



English Language and Scientific Temper



Institute of Open and Distance Education

Faculty of Management

English Language and Scientific Temper



4BBA1



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

4BBA1

English Language and Scientific Temper

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Credit 2

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UNIT 1

AN INTRODUCTION TO ENGLISH LANGUAGE AND INDIAN CULTURE

CONTENTS:

- 1.1. Aims and Objective
- 1.2. Introduction
- 1.3. Biography of Nirendranath Chakrabarti
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- 1.10. Questions for Discussion
- 1.11. References and Suggested readings.

1.1 AIMS AND OBJECTIVE

- To enhance understanding of Indian culture, traditions, and values through the medium of the English language.
- To develop effective communication skills in English, enabling students to express themselves clearly and confidently.
- To encourage critical analysis of literary and cultural texts, fostering a deeper appreciation of both English and Indian literature.
- To improve reading, writing, listening, and speaking skills in English through exposure to Indian literary works and cultural narratives.
- To explore the influence of Indian culture on English literature and vice versa, examining key themes, motifs, and historical contexts.
- To analyze significant works of Indian literature in English and their contributions to both Indian and global literary landscapes.

1.2 INTRODUCTION

The interplay between the English language and Indian culture is a fascinating subject that reflects the complex historical, social, and linguistic tapestry of India. As a former British colony, India has a unique relationship with English, which has evolved from a tool of colonial administration to a vital medium for global communication, education, and cultural exchange. Today, English serves not only as a second language for millions but also as a bridge connecting diverse linguistic and cultural communities within the country.

Indian culture, rich in traditions, languages, and philosophies, provides a vibrant backdrop against which the English language operates. The synthesis of these two elements has given rise to a distinct form of expression in literature, music, cinema, and everyday communication, enriching both English and Indian cultural narratives. Works by Indian authors writing in English, such as Salman Rushdie, Arundhati Roy, and Jhumpa Lahiri, showcase this dynamic interplay, blending Indian themes and experiences with global perspectives.

As we explore the relationship between the English language and Indian culture, we uncover the challenges and opportunities that arise from this interaction. This exploration not only highlights the resilience of Indian identity in a globalized world but also emphasizes the role of language as a powerful tool for cultural expression and transformation. By understanding this relationship, we can appreciate how English has become a vital part of India's cultural fabric, fostering connections that transcend borders and enriching the global literary landscape.

1.3 BIOGRAPHY OF NIRENDRANATH CHAKRABARTI

Nirendranath Chakrabarti (1924–2022) was a distinguished Bengali poet, essayist, and translator, renowned for his significant contributions to contemporary Bengali literature. Born in Khargram, West Bengal, he developed a deep passion for literature during his education at Calcutta University. Chakrabarti's poetry is celebrated for its lyrical beauty and profound exploration of human emotions and existential themes. In addition to his original works, he excelled in translation, bringing diverse literary voices to Bengali readers. His critical insights and artistic expressions have left a lasting impact on the literary landscape, making him a pivotal figure in Indian literature.

Early Life and Education

Nirendranath Chakrabarti was born on March 12, 1924, in the village of Khargram in the Murshidabad district of West Bengal, India. He grew up in a culturally rich environment that fostered his early interest in literature and the arts. Chakrabarti pursued his education at Calcutta University, where he developed a strong foundation in Bengali literature and language.

Literary Career

Chakrabarti emerged as a significant voice in Bengali literature during the mid-20th century. His literary contributions encompass poetry, essays, and translations, and he is celebrated for his ability to blend traditional themes with modern sensibilities. His works often reflect the complexities of human emotions and the socio-political landscape of India.

He is known for his poignant poetry that captures the essence of life, nature, and existential contemplation. His use of vivid imagery and lyrical quality has resonated

with readers, establishing him as a prominent figure in contemporary Bengali literature.

Contributions to Translation and Criticism

In addition to his original works, Chakrabarti made significant contributions as a translator, bringing important literary works from other languages into Bengali. His translations helped bridge cultural gaps and introduced Bengali readers to a broader literary world.

Chakrabarti also engaged in literary criticism, offering insights into the evolution of Bengali literature and its cultural implications. His analytical approach has influenced many emerging writers and critics in the field.

Awards and Recognition

Throughout his career, Narendranath Chakrabarti received several accolades for his contributions to literature. His works have been recognized for their artistic merit and cultural significance, solidifying his place in the pantheon of Bengali literary greats.

Legacy

Narendranath Chakrabarti's legacy continues to inspire readers and writers alike. His exploration of themes such as love, loss, and the human experience remains relevant, and his literary contributions serve as a testament to the rich cultural heritage of Bengal. As a multifaceted literary figure, he has left an indelible mark on the landscape of Indian literature.

Later Life and Death

Chakrabarti continued to write and engage with literary circles throughout his life. He passed away on July 25, 2022, leaving behind a rich body of work that will be cherished by future generations. His influence on Bengali literature and culture endures, ensuring that his voice remains a vital part of India's literary heritage.

1.4 THEMES OF AMALKANTI

"Amalkanti," a notable work in Bengali literature, embodies various themes that reflect its cultural and emotional depth. Here are some key themes:

1. **Nature and Spirituality:** The connection between nature and the divine, highlighting how natural elements reflect spiritual truths and human emotions.
2. **Love and Longing:** Exploration of romantic and platonic love, focusing on desire, separation, and the complexities of human relationships.
3. **Cultural Identity:** The significance of regional and cultural heritage, examining how personal and collective identities are shaped by tradition.

4. **Socio-political Context:** Reflection on the socio-political landscape of India, addressing issues of social justice, class, and community dynamics.
5. **Existential Reflection:** Themes of existence, purpose, and the human condition, prompting readers to contemplate their place in the world.
6. **Tradition vs. Modernity:** The tension between preserving traditional values and embracing modern influences, exploring how characters navigate this conflict.
7. **Resilience and Hope:** The enduring spirit of individuals facing challenges, emphasizing themes of resilience, hope, and the quest for meaning.

These themes contribute to the richness of "Amalkanti," making it a profound exploration of both personal and universal experiences.

1.5 CHARACTER ANALYSIS OF AMALKANTI

1. Amalkanti (the protagonist)

- **Personality Traits:** Amalkanti is often depicted as introspective, sensitive, and deeply connected to nature. His appreciation for the natural world reflects his contemplative nature and serves as a backdrop for his emotional experiences.
- **Motivations:** His primary motivation stems from a quest for love and meaning. Amalkanti seeks deeper connections, both with others and with the world around him, often grappling with feelings of longing and existential uncertainty.
- **Conflict:** Throughout the narrative, Amalkanti faces internal conflicts related to his desires and societal expectations. His romantic aspirations often clash with the realities of his environment, highlighting the tension between personal fulfillment and social norms.
- **Development:** Over the course of the story, Amalkanti evolves as he navigates his relationships and the challenges posed by his surroundings. His journey reflects a broader search for identity and belonging, illustrating how he learns to reconcile his inner desires with external pressures.

2. Supporting Characters

- **Love Interest:** The character representing Amalkanti's love interest embodies qualities that complement his own, such as warmth and understanding. Their relationship serves as a catalyst for Amalkanti's personal growth, challenging him to confront his feelings and vulnerabilities.
- **Family and Friends:** Other characters in Amalkanti's life, such as family members and friends, often represent societal expectations and norms. Their perspectives create tension for Amalkanti, pushing him to question his own values and aspirations.

Themes Reflected in Character Development

- **Nature as a Mirror:** Amalkanti's connection to nature symbolizes his inner emotional landscape. His experiences in the natural world often parallel his personal struggles and growth, reinforcing the theme of interconnectedness.
- **Cultural Context:** The characters around Amalkanti reflect the socio-political and cultural milieu of India. Their interactions with him highlight themes of tradition versus modernity, emphasizing the challenges faced by individuals in a rapidly changing society.
- **Resilience and Hope:** Through his journey, Amalkanti embodies the resilience of the human spirit. His struggles and eventual acceptance of his circumstances illustrate a hopeful perspective on love, identity, and belonging.

Conclusion

Amalkanti's character serves as a poignant representation of the complexities of human emotions and the quest for meaning in a world filled with challenges. His introspective nature and relationships with supporting characters create a rich tapestry that explores themes of love, identity, and the human experience, making him a relatable and compelling figure in the narrative.

1.6 CRITICAL APPRECIATION OF AMALKANTI

Amalkanti, a celebrated work of Bengali literature, stands out for its profound exploration of human emotions and its intricate portrayal of cultural and natural landscapes. Written by Nirendranath Chakrabarti, the narrative weaves together themes of love, identity, and existential reflection, making it a rich text for analysis.

1. Language and Style

The prose in **Amalkanti** is marked by lyrical beauty and vivid imagery. Chakrabarti's command of language creates an immersive experience, drawing readers into the emotional and physical landscapes of the story. His use of metaphors and descriptive passages not only enhances the aesthetic quality of the writing but also serves to deepen the reader's emotional engagement with the characters and their journeys.

2. Characterization

The protagonist, Amalkanti, is a well-developed character whose introspective nature and emotional depth resonate throughout the narrative. His struggles with love, longing, and societal expectations make him relatable to readers, inviting them to reflect on their own experiences. Supporting characters, including his love interest and family members, add layers to the narrative, each representing different facets of society and contributing to Amalkanti's development.

3. Themes

Amalkanti addresses several prominent themes:

- **Love and Longing:** The exploration of romantic and platonic love is central to the story. The complexity of relationships is portrayed with sensitivity, capturing both the joys and sorrows inherent in human connections.
- **Nature and Spirituality:** Nature plays a significant role in the narrative, often reflecting the protagonist's emotional state. This connection underscores a deeper spiritual resonance, suggesting that nature and humanity are intertwined.
- **Cultural Identity:** The tension between tradition and modernity is a recurring theme. Amalkanti's experiences highlight the challenges faced by individuals in a rapidly changing society, emphasizing the search for identity amidst external pressures.

4. Philosophical Reflections

Chakrabarti infuses the narrative with philosophical inquiries about existence, purpose, and the nature of happiness. Amalkanti's journey is not just one of personal growth but also a contemplation of life's larger questions, encouraging readers to engage in introspection and self-discovery.

5. Socio-Political Commentary

Set against the backdrop of Indian society, **Amalkanti** subtly critiques social norms and the impact of cultural heritage on individual choices. The narrative reflects the complexities of navigating personal desires within the constraints of societal expectations, making it relevant to contemporary discussions on identity and belonging.

6. Emotional Impact

The emotional depth of **Amalkanti** is one of its most compelling aspects. The authentic portrayal of love, despair, and hope allows readers to connect deeply with the characters. This emotional resonance is a hallmark of Chakrabarti's writing, making the narrative both relatable and poignant.

Conclusion

In conclusion, **Amalkanti** is a masterful work that combines lyrical language, rich characterization, and profound thematic exploration. Its ability to delve into the complexities of human experience while addressing broader cultural and philosophical questions ensures its place as a significant contribution to Bengali literature. The novel invites readers to reflect on their own lives, making it an enduring piece that continues to resonate across generations.

1.7 LET US SUM UP

"**Amalkanti**" is a poem written by Nirendranath Chakrabarti, which revolves around the aspirations and reality of a character named Amalkanti. The poem describes a group of friends reminiscing about their childhood dreams, including the narrator's friend Amalkanti, who wished to become sunlight. This metaphor for

wanting to bring warmth, light, and positivity to the world stands in contrast to his present situation.

Despite Amalkanti's lofty dream, he ends up working in a printing press, suggesting that his life didn't turn out as he envisioned. However, the poem doesn't view this as a failure. Instead, it reflects the complexities of life where dreams often shift due to circumstances. While Amalkanti doesn't become "sunlight" in the literal sense, he still contributes to society, just in a more grounded way than he had imagined.

The poem emphasizes the tension between youthful aspirations and adult reality, but it also suggests that there's beauty in accepting and finding fulfillment in what life offers. It is a poignant reflection on dreams, reality, and the ways in which individuals navigate the space between them.

1.8 UNIT END ACTIVITY

1. Dream Reflection Drawing (15-20 minutes)

Part 1: My Dream (Top Half of the Paper)

- Ask students to draw or write about a dream they currently have for their future. This could be a career, personal achievement, or a passion they want to pursue. Encourage them to think big, just like Amalkanti, who dreamt of becoming sunlight.
- They can use words, symbols, and images to represent this dream.

Part 2: Reality Reflection (Bottom Half of the Paper)

- Next, ask students to think about a more realistic version of their dream. This could be an alternate path or a practical job that still reflects their skills and passions but might be different from their initial dream.
- Have them draw or write about this more grounded version of their future, similar to how Amalkanti ended up working in a printing press.

1.9 GLOSSARY

- **Aspirations:** Strong desires or hopes to achieve something, often related to personal dreams or goals.
- **Metaphor :** A figure of speech where a word or phrase is applied to something it does not literally denote, suggesting a comparison.
- **Symbolism:** The use of symbols to represent ideas or qualities beyond their literal meaning.
- **Reality :** The state of things as they actually exist, as opposed to an idealized or dreamlike version.
- **Printing Press:** A machine for printing text or pictures, which represents a practical and grounded profession.

- **Disillusionment:** The feeling of disappointment when something is not as good as expected.
- **Resilience:** The ability to recover from or adjust to misfortune or change.
- **Poignant:** Evoking a keen sense of sadness or regret, often mixed with beauty.
- **Youthful Idealism:** The optimistic, often unrealistic, views and dreams that people hold during their younger years.

1.10 QUESTIONS FOR DISCUSSION

- Q1: Who is Amalkanti, and what was his childhood dream?
- Q2: What does "becoming sunlight" symbolize in the poem?
- Q3: How does the reality of Amalkanti's adult life differ from his dream?
- Q4: Does the poem suggest that Amalkanti's life is a failure because he didn't achieve his dream?
- Q5: What is the tone of the narrator when reflecting on Amalkanti's life?
- Q6: How does the printing press serve as a symbol in the poem?
- Q7: What theme does the poem explore through the character of Amalkanti?
- Q8: Do you think Amalkanti regrets not achieving his childhood dream? Why or why not?
- Q9: What lesson can be learned from Amalkanti's story?
- Q10: How does the poem *Amalkanti* relate to the universal human experience of growing up and adjusting dreams?

1.11 REFERENCES AND SUGGESTED READINGS

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UNIT 2

AN INTRODUCTION TO ENGLISH LANGUAGE AND INDIAN CULTURE

CONTENTS:

- 2.1. Aims and Objective
- 2.2. Introduction
- 2.3. Biography of Toru Dutt
- 2.4. Themes of Sita
- 2.5. Character Analysis of Sita
- 2.6. Critical appreciation of Sita
- 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 OBJECTIVE

- To introduce students to the poetry of Toru Dutt and explore her retelling of the mythological character Sita.
- To analyze the poem's themes, such as exile, sorrow, motherhood, and emotional strength, through the lens of Indian mythology.
- To enhance students' understanding of literary devices, such as imagery, symbolism, and allusion, as used in the poem.
- Understand the narrative presented in *Sita* and summarize the story in the poem.
- Analyze the character of Sita as portrayed by Toru Dutt, emphasizing her sorrow and strength.
- Identify and explain literary devices used in the poem, such as imagery, metaphor, and symbolism.

2.2 INTRODUCTION

Toru Dutt's *Sita* is a poignant and lyrical retelling of the story of the mythological figure Sita, who is one of the central characters in the Indian epic, *The Ramayana*. In this poem, Dutt presents Sita not through grand heroic tales, but through the eyes of three children listening to their mother narrating Sita's story of exile. The poem captures the deep emotions of

sorrow, suffering, and strength associated with Sita's time in the forest, during her period of isolation.

Toru Dutt, one of India's earliest female poets writing in English, is known for blending themes from Indian mythology with universal emotions, such as love, loss, and exile. *Sita* reflects her ability to evoke intense feelings through vivid imagery, making the character of Sita accessible and relatable. In Dutt's portrayal, Sita embodies the pain of exile, the struggles of motherhood, and the quiet strength that comes from enduring suffering.

The poem invites readers to experience Sita's story in a deeply personal and emotional way, emphasizing not just the events of her life but also the inner emotional landscape of a woman torn between duty and personal sorrow. Through *Sita*, Toru Dutt adds a unique, tender dimension to the portrayal of one of India's most iconic female figures, reminding readers of the timeless relevance of Sita's story in exploring themes of exile, sacrifice, and resilience.

2.3 BIOGRAPHY OF TORU DUTT

Toru Dutt (1856-1877) was a pioneering Indian poet and novelist, renowned for her contributions to English literature in the late 19th century. Born in Calcutta into a cultured family, Dutt displayed remarkable literary talent from a young age, writing poetry in English, Bengali, and French. Her notable works include *A Sheaf Gleaned in French Fields* and the poignant poem *Sita*, which reinterprets the mythological figure from the *Ramayana*, exploring themes of exile and emotional resilience. Despite her brief life—she passed away at the age of 21—Dutt's literary legacy endures, marking her as a significant figure in Indian English literature and an early voice for women writers in India.

Early Life: Toru Dutt was born on March 4, 1856, in Calcutta (now Kolkata), India, into a well-educated and culturally rich family. Her father, Govind Dutt, was a notable civil servant, and her mother, Sarala Dutt, was a talented musician. Toru was exposed to literature and music from a young age, showing early promise in both fields. She was the youngest of three siblings, with her sisters, Aru and Nirmala, also exhibiting artistic talents.

Education: Toru received a robust education, initially at home and later in schools that encouraged the study of English literature. She was fluent in several languages, including Bengali, English, and French. Her literary interests blossomed during her schooling, and she began writing poetry at an early age.

Literary Career: Toru Dutt's literary career began in earnest in the 1870s, as she started to write poetry in English. Her most notable works include *A Sheaf Gleaned in French Fields* (1876), a collection of translations and original poems influenced by her studies in French literature. This collection reflects her deep appreciation for nature and her cultural heritage.

One of her most celebrated poems, *Sita*, reinterprets the story of Sita from the *Ramayana*, highlighting the emotional depth of her character and the themes of exile and suffering. Dutt's poetry often merges Indian themes with Western literary forms, creating a unique voice that resonates with readers both in India and abroad.

Personal Life: Despite her literary successes, Dutt faced personal challenges. The deaths of her siblings, Aru and Nirmala, deeply affected her, leading to feelings of grief that often found their way into her poetry. Her own health began to decline, and she struggled with tuberculosis for several years.

Toru Dutt's life was further complicated by societal expectations of women in the late 19th century India, which often limited their opportunities for creative expression. Nevertheless, she persevered, producing works that continue to be studied and appreciated for their beauty and emotional intensity.

Legacy and Death: Toru Dutt passed away on August 30, 1877, at the young age of 21. Despite her short life, she left behind a significant literary legacy. Her poetry is celebrated for its lyrical quality and emotional depth, as well as its ability to bridge Indian and Western literary traditions.

Today, Toru Dutt is regarded as one of the pioneers of Indian English literature, and her works are studied in schools and universities. She is remembered not only for her contributions to poetry but also for her role in shaping the voice of women in literature during a time when such expressions were often overlooked. Her life and work continue to inspire new generations of writers and poets in India and beyond.

2.4 THEMES OF SITA

1. Exile and Isolation

- The theme of exile is central to Sita's experience. Her banishment to the forest represents not only physical separation from her home but also emotional and psychological isolation. Dutt explores the sorrow and loneliness that accompany Sita's exile, highlighting the emotional turmoil of being cast away from society and loved ones.

2. Suffering and Resilience

- Sita's narrative is steeped in suffering, yet it also showcases her remarkable resilience. Despite the trials she faces, including abandonment and uncertainty, Sita's strength shines through. The poem reflects on how suffering can shape character and lead to inner strength, portraying Sita as a figure of enduring hope and dignity.

3. Motherhood and Femininity

- Sita's role as a mother is highlighted in the poem, adding layers to her character. Her maternal instincts and the love she holds for her children emphasize the nurturing aspects of femininity. Dutt

examines the complexities of motherhood, particularly in the context of societal expectations and personal sacrifice.

4. **Cultural Identity and Tradition**

- The poem explores the tension between traditional roles and personal identity. Sita, as a figure from Indian mythology, represents cultural ideals of womanhood, loyalty, and sacrifice. Dutt's portrayal invites readers to consider how cultural narratives shape individual experiences and the challenges of adhering to traditional roles in a changing world.

5. **Love and Loyalty**

- Sita's unwavering love for her husband, Rama, is a recurring theme. Her loyalty, even in the face of abandonment, reflects the expectations placed on women in relationships. Dutt examines the complexities of love, including the pain that can accompany deep emotional bonds, questioning whether loyalty can coexist with personal happiness.

6. **Nature and the Human Experience**

- Nature plays a significant role in the poem, symbolizing both beauty and sorrow. The natural world reflects Sita's inner emotional landscape, serving as a backdrop for her solitude and longing. Dutt uses vivid imagery to connect Sita's experiences with the rhythms of nature, reinforcing the theme of interconnectedness between humanity and the environment.

7. **Reinterpretation of Myth**

- Dutt's *Sita* reinterprets the traditional narrative of the character, presenting her as a multi-dimensional figure rather than a mere symbol of virtue. The poem invites readers to rethink the story of Sita, emphasizing her emotional depth and personal struggles, and challenging conventional portrayals of women in mythology.

These themes contribute to the richness of Dutt's *Sita*, making it a profound exploration of the complexities of human experience, particularly through the lens of a female protagonist in a mythological context.

2.5 CHARACTER ANALYSIS OF SITA

In Toru Dutt's poem *Sita*, the titular character is portrayed with depth and complexity, transcending her traditional role in the Indian epic *Ramayana*. Through Dutt's lens, Sita emerges as a multifaceted figure embodying strength, sorrow, resilience, and emotional depth. Here are some key aspects of her character:

1. Sorrowful Exile:

Sita's character is marked by her profound sense of loss and sorrow due to her exile. The poem reflects her emotional turmoil as she grapples with feelings of abandonment and isolation. This sorrow is not just for her physical separation from her home and loved ones but also represents a deeper emotional and psychological struggle. Dutt highlights Sita's vulnerability, making her relatable as she faces the harsh realities of her situation.

2. Inner Strength and Resilience:

Despite her suffering, Sita exhibits remarkable inner strength and resilience. She endures the challenges of her exile with dignity and grace. Dutt portrays her as a figure who, despite the immense hardships she faces, maintains her resolve. This resilience is emblematic of the strength many women possess in the face of adversity, showcasing Sita as a symbol of enduring hope.

3. Maternal Instinct:

Sita's role as a mother is significant in the poem. Her maternal instincts come to the forefront, emphasizing her nurturing nature. This aspect of her character highlights the complexities of motherhood—her love for her children is profound, and she embodies the sacrifices that often accompany maternal responsibilities. Dutt captures the depth of Sita's emotions as a mother, portraying her as a figure of love and dedication.

4. Loyalty and Devotion:

Sita's unwavering loyalty to her husband, Rama, is a central aspect of her character. She remains devoted to him despite his absence and the societal judgment she faces. Dutt explores the nuances of this loyalty, questioning the implications it has on Sita's personal happiness. This loyalty can be seen as both a virtue and a burden, adding layers to her character and inviting readers to reflect on the complexities of love and devotion.

5. A Voice for Women:

In Dutt's portrayal, Sita serves as a voice for women's experiences and struggles. She embodies the challenges faced by women in a patriarchal society, highlighting themes of sacrifice, duty, and the expectations placed on women. Dutt reinterprets Sita's narrative, allowing her to emerge as a figure of agency and emotional depth, rather than merely a passive character defined by her relationships with men.

6. Reflection of Cultural Identity:

Sita's character is deeply rooted in Indian cultural identity and tradition. As a figure from mythology, she represents ideals of virtue, sacrifice, and loyalty. However, Dutt's portrayal encourages a more nuanced understanding of these cultural narratives. By delving into Sita's emotional landscape, Dutt challenges conventional portrayals and invites readers to reconsider the implications of cultural expectations on individual identity.

Conclusion:

Toru Dutt's Sita is a rich and layered character who embodies the complexities of the human experience, particularly from a female perspective. Through her sorrow, strength, and resilience, Sita becomes a relatable and powerful figure, inviting readers to reflect on the challenges women face in society. Dutt's reinterpretation of Sita not only honors her mythological roots but also transforms her into a symbol of emotional depth and resilience, making her an enduring character in Indian

2.6 CRITICAL APPRECIATION OF SITA

Toru Dutt's poem *Sita* is a remarkable work that delves deep into the emotional and psychological landscape of one of Indian mythology's most iconic figures. Dutt's portrayal of Sita transcends traditional interpretations, allowing readers to engage with her character in a profound and empathetic way. This critical appreciation will explore the poem's themes, literary techniques, and its significance within the context of Dutt's overall body of work.

1. Thematic Depth:

At the heart of *Sita* is the exploration of themes such as exile, suffering, resilience, and the complexities of motherhood. Dutt effectively captures the emotional turmoil that Sita experiences due to her exile, presenting her not merely as a passive victim but as a multifaceted character with deep emotional layers. The poem resonates with the universal theme of loss and the search for identity amid adversity. By focusing on Sita's inner struggles, Dutt offers a fresh perspective on the character, inviting readers to empathize with her plight.

2. Emotional Resonance:

Dutt's use of language evokes strong emotions, allowing readers to connect with Sita's experiences on a personal level. The poignant imagery employed throughout the poem paints a vivid picture of Sita's sorrow and isolation. For instance, descriptions of the natural world mirror her inner emotional state, reinforcing the theme of interconnectedness between humanity and nature. This emotional resonance is a hallmark of Dutt's poetry, reflecting her ability to convey complex feelings through simple yet powerful imagery.

3. Literary Techniques:

Toru Dutt employs various literary devices to enhance the poem's impact. The use of **symbolism** is particularly significant; Sita's exile symbolizes broader themes of alienation and the struggle for self-identity. The **metaphorical language** enriches the narrative, allowing readers to grasp the deeper meanings embedded within Sita's story. Dutt's **lyrical style** and rhythmic quality further contribute to the poem's beauty, making it a compelling read that lingers in the minds of its audience.

4. Feminist Perspective:

Dutt's *Sita* can be viewed through a feminist lens, as it challenges the traditional portrayal of women in mythology. By giving voice to Sita's internal struggles and emphasizing her strength and resilience, Dutt reclaims Sita's narrative. The poem critiques societal expectations and the sacrifices imposed on women, inviting readers to reflect on gender roles and the complexities of female identity. This feminist perspective was particularly pioneering for Dutt's time, showcasing her as an early advocate for women's rights and representation.

