

AECCENGT

ENGLISH LANGUAGE AND INDIAN CULTURE



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AECCENG T – ENGLISH LANGUAGE AND INDIAN CULTURE

Edition 2026

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STRUCTURE OF COURSE

Course Title	:	English Language and Indian Culture
Course Type	:	Ability Enhancement
Course Code	:	AECCENG
Course Credits	:	2
Semester	:	2

Course Objective:

- To Study the basic concept and Language Skills of English Language.
- Comprehensive study of different kinds of vocabulary in English Language.
- To Study the different era in every story and moods in poems.

Course Outcome:

- Students will be able to understand the basic concept and Language Skills of English Language.
- Students will be able to understand the different use of vocabulary in their sentences.
- Students will be able to understand the varieties of stories on different issues and on different format.

Course Content

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	B. A Song of Kabir – Rabindranath Tagore	



Students entering this block are expected to have a basic understanding of poetic forms, moral storytelling, and Indian cultural narratives acquired through previous schooling. You may already be familiar with popular mythological figures like Sita or Kabir and national figures like Nehru or Tagore. You are also likely to have encountered themes of patriotism, spirituality, and human values in literature at the school level.

This block focuses on poetic and literary reflections of Indian thought. Through poems and speeches such as Amalkanti, Sita, Where the Mind is Without Fear, A Song of Kabir, and Tryst with Destiny, you will explore themes of personal aspiration, mythology, nationalism, humanism, and divine truth. These works, written or translated into English by Indian authors, represent India's philosophical depth, moral consciousness, and spiritual vision. You will critically analyze poetic structure, metaphor, symbolism, and contextual meaning—building your appreciation of how English has been used as a medium to express Indian tradition and identity.

In the upcoming block, you will transition from poetic expressions to prose narratives and essays that reflect India's historical moments, language debates, and personal accounts. You will study how cultural identities and historical experiences are conveyed through autobiographical writings, essays, and critical reflections.

UNIT 1

AMALKANTI

— Nirendranath Chakrabarti —

NOTE

UNIT STRUCTURE

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Amalkanti
- 1.4 Summary - Amalkanti
- 1.5 About the Author
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to check your progress
- 1.9 Suggested readings - OER
- 1.10 Reference
- 1.11 Exercise

1.1 INTRODUCTION

The poem Amalkanti by Nirendranath Chakraborty is a reflective and philosophical work that delves into the themes of aspirations, individuality, and the realities of life. Written in a simple yet evocative style, the poem tells the story of Amalkanti, a childhood friend of the poet, who dreamed of becoming sunlight—a metaphor for radiance, inspiration, and greatness. However, as life unfolds, Amalkanti does not achieve his lofty dream. Instead, he becomes an ordinary man, engaged in humble tasks.

Through this narrative, the poet explores the universal human experience of grappling with the gap between childhood dreams and adult realities. The poem stands out for its deep symbolism, relatable emotions, and the way it celebrates the inherent worth of every individual, regardless of societal definitions of success.

Amalkanti is not just a story about unfulfilled dreams; it is a poignant reminder of the beauty in finding one's unique light, even in the most ordinary of lives. The poem resonates with readers across generations, offering a gentle but profound perspective on life's purpose and meaning.

NOTE

1.2 OBJECTIVES

After reading this unit you will be able to

- **Explore** the theme of unfulfilled dreams and the gap between aspirations and reality.
- **Examine** individual struggles and the search for life's purpose.
- **Analyze** the use of simple language and imagery to express deep emotions.
- **Identify** societal pressures that shape and limit personal ambitions.
- **Reflect** on the poem's emotional impact and its portrayal of human resilience.

1.3 AMALKANTI

Amalkanti was my friend,
 We went to school together.
 He'd be late to class every day, couldn't do his lessons
 When told to decline verbs
 He'd gaze at the window with such surprise that
 We'd feel very sorry for him.
 Some of us wanted to be teachers, some, doctors, some, lawyers.
 Amalkanti didn't want any of this.
 He wanted to be the sunshine.
 The elusive sunshine after the rain, filled with the cries of crows
 Which dangles like a fragile smile
 From berries and berry leaves.
 Some of us grew up to be teachers, some, doctors, some, lawyers.
 Amalkanti didn't grow up to be the sunshine.
 He works at a lightless press now.
 Sometimes he comes to see me for a cup of tea
 And a chat, and then says, 'Time to go.'
 I walk him to the door.
 The one among us who teaches
 Could easily have been a doctor instead
 It wouldn't have mattered much if the one
 Who wanted to be a doctor had been a lawyer.
 Everyone got their wish, except Amalkanti.
 Amalkanti couldn't become the sunshine.
 The very same Amalkanti who, musing on sunbeams,
 Had wanted to grow up to become the sunshine

NOTE

1.4 SUMMARY - AMALKANTI

The poem Amalkanti by Nirendranath Chakraborty is a poignant exploration of dreams, individuality, and the realities of life. Written in a reflective tone, the poem recounts the poet's memories of a childhood friend, Amalkanti, who was quiet, introspective, and imaginative. Unlike others with conventional ambitions, Amalkanti had an unusual and poetic dream—he wanted to "become sunlight." This dream symbolized his desire to illuminate and bring warmth to the world, reflecting his yearning for something extraordinary and meaningful.

As life unfolded, Amalkanti did not achieve this grand vision. Instead, he became an ordinary man, involved in mundane work in a printing press. While this might seem like a failure to some, the poet does not portray it with sadness or judgment. Instead, he reflects on the beauty of Amalkanti's individuality and how life shapes each person differently. The poem emphasizes that even if one's dreams are not realized in their ideal form, the essence of those dreams can still live on in simple, quiet ways.

Through its gentle narrative and symbolic use of sunlight, the poem invites readers to reflect on the nature of success and fulfillment. It suggests that true worth lies not in achieving grandeur but in staying true to one's unique light and finding meaning in life, however modest it may be. Amalkanti thus resonates deeply with readers, inspiring them to embrace their individuality and cherish the small but significant contributions they make to the world.

Activity 1.1:

1. Creative Writing Exercise:

- **Objective:** Encourage students to reflect on their own aspirations and explore how they might adapt if life takes them in a different direction.
- **Activity:** Write a short poem or essay titled My Sunlight, describing your unique dream and how you would bring "light" to others through your work or actions.

2. Role-Playing Activity:

- **Objective:** Foster empathy and understanding of individuality.
- **Activity:** Divide students into small groups and assign them roles. One student plays Amalkanti, and others play friends or family discussing his dream. Role-play a scene about how people might react to someone pursuing a unique goal.

NOTE**3. Visual Art Project:**

- **Objective:** Interpret the poem through art and encourage creativity.
- **Activity:** Create a painting, sketch, or collage depicting Amalkanti's dream of becoming sunlight. Students can use symbols like the sun, light beams, or other metaphors to express the poem's themes.

☑ Check Your Progress 1.1:

1. Who is Amalkanti in the poem by Nirendranath Chakraborty?

.....

.....

.....

2. What does Amalkanti's dream of becoming sunlight symbolize?

.....

.....

.....

1.5 ABOUT THE AUTHOR

Early Life and Education - Nirendranath Chakraborty was born on **October 19, 1924**, in Faridpur, now in Bangladesh, which was part of British India at the time. His early life was influenced by the rural landscapes and the cultural richness of Bengal, which later shaped his literary sensibilities. He completed his education at the University of Calcutta, earning a degree in literature. His academic background laid the foundation for his deep engagement with poetry and storytelling.

Career - Chakraborty's career was marked by his versatility and contributions to various literary and artistic forms. Primarily known as a poet, he also worked as a journalist and editor. For many years, he served as the editor of the popular Bengali children's magazine Anandamela, where he nurtured young talent and contributed significantly to children's literature.

Literary Contributions - Nirendranath Chakraborty is regarded as one of the most prominent Bengali poets of the 20th century. His poetry is characterized by simplicity, deep philosophical undertones, and vivid imagery. While his poems often dealt with themes of nature, human emotions, and existentialism, they also touched upon social and political issues. Some of his notable works include:

NOTE

- Amalkanti: A celebrated poem that explores the contrast between aspirations and reality.
- Ulongo Raja (The Naked King): A satirical poem on political corruption.
- Kobita Samagra: A compilation of his significant poetic works.

Apart from poetry, Chakraborty was a prolific writer of children's literature, novels, and essays. His stories for children, filled with imagination and moral depth, have remained popular for generations.

Themes and Style - Chakraborty's poetry is known for its accessible language and ability to convey profound truths in simple terms. His works often include:

- Metaphors drawn from everyday life.
- Reflection on human aspirations and failures.
- Humor, satire, and a critique of social injustices. His unique blend of lyrical beauty and philosophical inquiry made him stand out in Bengali literature.

Awards and Recognition - Nirendranath Chakraborty received numerous awards and accolades for his literary contributions, including:

- Sahitya Akademi Award (1974) for his poetry collection Ulongo Raja.
- Ananda Purashkar, a prestigious literary award in Bengal.
- Recognition for his contributions to Bengali literature from various cultural institutions.

Later Life and Legacy Nirendranath Chakraborty passed away on December 25, 2018, at the age of 94. His literary legacy continues to inspire readers and writers across generations. Through his simple yet profound poetry, he remains a beloved figure in Bengali literature, celebrated for his ability to capture the essence of life and human emotions.

His works, particularly Amalkanti, are widely studied in academic curricula and appreciated by readers for their universal appeal. Nirendranath Chakraborty's life and literature serve as a testament to the enduring power of words to touch hearts and provoke thought.

**Activity 1.2:****1. Group Discussion:**

- **Objective:** Develop critical thinking and empathy by exploring the themes of the poem.
- **Activity:** Organize a discussion on topics like:
 - "What defines success in life?"

NOTE

- "Can someone still be happy if they don't achieve their childhood dreams?"
- "How do societal expectations influence our goals?"

2. Poetry Analysis and Discussion:

- **Objective:** Develop literary analysis skills and appreciate poetic devices.
- **Activity:**
 - Identify and discuss the metaphor of sunlight in the poem.
 - Explore the tone, imagery, and how the poet conveys the message of aspirations vs. reality.
 - Discuss how the poet's perspective on Amalkanti changes over time.

3. Journaling Activity:

- **Objective:** Reflect on personal dreams and life's journey.
- **Activity:** Write a journal entry about a childhood dream you had and how it has evolved. Reflect on how the lessons from Amalkanti apply to your life.

4. Comparative Literature Activity:

- **Objective:** Broaden perspectives by comparing Amalkanti with other literary works.
- **Activity:** Compare the themes of Amalkanti with other poems or stories about dreams and aspirations, such as Langston Hughes' Dream Deferred or Robert Frost's The Road Not Taken.

1.6 SUMMARY

Nirendranath Chakraborty's poem Amalkanti is a reflective and philosophical piece that explores themes of childhood aspirations, individuality, and the contrast between dreams and reality. The poem narrates the poet's recollections of Amalkanti, a childhood friend, and uses his life journey to delve into universal truths about human aspirations and fulfillment.

Childhood Aspirations - Amalkanti, unlike his peers, was a quiet and introspective boy. While other children dreamed of conventional successes, Amalkanti had a unique and poetic ambition: he wanted to "become sunlight." This dream was not about physical transformation but symbolized his desire to bring warmth, radiance, and positivity to the world. The imagery of sunlight represents purity, inspiration, and an idealistic yearning to make a significant impact.

Reality and Life's Path - As life progresses, Amalkanti's dream of becoming sunlight does not materialize in the way he envisioned.

NOTE

Instead, he ends up working in a printing press—a humble, ordinary job. This shift from lofty aspirations to a grounded reality highlights the universal experience of adjusting to life's circumstances and limitations. However, the poem does not present this as a failure. Rather, it invites readers to see the dignity and value in Amalkanti's modest contributions to the world.

Symbolism of Sunlight - The central metaphor of sunlight carries profound significance throughout the poem. While Amalkanti does not literally become sunlight, his life still embodies elements of light in quiet, unassuming ways. The poet suggests that dreams may evolve or manifest differently than expected, yet their essence remains meaningful. Even in a small role, one can bring light to the lives of others.

Philosophical Reflection - The poem reflects on the nature of success and fulfillment. It questions conventional notions of achievement and underscores the beauty of individuality. Amalkanti's uniqueness is celebrated, showing that true value lies in staying authentic and finding one's path, even if it deviates from grand ambitions.

Tone and Message - The tone of the poem is gentle, nostalgic, and contemplative. It does not pity Amalkanti for his ordinary life but rather admires his quiet resilience and unique spirit. The poet conveys that life's meaning does not always lie in grand achievements but in the small, steady contributions one makes to the world.

Conclusion - In the end, Amalkanti is not just a story about an individual's unrealized dreams but a universal meditation on life. It reminds readers to cherish their individuality, embrace the unpredictable paths of life, and find fulfillment in simple, meaningful ways. The poem encourages us to redefine success—not as the attainment of lofty goals but as the ability to stay true to one's inner light and bring warmth, even in the smallest roles. Through its lyrical beauty and deep symbolism, Amalkanti resonates with readers, leaving a lasting impact on how they perceive aspirations, reality, and self-worth.

1.7 GLOSSARY

Here is a detailed glossary for the poem Amalkanti by Nirendranath Chakraborty. This will help readers understand the key terms, symbols, and ideas used in the poem.

Glossary of Terms and Symbols

1. Amalkanti

- **Meaning:** The name "Amalkanti" has symbolic importance. "Amal" means pure, and "Kanti" means radiance or brilliance in Bengali. Together, the name suggests purity and a radiant spirit.

NOTE

- **Interpretation:** Amalkanti symbolizes innocence, individuality, and aspirations to shine brightly in the world.

2. Sunlight

- **Meaning:** In the poem, sunlight is used as a central metaphor. It represents warmth, positivity, inspiration, and the dream to illuminate the world.
- **Interpretation:** Amalkanti's wish to "become sunlight" is a poetic way of expressing his desire to make a meaningful and bright impact on the world.

3. Dreams

- **Meaning:** Dreams in the poem refer to the aspirations and ambitions one holds, particularly during youth.
- **Interpretation:** The poem explores how dreams are often lofty in childhood but may shift or adapt as we face the realities of life.

4. Reality

- **Meaning:** Reality contrasts with dreams and represents the actual course of life, often shaped by circumstances and limitations.
- **Interpretation:** The poem acknowledges that reality may not align with dreams but emphasizes the dignity in leading a humble and honest life.

5. Printing Press

- **Meaning:** The printing press is Amalkanti's place of work in adulthood, symbolizing the mundane and practical aspects of life.
- **Interpretation:** While it may seem ordinary, it reflects the value of contributing in quiet, unassuming ways.

6. Success

- **Meaning:** Success, as traditionally understood, refers to achieving significant milestones or societal recognition.
- **Interpretation:** The poem redefines success, showing that staying true to one's unique path is as valuable as grand achievements.

7. Childhood Friends

- **Meaning:** The poet and Amalkanti share a bond as childhood friends, representing shared dreams and innocence.

NOTE

- **Interpretation:** Their friendship highlights the universality of youthful aspirations and the way life diverges for everyone as they grow.

8. Symbolism

- **Meaning:** Symbolism is the use of objects, characters, or ideas to convey deeper meanings.
- **Interpretation:** In Amalkanti, sunlight and the character of Amalkanti symbolize broader themes like individuality, aspirations, and fulfillment.

9. Nostalgia

- **Meaning:** A sentimental longing for the past, particularly for a time associated with happiness and simplicity.
- **Interpretation:** The poem evokes nostalgia as the poet reflects on childhood dreams and how life has unfolded for his friend.

10. Tone

- **Meaning:** The tone of the poem refers to the poet's attitude toward the subject.
- **Interpretation:** The tone of Amalkanti is contemplative, gentle, and philosophical, blending admiration for Amalkanti's uniqueness with acceptance of life's realities.

11. Metaphor

- **Meaning:** A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
- **Interpretation:** The poem uses the metaphor of sunlight to explore the themes of ambition and personal impact.

12. Poetic Style

- **Meaning:** The specific structure, language, and techniques used by a poet to express ideas.
- **Interpretation:** Nirendranath Chakraborty employs simple language, vivid imagery, and deep symbolism to make the poem relatable and thought-provoking.

