun is called the object of the preposition. A verb can't be the object of a preposition.
4. The bone was for the dog. This is correct- the preposition for is followed by the noun "dog."
5. However there are certain circumstances where it is acceptable to end a sentence with a preposition.
6. Sometimes the preposition needs to be there, and if it wasn't, the meaning of the sentence
7. would change.
8. "I turned the TV on."
9. If you removed the "on" from the end of this sentence, it would change the meaning. Instead of switching on the set, you would be saying that you turned the TV itself.

List of words with preposition

Slave to, Subscription to, Sympathy for, Sympathy with,
Affection for, Apology for, Aptitude for, Blame for,

Candidate for , Capacity for , Care of , Cause for , Control over
 Disgrace to , Duty to , Excuse for , Fondness for , Quarrel with.
 Regard for, Prejudice against
 fight against, playing against, rowing against, against the law.
 over the hill, behind the door, without your coat, during lunch
 atop Mount Everest , after the fall, beyond the sunset, amid the crowd

NOTES**Questions****Q1. Exercises on Prepositions**

- i) What are you doing -----the weekend?
- ii) I don't know yet. Maybe I'll go to the cinema -----Saturday.
- iii) That's interesting. I haven't been to the cinema -----so many years.
- iv) We could go there together ----- the afternoon.
- v) That would be great. But I would prefer to go there ----- the evening. I am visiting
- vi) My grandma -----Saturday.
- vii) That's okay. The film starts ----- eight o'clock.
- viii) I can pick you up----- half ----- seven. How long does the film last?
- ix) It lasts -----two hours and forty-five minutes.
- x) ----- eight -----a quarter ----- eleven.
- xi) That's right. But I must hurry home -----the film. I have to be home ----- eleven o'clock.
- xii) I have been waiting ----- 4 O'clock.
- xiii) Sue has only been waiting ----- 20 minutes.
- xiv) Tim and Tina have been learning English ----- six years

Q2. A) Complete the exercise with convenient prepositions.

1. Nice -----meet you.
2. Don't be late -----school.
3. You are the new student -----Portugal.
4. Are you a teacher ----- his school?
- 5-6. Jessica is -----vacation. She is -----Italy now.
7. What is this called -----English?
8. Look -----the flowers.
9. Adam's birthday is -----July.

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10. Don't run -----the classroom.

B) Fill in the blanks with appropriate prepositions.

1. Compare your answers _____ your partner.
2. This key holder is very special -----me.
3. Kittens and mice are -----the same place.
4. Write -----me soon.
5. Have you got a piece -----paper?
6. What's that CD for? It is -----my exam.
7. I'm tall -----black hair and brown eyes.
8. We have got a house -----a big garden.
9. I come -----a big family.
10. Match the pictures -----the names.
11. Is your house -----the country?
12. Guess. What have I have -----my hand?
13. I have got two pens. What -----you?

(C) _____

1. Has this work been done ____ you?
2. Sumit distributed the sweets _____ his friends.
3. I haven't seen him _____
4. He has been here _____ yesterday.
5. Do you want me to help you _____ this?
6. I hope he is ok. I'm concerned _____ him.
7. You should not steal _____ people.
8. In the elections, Priya is campaigning _____ Neelam.
9. The money is hidden _____ the mattress.
10. Get the money ____ him

Q3. Fill in the correct prepositions.

1. Peter is playing tennis -----Sunday.
2. My brother's birthday is -----the 5th of November.
3. My birthday is -----May..
4. We are going to see my parents -----the weekend.

5. -----1666, a great fire broke out in London.
6. I don't like walking alone in the streets -----night.
7. What are you doing -----the afternoon?
8. My friend has been living in Canada -----two years.
9. I have been waiting for you -----seven o'clock.
10. I will have finished this essay -----Friday.

NOTES**Q4. Choose a correct preposition in the sentence.**

- 1) I want to lose 5 kilogram (on, at, in) one month.
- 2) Could you get me this pants (on, at, in) a larger size?
- 3) She seems to be interested (on, at, in) Psychology.
- 4) I will come to pick you up (on, at, in) 2 pm tomorrow.
- 5) This class will be held (on, at, in) Mondays.

Q5. Identify all prepositions in the following sentences.

After flying for many hours, we finally got off the airplane. We walked out the exit and went to the baggage claim area. There were hundreds of different bags on the conveyer belt. I almost picked up the wrong one because it looked like mine.

Q6 Put R in front of the correct sentence

1. This material is different from that.
2. You should explain this to them.
3. He has been absent since Monday.
4. I haven't been to the theatre for a long time.
5. He goes to school by car.
6. This is a comfortable house to live in.
7. They are called by different names.
8. We should not spend money on luxuries.
9. I gave him a chair to sit on.
10. The new term begins on June 1st.
11. He poured the tea into the mug.
12. He said that he was very pleased with my work.

Q7. Supply appropriate prepositions to complete the sentences.

1. My composition was full _____ mistakes.
2. I am not ashamed _____ what I did.
3. I wasn't aware _____ the pouring rain.

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4. She was annoyed _____ her noisy neighbors.
5. Its nice _____ you to let me use your car.
6. Why are you so rude _____ your parents? Can't you be nice _____ them?
7. I can't understand people who are cruel _____ animals.
8. Why do you always get so annoyed _____ little things?
9. The people next door are annoyed _____ us making so much noise.
10. We enjoyed our holiday but we were disappointed _____ the hotel.
11. I'm trying to learn Spanish but I'm not satisfied _____ my progress.
12. I was shocked _____ what you said. You should be ashamed yourself.
13. Do you know that Linda has got engaged _____ a friend of mine?
14. Are you still upset _____ what I said to you yesterday?
15. I don't feel sorry _____ George. All his problems are entirely his fault.
16. I'd rather not go to an Indian restaurant. I'm not very keen _____ Indian food.
17. He said he was sorry _____ the situation but I don't think he really was.
18. That man isn't capable _____ telling a lie.
19. Travelling is great fun but you get tired _____ it after a while
20. Our house is similar _____ theirs, but I think ours is a bit larger.
21. The police are responsible _____ maintaining law and order.

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