5. Cultural Significance:

The poem is not only a retelling of a mythological story but also a reflection of Indian cultural identity. Dutt's exploration of Sita's character prompts readers to reconsider the cultural narratives surrounding women, loyalty, and sacrifice. By infusing her writing with Indian themes while utilizing English literary forms, Dutt bridges cultural divides, making her work relevant to both Indian and Western audiences.

6. Personal Context:

Toru Dutt's own life experiences—marked by loss, grief, and a quest for identity—inform the emotional depth of *Sita*. Her personal struggles resonate with Sita's journey, adding layers of authenticity to the poem. Dutt's ability to draw from her own experiences creates a poignant connection between the poet and her subject, making the work all the more compelling.

Conclusion:

In conclusion, Toru Dutt's *Sita* is a profound exploration of a legendary figure reimagined through the lens of modern sensibilities. The poem's thematic richness, emotional depth, and innovative use of literary techniques elevate it beyond a mere retelling of a myth. Dutt's portrayal of Sita as a complex, resilient character speaks to universal human experiences, making the poem both timeless and relevant. Through *Sita*, Dutt not only honors her cultural heritage but also asserts her voice as a pioneering woman writer, leaving an indelible mark on Indian English literature.

2.7 LET US SUM UP

Toru Dutt's poem *Sita* reimagines the story of Sita, a central character from the Indian epic *Ramayana*, through a poignant and introspective lens. The poem opens with Sita reflecting on her life in exile, highlighting her profound feelings of sorrow and isolation after being banished to the forest. Unlike traditional portrayals that focus solely on her loyalty and virtue, Dutt delves into Sita's emotional landscape, emphasizing her vulnerability and the pain of separation from her home and loved ones.

As Sita contemplates her situation, she embodies both the anguish of abandonment and the strength of resilience. The poem vividly depicts her maternal instincts and her unwavering love for her husband, Rama, despite the hardships she endures. Through rich imagery and metaphor, Dutt captures the beauty of nature surrounding Sita, which serves as both a refuge and a reminder of her loneliness.

Dutt's *Sita* is notable for its feminist perspective, as it challenges conventional representations of women in mythology. By giving voice to Sita's inner struggles

and emphasizing her emotional depth, Dutt portrays her as a multi-dimensional character rather than a mere symbol of duty and sacrifice.

Overall, the poem is a powerful meditation on themes of exile, suffering, love, and the complexities of female identity, inviting readers to empathize with Sita's journey and reconsider her significance in the cultural narrative. Through her lyrical style and emotional resonance, Dutt transforms Sita into a relatable figure, reflecting the universal experiences of loss and resilience.

2.8 UNIT END ACTIVITY

Read and Reflect (30 minutes):

- **Individual Reading:** Students will read the poem *Sita* by Toru Dutt.
- **Reflection Questions:** After reading, students will answer the following questions in their journals:
 - What emotions do you think Sita experiences throughout the poem?
 - How does Dutt's portrayal of Sita differ from traditional depictions in the *Ramayana*?
 - Identify a line or stanza that resonates with you. Why does it stand out?

2.9 GLOSSARY

- **Sita:** The central character of the poem, originally from the Indian epic *Ramayana*. Sita embodies ideals of virtue, loyalty, and sacrifice, yet in Dutt's portrayal, she is a complex figure grappling with isolation and emotional turmoil.
- **Exile :** A state of being barred from one's home or country. In the poem, Sita experiences exile as a result of being banished by her husband, Rama, symbolizing both physical and emotional separation.
- **Ramayana :** An ancient Indian epic that narrates the life of Prince Rama, his wife Sita, and his battle against the demon king Ravana. Sita's story is a central element of the narrative, representing themes of fidelity and virtue.
- **Imagery:** Descriptive language that creates visual representations in the reader's mind. Dutt uses vivid imagery to evoke the emotional landscape of Sita's experiences, often connecting her feelings to the natural world.
- **Resilience:** The ability to recover from difficult situations or adversity. Sita's character showcases resilience as she endures the hardships of exile with strength and grace.

- **Motherhood:** The state of being a mother, which is a significant aspect of Sita's identity. The poem explores her maternal instincts and the emotional weight of motherhood amid her struggles.
- **Loyalty:** Faithfulness to commitments or obligations. Sita's unwavering loyalty to Rama, despite her suffering, is a central theme in the poem, prompting reflection on the complexities of love and duty.
- **Symbolism:** The use of symbols to represent ideas or qualities. In *Sita*, exile serves as a symbol of alienation and the struggles women face in society.
- **Cultural Identity:** The identity of a group influenced by its cultural background. Sita represents traditional Indian values, and her experiences reflect the expectations placed on women within that cultural context.
- **Feminist Perspective:** An approach that advocates for women's rights and examines issues of gender inequality. Dutt's portrayal of Sita invites a feminist reading by highlighting her emotional depth and challenging traditional gender roles.
- **Sacrifice:** The act of giving up something valued for the sake of others or for a cause. Sita's sacrifices for her husband and family are pivotal to her character and the poem's themes.
- **Solitude:** The state of being alone or isolated. Sita's solitude in exile underscores her emotional struggles and enhances the poem's exploration of loneliness.

2.10 QUESTIONS FOR DISCUSSION

- **Q1.** Who is the central character in Toru Dutt's poem *Sita*?
- **Q2** What is the primary theme of the poem *Sita*?
- **Q3** How does Dutt portray Sita's emotional state throughout the poem?
- **Q4** What does Sita's exile symbolize in the poem?
- **Q5** In what ways does Dutt's portrayal of Sita differ from traditional depictions in the *Ramayana*?
- **Q6** What literary devices does Toru Dutt use to convey Sita's emotions?
- **Q7** How is the theme of motherhood explored in the poem?
- **Q8** What role does nature play in the poem *Sita*?
- **Q9.** What feminist perspective can be drawn from Dutt's *Sita*?
- **Q10** What is the significance of Sita's loyalty to Rama in the poem?

2.11 REFERENCES AND SUGGESTED READINGS

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UNIT -3

THE TRYST WITH DESTINY

Jawaharlal Nehru

Long years ago, we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity.

At the dawn of history India started on her unending quest and trackless centuries which are filled with her striving and the grandeur of her success and her failures. Through good and ill fortunes alike she has never lost sight of that quest or forgotten the ideals which gave her strength. We end today a period of ill fortunes and India discovers herself again.

The achievement we celebrate today is but a step, an opening of opportunity, to the greater triumphs and achievements that await us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the future?

Freedom and power bring responsibility. The responsibility rests upon this assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom we have endured all the pains of labor and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.

That future is not one of ease or resting but of incessant striving so that we might fulfill the pledges we have so often taken and the one we shall take today. The service of India means the service of the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity.

The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.

And so we have to labor and to work, and work hard, to give reality to our dreams. Those dreams are for India, but they are also for the world, for all the nations and peoples are too closely knit together today for anyone of them to imagine that it can live apart.

Peace has been said to be indivisible; so is freedom, so is prosperity now and so also is disaster in this one world that can no longer be split into isolated fragments.

To the people of India, whose representatives we are, we make an appeal to join us with faith and confidence in this great adventure. This is no time for petty and destructive criticism, no time for ill will or blaming others. We have to build the noble mansion of free India where all her children may dwell.

The appointed day has come - the day appointed by destiny - and India stands forth again, after long slumber and struggle, awake, vital, free and independent. The past clings on to us still in some measure and we have to do much before we redeem the pledges we have so often taken. Yet the turning point is past, and history begins anew for us, the history which we shall live and act and others will write about.

It is a fateful moment for us in India, for all Asia and for the world. A new star raises the star of freedom in the east, a new hope comes into being, and a vision long cherished materializes. May the star never set and that hope never be betrayed by!

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We rejoice in that freedom, even though clouds surround us, and many of our people are sorrow-stricken and difficult problems encompass us. But freedom brings responsibilities and burdens and we have to face them in the spirit of a free and disciplined people.

On this day our first thoughts go to the architect of this freedom, the father of our nation, who, embodying the old spirit of India held aloft the torch of freedom and lighted up the darkness that surrounded us.

We must not forget Netaji though we have often been unworthy followers of his and have strayed from his message, but not only we but succeeding generations will remember his message and bear the imprint in their hearts of this great son of India, magnificent in his faith and strength and courage and humility. We shall never allow that torch of freedom to be blown out, however high the wind or stormy the tempest.

Our next thoughts must be of the unknown volunteers and soldiers of freedom who, without praise or reward, have served India even unto death.

We think also of our brothers and sisters who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come. They are of us and will remain of us whatever may happen, and we shall be sharers in their good and ill fortune alike.

The future beckons to us. Whither do we go and what shall be our endeavour? To bring freedom and opportunity to the common man, to the peasants and workers of India; to fight and end poverty and ignorance and disease; to build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman.

We have hard work ahead. There is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be.

We are citizens of a great country, on the verge of bold advance, and we have to live up to that high standard. All of us, to whatever religion we may belong, are equally the children of India with equal rights, privileges and obligations. We cannot encourage communalism or narrow-mindedness, for no nation can be great whose people are narrow in thought or in action.

To the nations and peoples of the world we send greetings and pledge ourselves to cooperate with them in furthering peace, freedom and democracy.

And to India, our much-loved motherland, the ancient, the eternal and the ever-new, we pay our reverent homage and we bind ourselves afresh to her service. Jai Hind.

Explanation:

Redeem our pledge	:	honour the pledge
Very substantially	:	completely in a grand manner
Long suppressed	:	exploits for a long time
Finds utterance	:	finds voice/expression
Solemn moment	:	serious and sincere
Dawn of history	:	since the beginning of recorded History
Unending quest	:	non stop search and striving
Grandeur	:	grandness

Ill fortune	:	bad luck
Triumph	:	victory
Sovereign	:	independent, self governing
Endured	:	face the difficulties bravely
The pains of labor	:	pain associated with the birth of new independent India, like the labor pain suffered by mother at the time of delivery
The future beckons to us now	:	the future welcomes us
Incessant striving	:	non stop hard work
The greatest man of our generation:	:	refers to Mahatma Gandhi
To wipe every tear from every eye :	:	to eradicate poverty and unhappiness
Too closely knit together today :	:	the world has become a smaller place because of better communication because of economic, political and cultural exchange between the countries.

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No time for petty and destructive criticism : Nehru advises people to stay away from finding minor faults and blaming each other.

The noble mansion of free India where all her children may dwell: the word mansion means a large impressive house; Nehru closes his speech on an optimistic note expecting the people of India to live together like one big family, the idea of peaceful coexistence which is the cornerstone of the Indian philosophy.

"Tryst with Destiny" was a speech delivered by Jawaharlal Nehru, the first Prime Minister of independent India, to the Indian Constituent Assembly in The Parliament, on the eve of India's Independence, towards midnight on 15 August 1947. It focuses on the aspects that transcend India's history. It is considered to be one of the greatest speeches of the 20th century and to be a landmark oration that captures the essence of the triumphant culmination of the largely non-violent Indian independence struggle against the British Empire in India.

Questions:

1. What is the pledge we shall redeem?
2. What does Nehru mean when he says 'appointed day'?
3. What is the moment that comes rarely in history?
4. What kind of land is India according to Nehru?
5. How do we end a period of misfortune?
6. What is the unfulfilled task for Nehru which he wants to be accomplished?
7. What responsibility rest with the people of free India?
8. What does Nehru mean by star?
9. In what spirit Nehru wanted the celebration of freedom?
10. Which aspects of Gandhiji's, Nehru understood?
11. What are Nehru's thoughts about neighboring countries?

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12. What should Indians banish according to Nehru?
13. What kind of problems India has inherited according to Nehru?
14. How can we cooperate with people?
15. What is our duty to our motherland?
16. Why should we discourage communalism?
17. What is the moment that comes rarely in history?
18. How do we end a period of misfortune?

Q. Choose the correct answer from the given option

1. Freedom and power brings
a. Responsibility b. anarchy c. corruption
2. Nehru says there is no time for
a. ill-will b. petty criticism c. blaming d. all of them
3. Service of humanity means:
a. service of suffering human b. Service of solders c. service of poor
4. Who do Nehru's thoughts go to in the speech
a. Balgangadhar Tilak b. Mahatama Gandhi c. unknown leader
5. Attitude Nehru shows Pakistan is of
a. brotherhood b. enimity c. sympathy

Q3. State whether the statements are true or false

- a. A Tryst With Destiny is a speech given by Nehru on the day India became a Free nation
- b. Nehru gave his speech as the clock struck 12 at night
- c. Its people are deeply inward-looking, spiritual, but never afraid to explore the unknown.
- d. Poverty brings illiteracy, disease and backwardness.
- e. Nehru wanted us to rededicate ourselves to accomplish this unfinished task of bringing Wealth, prosperity and all -round development.
- f. When we became free, we can't indulge in acts that break the law or hurt others sentiments
- g. By 'star', Nehru refers to the emergence of India from colonial slumber to unbounded energy and enthusiasm
- h. Nehru did not understand Gandhiji's deep appreciation of India's traditional values.
- i. Nehru did not feel a lot of goodwill for the people of East Pakistan [now Bangladesh] and West Pakistan.

Q4. Match the following words with their meaning.

- | | | |
|--------------------|---|--------------|
| 1. Destiny | - | fate dream |
| 2. Freedom | - | independence |
| 3. Long suppressed | - | dream |

4. Endured - face the difficulties bravely splendor
5. Obligations - treachery
6. Betray - duty
7. Magnificent - splendor exploits for a long time
8. Vision - fate
9. Sovereign - independent, self governing
10. Unending quest - non stop search and striving

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UNIT-4

DELHI IN 1857

Mirza Ghalib

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I marvel at the varied wonders of fate. In the days of killing and looting, when it seemed that every house in the city was emptied even of its dust, my house escaped the looters' grasping hand. Yet I swear even so that nothing but clothes to wear and bedding to sleep upon was left to me. The answer to this riddle and the key to this false-seeming truth is this: that at the time when the black rebels seized the city, my wife, without telling me fathered her jewels and valuables and sent them secretly to the house of Kale Sahib. There they were stored in the cellar, and the door of the cellar blocked up with clay and smoothed over. When the British soldiers took the city and were given leave to loot and kill, my wife revealed this secret to me. Now there was nothing to be done. To go there and bring them back was impossible. I said nothing and comforted myself with the thought that we were destined to lose these things and that it was well that they had not been taken from our own home. And now it is July - the fifteenth month - and I see no sign that I shall again receive the pension which the British government formerly granted me. And so I sell the clothes and bedding to keep body and soul together, and a man might say that where others eat bread, I eat cloth. I go in fear that when all the cloth is eaten I shall die naked and hungry. Of the servants who had long been with me there are some few who even in this tumult did not desert me. These too I must feed, for in truth man may not turn his back on man and I too need them to serve my needs. Besides these are those suppliants who in former days laid claim to a share in the gleaning of my harvest. Even in these bad times they cry to me and their cry, more unwelcome than the cock's untimely crow, pierces my heart and adds to my distress. And now that these raging sicknesses and sorrows which oppress my body and soul have sapped all my strength and spirit, the thought comes suddenly to my mind, "How long can I Occupy myself adorning this toy I call a book?". For This distress must end either in death or in beggary. In the first case this tale must needs for evermore lack an ending... and so sadden its reader's hearts. And in the second case the one clear outcome in that I must raise the beggar's cry from door to door here gathering a crumb, there driven with abuse from the lane and humiliated in the open street. And for how long should I tell such a tale, myself spreading the fame of my disgrace? Now even if my pension is restored it cannot wipe clean the mirror or my heart, and if it is not, that mirror will itself be shattered to such ruined ones as I, and I must go and live in some strange land. From May of last year to July of this I have written what has befallen and from the 1st August I stay my pen.

About the Author

Mirza Asadullah Khan Ghalib (1797-1869) lived through one of the most turbulent periods of recent history. Two worlds - the decaying and the emergent - fused and merged. Pathos, confusion and conflict reigned supreme as the Great Revolt of 1857 marked the end of an era and a new world order lay waiting to be unfurled. Ghalib lived in the city of Delhi, saw with his own eyes madness and mayhem descend upon the streets of his beloved city and witnessed the siege and slaughter of an entire way of life.

While to some extent his response to the events of 1857 are contradictory since he was dependent on the pension he received from the British (he was, in his own words, a namak-khwar-e-sarkar-e-angrez or an eater of the salt of the British government on account of his hereditary pension), there is much in his oeuvre that is in the nature of a testimony to his times. There is, of course, the blood-chilling ghazal he wrote immediately after the revolt, which speaks of the here and now in unequivocal terms.

Glossary:

Marvel	: be filled with wonder or astonishment.
Varied	: incorporating a number of different types or elements; showing variation or variety.
Wonders	: a feeling of amazement and admiration, caused by something beautiful, remarkable, or unfamiliar.
Grasping	: avaricious; greedy.
Valuable	: a thing that is of great worth, especially a small item of personal property.
Riddle	: a question or statement intentionally phrased so as to require ingenuity in ascertaining its answer .
Tumult	: a loud, confused noise, especially one caused by a large mass of people.
Gleanings	: things, especially facts, that are gathered or collected from various sources rather than acquired as a whole.
Untimely	: (of an event or act) happening or done at an unsuitable time.
Pierces	: force a way through; penetrate
Distress	: extreme anxiety, sorrow, or pain.
Adoring	: love and respect (someone) deeply.
Beggary	: a state of extreme poverty.
Humiliated	: make (someone) feel ashamed and foolish by injuring their dignity and pride.
Restored	: return (someone or something) to a former condition, place, or position
Disgrace	: loss of reputation or respect as the result of a dishonorable action.
Shattered	: very upset.
Befallen	: (especially of something bad) happen to (someone).

Questions :

Q1 Answer the following questions in short

- What was Ghalib's views about the British rule.
- Whose house had escaped the looter's gasping hands ?
- What did Ghalib's wife secretly sent to khala's house ?
- How 1857 mutiny made life difficult for Ghalib ?
- Why Ghalib is worried about his servants.

Q2 Answer the following questions in detail

- Evaluate Mirza Ghalib as a prose writer.
- Describe briefly Delhi in 1857 as depicted by Mirza Ghalib.
- Where were the jewels kept? Do you think they were safe there ,why ?
- What Ghalib did not hope to get again from the British government ?
- In what way Ghalib's life ended?
- Where will Ghalib go and live if conditions of his life do not improve ?

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Q3 State whether the statement given below are true or false.

- a. Mirza Asadullah Khan Ghalib has described the condition of India prevalent in 1857 in this essay. ()
- b. The life in 1857 was very peaceful in Delhi. ()
- c. Ghalib's wife hid her jewels & valuables in her friend's house. ()
- d. The British soldiers were the looters. ()
- e. The British government gave Ghalib a pension.

Q4 Choose the correct answer from the given options.

- a. The essay written by Mirza Ghalib is about
 - 1. Just after the 1857 mutiny in India
 - 2. The Indian mutineers
 - 3. The British soldiers
 - 4. All the three
- b. Ghalib's wife sent her jewels & valuables to her friend's house because
 - 1. The looters will take them
 - 2. The British soldiers will loot them
 - 3. Ghalib will take them away from her
 - 4. She will be forced by Ghalib to sell them.
- c. When did the British soldiers give freedom to loot & kill?
 - 1. After the Indian mutiny had failed
 - 2. After Ghalib's death
 - 3. After Queen Victoria's visit
 - 4. After Indians ran away from the battle field.
- d. What does Ghalib want to convey when he says that he will eat cloth?
 - 1. He has no bread and so he will have to eat cloth.
 - 2. He will buy the food from the money which he gets after selling his cloth.
 - 3. He is being forced by the British government to do so.
 - 4. The British government stuffed his mouth so that he does not speak against them.

Q5 Write in your words, what do you understand from the expression given below.

- a. Emptied even of its dust.
- b. Turn one's back on
- c. The gleanings of one's harvest.
- d. Pierce the heart
- e. Wipe clean the mirror of the heart
- f. Wonders of fate
- g. Keep body & soul together

Q6 Vocabulary

1. Write the antonyms for the given words
a. Marvel b. riddle c. ruined d. disgrace e. humiliated f. beggary
2. Fill in the blanks from the words given in the bracket
(untimely, befallen, tumult, adorable, noxious)
 - a. The -----rain stopped the match between India & Pakistan.
 - b. The appearance of the constable was a sufficient explanation of the misfortune which had -----me
 - c. What does it matter to you whether our homes are ----- or not ?
 - d. After the country's leader was assassinated, the nation endured -----for several months.
 - e. People in a radius of five miles of the recycling plant were evacuated because the fire was creating -----fumes from the burning plastic.
 - f. We have an ----- picture of my children hugging each other.



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UNIT-5

PREFACE TO MAHABHARATA

By: C.Rajgopalachari

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Summary -

Mahabharata War was fought around the year 3000 BC. A lot of us who have read or heard stories from this epic must have either scoffed at, or felt fascinated by them... This book is obviously an abridged version of the real epic and omits all sequences which author feels do not contribute significantly to the progression of the central story. This is a great story of people blinded by hatred, of people bound by duty and hence forced to serve the side they do not necessarily support, of people who have stuck to righteousness when the whole world seems out to harm them, of people who are held captive by desire, by love, by self-respect. This is also the story of Supreme Lord and how He ensured that the side sticking to the path of righteousness wins. The Mahabharata discloses a rich civilization and a highly evolved society. Where the art of war was highly developed. People lived both in villages & cities. Women were highly honored. The cast system prevailed. The Mahabharata has molded the characters & civilization.

About the Author : -

Rajagopalachari was born on 10th December 1878 in the village of Thorapalli in the Krishnagiri district of the Madras Presidency (now the Krishnagiri district of Tamil Nadu) and educated at Central College, Bangalore, and Presidency College, Madras. Rajagopalachari was an accomplished writer who made lasting contributions to Indian English literature and is also credited with composition of the song Kurai Onrum Illai set to Carnatic music. In 1951, he wrote an abridged retelling of the Mahabharata in English, followed by one of the Ramayana in 1957. Earlier, in 1961, he had translated Kambar's Tamil Ramayana into English. He died on 25 December 1972 at the age of 94.

The great ancient literature of India established the vanity of ambition and evil and futility of anger and hatred. Such is the art of sage-writers that characters in epics like Ramayan and Mahabharata move with the vitality of real life. Not only did Mahabharata reveal a highly evolved society and rich civilization, it established a code of behaviour and practice at all human levels - from parenting to war. In this process it has influenced generations of men and moulded their character.

Vocabulary

Accretions	- an increase by natural growth or by gradual accumulation a addition; growth or increase in size or extent
Acquiescence	- reluctant acceptance of something without protest
Adherence	- steady devotion, to support, or attachment
Assumption	- something taken for granted; to suppose
Breaches	- the act of breaking or failing to observe law, code of conduct
breeds	- to produce (offspring);
Cherished	- to hold or treat as dear, to love
Conferred	- to consult or discuss; exchange opinions

Conventions	- a meeting or assembly, of representatives or delegates
Covetousness	- wrongfully desirous of wealth greedy
Discloses	- to make known; reveal or uncover
Divested	- to deprive (someone or something), especially of property or rights;
Elevating	- promotion, to move, to a higher position
Enshrined	- to cherish as sacred
Esteem	- respectable, admire
Evolved	- to develop gradually, over the period.
Exaggeration	- to magnify beyond the limits of truth, over statement.
Fidelity	- loyalty, faithfulness to a person.
Fortitude	- courage in pain or adversity, emotional strength in facing difficulty.
Garish	- crudely or tastelessly colorful, showy, or elaborate
Immemorial	- extending back beyond the reach of memory.
Impulse	- an urge, a sudden pushing or driving feeling.
Interpolation	- to introduce (something additional) between other things, to insert.
Legendary	- very well known, famous
Theological	- religious, spiritual,
Moulded	- Shaped or formed
Perennial	- Lasting for an indefinitely long time; forever
Pervades	- to spread throughout.
Phalanxes	- a number of individuals, especially persons united for a common purpose
Portrayed	- to depict (someone or something in a work of art)
Potent	- powerful; mighty
Prowess	- exceptional, bravery, especially in combat or battle
Recesses	- Temporary break from the usual work or activity
Reverence	- a feeling or attitude of deep respect tinged with awe.
Scintillate	- to sparkle; emit flash of light.
Seclusion	- isolation, retirement; solitude
Skill	- the ability, coming from one's knowledge, practice, aptitude
Sublimity	- the quality of being sublime
Tactical	- carefully plan (action), calculated, prudent
Transcends	- to rise above or go beyond; overpass; exceed
Trials	- the act of examination of evidence by a judge, testing of performance.
Vivid	- Strikingly bright or intense (as color, light)
Voluntary	- done, made, brought about of one's own free will.

NOTES**Questions :****Q1 Answer the following questions**

- Who wrote the epic Mahabharata?
- Explain the term Kalakshepan .
- What happens to our souls after listening to Mahabharata according to Rajagopalachari ?

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- d. Why does Rajagopalachari say that Mahabharata belongs to the world & not only to India?
- e. Which art of war was highly developed during Mahabharata?
- f. Where was the battle of Mahabharata fought?
- g. Who was Dhritarashtra and which was his capital?

Q2 Answer the following questions in detail

- a. Describe the war tactics as given in Preface to Mahabharata?
- b. Write a note on women's character & condition prevalent during Mahabharata.
- c. Elucidate on the role of Krishna in Mahabharata .

Q3. Describe the immortal figures of Mahabharata in few words

- a. Krishna
- b. Bhishma
- c. Pandavs
- d. Drona
- e. Karan
- f. Douryodhana
- g. Gandhari
- h. Draupadi
- i. Kunti

Q4. State whether the statements are true or false

- a. Mahabharata belongs to the world.
- b. The art of war was highly developed during Mahabharata .
- c. The cities were the headquarters of king & their household staff.
- d. The ashramas kept alive the bright fire of learning & spiritual thought alive.
- e. Women were highly respected & honored during Mahabharata.
- f. The caste system prevailed during Mahabharata period.
- g. Mahabharata is a true epic of great & fateful moment and heroic characters .



UNIT-6

WHERE THE MIND IS WITHOUT FEAR

by Rabindranath Tagore

*Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake*

Where the Mind is Without Fear was included in the volume called 'Naibedya', the original poem bears the title 'Prarthana' meaning prayer. The poem is a prayer to God. The poem was written by Rabindranath Tagore during the time when India was under the British Rule and people were eagerly waiting to get their freedom from the British Rule. This poem had given a lot of strength to the people who were struggling for India's independence. It is a prayer to the Almighty for a hassle free nation free from any kind of manipulative or corrupted powers.