13. Fulfillment

- **Meaning:** A sense of satisfaction or purpose derived from achieving one's goals or living meaningfully.
- **Interpretation:** The poem suggests that fulfillment does not necessarily come from grand achievements but from living a life true to one's character.

NOTE

Understanding these terms enhances comprehension of the poem's layered meanings. Through its symbols, metaphors, and reflective tone, Amalkanti offers profound insights into life, dreams, and individuality, encouraging readers to value the beauty of simplicity and authenticity.

1.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1.1:

1. Amalkanti is the poet's childhood friend who was quiet, introspective, and dreamed of becoming sunlight.
2. It symbolizes his desire to bring warmth, light, and meaning to the world in an extraordinary way.

1.9 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectonline.com/User/UnitUrls?unitId=17	

1.10 REFERENCE

- Chakraborty, N. (2018). Amalkanti. In The New Leam. Retrieved from <https://www.thenewleam.com>
- The Telegraph. (2021). To become sunlight: Remembering the Bengali poet Nirendranath Chakraborty. Retrieved from <https://www.telegraphindia.com>
- Mystic Wanderer. (2022). Amalkanti wanted to be sunshine by Nirendranath Chakraborty. Retrieved from <https://whatamireading.wordpress.com>

1.11 EXERCISE

Part 1**A. Multiple Choice Questions –**

1. **What was Amalkanti's unique dream in the poem?**
 - a. To become a teacher
 - b. To work in a printing press
 - c. To become sunlight
 - d. To travel the world

NOTE**2. How does the poet view Amalkanti's failure to realize his dream?**

- a. With deep disappointment
- b. With harsh criticism
- c. With acceptance and appreciation
- d. With indifference

3. What is the primary theme of the poem *Amalkanti*?

- a. Professional success
- b. Power and ambition
- c. Dreams, individuality, and the meaning of fulfillment
- d. Historical achievements

4. What does the image of "sunlight" symbolize in the poem?

- a. A scientific career
- b. A life of fame
- c. A desire to illuminate the world and spread warmth
- d. An escape from reality

5. What message does the poem convey about success?

- a. Success is only achieved through wealth and fame
- b. Failing to achieve one's dream is a sign of weakness
- c. Success lies in staying true to one's self and finding meaning in simple contributions
- d. Only extraordinary achievements matter in life

Answers with Explanation**1. c - To become sunlight,**

Explanation: Amalkanti dreamt of becoming "sunlight," a poetic symbol of his wish to bring warmth and illumination to the world. This reflects his imaginative and idealistic nature.

2. c - With acceptance and appreciation

Explanation: Amalkanti not achieving his dream. Instead, he appreciates the uniqueness and quiet dignity of his life.

3. c - Dreams, individuality, and the meaning of fulfillment

Explanation: The poem explores the value of personal dreams, individuality, and finding meaning in life even when one's aspirations are not fully realized.

4. c - A desire to illuminate the world and spread warmth

Explanation: The metaphor of sunlight represents Amalkanti's dream of making a meaningful and positive difference in the world.

NOTE

5. c - Success lies in staying true to one's self and finding meaning in simple contributions

Explanation: The poem suggests that fulfillment comes from embracing one's individuality and the small yet meaningful roles we play in the world, rather than grand accomplishments.

B. Short answer type questions –

1. Who was Amalkanti?
2. Why Amalkanti was considered a sorry figure in class?
3. When Amalkanti used to look out of the window?
4. How did the poet know Amalkanti?
5. What kind of sunlight does Amalkanti wish to become future?

Part 2

C. Long answer type questions. (200 word)

1. Give a brief critical appreciation of the poem Amalkanti
2. Do you think Amalkanti did not get what he wanted?

Part 3

D. Long answer type questions. (300 word)

1. Write a brief character sketch of Amalkanti?
2. What is Amalkanti?

UNIT 2

SITA

— Toru Dutt —

NOTE

UNIT STRUCTURE

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Sita
- 2.4 Summary - Sita
- 2.5 About the Author
- 2.6 Summary
- 2.7 Glossary
- 2.8 Answers to check your progress
- 2.9 Suggested readings - OER
- 2.10 Reference
- 2.11 Exercise

2.1 INTRODUCTION

Sita is one of the most prominent and revered figures in Hindu mythology, central to the ancient Indian epic, the Ramayana. She is the wife of the prince Rama, and her character represents purity, devotion, and resilience. Born from the earth, Sita is often seen as a symbol of the ideal woman, embodying virtue and loyalty. Her life is marked by trials, sacrifices, and unwavering devotion to her husband.

Character and Role:

Sita's narrative begins with her miraculous birth in the kingdom of Mithila, where King Janaka finds her as a child while plowing the fields. She is often regarded as a divine being, an incarnation of Goddess Lakshmi, the consort of Lord Vishnu, though her earthly story is filled with deeply human experiences. Her marriage to Rama, after he strings the mighty bow in the Swayamvara (a contest to win her hand), marks the beginning of her association with a man of immense righteousness.

Themes and Symbolism:

Sita's life is defined by themes of **sacrifice**, **loyalty**, and **dharma (righteousness)**. Her unwavering support for Rama, even in the face of hardship, defines her as an ideal wife and daughter-in-law in the eyes of tradition. However, her story is also marked by adversity. Her abduction by the demon king Ravana, her subsequent rescue by Rama, and the trials she faces upon her return to Ayodhya, including the agni pariksha (trial by fire), bring forth important discussions on **honor**, **chastity**, and **justice**.

NOTE

Despite enduring public scrutiny and pain, Sita maintains her dignity, and her character is seen as an embodiment of strength, virtue, and resilience. Her eventual return to Mother Earth is a poignant moment that symbolizes her connection to the divine and her final release from worldly trials.

Literary and Cultural Impact:

Sita's narrative has inspired numerous retellings, adaptations, and analyses. She is portrayed in a variety of cultural contexts across India and Southeast Asia, with her image evolving in modern retellings. In contemporary interpretations, such as in feminist critiques of the *Ramayana*, Sita is sometimes viewed as a symbol of **agency** and **sacrifice**, offering valuable insights into the complexities of gender and social norms in ancient texts.

For more on Sita's character and her significance across various texts, you can refer to sources like *The Ramayana* (translated by C. Rajagopalachari), and scholarly analyses in books like **Sita's Sister** by Kavita Kané and **The Liberation of Sita** by Volga. These texts explore her multi-dimensional persona from different lenses, offering insights into her strength, suffering, and spiritual journey.

2.2 OBJECTIVES

After reading this unit you will be able to

- **Explore** themes of love, loss, and nature in the poem *Sita*.
- **Analyze** the emotional portrayal of Sita and her link to Indian mythology.
- **Examine** the use of vivid imagery and symbolism to set mood and tone.
- **Understand** the depiction of maternal love and Sita's bond with her children.
- **Recognize** Sita's cultural and historical role as a symbol of strength, sacrifice, and resilience.

2.3 SITA

Three happy children in a darkened room!
 What do they gaze on with wide-open eyes?
 A dense, dense forest, where no sunbeam pries,
 And in its centre a cleared spot.--There bloom
 Gigantic flowers on creepers that embrace
 Tall trees; there, in a quiet lucid lake
 The white swans glide; there, "whirring from the brake,"
 The peacock springs; there, herds of wild deer race;

NOTE

There, patches gleam with yellow waving grain;
 There, blue smoke from strange altars rises light,
 There, dwells in peace, the poet-anchorite.
 But who is this fair lady? Not in vain
 She weeps,--for lo! at every tear she sheds
 Tears from three pairs of young eyes fall a main,
 And bowed in sorrow are the three young heads.
 It is an old, old story, and the lay
 Which has evoked sad Sita from the past
 Is by a mother sung.... 'Tis hushed at last
 And melts the picture from their sight away,
 Yet shall they dream of it until the day!
 When shall those children by their mother's side
 Gather, ah me! as erst at eventide?

2.4 SUMMARY - SITA

The poem "Sita" by Toru Dutt reflects the emotional journey of Sita, the wife of the hero Rama in the *Ramayana*, as she confronts the profound trials of her life. The poem is a poignant reimagining of Sita's experiences, emphasizing themes of exile, faith, and inner strength. Dutt portrays Sita's character not only as an embodiment of the ideal woman in ancient Indian tradition but also as a figure who suffers in silence and endures hardships with dignity.

Summary of the Poem:

In this poem, Sita, reflecting on her life and struggles, speaks about her exile and the various challenges she faces, particularly her separation from Rama. While being held captive by Ravana in Lanka, she remains loyal to her husband and her dharma, despite the trials she undergoes. The poem captures Sita's inner turmoil, as she questions her own fate and the justice of her suffering. Dutt's portrayal of Sita gives voice to her sorrow, but also emphasizes her resilience, with the ultimate triumph being her return to the earth, symbolizing purity and divine strength.

The poem is a deep exploration of Sita's emotions and thoughts, particularly focusing on her exile and her inner thoughts on love, duty, and her connection to Rama. Her silence and patience are painted as marks of her greatness, as she is portrayed not just as a symbol of virtue but also as a woman enduring the trials of destiny with quiet endurance.

Themes and Analysis:

- **Suffering and Loyalty:** The poem delves into the theme of loyalty

NOTE

and the pain that comes with it. Sita's loyalty to Rama, despite being tested by Ravana and the societal norms, is central to her identity.

- **Exile and Isolation:** Sita's experience of exile, both physical and emotional, is deeply explored, portraying her isolation from Rama and society.
- **Inner Strength:** Despite her external suffering, the poem highlights Sita's inner strength and resilience, offering a more nuanced portrayal of the traditional feminine ideal in Indian literature.

This poem remains a powerful example of how Toru Dutt combined classical Indian mythology with Western poetic forms, offering both a personal and philosophical reflection on Sita's suffering and strength.

**Activity 2.1:****1. Character Study and Discussion:**

- **Objective:** To analyze Sita's character in depth, focusing on her emotional journey and the internal conflicts she faces.
- **Activity:** Have students read the poem and then break into groups to discuss different aspects of Sita's character. Questions to guide the discussion can include:
 - How does Sita's loyalty influence her actions throughout the poem?
 - What do you think is the significance of Sita's return to Mother Earth?
 - How does Toru Dutt's portrayal of Sita challenge or reinforce traditional views of women in literature?

2. Comparative Literature:

- **Objective:** To compare the portrayal of Sita in Toru Dutt's poem with her character in other versions of the *Ramayana*.
- **Activity:** Assign students to read a passage from the *Ramayana* (or a summary) and compare the portrayal of Sita in that epic to Toru Dutt's interpretation. Discuss how different versions of the story reflect cultural values and societal expectations of women.

2.5 ABOUT THE AUTHOR

NOTE

Toru Dutt (1856–1877) was a pioneering Indian poet and translator, regarded as one of the first writers in English to explore Indian themes and cultural heritage. Born in Calcutta (now Kolkata) into a prominent Bengali family, she grew up in an intellectual environment, surrounded by literature, music, and culture. Her contributions to Indian literature in English were groundbreaking, and she remains an iconic figure in the history of Indian writing.

Early Life and Education

Toru Dutt was born on March 4, 1856, to a well-educated and affluent Bengali family. Her father, Govin Chunder Dutt, was a well-known intellectual and civil servant, and her mother, who was of French descent, encouraged her to engage with European literature. Toru and her siblings were educated at home, receiving lessons in languages, music, and literature from private tutors. The Dutt family had strong ties to the Bengali literary scene, and Toru was influenced by prominent figures in the intellectual circles of her time.

Despite the familial and cultural richness of her upbringing, Toru faced profound personal tragedy. In 1866, her younger brother, who was a significant influence on her, died. This loss affected her deeply and would be a recurring theme in her works. Following her brother's death, Toru's health declined, and she moved to France in 1869 for a better climate, where she continued her studies and literary work.

Literary Career

Toru Dutt's literary career began in her teenage years. Her first major work, *A Sheaf Gleaned in French Fields* (1876), was a collection of French poems translated into English. However, it was her work on Indian themes that cemented her place in the literary canon.

In 1876, Toru Dutt published *The Lotus*, a volume of poetry written in English, showcasing her unique blend of Indian themes and Western literary forms. One of her most notable works in this collection is the poem *Our Casuarina Tree*, in which she reflects on the beauty of nature and the emotional significance of a tree in her life. This poem has become one of her most famous, showcasing her ability to fuse her Indian identity with her Western education.

Themes and Style

Toru Dutt's poetry reflects a deep engagement with both Indian heritage and Western literary traditions. Her works were deeply influenced by the Romantic poets like Wordsworth, Keats, and Shelley, but she skillfully integrated these influences with her understanding of Indian culture and mythology. Many of her poems explore themes of nature, love, loss, and longing, often using imagery from the natural world to

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convey complex emotions. Her connection to the Indian landscape, mythology, and the cultural tensions between the East and West are prominent features of her work.

Her works also engage with themes of colonialism, with a subtle critique of the British colonial presence in India. Her reflections on Indian identity in the context of British rule reflect the emerging awareness of the nation's colonial plight.

Personal Struggles and Health

Toru Dutt's life was marred by personal tragedies, particularly the loss of her siblings and her own health problems. Her brother's early death had a lasting impact on her emotional wellbeing. She also faced the premature death of her sister, and these losses are reflected in the melancholic and sorrowful tones of much of her poetry. At the age of 21, Toru contracted tuberculosis, a disease that would ultimately claim her life. Despite her declining health, she continued to write and translate works until her death on August 30, 1877, at the age of 21.

Legacy

Though Toru Dutt's literary output was relatively brief due to her early death, her impact on Indian literature in English remains significant. She was one of the first Indian women to write in English, and her contributions helped pave the way for later generations of Indian writers in English. Her works not only showcase her deep understanding of both Western and Indian traditions but also serve as an early example of the blending of Indian themes with Western literary forms. Toru Dutt's life and works have inspired countless scholars and readers, particularly in the realm of postcolonial and feminist literary studies. Her unique voice, combining her personal sorrow with a deep love for her country, continues to be celebrated in the canon of Indian literature.

Key Works:

- A Sheaf Gleaned in French Fields (1876)
- The Lotus (1876)
- Our Casuarina Tree (published in The Lotus)
- Sita

Conclusion:

Toru Dutt remains a highly respected figure in Indian literature, particularly for her contributions to poetry in English. Through her delicate blend of Indian culture and Western literary forms, she bridged cultural gaps and provided a voice to the Indian literary tradition at a time when English literature was largely dominated by colonial powers. Her early death tragically cut short a promising literary career, but her legacy continues to inspire writers and poets today.

NOTE**Activity 2.2:****1. Creative Writing:**

- **Objective:** To encourage students to explore the themes of duty, loyalty, and resilience in their own creative work.
- **Activity:** Ask students to write a poem or a short story from the perspective of Sita, focusing on her thoughts during her exile or captivity. This activity encourages students to engage with the emotional depth of Sita's character.

2. Debate:

- **Objective:** To critically evaluate the concepts of duty, loyalty, and sacrifice.
- **Activity:** Organize a debate on whether Sita's decision to endure suffering in silence was a sign of strength or weakness. One side of the debate can argue that Sita's actions symbolize dignity and strength, while the other side can argue that her silence reflects an oppressive societal expectation. This exercise encourages critical thinking and understanding of different viewpoints.

3. Group Art Project:

- **Objective:** To help students express their understanding of the poem visually.
- **Activity:** Have students create visual art based on the themes of the poem, such as Sita's strength, her exile, or her connection to Mother Earth. This could involve drawing, painting, or creating a collage that captures the emotional essence of the poem.

☑ Check Your Progress 2.1:

1. What is the main theme of the poem "*Sita*" by Toru Dutt?

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2. How does Toru Dutt portray Sita in the poem?

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2.6 SUMMARY

Toru Dutt's poem "Sita" reflects a profound emotional and philosophical exploration of the character of Sita, the wife of the legendary hero Rama from the Ramayana. Through the poem, Dutt reimagines the trials and tribulations of Sita, emphasizing her inner strength, loyalty, suffering, and unwavering devotion to her husband. The poem explores her inner conflict as she faces exile and the trials of being separated from Rama, touching on themes of suffering, loyalty, duty (dharma), and faith.