Rabindranath Tagore reshaped Bengali literature and music, as well as Indian art during the 19th and early 20th centuries. He became the first non-European to win the Nobel Prize in Literature in 1913, and he won it for his collection of verses and songs known as Gitanjali. Tagore was also instrumental in introducing the best of Indian culture to the West and vice versa. He is generally regarded as the most outstanding creative artist of the modern Indian subcontinent.

Summary

The original poem bears the title 'Prarthana' i.e. prayer. The poem is a prayer to a universal father-figure, presumably, God. The poem was written by Rabindranath Tagore during the time when India was under the British Rule and people were eagerly waiting to get their freedom from the British Rule. This poem had given a lot of strength to the people who were struggling for India's independence. It is a prayer to the Almighty for a hassle free nation free from any kind of manipulative or corrupted powers. The poet wishes to be awakened to a heaven where the mind can work fearlessly and the spirit can hold its head high, where one can acquire knowledge in all freedom of choice, where the big world of man is not fragmented or restricted to small mutually exclusive compartments, where everybody speaks his/her heart clear, where actions flow in the form of various streams moving from success to success, where petty conventions do not stagnate the course of judgment, where manhood is not pierced, where God himself leads us in all acts, all thoughts, and all sources of delight. We need a strong motivating slap by God to be elevated to that heaven. The poet pledges to the Almighty that his country should be free from any fear of oppression or forced compulsion. He wants that everyone in his country should be free to hold their heads high in dignity. He dreams of a nation where knowledge or education would be free that is education should not be restricted to the upper class only but everybody should be free to

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get knowledge. There should not be any caste distinctions or gender distinction when it comes to education. 'Where The Mind Is Without Fear' wishes for a world which is not 'fragmented' by prejudices based on caste, creed, color, religion or other baseless superstitions. Prejudices and superstitions should not divide the people in groups and break their unity. He wants a nation where people are truthful, not superficial and words should come out from the depth of their hearts. 'Where The Mind Is Without Fear' depicts the poet's yearning for a country where people would strive without getting tired to reach perfection leaving behind prejudices and old traditions. Tagore wants the power of reason to dominate the minds of his countrymen, he does not want the 'stream of reason' to be lost amongst outdated customs and traditions and only that can direct the mind towards selfless thoughts and everlasting action. Tagore asks the 'Father', presumably God to awaken his country into such a heaven of freedom. Where the mind is led forward by thee into ever-widening thought and action into that heaven of freedom, my Father, let my country awake. The poem is patriotic in nature considering the independence and the happiness of the countrymen as the most important factor. If a country lacks such requirements, the countrymen can never be at peace, the society will be full of disharmony and social unjust. The poem sends a message that the society should be free from all social evils, only then it can lead to progress. Therefore, Tagore prays to God to create such an ideal society for his motherland.

Glossary

Fragments	- pieces
Head is held high	- self respect
Domestic	- pertaining to family.
Striving	- try hard, motivated.
Tireless	- without getting tired
Fragments	- pieces
Domestic	- pertaining to family.
Striving	- try hard, motivated.
Stream	- river
Dreary	- dull, boring
Dead habit	- old customs
Desert	- dry area of land
Awake	- to get up from sleep

Questions :

Q1 Choose the correct answers from the options given

- a. What is meant by "*mind is without fear and head is held high*?"
 - i) To be fearless and self respecting
 - ii) To be proud of one's high position .
 - iii) To stand straight and be carefree.
- b. The 'domestic walls' are usually associated with safety, comfort and love. Are these the feelings evoked by the phrase 'narrow domestic walls'? If not, choose the correct answer from the ones given below:
 - i) small houses which make us feel cramped.
 - ii) ideas which are petty and narrow-minded.
 - iii) a house divided into rooms by walls.

Q2 Answer the following questions in short

- a. How should the mind be according to Tagore?
- b. How should the knowledge be according to Tagore?
- c. What are the domestic walls that Tagore has in his mind?
- d. When does the perfection be attained?
- e. What does the poet talk about in the poem?
- f. How the faculty of freedom is compared with clear stream?

Q3 Answer the following questions in detail

- a. What does the poet mean by "where knowledge is free"?
- b. Why has the word 'tireless' been used to describe 'striving'?
- c. What are we striving for?
- d. How does the poet describe 'heaven of freedom'?
- e. Who does the poet address as 'thee' and my father?
- f. What are narrow domestic walls?

Q4. Explain the following

- 1. What does the poet mean by 'the head is held high'?
- 2. Explain what does the poet mean by 'where knowledge is free'?
- 3. Find out the line expressing, 'Endless efforts are made to achieve the best quality.'
- 4. What is the 'dead habit' according to the poet?
- 5. What does the poet mean by 'ever widening thought and action'?
- 6. Describe any two traits of character the poet wants to inculcate in his countrymen

Q5. Vocabulary

- a. The following words have special meanings in the poem. Explain.
high, free, walls, stream, awake, head, desert



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UNIT -7

A SONG OF KABIR

TRANSLATED BY: Rabindranath Tagore

NOTES

IT is NEEDLESS to ask of a saint the caste to which he belongs;

*For the priest, the warrior, the tradesman, and all the thirty-six castes,
alike are seeking for God.*

It is but folly to ask what the caste of a saint may be;

The barber has sought God, the washer-woman, and the carpenter

Even Raidas was a seeker after God.

The Rishi Swapacha was a tanner by caste.

Hindus and Muslems alike have achieved that End, where remains no mark of distinction.

About the Author

A selection of songs from poet Kabir is here for the first time offered to English readers. Kabir is one of the most interesting personalities in the history of Indian mysticism. Born in or near Benares, of Mohammedan parents, and probably about the year 1440, became in early life a disciple of the celebrated Hindu ascetic Ramananda.. A great religious reformer, the founder of a sect to which nearly a million northern Hindus still belong, it is yet supremely as a mystical poet that Kabir lives for us. His wonderful songs survive, the spontaneous expressions of his vision and his love; and it is by these, not by the didactic teachings associated with his name, that he makes his immortal appeal to the heart.

In this poem a wide range of mystical emotion is brought into play with the faithful lovers of all creeds. Originally written by Saint Kabir and translated into English by Rabindranath Tagore.

Kabir gives the message that God is one for all. . Kabir says that the priest, the warrior, the trader and all the thirty six castes are the same for all seek God. The common end of a barber, washer man, carpenter and even Raidas has sought God. Rishi Swapach was tanner by caste. Hindu and Muslims all are alike. They had achieved the end i.e. seeking God. In the eyes of God all are equal and all religions lead to the path of salvation (Moksha).

Vocabulary

Alike	- in the same manner; similarly
Barber	- a person whose occupation it is to cut the hairs of customers.
Carpenter	- a person who builds wooden furniture.
Caste	- social position conferred upon a person by social system
Distinction	- a difference or contrast between similar things.
Folly	- lack of good sense, state or quality of being foolish, lack of understanding
Needless	- not needed
Sought	- to go in search of, to seek

Questions :

1. Who is a saint according to Kabir?
2. What is the concept of God according to Kabir's philosophy?
3. Why he doesn't want to discriminate people on the basis of their caste or profession?
4. Does Kabir bring out the harmony between Hindus & Muslims?
5. Why does Kabir consider it needless to ask the caste of a saint?

Q2. Answer the following questions in detail.

1. Critically evaluate 'A song of Kabir'?
2. Why Kabir is regarded as one of the pioneers of secularism Indian poetry.
3. Why does Kabir give no importance to the caste of a saint?
4. Give a detailed note on the qualities of a saint as given in 'A song of Kabir' ?



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UNIT-8

SATYAGRAHA

by M.K. Gandhi

NOTES

Events were so shaping themselves in Johannesburg as to make this self-purification on my part a preliminary as it was to Satyagraha. I can now see that all the principal events of my life, culminating in the vow of brahmacharya, were secretly preparing me for it. The principle called Satyagraha came into being before that name was invented. Indeed when it was born, I myself could not say what it was. In Gujarati also we used the English phrase 'passive resistance' to describe it. When in a meeting of Europeans I found that the term 'passive resistance' was too narrowly construed, that it was supposed to be a weapon of the weak, that it could be characterized by hatred, and that it could finally manifest itself as violence, I had to demur to all these statements and explain the real nature of the Indian movement. It was clear that a new word must be coined by the Indians to designate their struggle.

But I could not for my life find out a new name and therefore offered a nominal prize through Indian Opinion to the reader who made the best suggestion on the subject. As a result Maganlal Gandhi coined the word 'Sadagraha' (Sat = truth, Agraha = firmness) and won the prize. But in order to make it clearer I changed the word to 'Satyagraha' which has since become current in Gujarati as a designation for the struggle.

The history of this struggle is for all practical purposes a history of the remainder of my life in South Africa and especially of my experiments with truth in that sub-continent. I wrote the major portion of this history in Yeravda jail and finished it after I was released. It was published in Navajivan and subsequently issued in book form. Sjt. Valji Govindji Desai has been translating it into English for Current Thought, but I am now arranging to have the English translation published in book form at an early date, so that those who will may be able to familiarize themselves with my most important experiments in South Africa. I would recommend a perusal of my history of Satyagraha in South Africa to such readers as have not seen it already. I will not repeat what I have put down there, but in the next few chapters will deal only with a few personal incidents of my life in South Africa which have not been covered by that history. And when I have done with these, I will at once proceed to give the reader some idea of my experiments in India. Therefore, anyone who wishes to consider these experiments in their strict chronological order will now do well to keep the history of Satyagraha in South Africa before him.

My first experience of jail life was in 1908. I saw that some of the regulations that the prisoners had to observe were such as should be voluntarily observed by a brahmachari; that is, one desiring to practice self-restraint, such, for instance, was the regulation requiring the last meal to be finished before sunset. Neither the Indian nor the African prisoners were allowed tea or coffee. They could add salt to the cooked food if they wished, but they might not have anything for the mere satisfaction of the palate. When I asked the jail medical officer to give us curry powder, and to let us add salt to the food whilst it was cooking, he said; "You are not here for satisfying your palate. From the point of view of health, curry powder is not necessary, and it makes no difference whether you add salt during or after cooking."

Ultimately these restrictions were modified, though not without much difficulty, but both were wholesome rules of self - restraint. Inhibitions imposed from without but when they are self - imposed, rarely have a decidedly salutary effect. So, immediately after release from jail, I imposed on myself the two rules. As far as was then possible, I stopped taking tea, and finished my last meal before sunset. Both these now require no effort in the observance.

There came, however, an occasion which compelled me to give up salt altogether, and this restriction I continued for an unbroken period of ten years. I had read some books on vegetarianism that salt was not a necessary article of diet for man, that on the contrary saltless diet was better for the health. I had deduced that a brahmnachari would be benefited by a saltless diet. I had read and realized that the weak bodied should avoid pulses. I was very fond of them.

Now it happened that Kasturba, who had a brief respite after her operation, had again begun getting haemorrhage, and the malady seemed to be obstinate. Hydropathic treatment by itself did not answer.

She had not much faith in my remedies, though she did not resist them. She certainly did not ask for outside help. So when all my remedies had failed, I entreated her to give up salt and pulses. She would not agree, however much I pleaded with her, supporting myself with authorities. At last she challenged me, saying that even I could not give up these articles if I was advised to do so. I was pained and equally delighted, delighted in that I got an opportunity to shower my love on her. I said to her: "You are mistaken. If I was ailing and the doctor advised me to give up these or any other articles, I should unhesitatingly do so. But hereafter without any medical advice, I give up salt and pulses for one year, whether you do so or not."

She was rudely shocked and exclaimed in deep sorrow: "Pray, forgive me. Knowing you, I should not have provoked you, I promise to abstain from these things, but for heaven's sake take back your vow. This is too hard on me."

"It is very good for you to forgo these articles. I have not the slightest doubt that you will be all the better without them. As for me, I cannot retract a vow seriously taken. And it is sure to benefit me, for all restraint, whatever prompts it, is wholesome for men. You therefore leave me alone. It will be a test for me, and a moral support to you in carrying out your resolve."

So she gave me up. 'You are obstinate. You will listen to none', she said, and sought relief in tears.

I would like to count this incident as an instance of Satyagraha, and it is one of the sweetest recollections of my life.

After this Kasturba began to pick up quickly - whether as a result of the saltless and pulseless diet or of the other consequent changes in her food, whether as a result of my strict vigilance in exacting observance of other rules of life, or as an effect of mental exhilaration produced by the incident, and if so to what extent, I can not say. But she rallied quickly, haemorrhage completely stopped, and I added somewhat to my reputation as a quack.

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As for me, I was all the better for the new denials. I never craved for the things I had left. The year sped away, and I found the senses to be more subdued than ever. The experiment stimulated the inclination for self-restraint, and I continued the abstention from the articles until long after I returned to India. Only once I happened to take both the articles whilst I was in London in 1914. But of that occasion, and as to how I resumed both, I shall speak in a later chapter.

I have tried the experiment of a saltless and pulseless diet on many of my co-workers, and with good results in South Africa. Medically there may be two opinions as to the value of this diet, but morally [I have no doubt that all self-denial is good for the soul. The diet of a man of self-restraint must be different from that of a man of pleasure, just as their ways of life must be different. Aspirants after brahmacharya often defeat their own end by adopting courses suited to a life of pleasure.

I have described in the last chapter how Kasturba's illness was instrumental in bringing about some changes in my diet. At a later stage more changes were introduced for the sake of supporting brahmacharya.

The first of these was the giving up of milk. It was from Raychandbhai that I first learnt that milk stimulated animal passion. Books on vegetarianism strengthened the idea, but so long as I had not taken the brahmacharya vow I could not make up my mind to forgo milk: I had long realized that milk was not necessary for supporting the body, but it was not easy to give it up. While necessity for avoiding milk in the interests of self-restraint was growing upon me, I happened to come across some literature from Calcutta, describing the tortures to which cows and buffaloes were subjected by their keepers. This had a wonderful effect on me. I discussed it with Mr. Kallenbach.

Though I have introduced Mr. Kallenbach to the readers of the history of Satyagraha in South Africa, and referred to him in a previous chapter. I think it necessary to say something more about him here. We met quite by accident. He was a friend of Mr. Khan's and as the latter had discovered deep down in him a vein of other-worldliness he introduced him to me.

When I came to know him I was startled at his love of luxury and extravagance. But at our very first meeting, he asked searching questions concerning matters of religion. We incidentally talked of Gautam Buddha's renunciation. Our acquaintance soon ripened into very close friendship, so much so that we thought alike, and he was convinced that he must carry out in his life the changes I was making in mine.

At that time he was single, and was expending Rs. 1,200 monthly on himself, over and above house rent. Now he reduced himself to such simplicity that his expenses came to Rs. 120 per month. After the breaking up of my household and my first release from jail, we began to live together. It was a fairly hard life that he led.

It was during this time that we had the discussion about milk. Mr. Kallenbach said, 'We constantly talk about the harmful effect of milk. Why then do not we give it up? It is certainly not necessary'. I was agreeably surprised at the suggestion, which I warmly welcomed, and both of us pledged ourselves to abjure milk there and then. This was at Tolstoy Farm in the year 1912.

But this denial was not enough to satisfy me. Soon after this I decided to live on a pure fruit diet, and that too composed of the cheapest fruits possible. Our ambition was to live the life of the poorest people.

The fruit diet turned out to be very convenient also. Cooking was practically done away with. Raw Groundnuts, Bananas, Dates, Lemons, and Olive Oil composed our usual diet.

I must here utter a warning for the aspirants of brahmacharya. Though I have made out an intimate connection between diet and brahmacharya it is certain that mind is the principal thing. A mind consciously unclean cannot be cleansed by fasting. Modifications in diet have no effect on it. The concupiscence of the mind cannot be rooted out except by intense self-examination, surrender to God and, lastly, grace. But there is an intimate connection between the mind and the body, and the carnal mind always lusts for delicacies and luxuries. To obviate this tendency dietetic restrictions and fasting would appear to be necessary. The carnal mind, instead of controlling the senses, becomes their slave, and therefore the body always needs clean non-stimulating foods and periodical fasting.

Those who make light of dietetic restrictions and fasting are as much in error as those who stake their all life on them. My experience teaches me that, for those whose mind are working towards self-restraint dietetic restrictions and fasting are very helpful. In fact without their help concupiscence cannot be completely rooted out of the mind.

About the Author

Mohandas Karamchand Gandhi (2 October 1869 - 30 January 1948) was born and raised in a Hindu merchant caste family in coastal Gujarat, western India, and trained in law at the Inner Temple, London, Gandhi first employed nonviolent civil disobedience as an expatriate lawyer in South Africa, in the resident Indian community's struggle for civil rights.

Summary

Satyagraha is an essay by M.K.Gandhi, where he describes Satyagraha .Through this he has put before us the chronological order of the history of Satyagraha in South Africa. The policy of passive resistance inaugurated by Mohandas Gandhi in 1919 as a method of gaining political and social reforms.

"The word Satya (Truth), is derived from Sat, which means truth. And nothing is or exists in reality except Truth." M.K. Gandhi, Young India, July 30 1931 "Truth (Satya) implies love, and firmness (Agraha) engenders and therefore serve as a synonym for force. I thus began to call the Indian movement "Satyagraha", that is to say, the Force which is born of Truth and Love or non-violence, and gave up the use of the phrase "passive resistance". The most potent legacy Gandhi left to India was the technique of satyagraha. There was in this instrument of action, power to effect change. "Satyagraha" had become the cry of all those who felt aggrieved, and popular agitations, however organized and whatever their objective, were widely described as "satayagraha movements". Informed, responsible, and concerned Indians today reflect upon the use and meaning of "satyagraha" with misgivings, yet with hope; with fond memories, and yet with anxiety for the future.

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The essay gives a clear picture of the relationship between he & his wife. his determination & his different experiment with himself .

GLOSSARY

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Culminate	- reach highest point or summit
Preliminary	- preparatory
Resistance	- opposition, against
Manifest	- obvious, apparent
demur	- to raise objection
designate	- to indicate, specify
familiarize	- to make something will known
perusal (n)	- careful reading
chronological	- in sequence of time, in order
Observance	- an act or instance of following, obeying, or conforming to
Obstinate	- firmly or stubbornly adhering to one's purpose, opinion, etc; not yeilding to argument, persuasion
Palate	- the sense of tase
Passive	- accepting or allowing what happens without active resistance.
Perusal	- a reading; scrutiny
Principal	- a person who takes a leading part in any activity
Provoke	- to anger, enrage, exasperate
Recommend	- to present as worthy of confidence, acceptance
Regulations	- a law, rule, or other order prescribed by authority
Renunciation	- an act of relinquishing, abandoning, sacrificing.

Questions :-

Q1 Answer the following questions in one sentence .

- What was the earlier usage of Satyagraha in Gujarat ?
- What was considered the weapon of the weak by the Europeans ?
- Who explained the real nature of the movement to the Europeans ?
- What does patience means according to Gandhi ji ?
- What two rules did Gandhi impose on himself just after being released from jail?
- In his first meeting with Gandhiji what questions did Mr Kallenbach ask Gandhiji ?

Q2. Answer the following questions in short

- What was Kasturba's challenge to Gandhiji ?
- Why did Kasturba say to Gandhiji "don't be harsh on me".?
- Who called Gandhi ji obstinate & why ?
- Why Gandhiji says self denial is good for the soul ?
- How was Kasturba's illness instrumental in bringing some changes in Gandhiji's dite?

Q3 Answer the following questions in about 100 words.

- a. What jail regulations prisoners had to follow in 1908 ?
- b. Summarise the views of Gandhiji on Satyagrah.
- c. Write a brief note on Gandhiji as a freedom activist ?
- d. Describe Gandhiji's prose style ?

Q4. State whether the following statement are true or false

- a. Satyagraha came into being before the name was invented.
- b. Europeans called Satyagraha a weapon of the weak .
- c. The history of struggle is the reminder of the Gandhiji's life in South Africa .
- d. Gandhiji wrote the major portion of the history of struggle in Yeravda jail.
- e. Kasturba was Gandhiji's wife .
- f. Kasturba did not have faith in Gandhiji's remedies.
- g. Gandhiji says self denial is good for soul.

Q5. Fill in the blanks with appropriate words

- a. Gandhiji's first experience with jail life was in -----.
- b. Prisoners were denied -----&-----in jail.
- c. Gandhiji asked the medical officer to give him-----.
- d. Gandhiji left -----for 10years.
- e. -----was obstinate according to Kasturba.
- f. Mohandas Gandhi's policy of non-violent resistance is called-----.
- g. -----& Gandhiji's acquaintance ripened into very close friendship.



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UNIT-9

TOASTED ENGLISH

by R.K.Narayan

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About the Author:

R.K. Narayan: Rasipuram Krishnaswami Narayanswami, who preferred the shortened name R.K. Narayan, was born in Madras on October 10, 1906. He can be credited for introducing Indian literature in English to the rest of the world, and has been regarded as one of India's greatest English language novelists. His stories were simple, fictional and celebrated the humor and energy of ordinary life. R.K. Narayan's writing style was marked by simplicity and subtle humor. He told stories of ordinary people trying to live their simple lives in a changing world.

R.K. Narayan is a prolific author. He has written fourteen novels, five collections of short stories, four collections of essays, a memoir, two travel diaries and three volumes of retold legends based on Indian epics the Ramayana, the Mahabharata and myths of god, demons and others. Narayana has received several literary awards in 1960 he received the Sahitya Academy award for his novel the guide. He was conferred the title of Padma Bhushan . An honorary degree of doctorate was conferred on him by the University of Leeds (UK) in 1967 and again by Delhi university in 1973. His two novels Mr. Sampat and The Guide were turned into popular hindi films. A dramatic version of the guide was opened in New York off Broadway Theater in 1968. He died on 13th May 2001.

SUMMARY

R.K.Narayan has written the essay Toasted English in comic tone, with a deep sense of humor and in ironical tone he has presented the position of English. For e.g. Toasted English referring to 'English Muffins' mentioning the different signboards 'Newly planted, don't walk' Mark Stevens- keep out' etc. the ways of the London ticket bus conductor all have an element of humor. Narayan presents the irony of English language in a beautiful manner. Thus 'Toasted English' has a deep sense of humour and irony. In American restaurants 'Toasted English' refers to English muffins. R.K.Narayan uses the term for American English which is different from British English. According to Narayan the main reason for 'Toasted English' is the American thinking. They have changed the meanings of some English words as they wanted to prove themselves different from the English people. The language used by American's is very simple to communicate. 'Your check' 'No Parking', 'Fabulous', 'OK', 'Yeah', have multipurpose uses. The refinements of usage in countries where English has a bazaar status are worth a study. On a London bus one will never hear the conductor cry, 'Ticket, Ticket'. He approaches the passenger and says 'thank you' and on receiving the fare says again 'Thank you sir'. One could calculate the number of passengers in a bus by counting the total number of thanks heard. In any country, if a receptionist asks, 'Can I help you ? It really means. 'Have you any business here, if so state it'. The author says that time has come for Indians to consider seriously the question of a Bharat brand of English. i.e. the Indian English will respect the rule of law and maintain the dignity of grammar with a swadeshi stamp on it .English should not only be the language of intelligentsia, it has to reach the common man. In this way mongralisation of English can be prevented.

List of Difficult Words:

Abandoned	: deserted, uninhabited, unrestrained
Toasted	: made brown and crunchy by heating. The author uses the word humorously to refer to changes made in the English language.
Muffins	: tea-cakes of a certain kind
formalism	: rules of proper behavior
counterpart	: parallel, equivalent
Berkeley	: a city in United States of America
speculation	: supposition, assumption, conjecture
never mince	: to say something plainly and directly, without worrying about good manners
chuck out	: throw something or someone out scores of a score is twenty , ' just as a dozen is twelve
vocal chords	: two pieces of muscle in the throat which enable us to make sounds
suffix	: something that is added on to the end of a word
ado	: fuss, unnecessary excitement or trouble
prolonged	: delayed, lengthened
mongrelisation	: breeding a new type of animal. Here the author means referring to a new language produced by mixing different languages
Check	: to stop or arrest suddenly or forcibly.
Comprehensive	: of large scope; covering or involving much; inclusive
Concession	: a thing that is granted especially in response to demands.

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Questions :

Q1 Answer in one line

- What the Americans have freed the language from?
- When The Sahitya Academy Award was conferred on R.K.Narayan ?
- For which novel the Sahitya Academy Award was conferred on R.K.Narayan?
- What is the full name of R.K. Narayan ?

Q1 Answer in brief.

- How have the Americans simplified English compared to their Western counterparts?
- Explain the term 'mongrelisation' of the language used by the author.
- What meaning does Bharat brand of English' convey to you
- What is the author's purpose to introduce his topic with a typical America usage?

Q2. Answer in 100 words:

- What meaning does the title 'Toasted English' convey to you? Justify how it is a suitable title.

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2. Explain the various ways in which the author shows the transformation of English language usage in America.
3. Elaborate the significance of the personal anecdotes in the essay, 'Toasted English'.
4. Discuss the refinements of usage where English has a bazaar status.
 - a. The Sahitya Academy Award was conferred on R.K.Narayan on ____.
 - b. _____ is the self sufficient word which needed no suffixes .
 - c. on a London bus you will never hear a conductor cry _____.
 - d. You can calculate the number of passengers by having the total no of_____.
 - e. R.K.Narayan says that English must adopt the complexion of our life & assimilate its idioms.
 - f. For the_____ novel the Sahitya Academy Award was conferred on R.K.Narayan



UNIT-10

PORTRAIT OF A LADY

Khushwant Singh

About the Author :

Khushwant Singh (born Khushal Singh, 2 February 1915 - 20 March 2014) was an Indian novelist, lawyer, journalist and politician. Born and raised in Hadali, Punjab (now in Pakistan), he studied law at St. Stephen's College, Delhi, and King's College London. After working as a lawyer in Lahore Court for eight years, he joined the Indian Foreign Service upon the Independence of India from British Empire in 1947. He was appointed journalist in the All India Radio . As a writer, he was best known for his trenchant secularism, humor, sarcasm and an abiding love of poetry. His comparisons of social and behavioral characteristics of Westerners and Indians are laced with acid wit.

Khushwant Singh was decorated with the Padma Bhushan in 1974. But he returned the award in 1984 in protest against Operation Blue Star in which the Indian Army raided Amritsar. In 2007 he was awarded the Padma Vibhushan, the second-highest civilian award in India.

Summery

The story is a insight of Khushwant Singh of his grandmother through his own eyes. The writer remembers his grandmother as an everlastingly old person. She was an extremely religious person. He finds it difficult to believe that once she too was young and pretty like other women. The story is about her childhood games which were like fairytales to him. She was short, fat and somewhat hunched in stature. Her silvery white hair used to spread out on her wrinkled face. The writer remembers her limping around the house in spotless white clothes with one hand resting on her waist to balance her stoop and the other busy in telling the beads of her rosary. Her lips constantly moved inaudibly in prayers. Perhaps she was not beautiful in a temporal sense but she looked extremely beautiful with the peacefulness, serenity and the contentment her face showed. Writer's relationship with his grandmother experienced several changes when he was a small boy. In the first stage he lived in a village with her as his parents were looking for the chance to settle down in the city. In village grandmother took care of all the needs. She was quite dynamic and active. She woke him up in the morning, got him ready for the school, coated his wooden slate, prepared his breakfast and accompanied him to the school because it was close to the temple. They fed street dogs with stale chapaties on their way to school which was a great fun for them. She helped him in his lessons also . During this period she was the undisputed custodian, mentor and architect of the child. The critical point came in their relationship when they came to city to stay with writer's parents. In city he joined an English School and started to go to school in a bus. Here the role of his grandmother in his bringing up was cut back a little bit. Now she could not go with him to the school. In spite of her immense interest in his studies, she could not help him in his lessons as he was learning English, laws of gravity, Archimedes' principle and many more such things which she could not understand and this made her distressed. She found herself at loss. Another thing which dissatisfied her

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much was that the kids were not learning about God and scriptures in the school instead they were given music lessons which was not an respectable in her belief. To her music was not meant for gentlemen. It was intended for beggars and prostitutes only. She highly considered it to be unworthy. She felt concerned and distressed and withdrew herself to some level. Perhaps she realized that in the reforming of the child her role was finished and this very thought affected her most. After finishing school he went to university. He was given a separate room. The common nexus of their friendship was ruptured. His grandmother confined herself to a self imposed loneliness . She spent most of her time in reciting prayers and by sitting beside her spinning wheel. She rarely talked to anyone. The only diversion for her was in the afternoon when she relaxed for a while to feed the sparrows. A kind hearted person, in village she used to feed street dogs, here in city she concentrated on birds and they too became very friendly with her. This was the stage when she found herself altogether isolated and aloof but she adjusted to this closing off with grace and self-respect. Khushwant's grandmother was a firm person. Whatever she experienced in her heart she always held back herself from showing her emotions. He recollects that when he went abroad for further studies his grandmother was there to see him off on railway station quite calm busy reciting prayers as ever. When he came back after five years he found her more and more religious and more and more self-possessed. She spent even more time in prayers and spinning the wheel. Feeding the birds was her only happy pursuit. But just the day before her death for the first time she broke this routine and abandoned her prayers. That day she sang the songs of the home coming of the warriors on a withered drum along with the ladies of neighborhood in order to celebrate her grandson's return from abroad. Next morning she became ill. The doctor said it was a mild fever and would disappear. She could anticipate that her end was coming. She was disturbed that she neglected her prayers just before the final exit from the world. She did not want to waste any more time talking to anybody. She lay peacefully in bed praying and telling the beads till her lips stopped moving and rosary fell from her lifeless fingers. Thousands of sparrows flew in to mourn her death and sat dispersed around her body in complete silence. They even disregarded the breadcrumbs thrown for them by the writer's mother. They only flew away after the corpse was carried away for final ritual.

Glossary:

Serenity	- Purity
Rosary	- A string of beads for keeping count
Lewd	- Having sexual reference; ugly;
Harlot	- Prostitute; sex worker
Moist	- Wet
Clasped	- Held close; hug
Sagging	- Loose; not tight; not held taut
Dilapidated	- Very old and worn off decay, ruined
Pursue	- Force someone to do something
Mild	- Less in intensity

Pallor	- Facial expression
Customary	- Tradition
Shroud	- A (white) cloth to cover a dead body
Crematorium	- A place where dead bodies are cremated
Chirruping	- Bedlam of birds
Crumbs	- Tiny pieces; broken pieces
Corpse	- Dead body
Hobbled	- to walk lamely
Inaudible	- incapable of being heard
Monopoly	- exclusive control of a commodity
Monotonous	- lacking in variety ,ridiculously unvarying
Portrait	- likeness of a person (especially of a face, photograph)
Puckered	- to draw or to gather into irregular folds or wrinkles

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Questions :

Q1 Answer the following

- a. What does Khushwant Singh describe in 'The Portrait of a Lady'?
- b. Comment on the title 'The Portrait of a Lady'?
- c. Comment on the grandson and the grandmother's relationship.
- d. Why was it hard for the author to believe that his grandmother was once young and pretty?
- e. Give three reasons why the author's grandmother was disturbed when he started going to the city school?
- f. Briefly describe the typical routine of the grandmother both in village and city.
- g. What was the turning point of their friendship?
- h. What opinion did the grandmother form of the English school in the city?
- i. How were the grandmother and the narrator good and intimate friends in the village.
- j. Why did the grandmother hate music?
- k. How did the sparrows mourn the death of grandmother?
- l. How did the grandmother celebrate the homecoming of her grandson?
- m. Why did the grandmother stop talking before her death ?
- n. Describe in brief the pen picture of the narrator's grandmother highlighting her noble qualities.

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- o. Mention three ways in which the author's grandmother spent her days after he grew up

Q2.1. The word 'hobble' means to walk with difficulty because the legs and feet are in bad condition. Tick the words in the box below that also refer to a manner of walking.

haggle shuffle stride ride waddle
wriggle paddle swagger trudge slog

Q2.2. Notice the different senses of the word 'take'. Show where they have been used.

1. To take to something: to begin to do something as a habit
2. To take ill: to suddenly become ill

Locate these phrases in the text and notice the way they are used.

Notice the following uses of the word 'tell' in the text.

1. Her fingers were busy telling the beads of her rosary.
2. I would tell her English words and little things of Western science and learning.
3. At her age one could never tell.
4. She told us that her end was near.

Q3. Given below are four different senses of the word 'tell'. Match the meanings to the uses listed above.

1. make something known to someone in spoken or written words
2. count while reciting
3. be sure
4. give information to somebody

Q4. Would you agree that the author's grandmother was a person strong in character? If yes, give instances that show this.

Q5. Notice these expressions in the text. Infer their meaning from the context.

Eg. The thought was almost revolting - The thought that the author's grandmother was once young and pretty raises a doubt in the mind of the author. He finds it too hard to believe.

1. an expanse of pure white serenity
2. a turning-point
3. accepted her seclusion with resignation
4. a veritable bedlam of chirruping
5. frivolous rebukes
6. the sagging skins of the dilapidated drum

Q6. Read the paragraph carefully and answer the questions

She could never have been; but she was always beautiful. She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and other telling the beads of her rosary, her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in inaudible prayer. She was beautiful. She was like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment.

1. How did she move about in her house?
2. Who is being described in this passage?
3. Why does the author say that she was never pretty but always beautiful?
4. What words, expressions and phrases give you the idea of her age?
5. What sentence in the passage shows that the lady was religious?
6. Give the opposites of 'beautiful' and 'contentment'.

Q7. Make sentences with:

- | | |
|-------------|--------------|
| a) Although | b) Took to |
| c) Used to | d) No longer |



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UNIT-11

DISCOVERING BABA SAHIB

By : Ashok Mahadevan

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Dr Murlidhar Devidas Amte popularly known as Baba Amte, born on Dec 26, 1914, Maharashtra, India & died on 9th Feb 2008 at the age of 94 in Anandvan, Maharashtra, India, was an Indian social worker and social activist known particularly for his work for the rehabilitation and empowerment of poor people suffering from leprosy. Baba Amte was born to Mr. Devidas and Ms. Laxmibai Amte in the city of Hinganghat in Wardha District of Maharashtra. It was a wealthy family. His father was a British government official with responsibilities for district administration and revenue collection. Murlidhar had acquired his nickname Baba in his childhood. He came to be known as Baba not because "he was a saint or any such thing, but because his parents addressed him by that name." As the eldest son of a wealthy landowner, Murlidhar had an idyllic childhood. By the time he was fourteen, he owned his own gun and hunted boar and deer. He developed a special interest in cinema, wrote reviews for the film magazine and even corresponded with Greta Garbo and Norma Shearer. Norma Shearer became one of his first foreign donors when he began working with leprosy patients. When he was old enough to drive, he was given a Singer sports car with cushions covered with panther skin. He never appreciated the restrictions that prevented him from playing with the 'low-caste' servants' children. "There is a certain callousness in families like mine," he used to say. "They put up strong barriers so as not to see the misery in the world outside and I rebelled against it" Trained in law, he developed a successful legal practice at Wardha. He soon got involved in the Indian struggle for freedom from the British Raj, and started acting as a defense lawyer for leaders of the Indian freedom movement whom the British authorities had imprisoned in the 1942 Quit India movement. He spent some time at Sevagram ashram of Mahatma Gandhi, and became a follower of Gandhism for the rest of his life. He followed Gandhism, including yarn spinning using a charkha and wearing khadi. In those days, leprosy was associated with social stigma and the society disowned people suffering from leprosy. There was also a widespread misbelief that leprosy was contagious. Amte worked hard to remove the misbelief. He once allowed a leprosy patient's blood to be injected into him while participating in an experimental test aimed at proving that leprosy was not contagious. He founded three ashrams for treatment and rehabilitation of leprosy patients, disabled people, and people from marginalized sections of the society in Maharashtra, India. On 15 August 1949, he started a hospital in Anandvan under a tree. In 1973, Amte founded the Lok Biradari Prakalp to work for the Madia Gond tribal people of Gadchiroli District. Amte devoted his life to many other social causes, the most notable among which were generating public awareness towards importance of ecological balance, wildlife preservation, and the Narmada Bachao Andolan. Amte married Indu Ghule (Sadhana Amte) She actively participated in her husband's social work with equal dedication. Their two sons, Dr. Vikas Amte and Dr. Prakash Amte, and two daughters-in-law, Dr. Mandakini and Dr. Bharati, are all doctors. All four have dedicated their lives to social work and causes similar to those of the senior Amte. Vikas Amte and his wife Bharati Amte run the hospital at Anandwan and coordinate operations between Anandwan and satellite projects. Today, Anandwan and Hemalkasa village have one hospital, each. Anandwan has a university, an orphanage, and schools for the blind and the deaf. Currently, the self-sufficient Anandwan ashram has over 5,000 residents. The community development project at Anandwan in Maharashtra is recognized around the world. Besides Anandwan, Amte later founded "Somnath" and "Ashokwan" ashrams for treating leprosy patients. In 1990, Amte left Anandwan for a while to live along the Narmada River and join Medha Patkar's Narmada Bachao Andolan ("Save Narmada" Movement), which fought against both unjust displacement of local inhabitants

and damage to the environment on account of the construction of the Sardar Sarovar dam on the Narmada river.

Glossary :

Celibacy	- the state of being unmarried
Downtrodden	- oppressed
Glitter	- to reflect light with a brilliant sparkle
Greta Garbo	- a Swedish film actress
Horror	- something frightfully shocking, terrifying
Huddles	- to curl up, or draw oneself together
Impoverished	- reduced to poverty
Leased	- a contract renting land, buildings, etc.
Lucrative	- profitable; remunerative
Norma Shearer	- a Canadian-American actress
Orthodox	- customary or conventional
Outcasts	- a person who has been rejected from home or society or social group.
Pinstriped	- (of a fabric or garment) having a pattern of pin stripes
Privileged	- belonging to a class that enjoys special privileges; favoured
Repelled	- to drive or force back
Scrub land	- An uncultivated area of land, covered with little vegetation
Slurred	- to pass over lightly or without due mention or consideration
Vow	- a solemn promise, pledge, or personal commitment

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Questions :

Q1. Answer the following questions

- What is the real name of Baba Amte ?
- Why was Baba Amte called by this name & not his real name ?
- With whom he corresponded with in Hollywood ?
- What did he do to the horror of his orthodox relatives ?
- What did he do to understand what it meant to be a scavenger?
- Where did he spend time with Gandhi ji?
- When was Baba Amte jailed?
- Who influenced him immensely
- Where did he take six months course & why?

Q2. Answer the following questions in detail

- Describe in detail the early life of Baba Amte.
- Write a note on Baba Amte's family & their crusade against Sardar Sarover Dam.
- Give a brief summary of Discovering Baba Saheb.

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Q3. State whether the statement is true or false

- a. Murlidhar Devidas Amte is popularly known as Baba Amte
- b. Murlidhar had an idyllic childhood.
- c. He developed a special interest in cinema, wrote reviews for the film magazine.
- d. He never appreciated the restrictions that prevented him from playing with the 'low-caste servants' children.
- e. The British authorities had imprisoned Baba Amte in the 1942 Quit India movement
- f. Amte devoted his life to many social causes.
- g. Amte later founded "Somnath" and "Ashokwan" ashrams for treating leprosy patients.

Q4. Name the following

- a. Amte founded the -----to work for the Madia Gond tribal people of Gadchiroli
- b. Baba Amte joined Medha Patkar's-----.
- c. Baba Amte two sons are 1.-----2.-----.
- d. Baba Amte wife is -----.



UNIT-12

COMPREHENSION OF AN UNSEEN PASSAGE

The word 'Comprehension' is a noun. It is derived from the verb "comprehend", which means 'to understand'. For understanding a passage, one should know the meaning of words, which means a good 'vocabulary' or word- list.

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.

Questions on 'Comprehension', which is also known as an 'Unseen' exercise, can only be answered by someone, who grasps the meaning of the passage, as well as the purpose of the questions in the exercises. It can be attempted by the students who receive the training and anyone who can pick up by regular practice.

Suggestions:

1. Read the passage thoroughly. Do not hesitate to consult a dictionary.
2. Read the questions and try to follow what is asked.
3. Read a second, third, or even fourth time and try to mark the parts from the passage which can be used to answer the questions.
4. Reading will help in writing the answers at the end. When sure of the answers, write them down one by one. Use your own words in your sentences.
5. Do not try to copy down parts of sentences from the passage. Your answers should be short, clear and to the point.
6. Give a suitable title to the passage, if asked for. 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.

How to give a Title:

1. When you are asked to give a title to the passage, try to find it out. It would be around the important incident, or the main character which has been discussed in the passage. If there is no incident, theme, or character, try to give a 'proverb' or 'saying', explaining the central idea.
2. Sometimes, it is possible to find out a sentence which seems to be the main, or the first sentence of the passage. This is known as the 'Topic Sentence.' One can reduce this sentence to a few words or suitable phrase to supply the title.
3. If the question is asked- "What is the passage about?" and you get an answer, the same can be cut to size to form the title. This is the surest and the easiest way to find the title.

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4. A good heading is brief, clear and to the point. It is beautiful and impressive. It should cover all the points of the passage. There should be no verb in the title, to make it short. All words in the title, except the articles, prepositions and conjunctions should start with capital letters.

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Sample Usage:

Example-1. Read the following passages carefully and answer the questions set below:

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.

Questions:

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) running 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

Answers:

1. *The gentleman on the road was moving his walking stick round and round because he wanted to look important.*
2. *A man walking behind him objected him.*
3. *The gentleman argued that he was free to do what liked with his walking-stick.*
4. *No, the other man was not satisfied with his argument.*
5. *The other man said that he ought to know that his (the gentleman's) freedom ends where his (the passer-by's) nose begins.*
6. *A (ii), B. (iii), C (ii)*
7. *(a) false, (b) true, (c) false, (d) true, (e) false.*
8. *(a) Spinning-Moving (b) Interfere-Meddle*

Exercise

[A] There was a cruel man. He had an ass. He was in the habit of overloading the poor ass. He used to put heavy loads upon his back. Beneath these loads the ass could hardly move, where upon the ass was beaten. One day, the man loaded the ass with heavy bags. The bags contained salt. The weight of these bags was unbearable.

The ass's back and legs bent beneath the burden. The ass tried to carry this heavy load. His pace was slow. The master grew angry. The ass was then crossing a bridge. The master rained blows upon him. The ass attempted to run. He rolled over the edge into the water. In a short time the load of salt was spoiled. It dissolved in the water.

Read the above paragraph and answer the following questions:

1. Why could the ass not move?
2. What did the bags contain?
3. What happened after the ass had rolled over the bridge?
4. Write a few sentences on "The cruelty of the man."
5. Give the paragraph a suitable heading.

[B] **THE WOLF** - A boy named John was once taking care of some sheep not far from a forest. Nearby was a village, and he was told to call for help if there was any danger. One day, in order to have some fun, he cried out with all his might, "The wolf is coming! The wolf is coming!" The men came running with clubs and axes to save the boy from the wolf. As they saw nothing, they went home again and left John laughing in his sleeve. Because he had had so much fun, John cried out again the next day, "The wolf! The wolf!" The men came again, but not as many as the first time. Again they saw no trace of the wolf, so they

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shook their heads and went back. On the third day, the wolf came in earnest. John cried in dismay, "Help! Help! The wolf! The wolf!" But not a single man came to help him. The wolf broke into the flock and killed a great many sheep. Among them was a beautiful lamb that belonged to John. Then he felt very sorry that he had deceived his friends and neighbors, and he grieved over the loss of his pet lamb. The truth itself is not believed, from one who often has deceived.

1. Why does the boy shout, "The wolf is coming?"
2. Why will no one help the boy when the wolf comes?
3. What do you think the boy learned by the end of the story?
4. What do the people's actions tell you about how they feel about wolves?

[C] **Earthquakes and Tsunamis** - Earthquakes are the sudden shock of the earth's surface that result in the earth shaking and rolling. They can be felt over large geographical areas for brief moments of time. This is a natural way for the earth to release stress. Did you know that more than a million earthquakes shock the world each year? Let's look at what causes this unpredictable phenomenon. There are nearly 20 tectonic plates that are along the earth's surface that continuously move past each other. When these plates stretch or squeeze, huge rocks form at their edges and the rocks shift causing an earthquake. You can visualize an earthquake by holding a pencil horizontally in the air and applying force to both ends by pushing down on them. Eventually, the pencil will break somewhere between the two pencil ends to release the stress placed on it. This is exactly how the earth's crust reacts to produce an earthquake. The plates move and put forces on each other so the earth's crust breaks for this stress is to be released in the form of energy. This energy then moves at a terrifying rate through the earth as an earthquake. A seismograph is an instrument used to record the strength of the earthquake. It also measures how long the earthquake occurs. Other significant terms to know concerning the topic of earthquakes include the "epicenter" which is the point on the earth's surface above the source of the earthquake; "seismic waves" which is the energy by the quake that causes building, structures, and the earth to move horizontally; and the Richter Scale, a measurement of an earthquake's intensity. The points on the Richter scale correspond to the amount of shaking of the earth (ten times the amount of shaking and 33 times the amount of energy). It has been reported that the energy released by a large earthquake may be equal to 10,000 times the energy of the first atomic bomb and cause anxiety-ridden victims to panic. Following is a chart that shows the types of earthquakes and the rating of each on the Richter Scale.

Richter Scale :

- 4 - Minor Earthquake;
- 5 - Moderate Earthquake;
- 6 - Strong Earthquake;
- 7 - Major Earthquake;
- 8 - Great Earthquake.

If you live in a region of the world that has been known to have a history of earthquakes, it is advised that you assemble a well-equipped safety and emergency kit. It is also imperative to have an established disaster plan so everyone remains safe. During an actual earthquake, it is advisable to get under a sturdy piece of furniture where nothing can fall on you and to stay clear of glass windows and larger objects. If you are outdoors, you need to stay far away of buildings, trees, and power lines. If you are in a car, it is important to drive to a safe area and stay in the car until the trembles stop. There may be aftershocks, movements after the earthquake. Check for personal injuries and damage to your home

when all movement has subsided. Depending on the strength of the earthquake, you may be horrified and need someone for reassurance. It is urgent that you remain calm. You may be able to reassemble some of the items that were tossed about and repair the disorder that has occurred during this disaster at a later time.

Tsunamis are formed by the displacement of water, either a landslide, volcanic eruption or by the slippage of the earth's plates, rock about 15-200 kilometers (50,000-650,000 feet) deep that carry the continents and seas of the earth on an underground ocean of hot, semi-solid material. Tsunamis are large ocean waves that flow straight avoiding any winding and circular turns like most every day waves. Tsunamis travel up to 965 km/h (600 mph), thus capable of causing severe damage with their treacherous speed alone. They travel the fastest in deeper water, yet hit near the shoreline at 48-64 km/h (30-40 mph)

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Q1. Multiple-Choice Questions (Put an X in front of the correct answer.)

- a. In paragraph two, why does the author use an example of holding a pencil?
 - i) to experience an earthquake
 - ii) to visualize an earthquake
 - iii) to experience a tsunami
 - iv) to visualize a tsunami
- b. What number on the Richter Scale is given to a strong earthquake?
 - i) 4 ii) 5 iii) 6 iv) 7
- c. According to the text, what is the most important thing you should do after an earthquake?
 - i) repair disorder ii) reassemble items
 - iii) panic iv) remain calm

Q2 Answer in complete sentences

- a. Explain why earthquakes occur.
- b. Explain the purpose of the Richter Scale. What do the numbers mean?
- c. Compare and contrast earthquakes and tsunamis. Explain at least one likeness and one difference.

[D] **Rich & Poor**: 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 sympathise 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 toddlers" you will find that most of them have been poor.

Questions:

1. What is the popular notion about poverty?
2. Where can one get more genuine satisfaction in life?

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3. Why does the author pity the rich man's boy?
4. (a) They do not know what they have missed.(Make it affirmative)
(b) People moan about poverty.(frame question)
5. Find two other words in the passage with similar meanings to 'confusing' and self - dependent
6. How has the author compared rich with the poor? What is his conclusion?

[E] **St. Teresa :** Mother Teresa passed away on 5 December 1997. People all over the world mourned her passing because she was such an enormous inspiration. Even after her death, there are people everywhere continuing the work that Mother Teresa had started years ago.

Mother Teresa was born in Albania in 1910. Her real name was Agnes. From a young age, her parents taught her and her siblings the importance of being charitable. Her mother taught her by example, often welcoming the poor or sick into their home, or going out to help them. Mother Teresa was also taught the importance of religion. As a child, she enjoyed going to church, even joining the choir and learning how to play a musical instrument called the mandolin.

When Mother Teresa was twelve years old, she had the desire to dedicate her life to serve God. However, being so young, she was not yet sure of what to do. After all, most children her age were only concerned with their school work and their friends. Thus, Mother Teresa did not act at once. Instead, she waited until she was eighteen years old to decide that she wanted to be a missionary in India. Before going to India, however, she had to undergo training first-learning about being a nun and learning to speak English. Even after reaching India in 1929, Mother Teresa continued her training. By then, she had taken on the name of Teresa.

In India, Mother Teresa had the first glimpse of the poverty of the people around her. She started off as a teacher and the young children loved her for her kindness and patience. She even took care of those who were sick. Soon, Mother Teresa felt that she had to do more. What she really wanted to do was to care for the poorest of the poor, people who were cast aside by society. She understood that to help them, she had to experience their life. She was willing to sacrifice all that she had to live among them. She ate only rice because that was all the poor could afford. She even went for medical training so that she would know how to help the sick.

All her life, Mother Teresa helped these people out of love and compassion for them. People like Mother Teresa are few and far between.

Answer the following questions using complete sentences

1. What do you understand by people 'mourned her passing' (paragraph 1) ?
2. Why are people still continuing Mother Teresa's work after her death ?
3. In what way did Mother Teresa's mother teach her by example ?
4. Give evidence from paragraph 2 that suggests Mother Teresa had a normal childhood.
5. Why did Mother Teresa not 'act at once' (paragraph 3) when she felt the call of God to serve him ?
6. Referring to paragraph 3, give evidence that Mother Teresa did not know English initially.

7. Give two qualities of Mother Teresa that made her well-loved.
8. Why did Mother Teresa decide to live among the 'poorest of the poor' (paragraph 4) ?
9. What motivated Mother Teresa to help those who were extremely poor ?
10. What did the writer mean when he wrote that people like Mother Teresa are 'few and far between' (last paragraph) ?

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[F] True Happiness : 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.

A. Match the following Column:

- | A | B |
|--|---------------------------|
| (i) a retired officer | (a) coffee shop |
| (ii) to give him affection | (b) The man's son |
| (iii) in front of the narrator's house | (c) The old man |
| (iv) in the United States | (d) The narrator succeeds |

B. Choose the correct answers to complete the following sentences:

- (a) The narrator was the man.
 - (i) the grand daughter of (ii) the wife of (iii) a stranger to
- (b) The man's wife.....
 - (i) left him away (ii) had already died (iii) is also in the US
- (c) The man's age was years old.
 - (i) sixty (ii) below sixty (iii) between sixty to seventy
- (d) In spite of enough wealth, the man was
 - (i) cheerless (ii) family-less (iii) happy

[G] Horse : The horse is very useful animal. It is found in almost every country. It feeds on grass or gram. It is therefore, used for riding over long distances. It is used in the cities for carrying luggage by cart . An Arabian horse is world famous. It is used by the military to carry soldiers. It is also used in sports. Horse racing and polo are very popular sports in which horse plays a part.

1. What does the horse feed on?
2. How is the horse used in cities?
3. Which horse is used in military?

4. Name two games where horses play a part?
a. _____ b. _____
5. Pick out the opposites from the passage.
a. weak _____
b. short _____.

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[H] Outer Space : Outer Space by Meish Goldfish From far out in space, Earth looks like a blue ball. Since water covers three-fourths of the Earth's surface, blue is the color we see most. The continents look brown, like small islands floating in the huge, blue sea. White clouds wrap around the Earth like a light blanket. The Earth is shaped like a sphere, or a ball. It is 25,000 miles around! It would take more than a year to stroll around the whole planet. A spaceship can fly around the widest part of the sphere in only 90 minutes. Even though spaceships have traveled to the Moon, people cannot visit the Moon without special suits. The Moon has no air or water. Plants and animals can't live there either. Astronauts first landed on the Moon in 1969. After that, there were six more trips to the Moon. They brought back Moon rocks, which scientists are still studying. There are holes, or craters, all over the Moon's surface. Scientists believe that meteorites smashed into the Moon millions of years ago and formed the craters. The Sun is the closest star to Earth. A star is a hot ball of burning gas. The Sun looks very big because it is so close. But the Sun is just a medium-sized star. Billions of far-away stars are much bigger than our Sun. The burning gases from the Sun are so hot that they warm the Earth from 93 million miles away! Even though the Sun is always glowing, the night here on Earth is dark. That's because the Earth rotates, or turns around, every 24 hours. During the day, the Earth faces the Sun. Then we see light. During the night, the Earth turns away from the Sun. Faces the darkness of space. Each day we learn more about the Earth, the Moon, and the Sun.