The poem begins by placing Sita in the midst of her trials—far from her husband, Rama, and living in exile. As she reflects on her life and suffering, the poem focuses on her emotional landscape. Sita's inner voice is captured in the verses, and she recalls the trials she faced during her exile, including her abduction by the demon king Ravana. Even as Sita contemplates her suffering, she remains steadfast in her devotion to Rama, continuing to uphold her duty (dharma) despite the immense hardship she faces. Dutt beautifully explores the themes of faith and endurance through Sita's voice, showing how, despite the suffering and isolation, Sita's purity and loyalty remain unshaken. The poem culminates in a return to the earth, symbolizing Sita's final vindication, where she seeks refuge in the maternal embrace of Mother Earth, who has borne her since birth. This ending conveys Sita's ultimate redemption and her spiritual purity, symbolized by her return to the Earth, which had once given her life.

Key Themes:

- **Loyalty and Suffering:** Sita's loyalty to Rama is a central theme of the poem, with her suffering presented as a consequence of this devotion. The poem reflects on the emotional and psychological toll that this loyalty exacts, as Sita silently endures great hardship.
- **Duty (Dharma):** Sita's adherence to her dharma as a wife and her commitment to her role in the epic's narrative remain a core aspect of her character in the poem. Despite the challenges and injustices she faces, she remains steadfast in fulfilling her duties.
- **Spiritual Purity and Redemption:** The poem conveys a deep sense of spiritual purity, as Sita's endurance and patience are seen as virtues that ultimately lead to her redemption. Her return to Mother Earth signifies her innocence and the validation of her chastity and purity.
- **Feminine Strength and Resilience:** While traditional portrayals of Sita emphasize her passive suffering, Dutt's "Sita" imbues her with emotional and spiritual strength. Despite the overwhelming odds against her, Sita emerges as a symbol of inner power, resilience, and grace under pressure.

NOTE

Toru Dutt's Sita not only reinterprets a pivotal figure from Indian mythology but also challenges the conventional representation of women in ancient texts. While Sita's character in the Ramayana is often idealized as the perfect wife, Dutt's portrayal brings a more nuanced perspective. Through the lens of Dutt's Sita, we see the emotional depth and complexity of a woman who faces immense personal and emotional trials with steadfast loyalty and dignity. This poem resonates deeply with themes of feminine strength, faith, and endurance.

For further readings, you can explore additional scholarly articles and analyses available in databases and literature reviews on Dutt's work and the larger themes of Ramayana.

2.7 GLOSSARY

1. **Sita:** The central character of the poem, Sita is the wife of Rama in the *Ramayana*. Known for her devotion and loyalty, she is considered an ideal woman in Hindu mythology. In the poem, Toru Dutt reflects on Sita's exile and suffering, while also highlighting her resilience and strength.
2. **Rama:** Rama is the hero of the *Ramayana*, a prince who embarks on a journey to rescue his wife, Sita, after she is abducted by the demon king Ravana. He represents the ideals of dharma (righteousness) and is often depicted as the ideal husband and ruler.
3. **Ramayana:** The *Ramayana* is one of the two major Sanskrit epics of ancient India, the other being the *Mahabharata*. It narrates the life and adventures of Rama, including his battle with Ravana to rescue Sita. The epic is integral to understanding Sita's character, as her life story is a central part of the narrative.
4. **Dharma:** Dharma refers to the moral and righteous duties and responsibilities that individuals must follow. In the context of Sita, her dharma as a wife is a central theme, as she remains devoted to Rama despite her trials. It also symbolizes her unwavering commitment to her role in society.
5. **Exile:** Exile is a key theme in the poem, as it refers to Sita's forced separation from Rama. This exile occurs in the *Ramayana* when Sita is banished to the forest by Rama, following accusations of impurity. Her exile in the poem represents her emotional and physical suffering.
6. **Purity:** Purity is a central virtue attributed to Sita throughout the poem. The idea of purity is linked to her moral integrity and chastity. Despite being captured by Ravana and undergoing immense hardship, Sita's purity remains unquestionable in the narrative, symbolizing her inner strength and righteousness.

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7. **Mother Earth (Bhumi Devi):** In Hindu mythology, the Earth is personified as a goddess, known as Bhumi Devi. At the end of the *Ramayana*, Sita seeks refuge in Mother Earth, who swallows her to validate her chastity and purity. In the poem, Sita's return to Earth represents spiritual redemption and the triumph of innocence over societal judgments.
8. **Ravana:** Ravana is the demon king of Lanka and the antagonist of the *Ramayana*. He kidnaps Sita, leading to the central conflict of the epic. In the poem, Ravana is a symbol of evil and tyranny, representing the forces that cause Sita's suffering.
9. **Captivity:** Captivity in the poem refers to the time Sita spends in Ravana's palace after her abduction. Despite being a prisoner, Sita's mind remains loyal to Rama. Her captivity symbolizes both the physical and emotional constraints she endures as part of her larger journey.
10. **Sacrifice:** Sacrifice is a recurring theme in *Sita* and the *Ramayana*. Sita sacrifices her comfort and happiness for the sake of duty and her love for Rama. Her suffering is a form of spiritual sacrifice, which elevates her character and makes her a symbol of devotion.
11. **Virtue (Satya and Sita's Chastity):** In Indian literature, virtue is often linked to truth (Satya) and purity, especially in the context of women. Sita's chastity is a crucial aspect of her virtue. Throughout the poem, Toru Dutt portrays Sita as embodying these virtues, even in the face of enormous adversity and public scrutiny.
12. **Adversity:** Adversity in the poem refers to the emotional and physical suffering that Sita faces throughout her life—her exile, captivity, and the public questioning of her character. The poem portrays how she endures these trials without complaint, symbolizing strength through hardship.
13. **Symbolism of the Tree:** A recurring motif in the poem is the symbolism of the tree. In some interpretations, the tree represents Sita's rootedness and connection to the land of her birth. It may also symbolize her resilience, as trees stand firm in harsh conditions.
14. **Spiritual Redemption:** The concept of spiritual redemption is central to the poem's conclusion, where Sita's purity is validated. Through her suffering and ultimate return to Earth, she is symbolically redeemed, and the idea of divine justice triumphing over human judgment is explored.

2.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 2.1

1. The main theme is Sita's suffering, loyalty, and inner strength during her exile and separation from Rama.
2. Toru Dutt portrays Sita as a strong, loyal, and patient woman who endures hardships with dignity and resilience.

2.9 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectonline.com/User/UnitUrls?unitId=18	

2.10 REFERENCE

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NOTE

2.11 EXERCISE

Part 1

A. Multiple Choice Questions –

1. What is the central theme of Toru Dutt's poem "Sita"?
 - a. War and heroism
 - b. Nature and beauty
 - c. Suffering and inner strength
 - d. Wealth and prosperity
2. How does the poem "Sita" portray Sita's character?
 - a. As a rebellious and outspoken woman
 - b. As a passive and weak figure
 - c. As a symbol of ideal womanhood with dignity and endurance
 - d. As indifferent to her surroundings
3. What does Sita's return to the earth symbolize in the poem?
 - a. Her defeat and surrender
 - b. Her escape from Ravana
 - c. Her rejection of Rama
 - d. Her purity and divine strength
4. Which poetic technique is most prominent in Toru Dutt's reimagining of Sita's story?
 - a. Satire and irony
 - b. Mythological allusion and emotional introspection
 - c. Allegory of political rebellion
 - d. Use of scientific imagery
5. What role does silence play in Sita's characterization in the poem?
 - a. It shows her inability to express emotions
 - b. It indicates her lack of understanding
 - c. It reflects her weakness
 - d. It symbolizes her dignity and strength

Answers with Explanation

1. c) Suffering and inner strength

Explanation: The poem centers on Sita's emotional and spiritual strength during exile, emphasizing silent suffering and inner resilience.

NOTE**2. c) As a symbol of ideal womanhood with dignity and endurance**

Explanation: Sita is portrayed as dignified, loyal, and strong in silence—reflecting traditional ideals of womanhood.

3. d) Her purity and divine strength

Explanation: Sita's return to the earth represents her purity and spiritual transcendence, reinforcing her divine identity.

4. b) Mythological allusion and emotional introspection

Explanation: Toru Dutt blends mythological storytelling with deep emotional insight to reimagine Sita's experience.

5. d) It symbolizes her dignity and strength

Explanation: Sita's silence is a poetic expression of her moral strength and endurance, not weakness.

B. Short Answer Type Questions –

1. What does the poet recall through the poem?
2. Who is narrating the story/sings to the poet?
3. Why do the three children have tears in their eyes?
4. Under whose noble protection was Sita living?
5. Why is the swan whirring from the brake?

Part 2**C. Long Answer Type Questions (200 words)**

1. Critically appreciate the poem *Sita*.
2. Describe the scene visualized by the poet when she looks out of the window.
3. Why does the mother sing the story of Sita to her three children?

Part 3**D. Long Answer Type Questions (300 words)**

1. Describe brief elements of nostalgia in the poem *Sita*.
2. Write a short note on Toru Dutt as a poet.
3. What emotions are evoked through the depiction of Sita's story in the poem?

UNIT 3

TRYST WITH DESTINY

— Jawaharlal Nehru —

NOTE

UNIT STRUCTURE

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Tryst with Destiny
- 3.4 Summary - Tryst with Destiny
- 3.5 About the Author
- 3.6 Summary
- 3.7 Glossary
- 3.8 Answers to check your progress
- 3.9 Suggested readings - OER
- 3.10 Reference
- 3.11 Exercise

3.1 INTRODUCTION

Tryst with Destiny is a monumental speech delivered by Jawaharlal Nehru, the first Prime Minister of independent India, on the night of August 14, 1947, just before the country gained freedom from British colonial rule. This speech, made at the midnight hour, marks the historic moment of India's independence and has since become one of the most significant speeches in Indian history.

In his address, Nehru speaks directly to the citizens of India, acknowledging their collective struggle for freedom and expressing the deep sense of hope and responsibility that comes with independence. He refers to the moment as a "tryst with destiny," symbolizing India's long-awaited rendezvous with freedom and its future potential. Nehru emphasizes the need for unity among the diverse population of India, as the country embarks on the path of self-rule. His speech is both a reflection of the nation's past struggles and a call to action for the future, urging the people of India to work together towards progress, equality, and justice.

The speech is also a reflection of Nehru's vision for a democratic, inclusive, and self-reliant India. It highlights the challenges ahead, including the need to tackle poverty, illiteracy, and economic backwardness, while underscoring India's commitment to global peace and cooperation. Nehru's rhetoric seeks to inspire confidence, unity, and a collective sense of purpose as India enters the post-independence era.

NOTE**Key Themes:**

- **Historical Struggle for Freedom:** Nehru honors the sacrifices made by generations of Indians in the fight for independence.
- **National Unity:** The speech stresses the need for unity among India's diverse peoples to overcome future challenges.
- **Vision for Progress:** Nehru emphasizes the responsibility of the people of India to build a strong and self-reliant nation.
- **Global Peace:** Nehru reiterates India's commitment to global peace and justice, positioning India as a peaceful and cooperative nation on the world stage.

3.2 OBJECTIVES

After reading this unit you will be able to

- **Analyze** Nehru's vision for independent India in *Tryst with Destiny*.
- **Explore** themes of freedom, responsibility, and unity in nation-building.
- **Examine** the use of rhetoric and powerful language to inspire a new nation.
- **Understand** the historical context and challenges of India's independence.
- **Identify** the focus on social justice, economic growth, and moral responsibility in shaping India's future.

3.3 TRYST WITH DESTINY

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.

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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 is betrayed by!

We rejoice in that freedom, even though clouds surround us, and many of our people are sorrow-stricken and difficult problems encompass us.

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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.

3.4 SUMMARY - TRYST WITH DESTINY

Tryst with Destiny is a historic speech delivered by Jawaharlal Nehru, India's first Prime Minister, on the eve of the country's independence at midnight on August 14, 1947. The speech is a reflection of India's transition from British colonial rule to freedom and serves as a momentous declaration of the nation's hopes and aspirations for the future.

Nehru begins by acknowledging the sacrifices made by millions of Indians during the struggle for independence. He describes India's independence as a "tryst with destiny," symbolizing the nation's momentous journey toward self-rule. He stresses that this new beginning is not just a political change but a moral and spiritual awakening for the country. Nehru emphasizes the collective responsibility of all Indians in building a just, democratic, and prosperous society.

The speech also addresses the challenges ahead, including poverty, ignorance, and inequality, urging the people of India to dedicate themselves to overcoming these issues. Nehru calls for unity among the diverse populations of India, recognizing the importance of national cohesion in the face of differences in language, religion, and culture. He also envisions India playing a crucial role on the global stage, advocating for peace, cooperation, and justice in international relations.

Through this speech, Nehru seeks to inspire the Indian populace with optimism and a sense of duty. He calls upon the people to join hands in shaping a better future, remaining steadfast in the face of difficulties.

Key Themes of the Speech:

1. **Freedom and Sacrifice:** Acknowledges the sacrifices made during India's long struggle for independence.
2. **National Unity:** Emphasizes the importance of national unity amidst India's diverse population.
3. **Challenges Ahead:** Highlights the need for social, economic, and political reforms to build a better future.
4. **Global Peace and Cooperation:** Nehru outlines India's commitment to peace, justice, and non-alignment on the global stage.
5. **Hope and Optimism:** Inspires the nation with a vision for progress and a brighter future.

Tryst with Destiny remains one of the most powerful speeches in India's history, symbolizing the dawn of a new era and the collective responsibility of every citizen to contribute to the country's progress.

NOTE**☑ Check Your Progress 3.1:**

1. What significant event is being described in this passage?

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2. According to the passage, what is the responsibility of the people of India after gaining freedom?

.....

3.5 ABOUT THE AUTHOR

Jawaharlal Nehru (1889–1964), India's first Prime Minister, played a pivotal role in the Indian independence movement and the early development of independent India. Known as Chacha Nehru for his deep affection for children, Nehru's life and work are crucial in understanding the political landscape of post-colonial India.

Early Life and Education:

Nehru was born on November 14, 1889, in Allahabad to a prominent family. His father, Motilal Nehru, was a wealthy barrister and a prominent leader in the Indian National Congress. Nehru was sent to England for his education, first at Harrow School, and later at Eton College. He pursued a degree in Natural Sciences at the University of Cambridge, followed by a degree in Law at the Inner Temple in London.

While in England, Nehru was influenced by the ideas of nationalism and politics, which would later shape his role in India's freedom movement. His exposure to Western education made him receptive to democratic ideals, but he was equally drawn to the nationalist cause in India.

Involvement in the Indian National Movement:

Nehru's political career began when he returned to India in 1912. He was inspired by the Indian independence movement, led by Mahatma Gandhi. Nehru joined the Indian National Congress and quickly became one of the leading figures in the struggle for independence. His early involvement was marked by his enthusiasm for socialism, anti-imperialism, and modernity, which shaped his approach to governance after India's independence.

During the 1920s and 1930s, Nehru was heavily involved in the Non-Cooperation Movement, the Salt March, and the Civil Disobedience Movement under Gandhi's leadership. Nehru's close relationship with Gandhi, who became his political mentor, was central to his political

development. Nehru was imprisoned several times during these years for his role in these movements.

Rise to Prominence:

Nehru's commitment to India's independence led to his becoming the president of the Indian National Congress multiple times. His advocacy for complete independence (Purna Swaraj) and his vision of a modern, industrialized India gave him a distinct political identity. After the failure of the Cripps Mission in 1942, Nehru's popularity surged as a nationalist leader capable of representing India's aspirations for freedom and modernization.

In 1947, when India gained independence, Nehru was appointed as the first Prime Minister of independent India. His leadership marked the beginning of a new chapter in Indian history.

Role as Prime Minister:

As India's first Prime Minister from 1947 until his death in 1964, Nehru's vision was to build a democratic, secular, and modern India. He focused on strengthening India's industrial base, founding large-scale public sector enterprises, and emphasizing education and scientific advancement. Nehru played a crucial role in shaping India's foreign policy, which was based on non-alignment, seeking to avoid alignment with any major powers during the Cold War. His leadership laid the foundations of India as a democratic republic, with a focus on national unity and social justice.