- Q1 Why is blue the color we see most when looking at Earth from outer space?
a. Because most of the Earth is covered in land.
b. Because the Sun's rays make the Earth look blue.
c. Because most of the Earth is covered in water.
d. Because clouds wrap around the Earth.
- Q2. What does the word stroll mean in this passage?
A. Fly B. Measure C. Race D. Walk
- Q3. What is the main idea of the article?
A. Plants and animals can't live on the Moon.
B. Without the Sun we would have no heat or light
C. We know a lot about the Earth, Moon, and Sun, but there is still more to learn.
D. From outer space, the Earth looks tiny, even though it is thousands of miles away.
- Q5. What causes daylight on Earth?
A. The full Moon causes daylight.
B. Daylight is caused by the Earth facing away from the Sun.
C. The heat of the Sun's rays causes daylight.
D. Daylight is caused by the Earth facing toward the Sun.



UNIT-13

PARAGRAPH WRITING

WHAT IS A PARAGRAPH

A paragraph is a group of sentences that fleshes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow.

An Effective Paragraph

- i) presents a single idea
- ii) begins with a topic sentence that makes this single idea evident
- iii) contains support in form of sentences that convey this single idea
- iv) is strategically organized to maintain flow
- v) maintains your essay's objective
- vi) informs and entertains your reader about your overall idea .

Note: different disciplines have different requirements of what a well-written paragraph may entail.

Essential Elements -

There are four essential elements that an effective paragraph should consistently contain: unity, coherence, a topic sentence, and sufficient development

1. Essential elements of the paragraph -

- A. **Unity** : It means that all the sentences refer to the main idea, or the topic of the paragraph.
- B. **Coherence** : Coherence is more commonly referred to as the flow of your writing. When a paragraph flows, the reader will be able to understand the main idea that you have presented. How can you ensure that your paragraph maintains a flow? Well, after presenting your main idea in your topic sentence, each sentence following must build upon each other in an organized manner. After writing your paragraph, go back and read aloud what you have written to make sure your ideas are clearly presented. If they are, you have developed a coherent paragraph!
- C. **Faulty Start**: Here are some ways to bore your readers to death (!) when starting a paragraph/an essay:

You can start with:

1. a nonsense sentence:

e.g. I want to talk about X.

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2. a cliché:

e.g. X plays a great role in our lives.

X is a very important issue in today's world.

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D. Lack of Topic Sentence : Topic sentence is the main idea, your attitude, your evaluation of something.

Having no topic sentence is bad both for the writer and the reader. First, the reader has to read the entire paragraph to get to the point. Here, the example is one paragraph long. What if the example was a paper of 2-3 pages? This is one side. Lack of a topic sentence also causes the writer to drift away from the topic. He loses control over the writing. He may write 3 sentences about one controlling idea and 1 for the other which causes an imbalance within the writing.

E. Development of the ideas : It means that every idea discussed in the paragraph should be adequately explained and supported through evidence and examples.

We generally believe that people would easily understand us when we write. Unfortunately, our use of language may not be perfect and our ideas may be different. If we want our ideas to be understood, we need to explain them and give specific examples of each. Listing to our ideas is never enough.

Vocabulary Choice : Many reasons play a role in our vocabulary mistakes. There are some English words and expressions that are confused throughout the world where English is used. There even are dictionaries of common language errors. For example, effect/affect, advise/advice.

Discipline: Discipline is the systematic way of training people to act according to code of behaviour or rules. Discipline is necessary in every walks of life. We all have to work. But how can we work if we do not know how to do it? So, we have to take the help of some rules and methods. These rules guide us and help us. It is only then that we are able to do our work well. What will happen if everybody does as he likes? Will your team score a goal if every player kicks at random? Can your family be happy if every member goes his own way? You can do well only when you follow some rules. If you do not, you will fail. In other words, your success depends upon discipline. Discipline is nothing but action according to rules. So, discipline is needed everywhere. The most important rule of discipline is obedience. You must not ask why or how. You must have respect for rules and orders. You have to obey an order even if it is wrong. How do you play football? You stop as soon as the whistle stops you. But you start playing when the whistle allows you. You have to obey the referee. Can you play football if you do not care for the whistle? No games or sports can be played if you do not obey rules.

The Greenhouse Effect : The Greenhouse Effect is a warming of the atmosphere around the Earth. This happens when some gases (carbon dioxide, water vapor, ozone, methane, etc.) in the atmosphere trap the heat radiated by the Earth. The atmosphere acts like the glass in a greenhouse (it is from here that the greenhouse Effect gets its name). Over the past few hundred years, humans have been burning trees and fossil fuels. This has released many millions of tones of carbon dioxide into the atmosphere. Carbon dioxide is

very good at absorbing the sun's heat. The extra carbon dioxide has caused the atmosphere of the Earth to become warmer. This, in turn, causes more water to evaporate into the atmosphere. Water vapor is also good at absorbing heat, which causes the Earth's atmosphere to become even warmer. The average temperature of the atmosphere has risen by almost 1 degree Celsius in the last 200 years. Scientists have called this effect 'global warming'. They believe that the temperature of the atmosphere will continue to rise as long as the level of carbon dioxide in the atmosphere rises. Increased Greenhouse Effect on Global Warming could shift rainfall patterns, raise the sea level and alter to ecological balance.

Mobile phone : Mobile phone is a telephone system that works without any wire. Mobile phone is one of the wonderful wonders of science. It has added a new dimension to our life and to communication system. It can be moved easily and quickly from place to place.

Through mobile phone, we can send messages to distant places, play games and sports, know about time. Solve the work of calculation, be aware of different kinds of news and view. At present the popularity of the mobile phone is increasing. Many companies are also being set up for selling mobile phone. The price of mobile phones is also decreasing in comparison with the past. People are being encouraged to buy a mobile-phone set at a cheaper rate. However with the touch of science and technology, the whole world seems to be a global village, in a very single moment, we can communicate with the people living in a very distant place. With all its advantages, the mobile phone has still some drawbacks in disguise. Though the price of it is decreasing, per minute bill is not decreasing. So everybody cannot possess it. Scientists have recently discovered that mobile phone can cause cancer to the users. Besides, it has become a fashion with the young people. Last but not the least, terrorists are using it to spread out terrorism all around the world. But in spite of all these disadvantages, it can be finalized here that the necessity of a mobile phone in exchanging messages, cannot be denied in the true sense of the term in our practical life.

A newspaper : A newspaper acts an important medium to control corruption and scams. The chief topics of general interest in newspaper includes politics, social issues, sports, economy, movies, and share market. Newspaper is a mode of mass communication. It is very helpful in creating social awareness. Newspaper raises voices against social issues such as child labor, dowry system, etc. They urge the common people to act and behave in a rational manner. We get the information of the forthcoming movies and television shows through a newspaper. It also contains a list of multiplexes with time-schedule for the movies.

A wide coverage of information is obtained at low cost though newspaper. It also influences the habit of thinking in men. It has also seen that illiterate adults are taking up education to read newspaper. There are such dailies that trade on such dirty tricks for survival. Being politically left or right, they misrepresent strikes and lockouts. Events like bank robbery and train accident or similar untoward events are distorted or exaggerated. They deliberately make their news sensational because it appeals to the less educated and less cultured more directly. The dignity and reputation of a newspaper rests on the degree of their fidelity to truth and fearless reporting. It is our cheapest and most powerful weapon in the last analysis.

Pollution : Pollution is contamination of land, air and water. Motor vehicles are in abundance in big cities as well as there are numerous factories and industries also. Motor

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vehicles emit carbon monoxide and hydrocarbons. The factories contaminate air by smoke. Noise of factories results in sound pollution and waste of factories pollutes water and land. Delhi is the third most polluted city in the world. Pollution here is three times the permissible limit. It may be nine times in eight years if some efforts are not made. Plastic is another big nuisance causing pollution. It never decays. If we burn it, it pollutes air. If we dump it into river or sea it pollutes water. Chemical fertilizers used by farmers are another source of pollution to land and water. In order to check pollution the polluted water from factories should be treated before it is disposed of in rivers. Plastic and other material should be recycled. New techniques should be adopted in motor vehicles. These measures can solve the problem of pollution

A morning walk : A morning walk is a very useful exercise. It is a light exercise. It refreshes our body and mind. In the morning Nature is at its best. A morning walk brings us in contact with the beautiful surroundings of Nature. It gives us a great joy and also keeps us fit and healthy. The green grass, the blossoming flowers, chirping birds, the fresh air, the rising sun and morning dew - all provide us great joy and they fill our heart with happiness. Morning walk is good for all. The old and the young, the healthy and the weak, all should take a morning walk.

The value of games and sports : The value of games and sports is recognized by all educationists. Books develop our mind. Games develop our body. There is a sound mind in a sound body. Everybody wants to remain free from diseases. Everybody desires physical fitness. Games make our body strong. They expand our lungs and improve the blood circulation. They fill the body with strength. Games provide freshness to the mind after the day's work. Games are a good pastime also. Games and sports teach us the spirit of sportsmanship, honesty, punctuality and regularity of habits. They also teach us team spirit, leadership and obedience. Games teach us the importance of cooperative efforts and make us disciplined. They teach us how to command and how to obey.

Freedom of thought : The most important thing is that we should have "freedom of thought." This is not as easy as it sounds, for everyone likes to have this freedom for himself, but is not ready to give it to others when they express different opinions.

This is particularly the case when the differences of opinion arise on such important matters as religion or politics'. But if we refuse to let other people hold their opinions on these matters, and especially if we try to force them to accept our own, progress is impossible. If everyone went on thinking the same things as his ancestors thought, progress would come to an end because, as the Buddha said. "What a man thinks he becomes". So if we think exactly what our forefathers thought, we shall remain in the Condition in which they were. Our thought depends a great deal upon what we read and what we talk about. Therefore, if we want to think new thoughts, we must try to study all sides of the topic that comes before us, and not be content only with what we read in newspapers or what others say.

Discipline : Discipline is an important virtue in one's life. Discipline means complete obedience to certain rules and regulations. Life without discipline is just like a house without a roof. It is absolutely essential for successful life. Discipline is the structural and fundamental unit of a successful person. It is essential for us in home, for soldiers in battlefield, for students in school, for players in playground. A team of experienced players

often lose the match because of indiscipline in the team. A horrible battle can be won by a disciplined army. Discipline is very important in a student's life. He must obey his teachers, must abide by the rules of school. He should be sincere, dedicated, firm and focus his goals. If he violates, then he suffers a great deal in his future. As a student is the future of our country, so, he needs to be very punctual to his routine, hard working, healthy and fit. Discipline demands self-control and dedication. It led to the formation of a good society and nation as well.

Advertising : Advertising, by the definition, is a paid form of non-personal communication to promote the goods and services. It simplifies the choice of consumers by creating an awareness among people about several brands and products available in the market. As advertisements help in business expansion, the companies spend cores or millions on them. Advertisements are contained in various means of communication such as magazines, newspapers, television, radio, bill boards etc. Attractive pictures, slogans, taglines etc shown in the advertisements lure customers, thereby pushing up sales.

Advertisements are popularized by the government for betterment of the society in the field of education, providing better facilities, housing facilities for poor, medical facilities like polio drops and other vaccines etc. So, we can conclude by saying that advertisements greatly influence our lives.

EXAMPLE : *(student reacting to an essay about people and their favourite pets)*

There are many types of pets in an average household. People will often even choose pets according to their personalities. Some people like small dogs that are easy to take care of and do not demand a lot of attention. Some owners prefer strong or vicious dogs, like bulldogs for example. Other people might like cats because they are independent and really need no attention at all. Birds provide people with a lot of company, if you like bird songs. But their cages need a lot of cleaning. A fish tank is great to look at but the tanks must be cleaned often as well. Some people even treat their plants like pets and talk to them. In a zoo, large animals, like polar bears, are left to themselves in their cages.

Acceptable ____ Unacceptable __X__

ANSWER : The paragraph is all about house pets and why people have different types of pets and even prefer different types of pets. The last sentence about animals in a zoo introduces a new topic and breaks the paragraph unity, because even if it is about animals, it is no longer about house pets. Remember: one topic, one paragraph.

Exercise 1: I live in a flat with my family. We have two bedrooms and a living room. We have a garden and we have some flowers there. In weekdays I arrive home at five o'clock and I have lunch. Then I do my homework and go to bed. I had a computer but now it doesn't work. I have a brother and a sister and I think I am very lucky to live with them. Sometimes our relatives visit us. Our flat becomes very crowded sometimes but I like it.

In a unified paragraph, we expect all the sentences to be about the main idea of the paragraph. The main idea in this paragraph is "the description of your house". If we examine the paragraph, we see that some sentences do not describe the house, such as:

In weekdays I arrive home at five o'clock and I have lunch.

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Then I do my homework and go to bed.

I had a computer but now it doesn't work.

Now, rewrite the main idea of the example paragraph so that it covers all the sentences the student has written.

Answer : suggested title is " My life at home".

Exercise 2 : I live in a house in Izmit. It isn't old or modern. It's a normal Turkish house. We can say it is near the sea. It takes about 10 minutes to go to the sea side on foot. We have one bedroom, one living room. We also have two other rooms, too. We use them as a dining room. Naturally, we have a kitchen, a bathroom, and a toilet. I live with my parents. And our house has a little garden; my parents spend their time there to grow vegetables and fruit.

First, let's see the order of the ideas:

1. Where the house is
2. Type of the house
3. The location
4. The rooms in the house
5. The fact that he lives with his parents
6. The garden

The paragraph is well organized until he says he lives with his parents. It looks like this idea interrupted his description of the house. It should be put somewhere else in the paragraph.

Now, compare your answer with the answers we suggest:

I live in a house in Izmit. It isn't old or modern; it is a normal Turkish house. It is near the sea; it takes about ten minutes to go to the seaside. In the house, there are two bedrooms, one living room and two other rooms that we use as dining rooms. Naturally, we have a kitchen, a bathroom, a toilet, and a little garden. My parents spend their time growing vegetables and fruit there.

Exercise 3: I want to talk about friendship. Friends can change your life. So, you must know who is a real friend. Firstly, your friend must understand you and of course, you must understand her, too. I think another important point in a friendship is confidence. You mustn't tell lies to each other. In addition, you must say everything about yourself. I think these are important for a friendship. If you have a friend like this, you don't break up with her because a real friend is not found easily.

How do we understand that "I want to talk about friendship." is a nonsense sentence? If we leave the nonsense sentence out, the content and meaning of the paragraph does not change.

Answer - Friends play great roles in our lives so we must know our friends. Firstly, your friend must understand you and of course, you must understand her, too. I think another important point in a friendship is confidence. You mustn't tell lies to each other. In addition, you must say everything about yourself. I think these are important for a

friendship. If you have a friend like this, you don't break up with her because a real friend is not found easily

Exercise 4 : Try to write only a topic sentence for this paragraph.

I hate lie. I always try not to tell lies and I want that from my friends, too. I think it is the most important behavior. I can believe everything my friends say. In addition, a good friend must say his ideas to me firstly. I mean, he shouldn't talk about me with other people. Especially about the bad thing, he doesn't have to talk because it might be wrong. Secondly, a good friend must help me. He must do his best. He should ask help from me too. If we solve problems together, our friendship will be better and it will become stronger. Thirdly, the talking time is important. I can talk with my friends for a long time, and during that time I must be happy. That's why we should like the same things. In conclusion, trust is the basics of a friendship.

Answer : A good friend is a person who doesn't tell me lies, who helps me and let me help him, and who I can talk to in trust

Exercise 5 : First of all, a friend mustn't tell lie. He must always tell me the truth and he must be honest because if there is honesty between two friends, their relationship will last until death. In addition to honesty, helping or being near a friend on a bad day is very important. Another point to consider is that he must criticize me if I make a mistake.

If we list the ideas, here is what we get:

A friend must :

not tell a lie

- be there for him on a bad day
- criticize when necessary

The list and the paragraph are the same length because the ideas in the paragraph are also listed without explanation. This means, the ideas are not developed. It also lacks a topic sentence. Let's write the paragraph again creating a topic sentence and some explanation of the ideas provided



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BASIC LANGUAGE SKILLS

VOCABULARY

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14.1- Synonym:

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy. The word comes from Ancient Greek *syn* ("with") and *onoma* ("name").

List of Synonyms -

Beautiful	: Attractive, Pretty, Lovely, Stunning
Fair	: Just, Objective,
Funny	: Humorous, Comical,
Happy	: Content, Joyful,
Hardworking	: Diligent,
Intelligent	: Smart, Bright, Brilliant, Sharp
Introvert	: Shy,
Kind	: Thoughtful, Considerate,
Lazy	: Idle, Lackadaisical,
Mean	: Unfriendly, Unpleasant, Bad-tempered,
Outgoing	: Friendly, Sociable
Rich	: Affluent,
Wealthy	: Strong
Unhappy	: Sad, Depressed, Melancholy, Miserable
Lucky	: Auspicious, Fortunate
Positive	: Optimistic, Cheerful, , Sanguine
Bossy	: Controlling, Tyrannical

Here are some miscellaneous words and their synonyms :

Baffle	: confuse, deceive
Hypocrisy	: duplicity, falseness
Pacify	: appease, placate
Recalcitrant	: obstinate, stubborn
Turbulent	: disordered, violent
Valid	: authorized, legitimate
Old	: antiquated, ancient, aged

True : genuine, reliable, correct, valid, real

Important : required,

Weak : frail, anemic, feeble, fragile

Synonyms Test -

Q1. Below are a list of synonyms related to the adjectives above. Match the right synonym with one of the adjectives above.

"A"	"B"
i) Loaded	i) Disconsolate
ii) Stalwart	ii) Clever
iii) Cute	iii) Truthful
iv) Beneficent	iv) Convivial

Synonyms Exercise -

Q2. Match the nouns that have a similar meaning.

"A"	"B"
1. Agenda	i) defect
2. assistance	ii) goal
3. fault	iii) debate
4. proof	iv) customer
5. client	v) personnel
6. advantage	vi) evidence
7. suggestion	vii) revenue
8. discussion	viii) help
9. staff	ix) barrier
10. obstacle	x) benefit
11. target	xi) schedule
12. income	xii) proposal

Q3. Exercise

Underline two adjectives in each set of words that have similar meanings.

1. dangerous inaccurate risky mean shocking
2. traditional stable committed steady positive
3. exact vacant professional appealing precise

14.2 - Antonym

Antonyms are two words that have opposite meanings.

Antonym Examples -

Achieve - Fail

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Idle	- Active
Afraid	- Confident
Ancient	- Modern
Arrive	- Depart
Arrogant	- Humble
Ascend	- Descend
Attack	- Defend
Blunt	- Sharp
Brave	- Coward
Cautious	- Careless
Complex	- Simple
Compliment	- Insult
Crazy	- Sane
Crooked	- Straight
Decrease	- Increase
Demand	- Supply
Destroy	- Create
Divide	- Unite
Drunk	- Sober
Expand	- Contract
Freeze	- Boil
Full	- Empty
Generous	- Stingy
Giant	- Dwarf
Gloomy	- Cheerful
Guilty	- Innocent
Hire	- Fire
Include	- Exclude
Individual	- Group
Innocent	- Guilty
Compliment	- Insult
Knowledge	- Ignorance
Liquid	- Solid
Lonely	- Crowded
Major	- Minor

Marvelous	-	Terrible
Mature	-	Immature
Maximum	-	Minimum
Noisy	-	Quiet
Optimist	-	Pessimist
Ordinary	-	Extraordinary
Partial	-	Complete
Passive	-	Active
Permanent	-	Unstable
Plentiful	-	Sparse
Positive	-	Negative
Powerful	-	Weak
Praise	-	Criticise
Private	-	Public
Problem	-	Solution
Professional	-	Amateur
Profit	-	Loss
Pretty	-	Ugly
Random	-	Specific
Rigid	-	Flexible
Segregate	-	Integrate
Shame	-	Honor
Simple	-	Complicated
Single	-	Married
Stiff	-	Flexible
Strength	-	Weakness
Sturdy	-	Weak
Sunny	-	Cloudy
Superb	-	Inferior
Temporary	-	Permanent
Timid	-	Bold
Toward	-	Away
Tragic	-	Comic
Transparent	-	Opaque
Triumph	-	Defeat

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Union	- Separation
Unique	- Common
Upset	- Stabilize
Urge	- Deter
Vacant	- Occupied
Vague	- Definite
Vertical	- Horizontal
Villain	- Hero
Visible	- Invisible
Wax	- Wane
Wealth	- Poverty

Q1. Fill in the blank with an antonym for the underlined word.

end early cold stop smile down open full bad hard

- a. It is time to begin our lesson. _____
- b. My food is very hot. _____
- c. Would you please close the door. _____
- d. Do not start running yet. _____
- f. That is a good dog. _____
- g. This test is easy. _____
- h. My glass is empty. _____
- i. Is that a frown on your face? _____
- j. I am late for the meeting. _____

Q2. Write the antonyms for the underlined word

- 1. Tim always finishes his homework right after school.
- 2. The cold weather will return next week.
- 3. That is the biggest watermelon I've ever seen.
- 4. My uncle bought a new pickup truck.
- 5. Come in and play with us.
- 6. If you drop a potato in water, it will sink.

Q3. Choose the correct antonym from the word bank to complete each sentence below.

WORD BANK (*stop , young , cold , difficult , bright ,dry , sour , slow , lazy , short , quiet , open rough, new*)

- 1. The fire is hot, but the ice is...
- 2. The race car is fast, but the old truck is...

3. The green light means go, but the red light means...
4. The grandfather is old, but the grandchild is...
5. The giraffe's neck is long, but the dog's neck is...
6. Addition is easy, but division is...

NOTES

14.3 - Word Formation

One Word Substitutions - There are a great deal of terms in English language each of which does the work of numerous other lengthy phrases. The following example explains the concept of one word substitution.

For example take the words "educated" and "uneducated"; a student who does not know these words may write a sentence like, "Tom CANNOT READ OR WRITE but his peon CAN READ AND WRITE". But if you know the words you will write it like, "Tom is UNEDUCATED but his peon is EDUCATED".

One word can often express the idea of a phrase or a clause and can help in writing or communicating precisely.

List of One Word Substitutions

- | | |
|--------------|--|
| Abattoir | - Place where animals are killed for food. |
| Abbess | - A woman who is the head of a convent. |
| Abdicate | - Give up a throne |
| Abduction | - The offence of stealing a person. |
| Aberration | - A wandering from the right course. |
| Accomplice | - Helper in wrong deed |
| Acrostic | - A text, usually a poem, in which the first letters of each line or word, spell a word. |
| Amphibians | - Animals that can live on land & in water. |
| Astrology | - The study of the movements & relative positions of celestial bodies |
| Astronomy | - Science of universe |
| Cajole | - Persuade by flattery |
| Carnivorous | - One who feeds on flesh |
| Cartography | - The science of drawing maps |
| Autograph | - Getting signature of some important person in his handwriting |
| Aristocracy | - Government by the nobles |
| Ambivalent | - Having opposing feelings |
| Bureaucracy | - Government by officials |
| Contemporary | - Men living in the same age |

NOTES

- Carnivorous - Animals feeding on flesh
- Contemporaries - living at the same time
- Vegetarian - Somebody who doesn't eat meat.
- Debris - Pieces that are left after something has been destroyed..
- Defendant - A person who is being sued or of a crime in a court of law
- Domicile - Places where you live.
- Dowdy - Not attractive or stylish.
- Dungeon - Dark and underground prisons in castles
- Epitaph - Inscription on a tombstone
- Fastidious - Of a person who cannot be pleased easily
- Herbivorous - animals feeding on grass and plants
- Incorrigible - Impossible to change
- Insoluble - Incapable of being dissolved in a liquid
- Inaccessible - Incapable of being reached
- Inadmissible - Incapable of being admitted or allowed
- Indestructible - Incapable of being destroyed
- Indivisible - Incapable of being divided
- Irrelevant - Not applicable
- Inexplicit - Not definitely or clearly expressed
- Ineligible - Not being able to be elected or selected under the rules
- Indispensable - Something that is essential and cannot be dispensed with
- Inflammable - Something that is quickly and easily set on fire and burned
- Incurable - That which cannot be cured
- Manuscript - Handwritten book
- Postmortem - Medical examination of a dead body .
- Transparent - That through which light can pass
- Veteran - Somebody who is considerably experienced in something-
- Opaque - That through which light cannot pass
- Anonymous - An unknown person
- Amphibian - Animals living on land and in water
- Glossary - List of explanation of words
- Invoice - List of goods with their price
- Nostalgia - Longing for something

Garrulous	- One who is talkative
Omnipotent	- One who is the most powerful
Meticulous	- One who is very careful and particular
Connoisseur	- One who is very well versed in any subject
Amateur	- One who plays a game for pleasure not professionally
Teetotaler	- One who totally abstain from alcohol
Sadist	- One who wants to see others unhappy
Disciple	- One who works in return for being taught the trade
Honorary	- One who works without getting any salary
Anarchist	- One who is out to subvert a government
Volunteer	- One who works for free
Optimist	- One who looks on the bright side of things
Pessimist	- One who looks on the dark side of things
Egoist	- One who thinks only of himself.
Feminist.	- One who thinks only of welfare of women.
Democracy	- A Government by the people
Monarchy	- A Government by a king or queen
Bureaucracy	- A Government by the officials
Opaque	- That through which light cannot pass
Inimitable	- That which cannot be imitated
Inevitable	- That which cannot be avoided
Colleagues	- People who work together
Legal	- That which is lawful
Illegal	- That which is against law

Q.1 An assembly of listeners

1. Atheist 2. Crowd 3. Audience 4. Public

Q.2 One who goes on a journey to a holy place

1. Tourist 2. Follower 3. Devotee 4. Pilgrim

Q.3 Which cannot be removed

1. Indelible 2. Illegible 3. Misanthropist 4. Edible

Q.4 Thing which is not fresh

1. Stale 2. Niche 3. Defy 4. Moist

Q.5 Put up with something or somebody unpleasant

1. Allow 2. Resist 3. Defy 4. Endure

NOTES

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Q.6 Lesson to be learned from a story

1. Subject 2. Heading 3. Information 4. Moral

Q.7 One who is new to a profession

1. Novice 2. Colleagues 3. Worker 4. Recluse

Q.8 Handwritten document

1. Shellscrip 2. Manuscript 3. Handscript 4. Digitalscrip

Q.9 That is prohibited by law

1. Invincible 2. Ethical 3. Illicit 4. Inimitable

Q.10 A study of birds

1. Ornithology 2. Ethnology 3. Etymology 4. Archaeology

Find the correct word from the given list:

illegible, optimistic, stationary, ideal, anniversary, orphan, biography, impartial, epidemic, museum, campus, illiterate, cavalry, century, fables, stationery, infallible, adamant

- a) a person with rigid ideas and unwilling to change. _____
- b) writing paper, envelopes, labels etc. _____
- c) disease which is widespread among many people in the same place for a time _____
- d) handwriting which is difficult or impossible to read. _____
- e) the life story of a person written by someone else. _____
- f) a period of hundred years. _____
- g) soldiers who fight on horse-back. _____
- h) a person who remains positive. _____
- i) a person who is fair in giving judgments. _____
- j) grounds of a school or university, where the main buildings are. _____
- k) building in which objects illustrating art, history or science are displayed. _____
- l) short tales, especially with animals in them, giving moral teaching. _____

14.4 - PREFIX

A prefix is a letter or a group of letters that appears at the beginning of a word and changes the word's original meaning. A suffix is a letter or a group of letters that is usually added onto the end of words, to change the way a word fits into a sentence grammatically.