His government implemented ambitious social reforms, including land reforms, educational reforms, and efforts to promote women's rights. Nehru's contribution to building the Indian state through institutions like the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and the Planning Commission helped establish India as a key player in the post-colonial world.

Personal Life:

Nehru married Kamala Nehru in 1916, and they had one daughter, Indira Gandhi, who would later become the Prime Minister of India. Kamala Nehru passed away in 1938, and Nehru, though deeply affected by her loss, continued his work with determination. His personal life was marked by his deep attachment to his daughter, as well as his affection for children, for whom he envisioned a bright future.

Nehru was a writer and thinker, and his books such as *The Discovery of India* (1946) and *Glimpses of World History* (1934) reflect his philosophical and historical outlook on the world. His writings remain influential in understanding India's history and its place in the global order.

NOTE**Death and Legacy:**

Nehru passed away on May 27, 1964, leaving behind a nation that had transformed under his leadership. His legacy is multifaceted: he is remembered as the architect of modern India, a passionate advocate for democratic values, secularism, and social justice, and a leader who navigated the complexities of post-independence India with a vision of unity and progress.

His legacy has been subject to both admiration and critique, with some highlighting his role in nation-building and others questioning his centralization of power. Nevertheless, Jawaharlal Nehru remains a towering figure in Indian politics, shaping India's identity and its path as a young republic in the post-colonial world.

**Activity 3.1:****1. Debate or Group Discussion:**

- **Topic:** "The challenges faced by post-independence India were inevitable, given the long period of colonial rule."
- **Instructions:** Divide the class into two groups. One group will argue that the challenges were inevitable, and the other will argue that they could have been avoided. After the debate, students will discuss the lasting impact of colonialism on India's social, political, and economic landscape.

2. Writing Activity: Vision of a New India:

- **Instructions:** Ask students to write an essay or a speech imagining India 75 years after independence. How do they envision the future of India based on Nehru's ideals? What progress would they like to see in areas such as education, equality, and international relations? How can India continue Nehru's legacy?
- **Objective:** This activity helps students reflect on Nehru's vision and relate it to contemporary India.

3. Role Play:

- **Instructions:** Students can take turns impersonating Nehru and other key figures in India's independence movement. One student could be Nehru giving the speech, while others act as leaders from the Indian National Congress or the freedom struggle. They can reenact the speech and discuss the implications of the new nation's independence.
- **Objective:** This activity helps students gain a deeper understanding of the emotional and historical significance of the moment.

NOTE**4. Artistic Expression: "India's Destiny":**

- **Instructions:** Ask students to create a visual representation of India's "tryst with destiny." They could draw, paint, or create a digital artwork that symbolizes the independence of India and its aspirations for the future.
- **Objective:** This artistic activity encourages students to express Nehru's themes through creative means, deepening their understanding of the speech's emotional and ideological content.

5. Analyzing Nehru's Rhetorical Techniques:

- **Instructions:** Have students read the speech and identify specific rhetorical techniques used by Nehru to inspire his audience, such as repetition, emotional appeal, and metaphor. For instance, the phrase "tryst with destiny" is a metaphor that invokes a sense of historical significance. Discuss the effectiveness of these techniques in achieving Nehru's goal of rallying the nation.
- **Objective:** This helps students develop critical thinking skills and appreciate the art of oration and rhetoric.

3.6 SUMMARY

Tryst with Destiny is one of the most famous speeches in Indian history, delivered by Jawaharlal Nehru on the eve of India's independence, on August 14, 1947. The speech marks the culmination of India's long struggle for freedom and sets the tone for the country's journey into the post-colonial era. Nehru, as the first Prime Minister of independent India, uses this opportunity to reflect on the significance of the moment, acknowledging the sacrifices made for independence, and outlining his vision for the future of the nation.

Key Points from the Speech:

1. **A Historic Moment:** Nehru opens the speech by emphasizing the monumental nature of India's independence, calling it a "tryst with destiny." He underscores the historical importance of the occasion and the collective achievement of millions who fought for freedom.
2. **Tribute to the Freedom Struggle:** The speech pays homage to the sacrifices made by countless individuals throughout the struggle for freedom, particularly those who lost their lives. Nehru acknowledges that India's freedom has come at a great cost, but he also presents it as a moment of moral and spiritual significance for the nation.

NOTE

3. **National Unity:** One of the key themes of Nehru's speech is the call for unity in the face of India's diversity. He stresses the need for national cohesion despite the country's varied languages, religions, and cultures. Nehru urges the citizens to work together to build a strong, inclusive nation.
4. **Challenges Ahead:** Nehru does not shy away from the challenges India faces. He acknowledges the deep social and economic problems, such as poverty, illiteracy, and backwardness, and urges the Indian people to dedicate themselves to addressing these issues. The struggle for independence, he points out, was just one battle; the real work of nation-building lies ahead.
5. **Vision for the Future:** Nehru speaks of his vision for India as a modern, democratic, and self-reliant nation. He envisions a country where justice, equality, and freedom are guaranteed to all, and where the government works for the welfare of every citizen.
6. **Global Peace and Cooperation:** Another critical element of Nehru's vision is India's commitment to global peace. He stresses that India will pursue an independent foreign policy, based on non-alignment and peaceful coexistence, aiming to be a force for good in international relations.
7. **Optimism and Hope:** Despite acknowledging the difficulties that lie ahead, Nehru's speech is filled with hope. He inspires the Indian people to work together in unity and dedication, urging them to take pride in the hard-won freedom and move forward with optimism towards building a just and prosperous society.

Conclusion:

Tryst with Destiny is more than just a speech celebrating India's independence; it is a call to action. Nehru's words reflect a deep sense of responsibility and vision for the future of India, urging the citizens to engage actively in nation-building. His speech stands as a reminder of the struggles that led to independence and the long road ahead to make the ideals of freedom, justice, and equality a reality for all.

This speech continues to resonate in the collective memory of India, representing both the triumph of independence and the enduring challenges of creating a just and progressive society. Nehru's powerful rhetoric serves as an inspiration, motivating generations to continue the work of building the India he envisioned.

3.7 GLOSSARY

1. Tryst:

- **Definition:** A secret meeting or appointment, often used to signify an important, preordained event or moment. Nehru's

reference to a “tryst with destiny” symbolizes India’s planned and awaited rendezvous with its future.

- **Context in the speech:** Nehru uses "tryst" to suggest that the nation is meeting its destiny after a long and arduous journey of struggle for independence.

2. Destiny:

- **Definition:** The predetermined course of events that is often beyond human control. In this speech, destiny refers to the historical moment when India is stepping into freedom after centuries of colonial rule.
- **Context in the speech:** Nehru suggests that India’s independence is not just an event but a moment of spiritual significance, a fulfillment of a long-awaited destiny.

3. Purna Swaraj (Complete Independence):

- **Definition:** The goal of complete and absolute self-rule. This was the official aim of the Indian National Congress as endorsed in 1930.
- **Context in the speech:** Nehru highlights the moment of India's independence as the realization of this goal, which was a driving force behind many years of struggle.

4. Sovereignty:

- **Definition:** Supreme power or authority. In the context of Nehru’s speech, it refers to India gaining full control over its affairs, both domestically and internationally, after the end of British rule.
- **Context in the speech:** Nehru speaks about India reclaiming its sovereignty, asserting control over its future and governance after centuries of foreign domination.

5. Fateful Hour:

- **Definition:** A critical or decisive moment in history. Nehru describes the moment of India’s independence as one of such importance.
- **Context in the speech:** The "fateful hour" refers to the exact moment when India would finally be free from British rule and step into a new era.

6. Bondage:

- **Definition:** The state of being enslaved or under the control of another. In Nehru’s speech, this term refers to the colonial rule that India was subjected to for over 200 years.

NOTE

- **Context in the speech:** Nehru reminds the audience that India has emerged from centuries of "bondage" and is now ready to embrace freedom and self-determination.

7. Dawn of a New Era:

- **Definition:** A new beginning or phase. This expression marks the transition from the colonial period to an independent India.
- **Context in the speech:** Nehru uses this phrase to celebrate the emergence of India as a free and sovereign nation, marking the end of one phase and the beginning of another.

8. Injustice:

- **Definition:** Lack of fairness or righteousness. Nehru refers to the historical injustice that India suffered under British rule.
- **Context in the speech:** Nehru acknowledges that the fight for freedom was a battle against the injustice of colonialism, emphasizing the importance of rectifying social and economic inequalities in post-independence India.

9. Unity:

- **Definition:** The state of being united or joined as a whole. Unity was crucial for the newly independent India, which consisted of various cultural, religious, and linguistic groups.
- **Context in the speech:** Nehru emphasizes the need for all Indians to unite in the face of challenges and work together to build a just and prosperous nation.

10. Self-Reliance:

- **Definition:** The ability to depend on oneself rather than others. Nehru highlighted this as a key feature for India's development in the post-independence period.
- **Context in the speech:** Nehru talks about India's need to become self-reliant in all aspects, from economic growth to technological development, ensuring the nation's prosperity without dependence on others.

11. Secularism:

- **Definition:** The principle of separation of religion from political and public affairs. Nehru was a staunch proponent of secularism for India's future governance.
- **Context in the speech:** Nehru envisioned a country where people of all religions could live together harmoniously, free from discrimination.

NOTE**12. Global Peace:**

- **Definition:** The condition of world affairs in which countries co-exist peacefully without conflict. Nehru stressed India's commitment to global peace, especially in the context of the post-World War II era.
- **Context in the speech:** Nehru declared that India would adopt a policy of peace and non-alignment, seeking to avoid alliances with any major powers during the Cold War.

13. Reconstruction:

- **Definition:** The process of rebuilding or improving something that has been damaged or destroyed. Nehru uses this to refer to the task of rebuilding India after the devastating effects of colonialism.
- **Context in the speech:** Nehru underscores that the real work of India's reconstruction will be a collective effort, not just in terms of physical infrastructure but also in moral and social values.

14. Aspiration:

- **Definition:** A strong desire or ambition to achieve something. Nehru speaks of India's high aspirations to become a nation of equality, justice, and progress.
- **Context in the speech:** Nehru urges the people to aspire to a better future, focused on building a socially and economically advanced India.

This glossary highlights the important terms and concepts used in Tryst with Destiny, helping to understand Nehru's visionary speech and the context in which it was delivered. The speech uses these terms to outline the collective struggle, the triumph of independence, and the future India Nehru hoped to build—a nation of unity, justice, and global peace.

3.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 3.1:

1. The passage describes India's attainment of independence and the responsibilities that come with freedom.
2. The responsibility is to serve the country by ending poverty, ignorance, and inequality, and by building a just, democratic, and progressive nation.

NOTE

3.9 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectonline.com/User/UnitUrls?unitId=19	

3.10 REFERENCE

1. Nehru, J. (1946). The Discovery of India. Oxford University Press.

- This book reflects Nehru's thoughts on India's history, culture, and its journey to independence. It offers deep insight into his vision for the future of India.

2. Nehru, J. (1934). Glimpses of World History. Jawaharlal Nehru Memorial Fund.

- A series of letters written by Nehru from prison, Glimpses of World History offers an extensive look at Nehru's perspective on world history, and his view of India's place in the global context.

3. Chandra, B. (2007). India's Struggle for Independence. Penguin India.

- A comprehensive narrative on the Indian freedom struggle, focusing on the role of leaders like Nehru, Gandhi, and Subhas Chandra Bose in the fight for independence.

4. Sarkar, S. (2014). Modern India 1885-1947. Macmillan.

- A thorough account of the political, economic, and social history of India leading up to independence, with a focus on Nehru's influence.

5. Kapur, A. (2000). Nehru: The Making of India. HarperCollins.

- This biography of Nehru delves into his early life, his education, and his role in the

Indian National Congress and his tenure as the first Prime Minister. Through these resources, one can gain a well-rounded understanding of Nehru's life, his leadership, and his enduring influence on India's trajectory.

3.11 EXERCISE

Part 1

A. Multiple Choice Questions –

1. **What does Jawaharlal Nehru refer to as India's “tryst with destiny” in his speech?**
 - a. The signing of the Constitution
 - b. The division of India and Pakistan
 - c. India's achievement of independence
 - d. The end of World War II
2. **Which of the following themes is NOT highlighted in Nehru's “Tryst with Destiny” speech?**
 - a. National Unity
 - b. Industrial Revolution
 - c. Global Peace
 - d. Freedom and Sacrifice
3. **According to Nehru, what kind of awakening does India's independence represent?**
 - a. Political and economic
 - b. Cultural and technological
 - c. Moral and spiritual
 - d. Industrial and military
4. **What challenges did Nehru urge Indians to overcome in his speech?**
 - a. External invasions
 - b. Illiteracy, poverty, and inequality
 - c. Technological backwardness
 - d. Natural disasters
5. **How did Nehru envision India's role in the international community?**
 - a. As a colonial power
 - b. As a leader in military alliances
 - c. As a promoter of global peace and justice
 - d. As an isolated and self-reliant nation

Answers with Explanation

1. c) India's achievement of independence

Explanation: Nehru described independence as a long-anticipated moment, a “tryst with destiny” made by the nation during its struggle for freedom.

NOTE**2. b) Industrial Revolution**

Explanation: The speech highlights unity, sacrifice, and peace, but does not discuss the Industrial Revolution.

3. c) Moral and spiritual

Explanation: Nehru viewed independence as a profound change — more than political — reflecting a deeper moral and spiritual transformation of the nation.

4. b) Illiteracy, poverty, and inequality

Explanation: These social issues were highlighted as critical challenges that free India must overcome to fulfill its true potential.

5. c) As a promoter of global peace and justice

Explanation: Nehru advocated for India's peaceful and cooperative role on the global stage, aligned with justice and non-alignment.

B. Short Answer Type Questions –

1. What is the pledge we shall redeem?
2. What does Nehru mean when he says 'appointed day'?
3. What kind of land is India according to Nehru?
4. What is the unfulfilled task for Nehru which he wants to be accomplished?
5. What should Indians banish according to Nehru?

PART 2**C. Long Answer Type Questions (200 words)**

1. Explain Nehru's vision for a free India as conveyed in his "Tryst with Destiny" speech.
2. How does Nehru link India's past struggles to the responsibilities of independence?
3. What is the tone and spirit in which Nehru wanted India to celebrate its freedom?

PART 3**D. Long Answer Type Questions (300 words)**

1. Discuss the key challenges Nehru outlines for newly independent India.
2. Analyze the significance of the phrase "a moment that comes but rarely in history."
3. Describe Nehru's hopes for India's role in the world as expressed in his speech.

UNIT 4

VOICES OF SPIRITUAL AND PHILOSOPHICAL FREEDOM IN INDIAN POETRY

UNIT STRUCTURE

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Where the Mind is Without Fear
 - 4.3.1 Summary - Where the Mind is Without Fear
 - 4.3.2 About the Author
- 4.4 A Song of Kabir
 - 4.4.1 Summary - A Song of Kabir
 - 4.4.2 About the Author
- 4.5 Summary
- 4.6 Glossary
- 4.7 Answers to check your progress
- 4.8 Suggested readings - OER
- 4.9 Reference
- 4.10 Exercise
- 4.11 Feedback Form

4.1 Introduction

This unit presents two seminal poetic works—**Rabindranath Tagore's "Where the Mind is Without Fear"** and **Kabir's "A Song of Kabir"**—that explore themes of **freedom, spirituality, and humanism** from two distinct but spiritually aligned perspectives.

"Where the Mind is Without Fear" is a powerful visionary poem by **Rabindranath Tagore**, drawn from his Nobel Prize-winning collection *Gitanjali* (1910). Composed during the height of British colonial rule in India, the poem is a heartfelt plea for a nation liberated not just politically but also intellectually and spiritually. Through evocative language, Tagore imagines a country where the mind is fearless, knowledge flows freely, and truth and reason guide human progress. The poem's message resonates beyond its historical moment, offering a universal vision of justice, unity, and enlightenment that transcends borders and time.

In contrast yet harmony, **"A Song of Kabir"** introduces the mystical voice of the **15th-century poet-saint Kabir**, a leading figure of the

NOTE

Bhakti and Sufi traditions. Known for his fearless critique of religious orthodoxy, Kabir's poetry invites readers to seek the divine within themselves. Rejecting ritualism and sectarianism, Kabir's verses advocate for a direct and personal experience of truth and God. His poetic simplicity, metaphorical richness, and spiritual depth continue to inspire readers and spiritual seekers globally. Through translations by luminaries like Tagore and Arvind Krishna Mehrotra, Kabir's timeless wisdom remains vibrantly relevant.

Together, these works offer **a dual lens on liberation**—Tagore's outward vision for a just and enlightened society, and Kabir's inward call for spiritual self-realization. This unit encourages learners to reflect on the **interplay between societal freedom and inner awakening**, and how poetic expression serves as a transformative tool for both.

4.2 OBJECTIVE

After reading this unit you will be able to

- **Explore** the historical significance of Delhi during the Revolt of 1857.
- **Examine** the social, political, and cultural dynamics of Delhi during the uprising.
- **Analyze** the perspectives of soldiers, citizens, and colonial powers.
- **Identify** the causes and consequences of the revolt in Delhi's context.
- **Assess** the revolt's impact on India's struggle against colonial rule and its role in the broader freedom movement.

4.3 WHERE THE MIND IS WITHOUT FEAR

Poem

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.

NOTE

Activitzy 4.1:

- **Group Discussion:** Divide the class into small groups and assign them different themes from the poem (freedom, unity, intellectual liberation, etc.). Ask them to discuss the relevance of these themes in contemporary society and how they can contribute to realizing the ideal world Tagore describes. Each group should present their findings to the class.
- **Role-Playin:** Students can role-play a scenario where individuals are experiencing fear due to societal constraints (e.g., fear of speaking out, fear of judgment, or fear of oppression). After acting out these scenarios, they can discuss how freedom, reason, and unity would change these situations for the better.

Check Your Progress 4.1:

1. What is the main message of the poem "*Where the Mind is Without Fear*"?
.....
.....
.....
2. What does the "clear stream of reason" in the poem represent?
.....
.....
.....

4.3.1 SUMMARY - WHERE THE MIND IS WITHOUT FEAR

"Where the Mind is Without Fear" is a powerful poem by Rabindranath Tagore, featured in his collection *Gitanjali* (1910). The poem reflects Tagore's vision of a society free from the oppressive forces of fear, injustice, and ignorance. Written during British colonial rule in India, it carries a deep appeal for political, intellectual, and spiritual freedom.

Main Themes:

1. **Freedom from Fear:** The central message of the poem is the call for a world where individuals are free from fear. Tagore expresses a desire for a society where people can speak their minds, live authentically, and embrace the truth without the fear of oppression or persecution.
2. **Intellectual and Spiritual Liberation:** Tagore emphasizes the importance of intellectual freedom and enlightenment. He yearns for a world where knowledge is pursued without limitation and where individuals are encouraged to think critically and creatively, unfettered by dogma or prejudice.

NOTE

3. National Unity and Social Justice: The poem envisions a united society where there are no divisions based on religion, caste, or nationality. Tagore calls for a society that values justice, equality, and unity. He urges for a nation that strives for progress and collective welfare.

4. A Call for Truth and Reason: Tagore wishes for a world guided by truth, reason, and justice, where people live with dignity and humanity. The "clear stream of reason" mentioned in the poem signifies a society led by rational thought, fairness, and moral integrity.

5. Hope for a Spiritual Revolution: The poet's longing for a "noble heart" and "strength in the arms" reflects his aspiration for a spiritually enriched and morally awakened society. He believes that only when the heart and mind are free can true progress and peace be achieved.

Significance: The poem is a timeless call for freedom, not only in the political sense but in the broader intellectual, social, and spiritual realms. It emphasizes the need for courage, knowledge, unity, and justice to overcome the barriers of fear and oppression. The simplicity of Tagore's language, combined with the depth of his philosophical vision, makes this poem a powerful work that resonates with universal human aspirations, irrespective of time or place.

Conclusion: In *Where the Mind is Without Fear*, Rabindranath Tagore urges for a world where individuals can live and express themselves freely, a world grounded in truth, unity, and justice. The poem continues to inspire people today, particularly in contexts of social or political oppression, as a reminder of the power of freedom, reason, and the collective human spirit. For further exploration of the poem and its implications, see the *Gitanjali* (Song Offerings) or various scholarly analyses, such as those by Choudhury (2008) and Mukherjee (2009).

**Activity 4.2:**

- **Creative Writing:** Ask students to write a reflective essay or poem on what a "world without fear" would look like in their personal lives or in the context of their country. Encourage them to consider the social, political, and intellectual factors that prevent such a world and how they can be addressed.
- **Debate:** Hold a debate on the question: Is a world without fear possible in today's society? Students should take turns arguing for and against the idea, using examples from current events or history to support their points.

- **Art and Illustration:** Ask students to visually represent the ideas in Tagore's poem through art. This could include drawings, paintings, or digital illustrations depicting a society free from fear, oppression, and ignorance. Display the artwork in the classroom and discuss the different interpretations

4.3.2 ABOUT THE AUTHOR

Rabindranath Tagore (1861–1941) was a polymath whose contributions spanned poetry, literature, music, philosophy, and art. Born in Calcutta (now Kolkata), India, he is regarded as one of the most important figures in Bengali and world literature. Tagore became the first non-European to win the Nobel Prize in Literature in 1913, a landmark achievement that brought him international recognition.

Early Life and Education - Tagore was born into a wealthy and influential family. His father, Debendranath Tagore, was a prominent leader in the Brahmo Samaj, a reformist religious and social movement. Rabindranath was educated at home under the guidance of tutors and in various schools in Calcutta, though he struggled with formal education. His intellectual curiosity was nurtured by his exposure to literature, art, and music, and he developed a strong interest in both Western and Eastern cultures.

At the age of 16, Tagore went to England to study law but abandoned his legal studies to focus on his literary interests. He was influenced by Western Romanticism, but his own work drew deeply from Indian spirituality, mythology, and the culture of Bengal.

Literary Career - Tagore's literary career began with the publication of his first poetry collection, *Bhanusimha Thakurer Patra* (1877), at the age of 16. His early works were predominantly in Bengali, but he also translated his poems into English, making his work accessible to a global audience. His most famous work, *Gitanjali* ("Song Offerings")—a collection of devotional poems—won the Nobel Prize in Literature. Tagore's poems, songs, and essays were deeply philosophical, exploring themes of humanism, spirituality, the nature of God, and the relationship between man and the universe. His writing is known for its lyricism, profound spirituality, and exploration of human emotions. Some of his notable works include:

- **Gitanjali (1910)** – A collection of Tagore's poems, which earned him the Nobel Prize. The poems express a deep connection with the divine and a quest for spiritual enlightenment.
- **The Home and the World (1916)** – A novel reflecting the socio-political issues in British-ruled India, particularly the Swadeshi movement (a movement for self-reliance and independence).
- **Chokher Bali (1903)** – A poignant narrative on human relationships, love, and betrayal.

NOTE

Philosophy and Influence - Tagore was deeply influenced by Indian philosophy and Vedanta, as well as the works of Western thinkers such as Ralph Waldo Emerson and William Wordsworth. His belief in spiritual unity, the idea that God can be found within all beings, and the rejection of rigid dogma permeated his works. He also promoted the idea of humanism, advocating for social justice and equality.

He was a strong proponent of nationalism, but his views differed from those of other prominent leaders like Subhas Chandra Bose and Mohandas Gandhi. While Gandhi emphasized nonviolent resistance, Tagore was skeptical of extreme nationalism and believed that it could lead to intolerance and division. Tagore envisioned a society that would celebrate diversity and strive for universal harmony.

Cultural Contributions - In addition to his literary work, Tagore was a musician and composer. He created over 2,000 songs, collectively known as Rabindra Sangeet. Many of his songs express his philosophical and spiritual beliefs. "Jana Gana Mana," the Indian national anthem, was written by Tagore in 1911. His contributions to Bengali theater and visual arts also had a significant impact on modern Indian culture.

Tagore founded the Visva-Bharati University at Santiniketan (now in West Bengal), which became an international center for the arts and education, blending Eastern and Western teaching methods. He advocated for education that encouraged creativity, holistic development, and a deep connection with nature.

Later Life and Legacy - Tagore's later years were marked by personal loss, including the death of his beloved daughter and wife. He also experienced significant political upheaval, particularly during India's struggle for independence from British rule. His health deteriorated, and he spent his final years in ill health.

Rabindranath Tagore died on August 7, 1941, at the age of 80. Despite his death, his legacy lives on through his literary and artistic works, his influence on Bengali and Indian culture, and his message of peace, humanity, and universal brotherhood.

Tagore's Influence:

- **Global Recognition:** His works have been translated into numerous languages, influencing not just Bengali literature but global literary traditions.
- **Impact on Indian Independence Movement:** While Tagore was not directly involved in the independence struggle, his works inspired many freedom fighters, and his call for a united India resonated with leaders like Gandhi.

- Philosophical Thought: His philosophy of humanism and emphasis on spiritual freedom continues to inspire readers and thinkers worldwide.

Tagore's life and work continue to influence not only Indian literature and culture but also global thought, earning him a place among the world's most revered literary figures.

4.4 A SONG OF KABIR (TRANSLATED)

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 washerwoman, and the carpenter-

Even Raidas was a seeker after God.

The Rishi Swapacha was a tanner by caste.

Hindus and Muslims alike have achieved that

End, where remains no mark of distinction.

4.4.1 SUMMARY - A SONG OF KABIR (TRANSLATED)

A Song of Kabir is a collection of mystical poems by the 15th-century poet-saint Kabir, translated into various languages to reach a broader audience. Kabir, a poet and spiritual leader from India, is best known for his teachings that transcend the boundaries of religious and social divisions, particularly between Hinduism and Islam. His poems are characterized by their simplicity, directness, and deep spiritual insight, challenging conventional religious practices and promoting the idea of a personal, direct experience of the divine.

The central themes of A Song of Kabir revolve around the oneness of God, the futility of ritualistic practices, and the importance of self-realization. Kabir often uses metaphors and vivid imagery to express these ideas, urging followers to seek the divine not in temples or mosques, but within themselves. His poems emphasize love, devotion, and the need to transcend worldly desires and attachments in the pursuit of spiritual truth.

The translations of Kabir's work, such as those by Rabindranath Tagore and Arvind Krishna Mehrotra, aim to preserve the poetic beauty and profound wisdom of the original verses while making them accessible to modern readers. Kabir's work continues to inspire spiritual seekers across different traditions, offering timeless wisdom about the nature of God, life, and human existence.

NOTE**Activity 4.3:****1. Poem Analysis:**

- Select a few key poems from A Song of Kabir. Ask students to read and analyze them, focusing on the metaphors and themes.
- For example, a poem like "The temple is not a place to worship; the body is the temple" can lead to a discussion on Kabir's views on self-realization and inner spirituality.
- Ask students to interpret the meaning behind the metaphor and relate it to their own understanding of spirituality.

2. Group Discussion:

- Divide students into small groups and assign each group a specific poem or theme from A Song of Kabir. Encourage students to discuss the following questions:
- How does Kabir criticize the externalization of spirituality?
- What role does love play in Kabir's view of God?
- How can Kabir's teachings be applied in today's world where religious divisions often persist?

3. Creative Activity – Kabir's Teachings in the Modern World:

- Ask students to write a poem or short essay on how Kabir's teachings could address contemporary issues like religious intolerance, materialism, or the quest for inner peace.
- Alternatively, students could create a visual artwork or a multimedia presentation that reflects Kabir's message of love, unity, and self-realization.

4. Reflection and Journaling:

- Have students keep a reflective journal for the week. After reading the poems, they should write about how Kabir's philosophy resonates with their personal beliefs or how it challenges their views on religion and spirituality.

5. Poetry Recitation and Performance:

- Organize a poetry recitation session where students can perform a Kabir poem, focusing on the tone, rhythm, and emotional depth of the verses.

This activity helps students connect emotionally with the text and better understand its spiritual message.

4.4.2 ABOUT THE AUTHOR

NOTE

Rabindranath Tagore (1861–1941) was a Bengali poet, philosopher, artist, and playwright, widely regarded as one of the greatest literary figures of the 20th century. He was born in Calcutta (now Kolkata) into a wealthy and progressive family. His early exposure to the arts and literature, coupled with a strong educational background, laid the foundation for his creative genius.

Tagore's literary career began in the late 19th century, and he soon gained recognition for his poetry, plays, and short stories. His most famous work is *Gitanjali* (Song Offerings), a collection of poems that earned him the Nobel Prize for Literature in 1913. Tagore was the first non-European to win this prestigious award. His poetry often explored themes of spirituality, humanism, and the connection between the individual and the divine, blending Western literary traditions with Indian mysticism.

In addition to his literary work, Tagore was deeply involved in political and social reform. He was a strong advocate for Indian independence, though he was critical of both British colonialism and the divisive nature of nationalism. He believed in the unity of humanity and sought to bridge cultural divides. Tagore's contributions to education were also significant, especially with the founding of Visva-Bharati University in Santiniketan, which aimed to provide a progressive, global education.

Tagore was not only a literary figure but also an accomplished musician and visual artist, with a body of work in both fields. His compositions were influential in Bengali music, and some of his songs, including *Jana Gana Mana* (the national anthem of India), became symbols of national identity.

Tagore's legacy extends beyond literature, as he is remembered as a symbol of cultural renaissance in India and a key figure in the global understanding of South Asian literature. His works continue to be translated into numerous languages, and his thoughts on life, spirituality, and politics remain influential to this day.

☒ Check Your Progress 4.2:

1. Who was Kabir?

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.....

2. What is the main message in *A Song of Kabir*?

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.....

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NOTE

4.5 SUMMARY

This unit brings together two timeless poetic works—Rabindranath Tagore’s *Where the Mind is Without Fear* and the translated *A Song of Kabir*—each of which offers profound insights into freedom, truth, and spiritual awakening. Though written centuries apart and rooted in different historical and cultural contexts, both poems converge in their call for liberation—of the mind, spirit, and society.

Tagore’s *Where the Mind is Without Fear* is a visionary piece composed during British colonial rule in India. Through powerful imagery and moral idealism, it expresses a longing for a society built on fearlessness, intellectual freedom, and truth. His vision transcends mere political independence, aiming instead at spiritual and societal renewal, where reason, unity, and dignity govern human existence.

On the other hand, *A Song of Kabir* introduces us to the mystical world of the 15th-century poet-saint Kabir, who defied rigid religious orthodoxy to advocate a personal, experiential connection with the divine. Using simple language and rich metaphors, Kabir calls for inner awakening, condemning empty rituals and sectarian divisions. His poems encourage self-inquiry, spiritual humility, and a life rooted in love and truth.

Together, these texts champion the ideals of **personal liberation**, **social justice**, and **spiritual enlightenment**. Tagore speaks to the transformation of society through courage, knowledge, and unity, while Kabir guides us inward, toward the realization of the divine within ourselves.

The relevance of both poets remains undiminished in the modern world. As we face global challenges involving inequality, intolerance, and alienation, the teachings of Tagore and Kabir continue to serve as luminous guides—reminding us that freedom must be both **external and internal**, and that truth must be lived as well as known.

4.6 GLOSSARY

- **Mind** – Refers to intellectual and spiritual faculties. In Tagore’s vision, a liberated mind is fearless and free-thinking.
- **Fear** – Symbolizes oppression, ignorance, and societal constraints that hinder truth and freedom.
- **Clear Stream of Reason** – A metaphor for rational thought, justice, and intellectual clarity.
- **Boundless Skies** – Represents limitless possibilities of thought and expression when freed from fear.
- **Unity** – The ideal of a society living in harmony, free from division by caste, religion, or language.