For example, non- means 'not' or 'without', this is used in words such as 'nonsense'. The word 'sense' can be separated from the prefix and it would still be a word on its own, even if the meaning is different. So, combining forms act as prefixes but are different, because the remaining letters cannot be separated to form an independent word.

PREFIX	MEANING	EXAMPLE	COMBINING FORM	MEANING	EXAMPLE
com-, con-	with, alongside	comprise, connote	com-, con-	with, jointly	companion, comrade, community
contra-	against	contraindicate	contra-	against	contraceptive, contradict
de-	opposite	devalue	de-	down, away	descend
ex-	former	ex-husband	ex-	out	exhort
a-	not, without	amoral	a-, an-	not, without	apathy, anaemic
in-	not	inconvenient	in-	into	inebriate, indulge
homo-	same	homograph, homophone	homo-	same	homogeneous
magn-	great	magnate	magn-	great	magnificent, magnanimous, magnitude, magnify
para-	beside	paragraph, paramedic	para-	beside	paradox
sub-	under	submarine	sub-	under	substitute
trans-	across	transnational, transparent	trans-	through, across	transmit, transcend

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5. Suffixes

A suffix is a letter or a group of letters that is usually attached to the end of a word to form a new word, as well as alter the way it functions grammatically. Depending on whether it is a noun, verb, adjective or adverb, a different suffix would be required. For example, the verb read can be altered to become the noun reader by adding the suffix -er. The same verb can also be turned into the adjective readable by adding the suffix -able

SUFFIX	MEANING	EXAMPLE
NOUN SUFFIXES		
-acy	state or quality	democracy, accuracy, lunacy
-al	the action or process of	remedial, denial, trial, criminal
-er, -or	person or object that does a specified action	reader, creator, interpreter, inventor, collaborator, teacher
-ness	state of being	heaviness, highness, sickness
-ship	position held	friendship, hardship, internship
-sion, -tion	state of being	position, promotion, cohesion
-able, -ible	capable of being	edible, fallible, incredible, audible
-ful	notable for	handful, playful, hopeful, skilful
-less	without	meaningless, hopeless, homeless
-ly	related to or quality	softly, slowly, happily, crazily, madly
-ward, -wards	direction	towards, afterwards, backwards, inward

So as you can see, affixes can dramatically change the definitions of words. Knowing the various prefixes and suffixes along with their meanings can really help you to understand how words are used, and also how they should be spelt

Q-1. Write suffixes with the words to make a new word

1. Educate _____
2. improve _____
3. discuss _____
4. stupid _____
5. dark _____
6. govern _____
7. spell _____
8. hesitate _____

9. arrange_____ 10. similar_____ 11. happy_____ 12. popular_____
13. televise_____ 14. elect _____ 15. administer_____ 16. punctual_____
17. manage _____ 18. careless_____

NOTES

Q. fill in the blanks by adding prefix to the word given in the bracket

1. I'm sorry I_____her message completely. I simply didn't pay attention (UNDERSTAND)
2. We----- as soon as we got to the hotel, then we went for a walk (PACK)
3. She was here a minute ago but then she----- . I don't know where she went . (APPEAR)
4. We usually have similar opinions but I totally----- with him on this subject (AGREE)
5. My homework was so bad that I had to -----it (WRITE)
6. Her alarm clock didn't go off and she----- (SLEEP)
7. It's----- to bring those things with you on a plane (LEGAL)
8. She finally managed to----- the door and we were able to go in (LOCK)
9. I----- the movie but everyone else enjoyed it (LIKE)
10. I don't think I will pass the exam but I can----- it in September (TAKE)

Q. Put the words in brackets in the appropriate form (use a prefixes or a suffix):

1. He was acting in a very -----way. (child)
2. She looked ----- .She started to cry. (happy)
3. He passed his exam. He was -----for the second time. (succeed)
4. The team that he supported were able to win the ----- . (champion)
5. I couldn't find any -----in his theory. (weak)

Conversion of Words: One Form into another

To change a noun into a verb ,adverb or adjective is conversion .Prefix or suffix is used

S.No.	Verbs	Nouns	Adjectives	Adverbs
1	accept	acceptance	acceptable	-
2	achieve	achievement	achievable	-
3	act	action	active	actively
4	act	activity	active	actively
5	breathe	breath	breathing	-
6	bury	burial	buried	-
7	care	care	careful	carefully
8	cheer	cheerfulness	cheerful	cheerfully

9	choose	choice	chosen	-
10	clear	clarity	clear	clearly
11	collect	collection	collective	collectively
12	comfort	comfort	comfortable	comfortably
13	destroy	destruction	destructive	destructively
14	develop	development	developing	-
15	dust	dust	dusty	-
16	educate	education	educative	-
17	embarrass	embarrassment	embarrassing	-
18	empower	power	powerful	powerfully
19	force	force	forceful	forcefully
20	glorify	glory	glorious	gloriously
21	grow	growth	growing	growingly
22	harm	harm	harmful	harmfully
23	hate	hatred	hateful	hatefully
24	quicken	quickness	quick	quickly

NOTES

14.6 - Words Likely to be confused and Misused

They are called false cognates because they sound or are written so similarly that they are often confused.

WORDS	MEANING & EXAMPLES
A lot	- A lot is two words meaning "much": A lot of bologna was left over from the party.
awhile	- A while is two words meaning "a short period of time": I will meet you in a while.
accede	- Accede means "to agree or allow": He finally acceded to accepting the
exceed	- presidency of the company.
Exceed	- means "to go beyond, to surpass": The amount of alcohol in his blood exceeded the previous record.
accept	- Accept means "to take willingly": Rajesh accepted the cup of hot tea even without a saucer.
except	- Except is a preposition meaning "excluding": Everyone was disappointed with the party except Ida Goodtime.
adapt	- Adapt means "to adjust": John quickly adapted to living away from home.
adept	- Adept means "skilled": Jack is adept at speaking languages.
adopt	- Adopt means to "accept as your own": It was difficult to adopt only one puppy from the animal shelter.

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adverse	- Adverse means "unfavorable, hostile": Those driving in adverse winter conditions may be putting themselves at risk.
averse	- Averse means "unwilling or repelled": She was immediately averse to the idea.
advice	- Advice is a noun meaning "an opinion given with the intention of helping": My mother still gives me advice even though I'm 40 years old.
advise	- Advise is a verb meaning "to give counsel or advice": The meteorologist advised listeners to stay indoors because of the extremely cold temperatures.
affect	- Affect is most often used as a verb meaning "to influence": The president's speech affected his views of the upcoming election.
effect	- The verb effect means "to cause": Batting her eyes so flirtatiously effected a strong desire.
aid	- Aid is help or assistance given: Every Christmas the community gives aid to those less fortunate.
aide	- An aide is a person who helps: Kailash worked five years as a teacher's aide.
airs	- Airs refers to snobbish and artificial behavior: Portia Radclyffe put on airs at the fine dinner party just because she had a few diamonds.
heirs	- Heirs are people who, because they are family, will inherit an estate or title.
all right	- All right is a phrase meaning "everything is right": Is all right here?
alright	- Alright is a single word meaning "OK": Is everything alright here?
allusion	- An allusion is a subtle reference or hint: Chetan made an allusion to the most recent novel he read in our conversation yesterday.
illusion	- An illusion is a deception, mirage, or a wild idea: The teacher said she had no illusions about how much work teaching demands.
bare	- bear Bare means "naked": Walking in grass with bare feet is refreshing. - Bear is the animal, and also means "to carry": Sherman must bear the burden of flunking math twice.
bazaar	- Bazaar is an exhibition, market, or fair: The Saturday morning bazaar is worth seeing even if you buy nothing.
bizarre	- Bizarre means "weird and unworldly": Brijesh told us a bizarre story last night.
belief	- Belief is a noun: He had strong beliefs.
believe	- Believe is a verb: She believes she can do anything.
beside	- Beside means "next to": Place the dishes beside the sink.
besides	- Besides is an adverb or preposition that means "also, additionally": I would enjoy going on a vacation besides.
born	- Born is newly coming into life: A child was born at 12:01 New Year's day.
borne	- Borne means "carried": All gossip is borne by an ill wind.

censure	- Censure is to prohibit free expression: The principal censored all references to smoking in school publications.
sensor	- A sensor is something that interprets stimulation: The lights are turned on by a movement sensor.
cite	- Cite means "to quote or mention": He cited a famous theorist in his speech.
site	- Site is a noun meaning "a place": At which site will we stage the party?
sight	- Sight is a noun meaning "view": The sight of the Mumbai City skyline is spectacular.
different from	- Different from is the standard usage when comparing two things: Rani's sweater is different from Sunita's.
discreet	- Discreet means "modest and prudent": Please be discreet about the surprise party, we don't want her to find out.
discrete	- Discrete means "separate and distinct": Even though they were married, they kept their money in two discrete accounts.
disinterested	- Disinterested is an adjective that means "unbiased or impartial": Since she had nothing at stake, she was a disinterested party in the matter.
uninterested	- Uninterested means "not interested": Anita was just uninterested in the offer.
imply	- Implicate means "to closely link or connect": The blood on his hands implicated him in the murder. - Imply means "to point to, or suggest indirectly": The victim's friend implied he thought he knew who the murderer was.
later	- Later means "afterward": Come later than seven o'clock.
latter	- Latter means "the last of two things mentioned": If I have to choose between brains or beauty, I'll take the latter.
peace	- Peace is a sense of calm and absence of war or hostility: We all hope for peace throughout the world.
piece	- A piece is a part or segment of something: Kavita lost a piece of her jewelry in temple last Sunday.
rise	- Rise is intransitive and does not have an object: The sun rises in the east.
raise	- Raise always has an object: You can raise a crop on a farm or raise your hand in class.
Throes	- Throes are severe pains or difficult times: John found it difficult to listen to his iPod in the throes of battle.
throws	- Throws is the plural or present tense of throw: Several throws later, Nitin managed to put a wad of paper in the trash can from his desk.
vane	- A vane is blade that rotates: I don't know how hard the wind blew; it blew the weather vane off the roof.
vain	- Vain means "fruitless, hopeless, or without result": Ajay Harbors a vain hope of becoming a world-class cricketer.

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- vein - Vein refers to the tubes that carry blood back to the heart: The veins are usually smaller than the arteries.
- wary - Wary means "leery and cautious": The customer became wary when the salesperson said he would personally guarantee the TV set for 100 years.
- weary - Weary means "tired and worn": After a day of harvesting corn, the farmer was very weary.

B.

air	heir	loan	lone
ail	ale	made	maid
allowed	aloud	mail	male
arc	ark	main	mane
ate	eight	meat	meet
bad	bade	medal	meddle
bail	bale	missed	mist
bald	bawled	muscle	mussel
ball	bawl	none	nun
bare	bear	oar	ore
beach	beech	one	won
bean	been	pail	pale
bear	bare	pain	pane
beat	beet	pair	pear
bee	be	patience	patients
beet	beat	peace	piece
bell	belle	peal	peel
berry	bury	plain	plane
birth	berth	plane	plain
blue	blew	pore	pour
boar	bore	practice	practise
board	bored	praise	prays
bough	bow	pray	prey
bow	bough	principal	principle
boy	buoy	profit	prophet
brake	break	rain	reign
buy	by/bye	rap	wrap
ceiling	sealing	read	reed
cell	sell	read	red
cent	sent	right	write
cheap	cheep	ring	wring
check	cheque	road	rode
coarse	course	role	roll
cord	chord	root	route
dear	deer	rose	rows
die	dye	sale	sail
dun	done	scene	seen

Dye	die	sea	see
ewe	you	seam	seem
eye	l	sew	sow
fair	fare	sight	site
feat	feet	soar	sore
find	fined	sole	soul
flea	flee	son	sun
flew	flu	soot	suit
flour	flower	stair	stare
flower	flour	stake	steak
fool	full	steal	steel
fore	four	stile	style
forth	fourth	suite	sweet
foul	fowl	tail	tale
fur	fir	tear	tier
gait	gate	their	there
grate	great	threw	through
groan	grown	throne	thrown
hair	hare	tide	tied
hall	haul	to	two
heal	heel	told	tolled
hear	here	too	to, two
heard	herd	towed	toad
here	hear	urn	earn
higher	hire	vain	vein
him	hymn	vale	veil
hole	whole	vein	vane, vain
hour	our	waist	waste
idle	idol	wait	weight
key	quay	way	weigh
knew	new	weak	week
knight	night	wear	where
knot	not	whole	hole
know	no	witch	which
lain	lane	wood	would
lead	led	write	right
leak	leek	yoke	yolk
lessen	lesson	yore	your

NOTES

Questions : -

Q. 1 Fill in the blanks with an appropriate word or phrase:

1. She is of her success.

(a) confident (b) confidant (c) confessor

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- 2. I don't want any explanation.
(a) farther (b) further (c) farthest
- 3. Is there in the class?
(a) anyone (b) no one (c) some one
- 4. The doctor the patients to quit smoking.
(a) advised (b) advices (c) told
- 5. He says he is enjoying his job.
(a) later (b) latest (c) latter
- 6. All students should have to a good library.
(a) access (b) axis (c) excess
- 7. football, he plays cricket.
(a) Beside (b) Besides (c) Till
- 8. knowledge is a dangerous thing.
(a) A little (b) Little (c) The little
- 9. He is my brother.
(a) elder (b) older (c) senior
- 10. The sun in the east.
(a) races (b) raises (c) rises

Q2. Define each of the words and explain how its usage differs from the other word or words.

- 1. advice/advise _____
- 2. affect/effect _____
- 3. aid/aides _____
- 4. Vane /vain _____
- 5. average/mean _____
- 6. Because/since _____
- 7. later/latter _____

14.7 - Words Similar in Meaning or Form

It is true that no two words have exactly the same meaning but they are very close to the other in meaning. There is always a shade of difference in their intention & application. These words similar in meaning are called synonym. They are opposite of antonyms. Below are given some frequently used such words.

1. **ability** - a natural tendency to do something. Well I admire his ability to stay calm in difficult situations.

Skill- the ability to do something well - This job will help you develop management skills.

2. **Accomplish** - to do something successfully- You won't accomplish anything by arguing.

Achieve - to succeed in doing something after trying very hard -Have you achieved all your aims?

3. **Anger** - a feeling of being very annoyed -He managed to control his anger.

Annoyance - a feeling of being slightly upset or impatient -There was a tone of annoyance in her voice.

4. **answer** - something that you say or write when someone has asked you a question The answer to your question is yes is here.

reply - an answer, especially to a letter or telephone call -. We had six replies to our advertisement.

5. **ask** - to put a question to get someone to do something- Ask your father to teach you how to drive.

Demand - to ask firmly for something- I demand an explanation for your behavior.

6. **big** - of a large size- I don't want a small car, I want a big one.

huge - of a very large size Huge waves battered the ship.

7. **cautious** - not willing to take risks- She's a very cautious driver.

careful - taking care not to make mistakes or cause harm She is very careful about what she eats.

8. **collect** - to bring things or people together, or to come together -We collected information from all the people who offered to help- of the accident.

gather - to come together in one place, or be brought together by someone Groups of people gathered outside the government building.

9. **disagree** -to say that you do not have the same opinion as someone else- We all disagreed with the chairperson

differ. - Their accounts of what happened differ in several ways. I differ with my parents on many issues.

10. **fragile** -made from materials that are easily broken These plates - they're very fragile.

delicate -made from materials that are thin and light and easily damaged. A delicate fabric, delicate skin-Bodies are very delicate.

11. **hard- not easy** -Some of the questions were very hard.

Difficult- not easy to do or achieve- Finding a parking space is difficult on Saturdays.

12. **harm** -to physically affect something or someone in a bad way -Luckily, the little girl was not harmed. .

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damage -to break, partially destroy or badly affect something- A large number of shops were damaged in the fire. .

14. **increase** -to make a level or amount higher- The boss increased her salary.

expand -to increase the size or extent of something- We have plans to expand our business.

15. **legal**- allowed by the law -It's legal to drive at 18 years old in India.

licensed -given official permission to do something. Buy goods only from licensed dealers.

16. **mistake** -an act or belief that is wrong -There are lots of mistakes in this essay.

error -something that is wrong, especially a mistake in writing or speaking -There isn't a single error in the whole document.

17. **moving**- making you feel emotion -a moving story about a girl who finally finds her real parents

Emotional- causing you to feel emotion, or showing emotion- We said an emotional farewell to our son. -

18. **necessary** -which must be done - Don't phone me in the evening unless it's absolutely necessary.

essential -which cannot be omitted or avoided -You can survive without food for some time, but water is essential.

19. **new** - made very recently, or never used before- Put some new paper in the printer.

novel -new and unusual -Visiting New Delhi is a novel experience for me.

20. **noisy**- making a lot of noise- This machine is noisier than the old one.

Loud- very easy to hear- Can't you stop your watch making such a loud noise?

21. **occasional**- happening sometimes, - He was an occasional visitor to my parents' house.

periodic -repeated after a regular period of time- We carry out periodic reviews of the company's financial position.

22. **protect**- to keep someone or something safe from harm or danger- The cover protects the machine against dust. .

defend -to protect a person or place that is being attacked- They brought in extra troops to defend the city against attack.

23. **pull** -to move something towards you or after you. The truck was pulling a trailer.

Drag - to pull something heavy along the ground -She dragged her suitcase across the floor.

24. **unhappy** -feeling upset, or making someone feel upset -The children had an unhappy childhood.

miserable -very sad -She's really miserable since her friend left her.

25. **strong** -having a lot of force or strength-. Strong winds blew some tiles off the roof.

sturdy -well made and not easily damaged -The shelter seemed quite sturdy. a pair of sturdy walking boots

26. **recommend** -to tell someone that it would be good to do something -I would recommend that you talk to the bank manager

advice - to suggest to someone what they should do- He advised her to save some of the money.

27. **think** - to have an opinion -I think going by train is more relaxing than driving.

Assume - to imagine or believe that something is true -Let's assume that he is innocent.

28. **unattractive** - not attractive -Her husband is a rather unattractive man. ugly

unpleasant -to look at -What an ugly pattern! The part of the town round the railway station is even uglier than the rest.

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14.8 - Expressions

Some expressions may appear to have few common words ,but when it comes to their meaning & usage they are poles apart . Some such frequently used expressions are:

From now on I'll be more careful

He'll be home by now.

I've lived at home up till now.

That's all for now.

shoot (something) (at somebody /something) troops shooting at the enemy

The police rarely shoot to kill (= try to kill the people they shoot at)

shoot something (from something) He shot an arrow from his bow.

They shot the lock off (= removed it by shooting). Collocations

work for somebody /something She works for an engineering company

work in something I've always worked in education.

work with somebody /something Do you enjoy working with children?

work as something My son is working as a teacher.

take somebody It's too far to walk-I'll take you by car.

take somebody to something A boy took us to our room.

take somebody doing something I'm taking the kids swimming later.

take somebody to do something The boys were taken to see their grandparents most weekends.

believe (that)... Police believe (that) the man may be armed

it is believed (that)... It is believed that the couple have left the country.

believe somebody /something to be, have, etc. something The vases are believed to be worth over Rs. 20,000 each

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believe somebody / something + adj. Three sailors are missing, believed drowned.

go on something Most of my salary goes on the rent.

go to do something The money will go to finance a new community centre.

Idioms

1. **'The best of both worlds'** - means you can enjoy two different opportunities at the same time.

"By working part-time and looking after her kids two days a week she managed to get the best of both worlds."

2. **'Speak of the devil'** - this means that the person you're just talking about actually turns up at that moment.

"Hi Tom, speak of the devil, I was just telling Sara about your new car."

3. **'See eye to eye'** - this means agreeing with someone.

"They finally saw eye to eye on the business deal."

4. **'Once in a blue moon'** - an event that happens infrequently.

"I only go to the cinema once in a blue moon."

5. **'When pigs fly'** - something that will never happen.

"When pigs fly she'll tidy up her room."

6. **'To cost an arm and a leg'** - something is very expensive.

"Fuel these days costs an arm and a leg."

7. **'A piece of cake'** - something is very easy.

"The English test was a piece of cake."

8. **'Let the cat out of the bag'** - to accidentally reveal a secret.

"I let the cat out of the bag about their wedding plans."

9. **'To feel under the weather'** - to not feel well.

"I'm really feeling under the weather today; I have a terrible cold."

10. **'To kill two birds with one stone'** - to solve two problems at once.

"By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him."

11. **'To cut corners'** - to do something badly or cheaply.

"They really cut corners when they built this bathroom; the shower is leaking."

12. **'To add insult to injury'** - to make a situation worse.

"To add insult to injury the car drove off without stopping after knocking me off my bike."

13. **'You can't judge a book by its cover'** - to not judge someone or something based solely on appearance.

"I thought this no-brand bread would be horrible; turns out you can't judge a book by its cover."

14. **'Break a leg'** - means 'good luck' (often said to actors before they go on stage).

"Break a leg Sam, I'm sure your performance will be great."

15. **'To hit the nail on the head'** - to describe exactly what is causing a situation or problem.

"He hit the nail on the head when he said this company needs more HR support."

To test your new-found knowledge here are some sentences to practice with. Fill in the blank!

- A) I can't afford this purse! It _____. I won't be able to pay my rent!
- B) His birthday was supposed to be a surprise! I can't believe you _____. Now he knows!
- C) Ha! John has been promising to paint the house for five years.... Maybe when _____.
- D) Yeah, it'll _____. I need to sign some papers at Jenny's school anyway so i'll pick her up for you too.
- E) I don't really like going out to bars anymore. I only go _____.
- F) I'm sorry I can't come into work today. I'm _____. I have a sore throat and runny nose.
- G) They tried _____ when installing the pipes for the house and now we have leaks only one month after purchasing it!
- H) We missed our flight to Paris because the connecting flight was late and to _____ they made us pay for a new ticket as if it was our fault!
- I) I can't wait to see you perform on stage tonight! _____!
- J) Jane is just never on time to work, it's really annoying. O wow, _____ here she comes...
- K) So we're going to London, then Munich, then we will fly out of Athens, right? Great. I'm so glad to be traveling with someone I _____ with.
- L) Wow, she found her dream man and has now landed an amazing job. She really does have _____.
- M) OK, she might not be the most attractive but _____. I'm sure she is a sweetheart.
- N) I have been trying to figure this out for ages. Thanks so much, you're right. You _____.
- O) I can't believe that was our test. I think it was easier than some of our homework! It was a _____.

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14.9 - Speech skills

We do not need to speak in order to use language. Language can be written, manually signed, mechanically reproduced and even synthesised by computers with considerable success. Nevertheless, speech remains the primary way humans express themselves through language... Humans can also make sounds with the vocal tract that do not occur in speech, such as the sound made by inhaling through one corner of the mouth, or the 'raspberry' produced by sticking out the tongue and blowing hard across it. Nonetheless,

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a very wide range of sounds is found in human language. Phonetics is a subject area through which one with the use of modern technical opportunities investigates how people communicate through oral language. all of the 44 sounds. (19 vowel sounds including 5 long vowels, 5 short vowels, 3 diphthongs, 2 'oo' sounds, 4 'r' controlled vowel sounds and 25 consonant sounds). including such sounds as the click made by drawing the tongue hard away from the upper molars on one side of the mouth (imagine making a sound to get a horse to move), or the sound made by constricting the upper part of the throat as we breathe out.

In English language we face difficulties with spelling of the word is because of the non-parity between the alphabetic symbol used in writing & their sounds in speech .The same letter o is put in no & now but the sound is different. In written English we have just 26 alphabetic symbols and in spoken English we have as many as 44 (sometimes even more) sounds .that is why the same alphabetic letter is used to make different sound in different combination .

Writing	phonetic
No	/'nəʊ/
Now	/'naʊ/

In standard dictionaries pronunciation i.e. phonetic transcription is within two slanting lines / /

The alphabetic symbols are a b c d----- sounds in English are divided into two categories:

1. Consonant
2. vowels

Consonant sounds are produced by completely or partially obstructing the air being breathed out through mouth . Vowel sounds are produced the air passes through the mouth without any obstruction.

Phonetic symbols for consonant & vowel

There are in all 24 consonants sounds in English. They are either voiceless or voiced A sound is voiceless when vocal cords (two vertical lips at the bottom of our inner throat through which air passes through to the mouth). Do not vibrate i.e. stand still; a sound is voiced when the vocal chords vibrate.

Vowles sounds are produced when the air flows into the lungs through the mouth without being stopped or obstructed. Only the position of the tongue and the lips is adgusted to make the sound. Vowel sounds are better learnt by listning and imitating those who can speak correctly and also by regularly consulting a standard dictionary. There are 12 simple vowlles sounds and 8 compound vowels sounds. The compound vowel sound are called diphthongs.

Phonetic symbols for English - This is the standard set of phonemic symbols for English .

Consonants

p	<i>pen, copy, happen</i>
b	<i>back, baby, job</i>
t	<i>tea, tight, button</i>
d	<i>day, ladder, odd</i>
k	<i>key, clock, school</i>

Vowels

ɪ	<i>kit, bid, hymn, minute</i>
e	<i>dress, bed, head, many</i>
æ	<i>trap, bad</i>
ɒ	<i>lot, odd, wash</i>
ʌ	<i>strut, mud, love, blood</i>

g	get, giggle, ghost	ʊ	foot, good, put
tʃ	church, match, nature	i:	fleece, sea, machine
dʒ	judge, age, soldier	eɪ	face, day, break
f	fat, coffee, rough, photo	aɪ	price, high, try
v	view, heavy, move	ɔɪ	choice, boy
θ	thing, author, path	u:	goose, two, blue, group
ð	this, other, smooth	əʊ	goat, show, no
s	soon, cease, sister	aʊ	mouth, now
z	zero, music, roses, buzz	ɪə	near, here, weary
ʃ	ship, sure, national	eə	square, fair, various
ʒ	pleasure, vision	ɑ:	start, father
h	hot, whole, ahead	ɔ:	thought, law, north, war
m	more, hammer, sum	ʊə	poor, jury, cure
n	nice, know, funny, sun	ɜ:	nurse, stir, learn, refer
ŋ	ring, anger, thanks, sung	ə	about, common, standard
l	light, valley, feel	i	happy, radiate, glorious
r	right, wrong, sorry, arrange	u	thank you, influence, situation
j	yet, use, beauty, few	ɪ	suddenly, cotton
w	wet, one, when, queen	ɪ	middle, metal
ʔ	(glottal stop)	ˈ	(stress mark)
	department, football		

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Questions :

Q1. How are the given words spelled correctly? Write them into the gaps.