NOTE

- **Truth** – Moral and spiritual integrity; a key theme in both Tagore and Kabir's works.
- **Head Held High** – Symbolizes self-respect and dignity in a free society.
- **Tireless Striving** – Continuous effort toward personal and collective growth and justice.
- **Knowledge** – Not just academic learning, but a liberating force for societal and spiritual progress.
- **"The World"** – Refers to the broader societal and political environment needing transformation.
- **Bhakti** – Devotional love for God; central to Kabir's spiritual message.
- **Self-realization** – Discovering one's divine nature through introspection and spiritual practice.
- **Guru** – A spiritual guide; Kabir emphasizes the role of the guru in inner awakening.
- **Ritualism** – Superficial religious practice without genuine devotion; critiqued by Kabir.
- **Oneness of God** – Kabir's belief in one formless divine, beyond religious divisions.
- **Maya** – The illusion of the material world, which distracts the soul from divine truth.
- **Fakir** – A mystic or ascetic who renounces materialism in pursuit of truth.
- **Sufi** – Refers to Islamic mysticism; Kabir's teachings often reflect Sufi influences.
- **Simran** – Meditative repetition of God's name; a practice to remain spiritually connected.
- **Mantra** – Sacred sounds or phrases used in spiritual devotion and meditation.
- **Shabd** – The divine word or sound believed to lead to spiritual realization.
- **Satsang** – Spiritual discourse or company of seekers; promotes shared wisdom.
- **Dohas** – Two-line poetic verses used by Kabir to express deep spiritual truths.
- **Puranas** – Ancient Hindu texts; Kabir often references them while questioning orthodoxy.
- **Nirvana** – A state of liberation from worldly attachments and rebirth.

NOTE

- **Enlightenment** – Spiritual awakening and the realization of universal truth.
- **Justice** – A fair and moral society; a recurring aspiration in Tagore's poem.
- **Freedom** – Not only political independence but also mental and spiritual liberation.
- **Divine Love** – Central to Kabir's teachings; emphasizes a personal bond with the divine.
- **Human Dignity** – A core ideal in both poets' visions—a society where every individual is respected and valued.

4.7 ANSWERS TO CHECK YOUR PROGRESS**Check Your Progress 4.1**

1. The main message is a call for a society free from fear, oppression, and injustice, where people live with freedom, truth, and unity.
2. It represents a society guided by rational thought, truth, fairness, and moral integrity.

Check Your Progress 4.2

1. Kabir was a 15th-century Indian poet and spiritual leader known for his teachings that went beyond religious divisions.
2. The main message is that God is one and can be found within oneself, not through rituals or religious places.

4.8 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectonline.com/User/UnitUrls?unitId=20	

4.9 REFERENCE

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7. Bly, R. (2019). Kabir: Ecstatic poems (2nd ed.). Beacon Press.
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4.10 EXERCISE

Part 1

A. Multiple Choice Questions –

1. **What is the central theme of Tagore's poem "Where the Mind is Without Fear"?**
 - a. Importance of wealth in society
 - b. Promotion of scientific inventions
 - c. Freedom from fear and oppression
 - d. Role of monarchy in governance
2. **In the poem, what does Tagore mean by "clear stream of reason"?**
 - a. A natural river that flows through villages
 - b. A world dominated by emotional decisions
 - c. Rational thought and moral integrity guiding society
 - d. Superstitions and blind faith leading people
3. **How does Tagore envision national unity in the poem?**
 - a. By promoting competition among communities
 - b. By removing all divisions based on caste, religion, and nationality
 - c. By encouraging colonization of weaker regions
 - d. By increasing military strength and borders

NOTE**4. What is the central message in Kabir's poems as described in *A Song of Kabir*?**

1. Promotion of religious rituals
2. Superiority of one religion over another
3. Oneness of God and self-realization
4. Importance of historical traditions

5. How does Kabir suggest one should seek the divine?

- a. By visiting temples and mosques
- b. Through fasting and rituals
- c. By studying religious scriptures
- d. By looking within oneself

Answers with Explanation**1. c) Freedom from fear and oppression**

Explanation: Tagore visualizes a country where individuals can live and think freely, without fear or societal oppression.

2. c) Rational thought and moral integrity guiding society

Explanation: The "clear stream of reason" symbolizes the clarity and truth that rational thinking brings to a healthy society.

3. b) By removing all divisions based on caste, religion, and nationality

Explanation: Tagore calls for a society united beyond social barriers, emphasizing equality and shared humanity.

4. c) Oneness of God and self-realization

Explanation: Kabir's message is centered on the unity of the divine and discovering truth through personal spiritual insight, not through rituals or dogma.

5. d) By looking within oneself

Explanation: Kabir urges introspection and the realization of God within the self, rather than through outward forms.

B. Short Answer Type Questions –

1. How should the mind be according to Tagore?
2. How should the knowledge be according to Tagore?
3. What are the domestic walls that Tagore has in his mind?
4. Who is a saint according to Kabir?
5. What is the concept of God according to Kabir's philosophy?

Part 2

NOTE

C. Long Answer Type Questions (200 words)

1. What does the poet mean by "where knowledge is free"?
2. Why has the word 'tireless' been used to describe 'striving'?
3. Critically evaluate *A Song of Kabir*.
4. Why does Kabir give no importance to the caste of a saint?

Part 3

D. Long Answer Type Questions (300 words)

1. Who does the poet address as 'thee' and 'my father'?
2. What does the poet mean by 'ever widening thought and action'?
3. Why is Kabir regarded as one of the pioneers of secularism in Indian poetry?
4. Give a detailed note on the qualities of a saint as given in *A Song of Kabir*.



AISECT Group of Universities

SLM FEEDBACK FORM

PROGRAMME : _____

COURSE : _____

BLOCK : _____

UNIT : _____

Dear Student,

While studying the units of this block, you may have found certain portions of the text difficult to comprehend. We wish to know your difficulties and suggestions, in order to improve the course. Therefore, we request you to fill up and send us the following questionnaire, which pertains to this block. If you find the space provided insufficient, kindly use a separate sheet.

Please mail to aisectcontent@aisect.org/ for online submission please scan QR code:

Questionnaire

1. Name : _____

2. Enrolment No. :

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3. How many hours did you need for studying the units? :

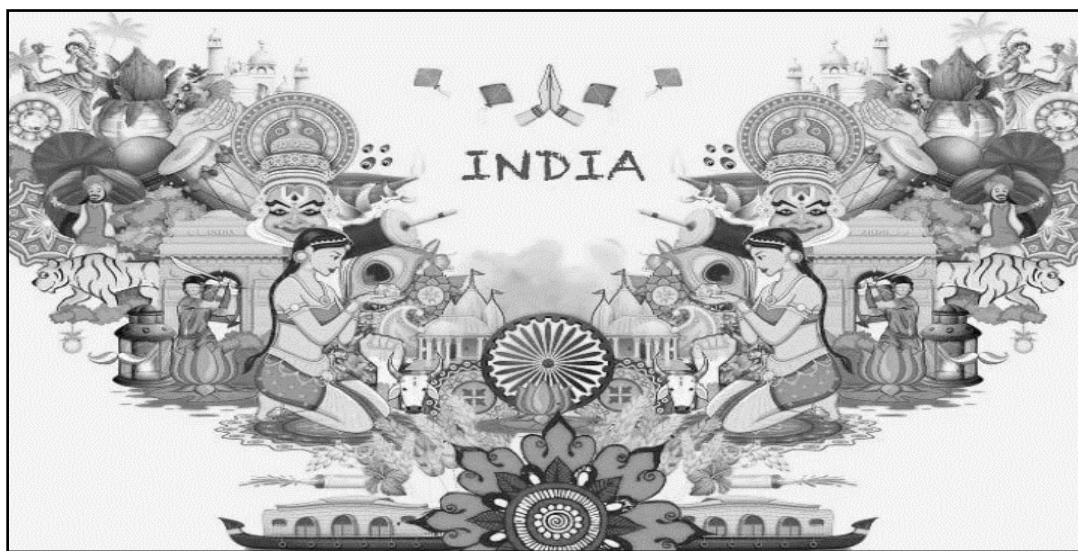
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4. Please give your reactions to the following items based on your reading of the block:

Items	Excellent	Very Good	Good	Poor	Give specific Examples (If poor)
Presentation Quality					
Language and Style					
Illustrations					
Used (diagrams, tables, etc.)					
Conceptual Clarity					
Check Your Progress Questions					
Suggested Readings - OER					

5. Any other comments:

Block 2	Indian Prose and Cultural Reflections		61-132
Unit 5	From Mutiny to Mahatma: Two Paths to Freedom	A. Delhi in 1857 – Mirza Ghalib	63
		B. Satyagraha – M.K. Gandhi	
Unit 6	Preface to Mahabharata – C. Rajagopalachari		85
Unit 7	Language, Identity, and Personal Narratives in Indian Prose	A. Toasted English – R.K. Narayan	99
		B. The Portrait of a Lady – Khushwant Singh	
Unit 8	Discovering Babasaheb – Ashok Mahadevan		119



Before entering this block, you are assumed to be familiar with basic prose structures such as narration, exposition, and descriptive writing. You have likely read stories or essays highlighting historical events, Indian independence, or prominent personalities. You may also have a foundational awareness of Mahatma Gandhi's life or India's freedom struggle.

This block immerses you in powerful Indian prose writings that reflect historical, cultural, and personal transformations. Through texts like *Delhi in 1857*, *Satyagraha*, *Toasted English*, *Discovering Babasaheb*, and others, you will engage with reflections on colonial trauma, the birth of Indian nonviolence, linguistic identity, and biographical insights. These pieces represent diverse voices—from revolution to reform, from memoir to satire—enabling you to examine how English has been adapted to document Indian realities and provoke critical thought. You will build skills in analytical reading, historical contextualization, and cultural critique.

In the next block, you will shift your focus from literary and cultural themes to strengthening your practical language abilities. You will develop skills in comprehension, paragraph writing, grammar usage, and vocabulary enrichment—equipping you to apply English effectively in academic and real-life situations.

UNIT 5

FROM MUTINY TO MAHATMA: TWO PATHS TO FREEDOM

NOTE

UNIT STRUCTURE

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Delhi in 1857
 - 5.3.1 Summary - Delhi in 1857
 - 5.3.2 About the Author
- 5.4 Satyagraha
 - 5.4.1 Summary - Satyagraha
 - 5.4.2 About the Author
- 5.5 Summary
- 5.6 Glossary
- 5.7 Answers to check your progress
- 5.8 Suggested readings - OER
- 5.9 Reference
- 5.10 Exercise

5.1 INTRODUCTION

This unit brings together two pivotal moments in India's struggle for freedom: the Indian Rebellion of 1857, with Delhi at its heart, and Mahatma Gandhi's philosophy and practice of **Satyagraha**. Though separated by time and approach—one rooted in armed resistance, the other in nonviolent protest—both movements reflect India's enduring quest for justice, dignity, and self-rule.

Delhi, 1857: The First War of Indian Independence

The year 1857 marked a watershed moment in Indian history with the outbreak of a widespread uprising against British colonial rule. Sparked by religious and political grievances, including the use of animal-fat cartridges that offended both Hindu and Muslim sentiments, Indian soldiers (sepoys) in Delhi revolted. The city quickly became a focal point of resistance, with the symbolic leadership of Mughal Emperor **Bahadur Shah Zafar**. Fierce fighting followed, and although the British eventually recaptured Delhi, the rebellion had lasting consequences. It ended the Mughal Empire, led to the dissolution of the East India Company, and marked the beginning of direct British governance through the British Raj. More importantly, it ignited a flame of nationalism that would guide future generations.

NOTE**Gandhi's Satyagraha: The Power of Truth and Nonviolence**

Decades after 1857, a new form of resistance emerged under **Mahatma Gandhi**. His doctrine of **Satyagraha**, meaning “truth-force” or “insistence on truth,” called for peaceful civil disobedience against injustice. First applied during the Champaran agitation in 1917, and later in nationwide movements like the Non-Cooperation Movement and the Salt March, Satyagraha empowered millions to resist oppression without resorting to violence. Gandhi's approach emphasized self-discipline, moral courage, and the conviction that real change must arise from inner transformation as well as political activism. His vision extended beyond political freedom, advocating for spiritual awakening, communal harmony, and global peace.

By studying these two historic chapters together, learners will gain a richer understanding of India's path to independence—from the fiery revolt of 1857 to the disciplined, soul-force-driven mass movements of the 20th century. This unit invites reflection on the diverse strategies of resistance and the enduring relevance of both courage and conscience in the fight for freedom.

5.2 OBJECTIVES

After reading this unit you will be able to

- **Recognize** the Mahabharata's significance in Indian literature and culture.
- **Explore** key themes like dharma, morality, and human conflict from the preface.
- **Examine** the historical and philosophical context of its composition.
- **Analyze** the narrative structure and blend of myth, history, and storytelling.
- **Apply** the epic's universal lessons to contemporary life.

5.3 DELHI IN 1857

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 gleanings 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 is 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.

5.3.1 SUMMARY - DELHI IN 1857

The events in **Delhi in 1857** are central to the Indian Rebellion of 1857, which is often referred to as the **First War of Indian Independence**. Delhi, the capital of the Mughal Empire at the time, became a symbol of resistance during the uprising against British colonial rule.

The Beginning of the Rebellion: The rebellion began in May 1857, sparked by the mutiny of sepoys (Indian soldiers) in the British East India Company's army. The immediate cause was the introduction of the Enfield rifle cartridges, rumored to be greased with animal fat, which offended both Hindu and Muslim soldiers. This caused widespread discontent among the sepoys, leading to their revolt in Meerut. The unrest quickly spread to Delhi, where the sepoys gathered around the Mughal Emperor Bahadur Shah Zafar, who, despite his nominal authority, was declared the symbolic leader of the rebellion.

NOTE

Delhi as the Epicenter: Delhi became the heart of the rebellion, with the Red Fort as the focal point. The Mughal Emperor, although aged and powerless, was seen as a unifying figure by the rebels. The city saw fierce battles between the British and Indian forces. The British initially struggled to regain control but ultimately succeeded after a prolonged siege, which lasted for months.

The Siege of Delhi: The siege of Delhi was marked by intense and bloody conflict. The British forces, under Major General Sir John Nicholson, laid siege to the city, facing fierce resistance from the rebels. The rebels, made up of soldiers, civilians, and some Mughal nobles, fought valiantly, but they were eventually overwhelmed. In September 1857, after heavy bombardment and street-to-street fighting, Delhi fell to the British.

Consequences of the Rebellion: After the British recaptured Delhi, they took harsh reprisals against the city and its inhabitants. The Mughal Emperor, Bahadur Shah Zafar, was captured, tried, and exiled to Rangoon (present-day Yangon, Myanmar). Many rebel leaders were executed, and the city was severely damaged. The rebellion also marked the end of the Mughal Empire, with the British formally annexing India and establishing the British Raj, ruling directly through the British Crown instead of the East India Company.

Legacy of the Rebellion in Delhi: The events in Delhi during 1857 had a profound impact on the Indian psyche, especially in the context of nationalism. The rebellion, though suppressed, became a rallying point for future independence movements. Figures like Mahatma Gandhi later referred to 1857 as a precursor to India's long struggle for freedom. Delhi's role in the rebellion was emblematic of the broader resistance across India and is remembered as a significant turning point in the history of British colonial rule.

The fall of Delhi in 1857 signified the end of the Mughal Empire and the beginning of a new era under direct British rule, which had long-lasting effects on India's socio-political landscape. The rebellion also set the stage for later nationalist movements that culminated in India's independence in 1947.

5.3.2 ABOUT THE AUTHOR

Mirza Ghalib (1797–1869) was one of the most renowned poets of the Urdu and Persian languages in South Asia. He was born as **Mirza Asadullah Baig Khan** on December 27, 1797, in Agra, India, to a well-established family of military officers. Despite his prestigious lineage, Ghalib's life was fraught with hardships, both personal and financial, which significantly shaped his literary output.

Early Life and Education: Ghalib's early education was in Persian and Arabic, languages widely used in the Mughal court. He was introduced to literature at a young age and was influenced by classical Persian

poets like Hafiz and Saadi. At the age of 13, Ghalib lost both of his parents and moved to Delhi, where he became part of the elite literary circles. He had a strong command over Persian and developed an early interest in poetry, which led him to compose works in Persian before transitioning to writing in Urdu, the language that would define his legacy.

Marriage and Personal Struggles: In 1810, at the age of 13, Ghalib was married to Umrao Begum, a woman chosen by his family. Despite the marital union, Ghalib's personal life remained challenging. His wife was frequently ill, and Ghalib himself struggled with depression and a sense of isolation. His finances were precarious, as he failed to secure a steady income, despite his noble background and literary reputation.

The political instability during the decline of the Mughal Empire also added to Ghalib's struggles. The Indian Rebellion of 1857 devastated Delhi, and Ghalib, who had witnessed the destruction of the city, was deeply affected by the turmoil. His home was destroyed during the British siege of Delhi, and his life was marked by profound personal losses, including the death of his beloved daughter.

Literary Work and Themes: Ghalib is best known for his ghazals, a poetic form expressing both romantic and philosophical themes. His poetry is often characterized by its complexity, depth, and the synthesis of Persian and Indian cultural elements. He wrote in both Persian and Urdu, but it is his work in Urdu that has left a lasting legacy.

His ghazals often focus on themes of **love, loss, and the nature of existence**. Ghalib's works, while rooted in classical traditions, also incorporated **innovative metaphors** and profound philosophical insights that reflected the complexities of human emotion and life. His poetry also delved into the **spiritual and existential**, often questioning life, the afterlife, and fate. This makes his work not only timeless but also deeply human.

Some of Ghalib's famous works include:

- **"Diwan-e-Ghalib"** (The Collected Works of Ghalib), which contains a significant portion of his ghazals and is celebrated for its emotional depth and linguistic beauty.
- His Persian poetry, especially **"Ghazals in Persian"**, continues to be highly regarded for its elegance and intellectualism.

Later Life and Recognition: Though Ghalib never achieved significant financial success during his lifetime, his reputation among intellectuals and the elite remained high. In his later years, he was recognized by the British authorities, who appointed him as a court poet in the Mughal court. He was also appointed as the official poet laureate to the Mughal emperor, Bahadur Shah Zafar, during the decline of the empire. Despite his recognition, Ghalib's life remained marked by sorrow and poverty. The destruction of Delhi during the rebellion deeply affected him, and

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many of his later works reflect a sense of melancholy and loss. He died in Delhi on February 15, 1869.

Legacy: Today, Ghalib is considered the quintessential Urdu poet and one of the greatest poets of the Indian subcontinent. His works continue to influence Urdu literature, music, and culture. His ghazals have been popularized by many legendary singers, and his poetry remains a source of inspiration for generations of poets, musicians, and readers.

Ghalib's life and works have been studied extensively, and his poetry has inspired not only literary scholars but also artists in various fields. His ability to blend profound philosophical thoughts with the beauty of language has earned him a place among the greatest poets in the world.

Major Works:

- **Diwan-e-Ghalib (Ghalib's Collected Poems)**
- **Ghazals in Persian**
- **Letters of Mirza Ghalib** – A collection of his letters, which provide insight into his life, philosophy, and worldview.

Ghalib's legacy lives on through his works and through the vibrant cultural memory of him in the Urdu-speaking world. His blend of personal despair and intellectual insight, expressed through the medium of ghazals, makes him a poet of timeless relevance.

**Activity 5.1:****Role Play:**

1. **Objective:** To help students understand the different perspectives during the siege of Delhi in 1857 by engaging in a role-play activity.
2. **Instructions:**
 - a. **Divide the class into two groups:** One group will represent the British forces, and the other group will represent the rebel forces (Indian soldiers and civilians).
 - b. **Role Assignment:** Assign key historical figures to students, such as Bahadur Shah Zafar, Sir John Nicholson, a sepoy, or a civilian from Delhi.
 - c. **Scenario:** Create a scenario in which both sides must negotiate or plan strategies during the siege. For example, the rebels might try to organize a defense strategy for the city, while the British forces might be planning their next military attack.
 - d. **Debrief:** After the role-play, students should discuss the events they enacted and reflect on the challenges both sides faced. Discuss how the rebellion in Delhi reflects broader themes of resistance, colonialism, and national identity.

NOTE**☑ Check Your Progress 5.1:**

1. Why did the narrator lose his valuables during the looting?

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2. What is the narrator's main concern now?

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.....

5.4 SATYAGRAHA

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' (Sattruth, 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. Volji 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

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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 brahmachari 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.

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

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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

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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.

**Activity 5.2:****1. Debate on Nonviolence:**

Divide students into groups and ask them to debate the effectiveness of nonviolent resistance compared to violent methods in achieving political change. They should support their arguments with historical examples, including Gandhi's movements.

2. Role Play:

Assign students roles as Satyagrahis participating in the Salt March or Quit India Movement. Ask them to simulate a peaceful protest, where they will face oppression without resorting to violence. This will help them understand the power of nonviolent resistance firsthand.

3. Reflection on Personal Discipline:

Ask students to reflect on the importance of self-discipline in their own lives. Encourage them to write about how they can practice nonviolence in their personal actions, especially in their interactions with others.

4. Case Study Analysis:

Provide students with a case study of a nonviolent resistance movement from another country (e.g., Civil Rights Movement in the U.S. or anti-apartheid movement in South Africa). Ask them to analyze how Gandhi's philosophy might have influenced these leaders and movements.

5.4.1 SUMMARY - SATYAGRAHA

Satyagraha is a concept and method of nonviolent resistance developed by Mahatma Gandhi during his struggle for Indian independence from British rule. The term itself is a combination of two Sanskrit words:

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satya meaning truth, and agraha meaning firmness or insistence, so it can be interpreted as "insistence on truth" or "truth force."

Core Principles of Satyagraha:

- **Nonviolence (Ahimsa):** Central to Satyagraha is the principle of nonviolence. Gandhi believed that one should not only avoid physical violence but also refrain from causing harm through words or thoughts. The goal of nonviolence is to seek justice and truth through peaceful means, disarming the opponent morally rather than physically.
- **Truth (Satya):** Satyagraha emphasizes adherence to truth in all aspects of life. Gandhi believed that truth is not merely factual correctness but also aligns with justice and moral righteousness. Satyagrahis (those who practice Satyagraha) must pursue truth in their actions and thoughts, even at great personal cost.
- **Self-Sacrifice and Self-Discipline:** Gandhi believed that personal discipline and self-control were necessary for any Satyagrahi to effectively fight injustice. A Satyagrahi was expected to endure suffering without retaliation, thereby demonstrating moral strength and commitment to justice.
- **Love and Compassion:** Satyagraha calls for love and compassion even toward the oppressor. Gandhi argued that hate and anger would only perpetuate violence and injustice, while love has the power to transform and awaken the conscience of the opponent.
- **Mass Mobilization:** Satyagraha was not merely an individual moral struggle but also a collective movement. It sought to involve large sections of society in peaceful protests, strikes, boycotts, and civil disobedience.

Key Satyagraha Movements:

- **Champaran Satyagraha (1917):** Gandhi's first major experiment with Satyagraha in India, focusing on the plight of indigo farmers in Bihar who were being exploited by British planters. Gandhi led a nonviolent protest, which resulted in the improvement of conditions for the farmers.
- **Non-Cooperation Movement (1920-1922):** In response to British oppression, Gandhi encouraged Indians to boycott British goods, schools, and services, aiming to weaken British authority through nonviolent resistance.
- **Salt March (1930):** Gandhi's most famous act of Satyagraha, where he led a 240-mile march to the coastal town of Dandi to produce salt in defiance of British salt taxes. The march garnered

widespread attention and was a key moment in the Indian independence struggle.

- **Quit India Movement (1942):** A mass civil disobedience campaign launched by Gandhi, demanding an immediate end to British rule in India. Although the movement faced brutal repression, it marked a turning point in the freedom struggle.

Global Influence:

The philosophy of Satyagraha influenced numerous global leaders, such as Martin Luther King Jr. in the United States and Nelson Mandela in South Africa, who adopted Gandhi's principles of nonviolent resistance in their own movements for civil rights and justice.

Conclusion:

Satyagraha was not merely a political tool but a way of life that sought to bring about social and moral transformation. Gandhi's idea of nonviolent resistance demonstrated the power of truth and love in the face of injustice and remains a powerful model for peaceful activism today. Through Satyagraha, Gandhi not only sought India's political independence but also envisioned a morally and spiritually transformed world. For further reading on Satyagraha, explore Gandhi's works such as *The Story of My Experiments with Truth* or academic analyses like those by Louis Fischer and Bhikhu Parekh.

☑ Check Your Progress 5.2:

1. Who coined the term "Sadagraha," which was later modified to "Satyagraha"?

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2. Why did Gandhi give up salt and pulses in his diet?

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5.4.2 ABOUT THE AUTHOR

Mohandas Karamchand Gandhi, widely known as Mahatma Gandhi, was born on October 2, 1869, in Porbandar, Gujarat, India. He was a transformative leader, who is often referred to as the Father of the Nation in India, having played a pivotal role in leading the country to independence from British colonial rule. Gandhi's philosophy of nonviolent resistance, or Satyagraha, has had a profound influence not

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only on India's independence movement but also on civil rights movements across the world.

Early Life and Education - Gandhi was born into a Hindu merchant caste family. His father, Karamchand Gandhi, was a high-ranking official in Porbandar, while his mother, Putlibai, and was deeply religious, which instilled in him a strong sense of morality and spiritual beliefs. Gandhi was a shy and introverted child who struggled in school but was deeply influenced by his mother's religious practices.

At the age of 18, Gandhi traveled to London to study law at University College London. During his time there, he was exposed to Western ideas, but also to the teachings of Hinduism, which would play a key role in shaping his spiritual and philosophical outlook.

Early Career in South Africa - After completing his law degree, Gandhi returned to India but struggled to establish a successful legal practice. In 1893, he accepted a year-long contract to work for an Indian trading company in South Africa. It was in South Africa that Gandhi first experienced racial discrimination, which would deeply affect him and lead to his involvement in social and political causes. In South Africa, he led the Indian community in nonviolent protests against discriminatory laws, such as those restricting Indian immigration and requiring Indians to carry passes. This marked the beginning of his development of the principle of Satyagraha—the use of nonviolent civil disobedience to resist injustice. His success in South Africa brought him to prominence as a leader of resistance, and he returned to India in 1915, ready to lead the national movement for independence.

Role in India's Independence Movement - Gandhi's return to India was a turning point in the Indian struggle for independence. He became a key figure in the Indian National Congress (INC) and began to advocate for widespread nonviolent resistance against British colonial rule. Gandhi's approach was revolutionary in that it mobilized millions of Indians, both urban and rural, in nonviolent protests, strikes, and boycotts.

Some of the key movements led by Gandhi include:

- **The Champaran Movement (1917):** Gandhi's first major action in India, where he led a successful campaign against the exploitation of indigo farmers in Bihar.
- **The Non-Cooperation Movement (1920-1922):** A nationwide campaign to boycott British goods and institutions, urging Indians to refuse to cooperate with the colonial government.
- **The Salt March (1930):** Perhaps his most famous act of defiance, where Gandhi walked 240 miles to the coastal town of Dandi to make salt in protest of the British monopoly on salt production.

- **The Quit India Movement (1942):** A call for immediate independence, in which Gandhi led a mass movement demanding that the British leave India.

Philosophy of Nonviolence (Ahimsa) - Gandhi's philosophy of Ahimsa (nonviolence) was central to his worldview. He believed that nonviolence was not just a political tactic, but a way of life that extended to every action, thought, and word. He saw nonviolence as the most powerful force available to mankind, capable of bringing about social, political, and spiritual transformation. His ideas on Ahimsa and Satyagraha inspired numerous global leaders, including Martin Luther King Jr. and Nelson Mandela.

Personal Life - Gandhi's personal life was marked by a deep commitment to simplicity, self-reliance, and spirituality. He practiced celibacy and often undertook fasting as a means of both personal purification and political protest. Gandhi believed that personal discipline was essential for any successful movement, and he lived a life dedicated to these principles.

Assassination and Legacy - Mahatma Gandhi continued to be an influential figure until his assassination on January 30, 1948 by Nathuram Godse, a Hindu nationalist who opposed Gandhi's policies of reconciliation with Muslims. His assassination shocked the world and led to an outpouring of grief and tributes from leaders across the globe.

Gandhi's legacy is immense. He is remembered as one of the greatest proponents of nonviolent civil disobedience and remains an enduring symbol of peace and justice. His writings, including *The Story of My Experiments with Truth*, provide insight into his philosophical and spiritual journey. His principles have influenced various social movements and continue to inspire individuals and organizations fighting for justice, peace, and human rights around the world.

5.6 SUMMARY

This chapter traces two pivotal phases in India's resistance against British colonial rule—starting with the violent uprising of 1857 in Delhi and transitioning into the disciplined nonviolence of Mahatma Gandhi's **Satyagraha** movement.

The Delhi Revolt (1857)

- The mutiny began with sepoy protests in Meerut over the use of rifle cartridges greased with animal fat, which violated Hindu and Muslim religious norms.
- The uprising quickly spread to Delhi, where Mughal Emperor **Bahadur Shah Zafar** was made the symbolic leader. The Red Fort became the epicenter of fierce combat.

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- After months of intense fighting, British forces recaptured Delhi in September 1857, resulting in harsh reprisals—mass executions, exile of the emperor, and the complete destruction of the Mughal Empire.
- Though suppressed, the revolt altered British governance in India and galvanized future nationalist movements. Delhi's role became a powerful symbol of resistance and awakened national consciousness.

Gandhi's Satyagraha: A Moral Revolution

- Coined from **Satya** (truth) and **Agraha** (insistence), Satyagraha was Gandhi's philosophy of "truth-force" or nonviolent resistance.
- Central to the movement were principles of **nonviolence (ahimsa)**, **truth (satya)**, **self-discipline**, **self-sacrifice**, and **compassion**, even toward oppressors.
- Key campaigns included the **Champaran Satyagraha** (1917), the **Non-Cooperation Movement** (1920–22), the **Salt March** (1930), and the **Quit India Movement** (1942).
- The movement inspired global figures such as Martin Luther King Jr. and Nelson Mandela, emphasizing that achieving justice without violence is both possible and morally transformative.

Connected Lessons

- **Evolution of Resistance:** From armed rebellion in 1857 to moral protest in Gandhi's era, India's freedom struggle navigated diverse forms of resistance under oppression.
- **Shift in Strategy:** Each era reflects its context—military revolt acknowledging immediate cultural and political grievances, and Satyagraha highlighting ethical, mass-based civil resistance.
- **Enduring Legacy:** While the Delhi rebellion awakened nationalist sentiment, Satyagraha empowered millions through moral agency, shaping both India's freedom and global civil rights movements.
- **Redefining Nationhood:** Delhi's heroic but tragic rebellion symbolized the awakening of Indian identity, while Gandhi's Satyagraha redefined that identity around values such as truth, dignity, and nonviolence.

5.7 GLOSSARY

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1. **Sepoy:** A soldier in the Indian army under the British East India Company. Sepoys were the primary force in the rebellion, and their mutiny in Meerut spread to Delhi, marking the beginning of the 1857 uprising.
2. **Mughal Empire:** The Muslim dynasty that ruled India from the 16th to the mid-19th century. By 1857, the empire was in decline, with the British East India Company taking control over much of India. Emperor Bahadur Shah Zafar, who had little power, became a symbolic figurehead of the rebellion.
3. **Bahadur Shah Zafar:** The last Mughal Emperor of India, who was a symbolic leader during the 1857 Rebellion. Despite being elderly and powerless, he was proclaimed as the ruler of the rebellion. After the fall of Delhi, he was captured, tried, and exiled to Rangoon (now Yangon).
4. **Red Fort:** The Mughal-era fort in Delhi, which became the focal point of the 1857 rebellion. It was here that the rebel forces gathered and where Emperor Bahadur Shah Zafar resided during the uprising.
5. **British East India Company:** The British corporation that controlled much of India before 1858. The Company's forces, including the British army, fought to suppress the rebellion. After its defeat in 1857, the British government took direct control of India, marking the beginning of the British Raj.
6. **Siege of Delhi:** The British siege of the city from June to September 1857, during which the rebel forces and the British army fought fiercely for control. The British used artillery to bombard the city, eventually forcing the rebels to surrender.
7. **The Indian Rebellion of 1857 (or Sepoy Mutiny):** A widespread uprising against British rule in India, which began with the mutiny of sepoys in Meerut but quickly spread to other parts of India, especially Delhi. The rebellion is viewed as India's first major collective resistance against British colonialism.
8. **British Raj:** The period of British direct rule over India, which began in 1858 after the rebellion. The British Crown took control of India following the end of the British East India Company's rule, effectively dissolving the Mughal Empire and establishing colonial rule.
9. **Mutiny:** Refers to the rebellion or revolt of soldiers, especially the sepoys, against their officers. The Sepoy Mutiny of 1857 is often used to describe the broader rebellion, though it also involved civilians and Indian rulers.