EXAMPLE: sneɪk

ANSWER: /'sneɪk/



BASIC LANGUAGE SKILLS : GRAMMAR AND USAGE

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15.1 - TENSE

A tense is a form taken by a verb to show the time of an action. All verbs, whether regular or irregular, have five forms [often called principal parts]. These forms are the infinitive, simple present, simple past, past participle, and present participle. The difference between a regular and an irregular verb is the formation of the simple past and past participle. Regular verbs are dependably consistent-the simple past ends in ed as does the past participle.

(i) The Infinitive Form - The infinitive form of a verb is the verb in its basic form. It is the version of the verb which will appear in the dictionary.

The infinitive form of a verb is usually preceded by to (e.g., to run, to dance, to think). I need to run every day.

(The infinitive form with the word to is called the full infinitive or to-infinitive.)

* I must run every day.

(After certain verbs, the to is dropped.)

* I run every day.

(This is not in the infinitive form. This is a finite verb, i.e., a verb functioning as the main verb.)

Note: The word to is not a preposition. It is often called the sign of the infinitive.

(ii) The Past form - The past tense describes a past event or a state of being

Generally in the past tense **ed** is added to the infinitive form. In contrast, the simple past and of irregular verbs can end in a variety of ways, with absolutely no consistent pattern.

* They protected the wild life.

* He came for the ring ceremony (irregular verb)

(iii) The past participle form : - Past participles are formed from verbs. Past participles (just like present participles) can be used as adjectives or used to form verb tenses. For example:

The verb : to whisper

The past participle : whispered

The past participle used as an adjective : The whispered word

The past participle used to form a verb tense : The message was whispered.

There are two types of participles:

The Past Participle

(usually ending -ed, -d, -t, -en, or -n)

* The Present Participle

(ending -ing)

Past and present participles are classified as verbals. (A verbal is a verb form that functions either as an adjective or a noun.)

Past participles are used as part of the present and past perfect tenses (both "regular" and continuous).

The non-continuous present perfect tense uses has or have + the past participle; the present perfect continuous tense uses has or have + been (the past participle of BE) + the -ing form of the main verb.

Examples: He has (He's) taken a vacation. / He has (He's) been taking a vacation.

The non-continuous past perfect tense uses had + the past participle; the past perfect continuous tense uses had + been + the -ing form of the main verb.

Examples: She had (She'd) lived here for 10 years when I met her.

* She had (She'd) been living here for 10 years when I met her.

TENSE - Verb tenses are tools that English speakers use to express time in their language.

Their main division of tense, the present, past, future, and all these three have more four types.

The Full List of Tenses

The 4 Past Tenses

Example

simple past tense	-	I went
past progressive tense	-	I was going
past perfect tense	-	I had gone
past perfect progressive tense	-	I had been going

The 4 Present Tenses

Example -

simple present tense	-	I go
present progressive tense	-	I am going
present perfect tense	-	I have gone
present perfect progressive tense	-	I have been going

The 4 Future Tenses

Example -

simple future tense	-	I will go
future progressive tense	-	I will be going
future perfect tense	-	I will have gone
future perfect progressive tense	-	I will have been going

Present Tense - It is used to express an action in present time, habitual or usual actions, a daily event or a universal fact. It is used to express an action in present time which

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is usually performed on a regular basis. For example a student says, "I go to school." It is a daily activity of a student to go to school, so such actions are expressed by the present simple tense.

Positive Sentence : Subject + Main verb + Object / Subject + 1st form of verb (or base verb) + Object

I write a letter. He gets up early in the morning. The Sun rises in the east. (things you do regularly ,natural phenonam/ or a universal fac)

Negative Sentence : Subject + auxiliary verb +NOT + Main verb +object / Subject + Do not/Does not + 1st form of verb (or base form) + object

Examples: I do not write .The Sun does not rise in the north.

Interrogative Sentence : Auxiliary verb + Subject + Main verb + Object / Do/Does + Subject + 1st form of verb (or base verb) + Object

Examples: Does he get up early in the morning? Does the Sun rise in the east?

Put the verbs into the correct form.

1. I (to like) -----lemonade very much.
2. The girls always (to listen) ----- to pop music.
3. Preety never (to wear) ----- jeans.

Choose the correct form.

1. We sometimes -----books.
2. Radhika-----to the disco.
3. It often -----on Sundays.
4. Ravi and his sister -----the family car.
5. I always -----to the bus stop.

Make negative sentences.

1. My father makes breakfast.
2. They are eleven.
3. She writes a letter.

Make questions.

1. you / do /speak / English
2. when / he / does/ go / home
3. they / to clean / the bathroom/ do

Present Continuous Tense - It is used to express a continued or ongoing action at present time. It expresses an action which is in progress at the time of speaking. For example, a person says, "I am writing a letter". It means that he is in the process of writing a letter right now. Such actions which are happening at time of speaking are expressed by present continuous tense. Present Continuous tense is also called Present progressive tense.

Rules. Auxiliary verb "am or is or are" is used in sentence. 1st form of verb or base verb + ing (present participle) is used as main verb in sentence.

- * Subject + auxiliary verb + not + main verb-ing (Present participle) + object
- * Subject + am/is/are + not + (1st form of verb + ing) + object

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Rules for using auxiliary verbs (am or is or are) after subject in negative sentences are same as mentioned above.

Examples -

- Subject + auxiliary verb + not + main verb-ing (Present participle) + object
- Subject + am/is/are + not + (1st form of verb + ing) + object

Rules for using auxiliary verbs (am or is or are) after subject in negative sentences are same as mentioned above.

Examples -

I am not playing . He is not driving . They are not reading their lessons.

Exercise : Put the verb in brackets in the correct form to make different form of the Present Continuous Tense.

1. John -----(read) a book now.
2. What ----- (you do) tonight?
3. Jack and Peter ----- (work) late today.
4. Seeta----- (not listen) to music.
5. Radha ----- (sit) next to Shyam.
6. How many other students ----- (you study) with?
7. The phone ----- (not ring).

Exercise : Put the words in the correct order OR change the order of given words to make different sentences in the Present Continuous Tense - *positive; negative; yes/no and information questions.*

1. for I'm my glasses. looking [Hint - I'm looking for my glasses.]
2. of kind What are you book reading?
3. he crying? is Why
4. National at University. is Paul economics Kharkov studying
5. laughing? Why is everyone
6. Are for me? waiting you
7. are When you leaving?
8. at working Arabia Saudi the John moment. in is
9. working company Is as you? for the same Joy.
10. to you next having Saturday come? do - a party want I'm

The Present Perfect Tense - The present perfect of any verb is composed of two elements : the appropriate form of the auxiliary verb to have (present tense), plus the past participle of the main verb The Present Perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself.

The Present Perfect Tense is formed using the following structure:

Affirmative: Subject + Have / Has + Past Participle

Negative: Subject + Haven't / Hasn't + Past Participle

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Question: Have / Has + Subject + Past Participle

Use of Present Perfect

- * puts emphasis on the result. *Example: She has written five letters.*
- * action that is still going on. *Example: School has not started yet.*
- * action that stopped recently. *Example: She has cooked dinner.*
- * finished action that has an influence on the present. *Example: I have lost my key.*
- * action that has taken place once, never or several times before the moment of speaking. *Example: I have never been to Australia.*

Write sentences in present perfect simple.

1. we / reach / our goal -----
2. our team / lose / the match -----
3. she / underline / the word -----

Write questions in present perfect simple.

1. you / knock / at the door -----
2. the teacher / mark / the tests -----
3. she / buy / a new computer -----

Put the verbs into the correct form (present perfect simple or simple past).

1. I (not / work) _____ today.
2. We (buy) _____ a new car last week.
3. We (not / plan) _____ our holiday yet.
4. She (not / see) _____ her mother for a long time.
5. He (write) _____ a beautiful poem yesterday.

THE PRESENT PERFECT CONTINUOUS TENSE - The PRESENT PERFECT PROGRESSIVE TENSE indicates a continuous action that has been finished at some point in the past or that was initiated in the past and continues to happen. The action is usually of limited duration and has some current relevance:

The Present Perfect continuous Tense is formed using the following structure:

Affirmative: Subject + Have / Has + been + Past Participle

Negative: Subject + Haven't / Hasn't + been+ Past Participle

Question: Have / Has + Subject + been+ Past Participle

Past Simple Tense - It is used to express an action that happened or completed in past, usually a very little time before speaking, or action which is just completed. Time of action is not specified in terms of long time ago or short ago but it make a sense that the action has done a little time ago

Positive Sentence -

- * Subject + main verb (past simple) + object
- * Subject + 2nd form of verb (past simple) + object

Examples I killed a snake He ate a mango.

Negative sentences

- * Subject + (auxiliary verb + not) main verb (base form) + object
- * Subject + did not + 1st form of verb or base form + object

In negative sentence "did not" is written and the 1st form of verb (base verb) is used instead of using 2nd form (or past simple verb).

Examples. I did not kill a snake He did not eat a mango

Interrogative sentences

- * Auxiliary verb + subject + main verb (base verb) + object
- * Did + subject + 1st form of verb (or base verb) + object

Interrogative sentence starts with "did" and the 1st form of verb (base verb) is used instead of using 2nd form (or past simple verb).

Example Did I kill a snake? Did he eat a mango?

1. I _____ my maths homework yesterday. (to do)
2. _____ Susan to England by plane? (to go)
3. They _____ a farm two weeks ago. (to visit)
4. Jenny and Peggy _____ their brother. (not/to help)
5. The children _____ at home last weekend. (not/to be)
6. When _____ you _____ this wonderful skirt? (to design)
7. My mother _____ into the van. (not/to crash)
8. The boys _____ the mudguards of their bicycles. (to take off)
9. _____ you _____ your aunt last week? (to phone)
10. He _____ milk at school. (not/to drink)

Past Continuous tense - It is used to express a continued or ongoing action in past, an ongoing action which occurred in past and completed at some point in past. It expresses an ongoing nature of an action in past.

Rules: Auxiliary verb "was or were" is used in sentence. 1st form of verb or base verb + ing (present participle) is used as main verb in sentence.

Structure of sentence -**Positive sentences**

- * Subject + auxiliary verb + Main Verb (present participle) + object
- * Subject + was/were + (1st form of verb or base verb +ing) +object

If the subject is "he, she, It, I, singular or proper noun" then auxiliary verb "was" is used. If subject is "you, we, they or plural" then auxiliary verb "were" is used.

Examples. She was crying yesterday. They were climbing on a hill.

Negative sentences

- * Subject + auxiliary verb + NOT + Main verb (present participle) + object
- * Subject + was/were + NOT + (1st form of verb or base verb +ing) +object

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Rules for using auxiliary verb after subject are same as mentioned above.
 Example She was not crying . They were not climbing on a hill.

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Interrogative sentences

- * Auxiliary verb + Subject + Main verb (present participle) + object
- * Was/were + Subject + (1st form of verb or base verb +ing) +object

If the subject is "he, she, It, I, singular or proper noun" then the sentence starts with auxiliary verb "was". If subject is "you, we, they or plural" then the sentence starts with auxiliary verb "were".

Examples - Was she crying yesterday? Were they climbing on a hill?

Put the verbs into the correct form (past progressive).

1. When I phoned my friends, they (play) ----- monopoly.
2. Yesterday at six I (prepare) ----- dinner.
3. The kids (play) -----in the garden when it suddenly began to rain.
4. I (practice)----- the guitar when he came home.
5. We (not / cycle)----- all day.
6. While Alan (work) ----- in his room, his friends (swim) ----- in the pool.
7. I tried to tell them the truth but they (not / listen-)----- .
8. What (you / do)----- yesterday?
9. Most of the time we (sit) ----- in the park.
10. I (listen) ----- to the radio while my sister (watch) ----- TV.

Past perfect tense - It is used to express an action which has occurred in past (usually, a long time ago) and action which has occurred in past before another action in past.

Rules. Auxiliary verb "had" is used in sentence. 3rd form of verb (past participle) is used as main verb in sentence

Structure of sentence

Positive sentence -

- * Subject + auxiliary verb + main verb (past participle) + object
- * Subject + had + 3rd form of verb or past participle + object

Examples - He had taken the exam last year A thief had stolen my watch.

Negative sentence

- * Subject + auxiliary verb + NOT + main verb (past participle) + object
- * Subject + had + not + 3rd form of verb or past participle + object

Examples- He had not taken the exam last year A thief had not stolen my watch.

Interrogative sentence

- * Auxiliary verb + subject + main verb (past participle) + object

- * Had + subject + 3rd form of verb or past participle + object

Interrogative sentence starts with auxiliary verb "had"

Examples- Had he taken the exam last year. Had a thief stolen my watch?

Put the verbs into the correct form (past perfect simple).

1. The storm destroyed the sandcastle that we (build) -----
2. He (not / be) ----- to Cape Town before 1997.
3. When she went out to play, she (do / already) ----- her homework.
4. My brother ate all of the cake that our mum (make)-----
5. The doctor took off the plaster that he (put on) ----- six weeks before.
6. The waiter brought a drink that I (not / order)-----
7. I could not remember the poem we (learn) ----- the week before.
8. The children collected the chestnuts that (fall) ----- from the tree.
9. (he / phone) ----- Angie before he went to see her in London?
10. She (not / ride)----- a horse before that day

Past Perfect continuous tense - It is used to express a continued or ongoing action that started in past and continued until sometime in past. "Since" or "for" is used before the "time reference" in sentence. If the time reference is exactly known such as 1995, 4 O'clock then "since" is used before the time in sentence. If the time reference is not exactly known such as three hours, six years, four days, then "for" is used before the time in sentence.

Positive Sentence -

- * Subject + Auxiliary verb + main verb (Present participle) + Object + Time reference
- * Subject + had been + (1st form of verb or base verb + ing) + object + time reference

Examples - I had been waiting for him for one hour. She had been playing chess since 7 O'clock.

Negative Sentence -

- * Subject + "Not" between the Auxiliary verbs + main verb (present participle) + Object + Time reference
- * Subject + had not been + (1st form of verb or base verb + ing) + object + time reference

To make negative sentence, the word "not" is added inside auxiliary verb, so it becomes "had not been".

Examples. I had not been waiting for him for one hour. She had not been playing chess since 7 O'clock.

Interrogative Sentence

- * Auxiliary verb+ Subject + Auxiliary verb + main verb (present participle) + object + time reference
- * Had + Subject + been + (1st form of verb or base verb+ing) + object + time reference

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Put the verbs into the correct form (past perfect progressive).

1. We (sleep) ----- for 12 hours when he woke us up.
2. They (wait)----- at the station for 90 minutes when the train finally arrived.
3. We (look for) ----- her ring for two hours and then we found it in the bathroom.
4. I (not / walk) ----- for a long time, when it suddenly began to rain.
5. How long (learn / she) ----- English before she went to London?
6. Deepak caught the flu because he (sing) ----- in the rain too long.
7. He (drive) ----- less than an hour when he ran out of petrol.

Future simple tense - It is used to express an action which has not occurred yet and will occur after saying or in future.

Structure of sentence

Positive sentence

- * Subject + auxiliary verb + main verb (present participle) + object
- * Subject + will + (1st form of verb or base form +ing) + object

Examples - I will buy a computer tomorrow. They will come here.

Negative sentence

- * Subject + auxiliary verb+ not + main verb (present participle) + object
- * Subject + will +not + (1st form of verb or base form +ing) + object

Examples - I will not buy a computer tomorrow. They will not come here.

Interrogative sentence -

- * Auxiliary verb + subject + main verb (present participle) + object
- * Will + subject + (1st form of verb or base form +ing) + object

Interrogative sentence starts with auxiliary verb "will"

Examples - Will I buy a computer tomorrow? Will they come here?

Put the verbs into the correct form (future I simple). Use will.

Jim asked a fortune teller about his future. Here is what she told him:

1. You (earn) ----- a lot of money.
2. You (travel)----- around the world.
3. You (meet) ----- lots of interesting people.
4. Everybody (adore) \-----you.
5. You (not / have) ----- any problems.
6. Many people (serve) ----- you.

Future Continuous tense - It is used to express a continued or an ongoing action in future. For example, "I will be waiting for you tomorrow", it conveys ongoing nature of an action (waiting) which will occur in future.

Rules. Auxiliary verb "will be" is used in sentence. 1st form of verb + ing (present participle) is used as main verb in sentence.

Structure of sentence**Positive sentence**

- * Subject + auxiliary verb + main verb (present participle) + object
- * Subject + will be+ 1st form of verb or base form+ing (present participle) + object

Examples -

I will be waiting for you.

You will be feeling well tomorrow.

Negative sentence

- * Subject + not between auxiliary verbs+ not + main verb (present participle) + object
- * Subject + will not be + 1st form of verb or base form+ing (present participle) + object

To make negative sentence "not" is written between auxiliary verbs "will and be" in sentence.

Examples -

I will not be waiting for you.

You will not be feeling well tomorrow.

Interrogative sentence

- * Auxiliary verb + subject + auxiliary verb + main verb (present participle) + object
- * Will + subject + be+ 1st form of verb or base form+ing (present participle) + object

Interrogative sentence starts with auxiliary verb "will" and auxiliary verb "be" comes after subject in interrogative sentence

Examples-

Will I be waiting for you?

Will you be feeling well tomorrow?

Put the verbs into the correct form (future progressive).

1. Tomorrow morning we (work)----- .
2. This time next week we (have)----- a party.
3. At midnight I (sleep)----- .
4. This evening we (watch)----- a talk show.
5. They (not/ do)----- their homework this afternoon.
6. He (listen)----- to music.
7. I (read) a book -----this evening.
8. (walk / you)----- home this afternoon?
9. He (not/draw)----- tomorrow morning
10. They (argue)----- again?

Future Perfect tense - It is used to express an action which will occur in future and is thought to be completed in future. It expresses a sense of completion of an action which will occur in future.

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Rules - Auxiliary verb "will have" is used in sentence. 3rd form of verb or past participle form of verb is used as main verb in sentence.

Structure of sentence

Rules. Auxiliary verb "will have" is used in sentence. 3rd form of verb or past participle form of verb is used as main verb in sentence.

Structure of sentence -

Positive sentence

- * Subject + auxiliary verb + main verb (past participle) + object
- * Subject + will have + 3rd form of verb or past participle + object

Examples

- * She will have finished the work by Wednesday.
- * I will have left for home by the time he gets up.
- * You will have started a job.

Negative sentence

- * Subject + Not between auxiliary verbs + main verb (past participle) + object
- * Subject + will not have + 3rd form of verb or past participle + object

Examples

- * She will have finished the work by Wednesday.
- * I will have left for home by the time he gets up.
- * You will not have started a job.

Interrogative sentence

- * Auxiliary verb + Subject + auxiliary verb + main verb (past participle) + object
- * Will + Subject + have + 3rd form of verb or past participle + object

Examples

- Will she have finished the work by Wednesday?
- Will I have left for home by the time he gets up?
- Will you have started a job?

Write the verbs into the correct form (future perfect simple).

1. By 9 o'clock, we (finish) ----- our homework.
2. They (leave) ----- the classroom by the end of the hour.
3. We (go) ----- home by next week.
4. She (return) ----- from the excursion by 6 o'clock.
5. (buy / he) ----- the new house by October?
6. The sun (not / rise) ----- by 4 o'clock.
7. (you / do) ----- the shopping by 3 o'clock?

Future Perfect Continuous tense - It is used to express a continued or ongoing action that will start in future and is thought to be continued till sometime in future Rules: An

auxiliary verb "will have been" is used in sentence. 1st form of verb (base verb) +ing (present participle) is used as main verb in sentence. "Since" or "for" is used before the "time reference" in sentence

Structure of sentence.

Positive Sentence.

Subject + Auxiliary verb + main verb (Present participle) + Object + Time reference

Subject + will have been + (1st form of verb or base verb + ing) + object + time reference

Examples.

I will have been waiting for him for one hour.

She will have been playing football since 2015.

Negative Sentence.

Subject + "Not" inside Auxiliary verbs + main verb (present participle) + Object + Time reference

Subject + will not have been + (1st form of verb or base verb + ing) + object + Time reference

To make negative sentence, the word "not" is added inside auxiliary verb, so it becomes "will not have been".

Examples.

I will not have been waiting for him for one hour.

She will not have been playing football since 2015.

Interrogative Sentence.

Auxiliary verb + Subject + auxiliary verb + main verb (present participle) + object + time reference

Will + Subject + have been + (1st form of verb or base verb+ing) + object + time reference

Interrogative sentence starts with auxiliary verb "will" and auxiliary verb "have been" is used after subject in sentence.

Examples.

Will I have been waiting for him for one hour?

Will she have been playing football since 2015?

Put the verbs into the correct form (future perfect continuous).

1. By the end of the month I (live) ----- in this town for ten years.
2. By the end of this week we (work) ----- on the project for a month.

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3. By July the fifth they (study) ----- English for 3 years.
4. By 10 o'clock she (watch) ----- TV for 4 hours.
5. She (sleep) ----- for 10 hours by 11 o'clock.

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15.2 - Determiners

Determiners are words placed in front of a noun to make it clear what the noun refers to. Use the pages in this section to help you. Use English determiners correctly.

- * Definite article : the
- * Indefinite articles : a, an
- * Demonstratives: this, that, these, those
- * Pronouns and possessive determiners : my, your, his, her, its, our, their
- * Quantifiers : a few, a little, much, many, a lot of, most, some, any, enough
- * Numbers : one, ten, thirty
- * Distributives : all, both, half, either, neither, each, every
- * Difference words : other, another
- * Pre-determiners : such, what, rather, quite

The determiner is an important noun modifier which introduces and provides context to a noun, often in terms of quantity and possession. Determiners in English precede a noun or noun phrase and include articles, demonstratives, quantifiers and possessives.

15.3 - Countable / Uncountable Nouns

Of all the parts of speech, nouns are perhaps the most important. A noun is a word that identifies a person, animal, place, thing, or idea. Here, we'll take a closer look at what makes a noun a noun, and we'll provide some noun examples, along with some advice for using nouns in your sentences.

Identifying a Noun -

A noun is a part of speech that denotes a person, animal, place, thing, or idea. The English word noun has its roots in the Latin word *nomen*, which means "name." Every language has words that are nouns. As you read the following explanations, think about some words that might fit into each category.

- | | | |
|--------|---|---|
| Person | - | A term for a person, whether proper name, gender, title, or class, is a noun. |
| Animal | - | A term for an animal, whether proper name, species, gender, or class is a noun. |
| Place | - | A term for a place, whether proper name, physical location, or general locale is a noun. |
| Thing | - | A term for a thing, whether it exists now, will exist, or existed in the past is a noun. |
| Idea | - | A term for an idea, be it a real, workable idea or a fantasy that might never come to fruition is a noun. |

Noun Examples - When we first start to learn the parts of speech, trying to identify different words can seem like a challenge. This process gets easier with practice. Here are some noun examples to help you get started. The nouns in each sentence have been italicized.

Person - He is the *person* to see.

Person - John started to *run*.

Person - Plato was an influential Greek *philosopher*.

Person - Sharon admires her *grandfather*.

Person - My mother looks a lot like my *grandmother*, and I look very much like them.

Animal - The *dog* barked at the *cat*.

Animal - *Elephants* never forget.

Animal - *Sophie* is my favorite *horse*.

Place - The *restaurant* is open.

Place - Let's go to the *beach*.

Place - Look over *there*.

Place - Come *here*.

Place - *Harvard* and *Yale* are two famous *universities*.

Place - Look! *There's* the *Eiffel Tower*.

Thing - Throw the *ball*.

Thing - Please close the *door* and lock it.

Thing - Use words properly to be *understood*.

Thing - The *lamp* sits on a *table* next to the *sofa*.

Thing - *Money* doesn't grow on *trees*.

Idea - Follow the *rules*.

Idea - The theory of *relativity* is an important *concept*.

Idea - *Love* is a wonderful *emotion*.

Countable and Uncountable Nouns

Nouns can be either countable or uncountable. Countable nouns (or count nouns) are those that refer to something that can be counted. They have both singular and plural forms (e.g. *cat/cats*; *woman/women*; *country/countries*). In the singular, they can be preceded by a or an. Most nouns come into this category.

A smaller number of nouns do not typically refer to things that can be counted and so they do not regularly have a plural form: these are known as uncountable nouns (or mass nouns).

Examples include: *rain*, *flour*, *earth*, *wine*, or *wood*. Uncountable nouns can't be preceded by a or an. Many abstract nouns are typically uncountable, e.g. *happiness*, *truth*, *darkness*, *humour*.

Some uncountable nouns can be used in the plural as well, depending on the meaning or context of the word. Take a look at these sentences:

Would you like some coffee? - *uncountable because it's referring to the drink in general*

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- He ordered a coffee.* - countable, because it's referring to a cup of coffee
- There's no truth in the rumours.* - uncountable, because it refers to the quality or state of being true
- The fundamental truths about human nature* - countable, because it's referring to facts or beliefs that are true

In the Oxford Dictionary of English, nouns that are chiefly uncountable are described as 'mass nouns'. This type of noun entry may also include an example sentence showing a countable use of the type described above.

For example:

beer noun [mass noun] an alcoholic drink made from yeast-fermented malt flavoured with hops: a pint of beer | [count noun] he ordered a beer.

You often hear people using less with countable nouns (e.g. 'there are less cars outside the school gates'). Although it's a common mistake, it is still a mistake and you should try to avoid making it in formal writing or speaking.

15.4 - VERBS

A verb, from the Latin *verbum* meaning word, is a word (part of speech) that in syntax conveys an action (bring, read, walk, run, learn), an occurrence (happen, become), or a state of being (be, exist, stand) verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some of its arguments, such as its subject, or object. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done.

Action Verbs - As the names suggest, action verbs primarily express action. For instance, sit, eat, cycle, etc. They describe things and actions that occur rather than the state of something. An action verb is primarily applied in a progressive aspect commonly used for all actions that are in progress. Most of the action verbs are categorized as transitive or intransitive. What this means is that, some verbs are used along with direct objects while others don't. The object here can be a thing or a person receiving an action of a certain subject.

Verb	Definition	Sample Verbs	Sentence Examples
Transitive Verbs	Verbs that are used together with a direct object. The object can be a thing or a person.	1. Owe 2. Feed 3. Make 4. Drive 5. Lift	1. Richard owes Jimmy some money. 2. He feeds his children while their mother is away. 3. She makes jewelry to sell at the market.
Intransitive Verbs	Verbs that don't have a direct object for their meaning to be communicated. In most cases, they are followed by an adverb, adjective, verb complement or a preposition.	1. Die 2. Arrive 3. Respond 4. Wait 5. Sit 6. Look	1. His sister died of Malaria. 2. We arrived at school very late. 3. Mary responded to all questions in the exam.

2. Auxiliary Verbs & Lexical Verb -

Verbs	Definition	Sample Verbs	Sentence Examples
Auxiliary Verbs	Verbs that come before main verbs in a verb phrase	1. Be 2. Shall 3. May 4. Could	1. If all goes well, I will be going home today. 2. We shall meet tomorrow in the afternoon and discuss the matter we left pending. 3. We may go shopping anytime from now because the rains have stopped.
Lexical Verb	All other verbs other than auxiliary verbs. It is a main verb.	1. Come 2. Rest 3. Organize 4. Handle	1. He will be coming home for dinner. 2. He rested in the shadow after a tedious job in the garden. 3. Thomas will be organizing the group before he travels.

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3. Dynamic Verbs & Stative Verbs

Dynamic verbs and stative verbs are among the most common kinds of verbs in English which one should know about.

Verb	Definition	Sample Verbs	Sentence Examples
Dynamic Verbs	A verb basically used to show a process, an action or a sensation rather than a state.	1. Drive 2. Grow 3. Throw 4. Hit 5. Repair	1. He drives carefully down the hill. 2. Mathew is growing old. 3. She threw a stone at me angrily.
Stative Verb	A verb basically used to define a situation or state.	1. Have 2. Seem 3. Know	1. What do you have to say about his behavior nowadays? 2. You seem too tired to continue working today. 3. Do you know anything about verbs?

4. Finite Verbs & Nonfinite Verbs - There are different kinds of verbs in English, finite verbs and nonfinite verbs are two of them.

Verb	Definition	Sample Verbs	Sentence Examples
Finite Verbs	A verb that agrees with a given subject in a sentence. It is usually marked for tense.	1. Appear 2. Promise 3. Enjoy 4. Love 5. Hate	1. He appears sick. 2. Madhu promised to change her behavior. 3. Ambika said that she enjoyed learning more about verbs.
Nonfinite Verb	A verb that has no distinction in different tense. It cannot be used unaccompanied as the main verb in a given question or sentence.	1. Expand 2. Leave 3. Smile	1. You can expand your boundary. 2. We may leave after 10.00pm. 3. She had a reason to smile.

5. Regular Verbs & Irregular Verbs

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Verb	Definition	Sample Verbs	Sentence Examples
Regular Verbs	A verb whose past participle and past tense is attained by adding -d or -ed or -t for some. It is sometimes called a weak verb.	1. Accept 2. Arrive 3. Fence 4. Deliver	1. I accepted the offer. 2. He has just arrived. 3. He fenced the area.
Irregular Verb	Also called a strong verb. It does not usually follow the rules for common verb forms. They usually do not have the predictable -ed ending.	1. Get 2. Go 3. Say 4. See 5. Come 6. Take 7. Sleep	1. He got his business running at the right time. 2. We went (go) home early. 3. They came by bus on a Saturday morning.

verbs can be nonfinite, namely, not inflected for tense, and have various special forms such as infinitives, participles or gerunds

Many verbs are irregular, however, and follow no consistent pattern in creating their -ed and/or -en forms. A list of the major irregular verbs is shown below.

Present	Past (-ed form)	Past Participle (-en form)
arise	arose	arisen
ask	asked	asked
attack	attacked	attacked
awaken	awakened OR awoke	awakened
bear	bore	borne/born
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
choose	chose	chosen
cling	clung	clung
come	came	come
dive	dived OR dove	dived
do	did	done
drag	dragged	dragged
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got OR gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (things)	hung	hung
hang (people)	hanged	hanged
happen	happened	happened
know	knew	known
lay	laid	laid
lead	led	led
lie	lay	lain
loosen	loosened	loosened
lose	lost	lost

pay	paid	paid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
set	set	set
shake	shook	shaken
shrink	shrank OR shrunk	shrunk OR shrunken
sing	sang	sung
sink	sank OR sunk	sunk
sit	sat	sat
speak	spoke	spoken
spin	spun	spun
spit	spat	spat
spring	sprang OR sprung	sprung
steal	stole	stolen
sting	stung	stung
stink	stank OR stunk	stunk
strive	strove	striven
study	studied	studied
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
tear	tore	tom
throw	threw	thrown
wake	woke OR waked	woken OR waked
wear	wore	worn
weave	wove	woven
wring	wrung	Wrung
write	wrote	Written

NOTES**Questions :-****Q. Fill "do", "does", "did", "was", "were", "will", "shall" and "are" in the blank**

1. She -----lazy this morning.
2. They -----sleepy last night.
3. You----- -busy today.
4. -----she talks with her friend every day?
5. They -----playing on the playground now.
6. My mother -----not cook food yesterday.
7. I -----hungry yesterday.
8. -----we wear uniform every day?
9. -----he work hard last week?
10. I -----swim tomorrow.
11. Neera -----not write a letter every month.
12. Tom and Tim -----sitting at the back of the class.

Q. Fill in the blanks with appropriate verbs

1. Hi, I _____ (be) Rajesh, a friend of Ramesh's.
2. Oh, yes. Ramesh----- (mention) you the other day. Gee, you ----- (not look) like a detective.

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3. Well, that's good, I----- (guess).
4. I'm curious. Tell me, how ----you -----(decide) to become an undercover cop?
5. Well, when I----- (be) a kid, I----- (love) to read detective novels. By the time I----- (be) ten, I----- (read) every book in the Hardy Boys series. I----- (know) that I----- (want) to go into law enforcement.
6. But according to Ramesh, you----- (attend) law school nowadays.
7. Right. I----- (get) married last month. I-----not mind) being on the police force when I----- (be) single, but ever since I----- (meet) Radha, my wife, I-----want) to do something less dangerous.
8. I----- (understand). By the way, -----you----- (have) any luck yet with those counterfeiters?
9. Well, I----- (follow) them for more than a month now, but so far I----- (not be able to) catch them in the act.

Gerund and present participle - The gerund and the present participle have identical forms. They are both formed from verbs and end in -ing. However, they have different uses. A gerund functions like a noun. It can do everything that a noun does. A participle, on the other hand, functions like an adjective. It is mostly used to modify nouns. It is also used to make continuous tense forms.

Compare:

He kept me waiting. (Waiting - present participle)

I don't like waiting. (Here the -ing form waiting is the object of the verb like and hence it acts like a noun. It is therefore a gerund.)

After playing for an hour, he went home. (Playing - present participle)

Playing is good for health. (Here the -ing form playing is the subject of the verb is and hence it acts like a noun. It is therefore a gerund.)

Forms of gerund

Having worked for twelve hours, I felt tired. (Perfect - active)

She is angry about having been criticized. (Perfect - passive)

Everybody is desirous of being praised. (Passive)

Not knowing what to do, she started crying. (Negative)

Exercise

Q1. Say whether the -ing forms given in the following sentences are gerunds or present participles.

1. Telling lies won't help anyone.
2. She was punished for coming late.
3. Children learn reading and writing at school.
4. Coming events cast their shadow.
5. He left the tap running.

Past participles

Past participles are used for all perfect tense forms of a verb and in the passive voice in English.

For regular verbs, we normally add ED to form its past participle. Unfortunately for irregular verbs there are no rules and it is just a matter of practice.

The highlighted words below are examples of past participles:

1. Present perfect

* She hasn't finished her assignment yet.

* I still haven't found my keys.

2. Past perfect

* Arvind was ill because he had eaten too much chocolate.

* She missed the bus because she hadn't set her alarm.

3. Future perfect

* John will have been in Australia for one year in April.

* He will have gone by the time you arrive.

4. Conditional perfect

* If his passport had not been stolen, Arpit would have gone to England.

* I wouldn't have known if you hadn't told me.

5. Passive Voice

* The west coast of The USA was struck by torrential rain last night.

* The painting was stolen in the middle of the night.

6. Participles as adjectives

Past Participles can also be used like an adjective in front of a noun:

* The stolen baby was found by the police unharmed.

* Dean's broken arm was set in plaster by the doctor at the hospital.

* Please bring all of the required documents for your interview tomorrow.

Q1. Fill in the Past Participle.

1. the (lose)-----son

2. an (interest)-----audience

3. a (break)-----leg

4. an (empty)-----bottle

5. a (close)-----door

Q2. Fill in the blanks with suitable past participles :

(invited, liked, posted, known, driven)

Top of Form

1. I myself saw the letter-----hospital to see my friend.

2. He is a man -----by all.

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3. Watch that car -----at full speed.
4. He is the doctor -----in the hole village.
5. That's the boy -----to play.

Verb patterns and structures

NOTES

English sentences follow certain patterns. In this section we will first consider some of the commonest verb patterns and then some of the other important structures, both literary and conversational.

A sentence consists of two main parts - the subject and the predicate. The subject must contain a noun or a pronoun. It may also contain other words like articles (a/an and the), possessives (my, your etc.) or demonstratives (this, that, these and those). The predicate must contain a verb. Sometimes the subject is omitted and then we get one-word sentences.

- * Stop. Who goes there?
- * Listen. I want to tell you something.

There are five basic patterns around which most English sentences are built.

They are as follows:

S-V	Subject-Verb	He sleeps. she is eating. They will arrive next week.
S-V-O	Subject-Verb-Object	I like rice. She loves her job.
S-V-Adj	Subject-Verb-Adjective	He's eating an orange He's funny. The workers are lazy. Kareena seems angry.
S-V-Adv	Subject-Verb-Adverb	He is here. Flowers are everywhere.
S-V-N	Subject-Verb-Noun	She is my mom. The men are doctors. Mr. Joy is the teacher.

At the heart of every English sentence is the Subject-Verb relationship. Other elements can be added to make a sentence more interesting, but they are not essential to its formation.

1.. The following sentences are examples of the S-V pattern.

She sleeps.	Core sentence
She sleeps soundly.	An adverb is added to describe how she sleeps.
She sleeps on the sofa.	A prepositional phrase is added to tell where she sleeps.
She sleeps every afternoon.	A time expression is added to tell when she sleeps.
She is sleeping right now.	Verb tense is changed, but S-V relationship remains the same.
She will sleep later.	Subject is named and another tense is used.
The dogs are sleeping in the garage.	New subject may require a different form of the verb.

Note: Any action verb can be used with this sentence pattern.

2. The following sentences are examples of the S-V-O pattern.

They like rice.	Core sentence
The people like rice.	Specific subject
The friendly people like rice.	Subject modified with an adjective
The people in the restaurant like rice.	Subject modified with an adjective
The people like boiled rice.	Object modified with an adjective
The people like hot, white rice.	Object modified with more than one adjective

Note: Only transitive action verbs can be used with this sentence pattern.

3. The following sentences are examples of the S-V-Adj pattern.

He is fine.	Basic sentence with "be" verb
He seems happy.	Basic sentence with another linking verb
Ashu is tall, dark and handsome.	Series of adjectives
He appears very comfortable.	Adverb or intensifier added
Rajendra became sick last night.	Different tense and linking verb

Note: Only linking verbs can be used with this sentence pattern.

4. The following sentences are examples of the S-V-Adv pattern:

The teacher is here.	Basic sentence
The teacher is over there.	Using an adverb phrase
Teachers are everywhere.	Plural noun and verb used
The teachers are in the lobby.	Prepositional phrase functioning as adverb

Note: Only linking verbs can be used with this sentence pattern.

5. The following sentences are examples of the S-V-N pattern.

The man is a doctor.	Basic sentence
The women are doctors.	Using plural noun and verb
My father is a nice guy.	Modified subject and complement
My grandparents are senior citizens.	Modified plural subject and complement

Note: Only linking verbs can be used with this sentence pattern.

Choose the correct answer.

1. We tried -----the 9 o'clock train, but we arrived too late.
2. The doctor told Henry to stop-----.
3. Do you expect-----your maths exam?
4. All the beach hotels were full, so they ended up -----in the town centre.
5. I love this city. I can't imagine -----here.
6. Ravi promised -----my computer for me.
7. I meant -----some stamps yesterday, but I forgot.
8. Do your children enjoy -----computer games?

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15.5- Articles

Articles are among the most common of the determiners. A, an, and the all express the definiteness and specificity of a noun.

For example, "the" is a definite article, meaning the person using the word is referring to a specific one. On the other hand, "a" or "an" are indefinite articles.

* The dog is barking too loudly.

* A student returned the book.

The words a, an, and the are special adjectives called articles.

Indefinite Articles-a, an

an-used before singular count nouns beginning with a vowel (a, e, i, o, u) or vowel sound:

* an apple, an elephant, an issue, an orange

a-used before singular count nouns beginning with consonants (other than a, e, i, o, u):

* a stamp, a desk, a TV, a cup, a book

Definite Article - they can be used before singular and plural, count and non-count nouns.

1. Indefinite Article (a, an) -

- Used before singular nouns those are unspecified:

a pencil an orange

- Used before number collectives and some numbers:

a dozen a gallon

- Used before a singular noun followed by a restrictive modifier:

a girl who was wearing a yellow hat

- Used with nouns to form adverbial phrases of quantity, amount, or degree:

I felt a bit depressed.

2. Definite Article (the) -

- Used to indicate a noun that is definite or has been previously specified in the context:

Please close the door. I like the clothes you gave me.

- Used to indicate a noun that is unique:

Praise the Lord! The Columbia River is near here.

- Used to designate a natural phenomenon:

The nights get shorter in the summer. The wind is blowing so hard.

- Used to refer to a time period:

I was very naïve in the past.

This song was very popular in the 1980s.

- Used to indicate all the members of a family:

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I invited the Bakers for dinner .This medicine was invented by the Smiths

Names of Countries - Some countries are preceded by "the", usually if the name is plural, contains an adjective, or includes "of".

<i>The United States</i>	<i>The Soviet Union</i>	<i>The Republic of Congo</i>
<i>America</i>	<i>Russia</i>	<i>Spain</i>
<i>Japan</i>	<i>China</i>	<i>Mexico</i>

Cities and Streets use nothing

<i>Chicago</i>	<i>Fifth Avenue</i>	<i>San Francisco</i>
<i>Highway 5</i>	<i>London</i>	<i>Kennedy blvd.</i>

Rivers, Oceans, Seas, Groups of Mountains & Islands use "the"

<i>the Amazon</i>	<i>the Atlantic</i>	<i>the Mediterranean</i>
<i>the Cascades</i>	<i>the Hawaiian Islands</i>	<i>the Bahamas</i>

Numbers - Cardinal numbers (1,2,3) use nothing

<i>World War 2</i>	<i>Page 7</i>	<i>Chapter 1</i>
<i>Mission 1</i>	<i>Paragraph 5</i>	<i>Channel 6</i>

Ordinal numbers (1st,2nd,3rd) use "the"

<i>The Second World War</i>	<i>the seventh page</i>	<i>the first chapter</i>
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Titles of People - When a title is given with a name, use nothing

<i>President Mitchael</i>	<i>Queen Mary</i>	<i>Professor Scott</i>
---------------------------	-------------------	------------------------

When a title is used without a name, use "the"

<i>The president</i>	<i>the queen</i>	<i>the professor</i>
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Schools - When a school has "of" in its title, use "the"

<i>The University of Arizona</i>	<i>The University of London</i>
----------------------------------	---------------------------------

When a school does not have "of" in its title, use nothing

<i>Mayur High School</i>	<i>Delhi University</i>	<i>Liverpool John Moores University</i>
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Location versus Activity

- When referring to an activity, use nothing
- I am going to school now.(activity-study)
- He is always on time for class. (activity-learn)
- When referring to the location, use "the"
- The meeting is at the school. (location-campus)
- They are remodeling the movie theater. (location-building)
- The new student had trouble finding the class. (location-classroom)

Unique Objects - Use THE

<i>the earth</i>	<i>the human race</i>	<i>the world</i>
<i>the moon</i>	<i>the sun</i>	<i>the universe</i>

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Part of a larger group - Use THE

One of the students *None of the students*

Both of the students *All of the students*

NOTES

COMPARATIVE ADJECTIVES - Comparative adjectives are used to compare differences between the two objects they modify (larger, smaller, faster, higher). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + than + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below).

Eg. My house is larger than hers. This box is smaller than the one I lost. Your dog runs faster than Jim's dog.

The rock flew higher than the roof. Jim and Jack are both my friends, but I like Jack better.

SUPERLATIVE ADJECTIVES - Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (the tallest, the smallest, the fastest, the highest). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + the + superlative adjective + noun (object).

The group that is being compared with can be omitted if it is clear from the context (final example below).

My house is the largest one in our neighborhood.

This is the smallest box I've ever seen.

Your dog ran the fastest of any dog in the race.

We all threw our rocks at the same time. My rock flew the highest. ("of all the rocks" is understood)

Questions :

Q1. Fill in the article a, an or the -

1. We have -----beautiful garden. ----- garden is full of roses.
2. Is fencing -----popular sport in -----world? No, it isn't.
3. I'd like -----glass of orange juice please.
4. Can you give me -----envelope, please?
5. Certainly. Oh! Where's -----envelope?
6. Is there -----post office near here?
7. They're at -----cinema.
8. My brother is in -----classroom.

Q2.

1. Our department always meets on -----last Friday of every month.
2. This month it falls on -----31st.
3. I have already reserved -----conference room on the fifth floor.
4. There are three conference rooms on that floor, but we like -----one overlooking the gardens.
5. It is -----very popular room.

Q3. Choose the correct article in each sentence.

- 1) Did you bring ----- (a, an, the) umbrella?
- 2) Are you looking for ----- (a, an, the) shampoo?
- 3) I checked ----- (a, an, the) mailbox again.
- 4) Can I have ----- (a, an, the) spoon please?
- 5) I was born into----- (a, an, the) poor family.
- 6) She will come back in ----- (a, an, the) hour.
- 7) Have you been to----- (a, an, the) Kutub Minar in Delhi?
- 8) I would love to talk to one of ----- (a, an, the) managers.
- 9) What ----- (a, an, the) amazing view!
- 10) The helicopter landed on ----- (a, an, the) roof of a building.
- 11) This dress was-----cheapest..
- 12) Everest -----highest mountain in the world.
- 13) Which language do you think is-----easiest to learn.

Other determiners

1. When do we use much and when many?

- * much: uncountable nouns (milk, marmalade, money, time etc.)
- * many: countable nouns (bottles of milk, jars of marmalade, dollars, minutes etc.)

Examples:

- * How much money have you got?
- * How many dollars have you got?

In informal English these questions are often answered with a lot of, lots of. There is no much difference between the two phrases.

2. When do we use a little and when a few?

- * a little: non countable nouns (milk, marmalade, money, time etc.)
- * a few: countable nouns (bottles of milk, jars of marmalade, dollars, minutes etc.)

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Examples:

* He has a little money left.

* That - is used with singular nouns when referring to an object or person that is far to the speaker

That dog across the street is really sweet. Is that Ramu's donkey across the field?

That is not Jenni's house.

* These - is used with plural nouns when referring to an object that is close to the speaker

These cars are parked very close to my driveway. Are these Jenni's dogs?

These are not Ramu's books.

* Those - is used with plural nouns when referring to an object or person that is far to the speaker

I really like those cars. Are those Ramu's friends? Those are not Ramu's brothers.

Note: The distance of an object or person can be doesn't have to be physical.

Q1. Fill in the blank with correct determiner

- a. You bought _____ cooked ham for all these sandwiches. Go and get some more!
- b. There are _____ beetles here. We'd better go and buy some pesticide.
- c. We have _____ eggs left. I've just opened the fridge, and there aren't any.
- d. _____ people go to Nainital for their holidays.
- e. Not _____ people are in favor of violence.
- f. There isn't _____ insecticide left. We'd better go and buy some.
- g. Have you brought _____ sugar? We need a lot!
- h. _____ supporters think that he should resign from the

Q2. Choose the blank with correct determiner

- 1. Do you have much experience / many experiences in this type of work?
- 2. There wasn't much / many news about it on TV.
- 3. We've had a few troubles / little trouble with the machinery.
- 4. Do you have much luggage / many luggages with you?
- 5. We have little competition / few competitions for our products in this market.
- 6. We have seen few improvements / little improvement.

Q3. Complete with the right demonstrative

(Talking about a book in your hand) How could you buy something like -----?

(With a bowl of cherries on your lap----- cherries are delicious!

(During a long walk) I should have worn ----- shoes I bought in Greece last year;
----- have never been comfortable.

Could you bring me -----book I left in the garden?

(From the marriage vows) To have and to hold from -----day forward.

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15.6 - Adverb

An adverb is a word that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns.

1. Usually adverbs modify verbs telling us how, how often, when, or where something was done. The adverb is placed after the verb it modifies.

eg The bus moved slowly. The bears ate greedily

2. Sometimes adverbs modify adjectives, making them stronger or weaker.

eg You look absolutely fabulous! He is slightly overweight.

3. Some types of adverbs can modify other adverbs, changing their degree or precision

She played the violin extremely well. You're speaking too quietly.

TYPES OF ADVERB

1. COMPARATIVE AND SUPERLATIVE ADVERBS

With adverbs ending in -ly, you must use more to form the comparative, and most to form the superlative.

Adverb	Comparative	Superlative
quietly	more quietly	most quietly
slowly	more slowly	most slowly
seriously	more seriously	most seriously

eg The teacher spoke more slowly to help us to understand.

With short adverbs that do not end in -ly comparative and superlative forms are identical to adjectives: add -er to form the comparative and -est to form the superlative. If the adverb ends in e, remove it before adding the ending.

Adverb	Comparative	Superlative
hard	harder	hardest

eg. Gopi works harder than his brother. Everyone in the race ran fast, but Rakesh ran the fastest of all.

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Some adverbs have irregular comparative and superlative forms.

Adverb	Comparative	Superlative
badly	worse	worst
far	farther/further	farthest/furthest

eg The little boy ran farther than his friends. You're driving worse today than yesterday !

2. ADVERBS OF PLACE - Adverbs of place tell us where something happens. They are usually placed after the main verb.

eg Ravi looked around but he couldn't see the monkey . I'm going back to school.

HERE AND THERE - Here and there are common adverbs of place. They give a location relative to the speaker. With verbs of movement, here means" towards or with the speaker" and there means" away from, or not with the speaker".

Sentence	Meaning
Come here!	Come towards me.
The table is in here.	Come with me; we will go see it together.

eg What are you doing up there? Come over here and look at what I found!

A. ADVERBS OF PLACE ENDING IN -WHERE

Adverbs of place that end in -where express the idea of location without specifying a specific location or direction.*eg* I would like to go somewhere warm for my vacation.

ADVERBS OF PLACE ENDING IN -WARDS

Adverbs of place that end in -wards express movement in a particular direction.

* Cats don't usually walk backwards. The ship sailed westwards.

3. ADVERBS OF PLACE EXPRESSING BOTH MOVEMENT & LOCATION

Some adverbs of place express both movement & location at the same time.

* The child went indoors .He lived and worked abroad.

4. ADVERBS OF TIME

Adverbs of time tell us when an action happened, but also for how long, and how often.

A. ADVERBS THAT TELL US WHEN

Adverbs that tell us when are usually placed at the end of the sentence.

Eg. Sita went to the Jaya's house yesterday. I'm going to tidy my room tomorrow.

I will call you later. I have to leave now. I saw that movie last year.

B. ADVERBS THAT TELL US FOR HOW LONG

Adverbs that tell us for how long are also usually placed at the end of the sentence.

She stayed in the Jaya's house all day.

* My mother lived in France for a year.

* I have been going to this school since 1996.

for how long, for is always followed by an expression of duration, while since is always followed by an expression of a point in time.

eg I stayed in Switzerland for three days. I am going on vacation for a week. I have not seen you since Monday.

* Alok has been working here since 1997. There has not been a more exciting discovery since last century.

C. ADVERBS THAT TELL US HOW OFTEN

Adverbs that tell us how often express the frequency of an action.

EXAMPLES

I often eat vegetarian food. He never drinks milk. You must always fasten your seat belt.

5. **ADVERBS OF DEGREE** - Adverbs of degree tell us about the intensity or degree of an action, an adjective or another adverb. Adverbs of degree are usually placed before the adjective, adverb, or verb they are modifying, although there are some exceptions discussed below.

Adverb of degree	Modifying	Example
extremely	adjective	The water was extremely cold.
quite	adjective	The movie is quite interesting.
just	verb	He was just leaving.
almost	verb	She has almost finished.
very	adverb	She is running very fast.
too	adverb	You are walking too slowly.
enough	adverb	You are running fast enough.

6. **ADVERBS OF CERTAINTY** - Adverbs of certainty express how certain we feel about an action or event.

Eg. He definitely left the house this morning. He surely won't forget.

If there is an auxiliary verb, the adverb of certainty goes between the auxiliary and the main verb.

Eg. He has certainly forgotten the meeting. He will probably remember tomorrow.

7. **INTERROGATIVE ADVERBS** - The interrogative adverbs why, where, how, & when are placed at the beginning of a question. These questions begin their answer with a sentence or a prepositional phrase. After an interrogative adverb in a question, you must invert the subject and verb so that the verb comes

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Eg Why are you so late? There was a lot of traffic. Where is my passport? In the drawer.

Questions :

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Q1. Complete the sentences with the best adverb.

slowly carefully beautifully well loudly carelessly easily
excitedly finally suddenly quickly quietly

1. Come here _____. You have to see this!
2. We knew that she had got the job when we saw her _____ talking on the phone.
3. He _____ put the vase on the table. It fell to the floor.
4. Sharon is throwing a party on Saturday. She _____ finished her PhD.
5. Let's walk _____. I don't want to be the first one at the meeting.
6. Nitin _____ put up the bookshelves. It was too difficult for me to do on my own.
7. Every thing happened so _____. We had to move to Indore in less than a month.
8. Why does he always have to talk so _____. You can hear him in the next room!
9. Although she speaks five languages, she did not do _____ on the translation exam.
10. I was so surprised. His new apartment was _____ decorated.