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10. **Rangoon (Yangon):** The Burmese city to which Bahadur Shah Zafar, the last Mughal Emperor, was exiled after the fall of Delhi. This marked the official end of the Mughal Empire.
a. Source: Khan, S. A. (2011). The Delhi Rebellion of 1857.
11. **Dissolution of the Mughal Empire:** The fall of the Mughal dynasty, which had ruled India for centuries. The end of the empire occurred following the British suppression of the 1857 rebellion, symbolized by the exile of Emperor Bahadur Shah Zafar. (Source: Chandra, B. (2007). India's Struggle for Independence).
12. **Satyagraha:** A Sanskrit term combining "Satya" (truth) and "Agraha" (firmness or insistence), meaning "insistence on truth" or "truth force." It is a philosophy and practice of nonviolent resistance, developed by Mahatma Gandhi, based on the principles of truth, nonviolence, and self-suffering.
13. **Ahimsa:** A Sanskrit word meaning "nonviolence." It is a central tenet of Satyagraha, emphasizing not causing harm to others, either through actions, speech, or thoughts. Gandhi believed that true nonviolence is essential for achieving justice.
14. **Satya:** The concept of "truth" in Satyagraha, referring to not only factual accuracy but also to living a life of moral integrity and righteousness. Gandhi believed that truth is universal and the ultimate force for social and moral transformation.
15. **Satyagrahi:** A person who practices Satyagraha. A Satyagrahi is committed to nonviolence, truth, and personal discipline while resisting oppression through peaceful means.
16. **Civil Disobedience:** A key method in Satyagraha, it involves deliberately disobeying unjust laws or commands in a peaceful manner. Gandhi used this approach extensively, such as in the Salt March and other campaigns against British colonial rule in India.
17. **Non-Cooperation:** A form of resistance where individuals refuse to cooperate with authorities or systems that are seen as unjust. This might involve boycotting British goods, schools, and courts, as seen in the Non-Cooperation Movement of 1920.
18. **Self-Suffering (Tapasya):** A core aspect of Satyagraha, where the practitioner willingly endures hardship or suffering without retaliation. Gandhi believed that by suffering without violence, one can awaken the conscience of the oppressor and inspire change.
19. **Brahmacharya:** The principle of celibacy or self-control in thought, speech, and actions, particularly important for a Satyagrahi. It reflects the need for personal discipline and moral purity in the pursuit of truth.

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- 20. Boycott:** A method of nonviolent resistance where individuals refuse to engage with or buy from oppressive systems or entities. Gandhi urged the boycott of British goods, schools, and institutions as part of the struggle for Indian independence.
- 21. Swadeshi:** The principle of self-reliance, particularly the use of domestic products. Gandhi promoted the Swadeshi movement as a way of rejecting British-made goods in favor of Indian-made products, symbolizing the resistance against colonial exploitation.
- 22. Salt March (Dandi March):** A pivotal act of civil disobedience led by Gandhi in 1930, where he marched 240 miles to the coastal village of Dandi to produce salt in defiance of British salt laws. This nonviolent protest galvanized India's independence movement.
- 23. Quit India Movement:** A mass civil disobedience campaign launched by Gandhi in 1942, demanding an immediate end to British rule in India. Although it was suppressed, it played a significant role in India's final push for independence.

5.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 5.1:

1. The narrator's wife secretly hid their valuables in Kale Sahib's cellar, but later it became impossible to retrieve them.
2. The narrator is worried about his future, as he has no income or pension, and fears ending up as a beggar or dying in poverty.

Check Your Progress 5.2:

1. The term "Sadagraha" was coined by **Maganlal Gandhi**, and it was later changed to "Satyagraha" by **Mahatma Gandhi** to make the meaning clearer.
2. Gandhi gave up salt and pulses as a **self-imposed vow** to support his wife Kasturba's recovery and to promote **self-restraint and brahmacharya** (celibacy).

5.9 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectonline.com/User/UnitUrls?unitId=21	

NOTE**5.10 REFERENCE**

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5.11 EXERCISE**PART 1****A. Multiple Choice Questions –**

1. **What was the immediate cause of the 1857 rebellion among the sepoys?**
 - a. Heavy taxation policies
 - b. Religious conversion attempts
 - c. Use of Enfield rifle cartridges believed to be greased with animal fat
 - d. Abolition of princely states

2. Which city became the symbolic and strategic center of the 1857 rebellion?
 - a. Meerut
 - b. Lucknow
 - c. Delhi
 - d. Kanpur
3. What role did Bahadur Shah Zafar play in the 1857 rebellion?
 - a. He led British troops against the rebels.
 - b. He remained neutral during the rebellion.
 - c. He was declared the symbolic leader of the rebellion.
 - d. He initiated the mutiny among the sepoys.
4. What is the literal meaning of 'Satyagraha'?
 - a. Freedom through struggle
 - b. Power of the people
 - c. Insistence on truth
 - d. Fight for justice
5. Which principle is *not* central to Satyagraha?
 - a. Nonviolence (Ahimsa)
 - b. Truth (Satya)
 - c. Self-sacrifice
 - d. Use of physical force

Answers with Explanation

1. **c) Use of Enfield rifle cartridges believed to be greased with animal fat**
Explanation: The cartridges offended both Hindu and Muslim religious sentiments, triggering the rebellion among sepoys.
2. **c) Delhi**
Explanation: Delhi became the symbolic heart of the rebellion, with rebels declaring Bahadur Shah Zafar as their emperor.
3. **c) He was declared the symbolic leader of the rebellion**
Explanation: Though lacking military power, Zafar was chosen for his legacy and symbolic importance.
4. **c) Insistence on truth**
Explanation: The Sanskrit words *satya* (truth) and *agraha* (firmness) combine to denote “insistence on truth” or “truth force.”
5. **d) Use of physical force**
Explanation: Satyagraha is based on nonviolence—physical force directly opposes its core principle.

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B. Short Answer Type Questions –

1. What was Ghalib's view about British rule?
2. Whose house had escaped the looter's gasping hands?
3. What did Ghalib's wife secretly send to Khala's house?
4. Why did Gandhi prohibit tea and coffee in jail?
5. What rule did Gandhi continue after jail regarding meals?

PART 2

C. Long Answer Type Questions (200 words)

1. Describe briefly Delhi in 1857 as depicted by Mirza Ghalib.
2. What did Ghalib not hope to get again from the British government?
3. What role did fear and uncertainty play in Ghalib's daily life during the revolt?
4. Explain how dietary restrictions served as a form of Satyagraha for Gandhi.
5. Discuss the global impact of Gandhi's principle of nonviolent resistance.

PART 3

D. Long Answer Type Questions (300 words)

1. Evaluate Mirza Ghalib as a prose writer.
2. Where were the jewels kept? Do you think they were safe there, and why?
3. Where will Ghalib go and live if conditions of his life do not improve?
4. Elaborate on Gandhi's philosophy of Satyagraha as both a political strategy and a personal way of life.
5. Analyze the significance of self-restraint and nonviolence in Gandhi's experiments with diet.

UNIT 6

PREFACE TO MAHABHARATA

— C. Rajagopalachari —

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UNIT STRUCTURE

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Preface to Mahabharata
- 6.4 Summary - Preface to Mahabharata
- 6.5 About the Author
- 6.6 Summary
- 6.7 Glossary
- 6.8 Answers to check your progress
- 6.9 Suggested readings - OER
- 6.10 Reference
- 6.11 Exercise

6.1 INTRODUCTION

The Preface to the Mahabharata is an introductory piece by **C. Rajagopalachari**, a distinguished Indian leader, statesman, and writer, best known for his retelling of the great Indian epic, The Mahabharata. This preface serves as both an introduction and a contextual framework for readers of the epic, helping them navigate the complex narrative and its philosophical depth.

Rajagopalachari's goal is to make The Mahabharata, traditionally a massive and intricate Sanskrit epic, more accessible to a modern audience. He acknowledges the vastness of the original work and condenses its themes, stories, and characters into a more digestible format. The preface lays the groundwork for understanding the epic's core message—primarily its exploration of **dharma** (righteousness), **karma** (action), and **bhakti** (devotion), themes that remain central to Indian philosophical and spiritual thought.

The preface also emphasizes the **moral and ethical dilemmas** faced by the characters, noting how their actions and decisions mirror the struggles encountered in real life. This humanization of mythological figures invites readers to reflect on their own values and choices. Rajagopalachari highlights that The Mahabharata is not simply a battle between good and evil, but a complex interaction of moral uncertainties that challenge the idea of absolute right and wrong.

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Furthermore, Rajagopalachari's retelling positions The Mahabharata as more than just an epic of war; it is a guide to navigating the complexities of life, offering wisdom that transcends time and place. He also situates the epic within the cultural and spiritual context of ancient India, revealing how its teachings have shaped not only the Indian subcontinent but have left a lasting global legacy.

6.2 OBJECTIVES

After reading this unit you will be able to

- **Explore** the spiritual themes of devotion, unity, and the quest for divine truth in "A Song of Kabir."
- **Analyze** Kabir's mystical and philosophical teachings, emphasizing his rejection of formal rituals for inner spiritual experience.
- **Appreciate** Kabir's use of simple, profound language to convey complex ideas about life, faith, and the divine.
- **Examine** the poetic style and imagery employed by Kabir, as translated by Rabindranath Tagore, to evoke deep emotional and spiritual responses.
- **Recognize** the universal relevance of Kabir's message, transcending religious and cultural boundaries to advocate for a personal connection with the divine.

6.3 PREFACE TO MAHABHARATA

It is not an exaggeration to say that the persons and incidents portrayed in the great literature of a people influence national character no less potently than the actual heroes and events enshrined in its history. It may be claimed that the former play an even more important part in the formation of ideals, which give to character its impulse of growth.

In the moving history of our land, from time immemorial, great minds have been formed and nourished by the Ramayana and the Mahabharata. In most Indian homes, children formerly learnt these immortal stories as they learnt their mother tongue at the mother's knee. And the sweetness and sorrows of Sita and Draupadi, the heroic fortitude of Rama and Arjuna and the loving fidelity of Lakshmana and Hanuman became the stuff of their young philosophy of life.

The growing complexity of life has changed the simple pattern of early home life. Still, there are few in our lands who do not know the Ramayana and the Mahabharata. Though the stories come to them so embroidered with the garish fancies of the Kalakshepam (devotional meeting where an expert scholar and singer tells a story to his audience) and the cinema retain but little of the dignity and approach to truth of

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Vyasa or Valmiki. Vyasa's Mahabharata is one of our noblest heritages. And it is my cherished belief that to hear it faithfully told is to love it and come under its elevating influence. It strengthens the soul and drives home, as nothing else does, the vanity of ambition and the evil and futility of anger and hatred.

The realities of life are idealized by genius and given the form that makes drama, poetry or great prose. Since literature is closely related to life, so long as the human family is divided into nations, literature cannot escape the effects of such division.

But the highest literature transcends regionalism and through it, when we are properly attuned, we realize the essential oneness of the human family. The Mahabharata is one of this class. It belongs to the world and not only to India. To the people of India, indeed, this epic has been an unfailing and perennial source of spiritual strength. Learnt at the mother's knee with reverence and love, it has inspired great men to heroic deeds as well as enabled the humble to face their trials with fortitude and faith.

The Mahabharata was composed many thousand years ago. But generations of gifted reciters have added to Vyasa's original a great mass of material. All the floating literature that was thought to be worth preserving, historical, geographical, legendary, political, theological and philosophical, of nearly thirty centuries, found a place in it.

In those days, when there was no printing, interpolation in a recognized classic seemed to correspond to inclusion in the national library. Divested of these accretions, the Mahabharata is a noble poem possessing in a supreme degree the characteristics of a true epic, great and fateful movement, heroic characters and stately diction.

The characters in the epic move with the vitality of real life. It is difficult to find anywhere such vivid portraiture on so ample a canvas. Bhishma, the perfect knight; the venerable Drona; the vain but chivalrous Karna; Duryodhana, whose perverse pride is redeemed by great courage in adversity; the high souled Pandavas with godlike strength as well as power of suffering; Draupadi, most unfortunate of queens; Kunti, the worthy mother of heroes; Gandhari, the devoted wife and sad mother of the wicked sons of Dhritarashtra, these are some of the immortal figures on that crowded, but never confused, canvas.

Then there is great Krishna himself, most energetic of men, whose divinity scintillates through a cloud of very human characteristics. His high purposefulness pervades the whole epic. One can read even a translation and feel the over whelming power of the incomparable vastness and sublimity of the poem.

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The Mahabharata discloses a rich civilization and a highly evolved society, which though of an older world, strangely resembles the India of our own time, with the same values and ideals. When India was divided into a number of independent kingdoms, occasionally, one king, more distinguished or ambitious than the rest, would assume the title of emperor, securing the acquiescence of other royalties, and signalized it by a great sacrificial feast. The adherence was generally voluntary. The assumption of imperial title conferred no over lordship. The emperor was only first among his peers.

The art of war was highly developed and military prowess and skill were held in high esteem. We read in the Mahabharata of standardized phalanxes and of various tactical movements. There was an accepted code of honorable warfare, deviations from which met with reproof among Kshatriyas. The advent of the Kali age is marked by many breaches of these conventions in the Kurukshetra battle, on account of the bitterness of conflict, frustration and bereavements. Some of the most impressive passages in the epic center round these breaches of dharma. The population lived in cities and villages. The cities were the headquarters of kings and their household and staff. There were beautiful palaces and gardens and the lives led were cultured and luxurious. There was trade in the cities, but the mass of the people were agriculturists.

Besides this urban and rural life, there was a highly cultured life in the seclusion of forest recesses, centered round ascetic teachers. These ashramas kept alive the bright fires of learning and spiritual thought. Young men of noble birth eagerly sought education at these ashramas. World-weary aged went there for peace. These centers of culture were cherished by the rulers of the land and not the proudest of them would dare to treat the members of the hermitages otherwise than with respect and consideration.

Women were highly honored and entered largely in the lives of their husbands and sons. The caste system prevailed, but intercaste marriages were not unknown.

Some of the greatest warriors in the Mahabharata were brahmanas. The Mahabharata has moulded the character and civilization of one of the most numerous of the world's people.

How did it fulfill, how is it still continuing to fulfill, this function? By its gospel of dharma which like a golden thread runs through all the complex movements in the epic by its lesson that hatred breeds hatred that covetousness and violence lead inevitably to ruin, that the only real conquest is in the battle against one's lower nature.

NOTE **Activity 6.1:****Suggested Activities for Deeper Understanding:**

Roup Discussions on Moral Dilemmas: Divide students into groups and present them with a moral dilemma from the Mahabharata (e.g., Yudhishtira's gamble, Arjuna's hesitation in battle). Each group will discuss what they believe is the right course of action and why. The groups will then present their conclusions to the class, followed by a discussion on how different interpretations of **dharma** could lead to varying decisions.

Mapping the Epic's Characters and their Dharma: Create a chart or a mind map that tracks the various characters of the Mahabharata and their respective dilemmas, decisions, and the dharma they follow. Students should examine characters like Arjuna, Karna, Duryodhana, and others, analyzing their virtues and flaws in the light of their moral choices.

Creative Expression through Modern Retellings: Ask students to retell a scene from the Mahabharata in a contemporary setting. This exercise will encourage them to connect the ancient wisdom of the epic with modern-day life and challenges, fostering creative expression while reflecting on timeless themes.

Interactive Role-play of Krishna and Arjuna: Organize an interactive role-playing session where students take turns portraying Krishna and Arjuna during the Bhagavad Gita discourse. They should focus on embodying the philosophical teachings, particularly the concepts of **detachment** and **duty**. This activity helps students internalize the ethical lessons of the epic.

 Check Your Progress 6.1:

1. What are the two great Indian epics mentioned in the passage that have influenced national character?

.....

2. What important message does the Mahabharata convey according to the passage?

.....

NOTE**6.4 SUMMARY - PREFACE TO MAHABHARATA**

In "Preface to the Mahabharata", C. Rajagopalachari introduces the reader to the epic Mahabharata, one of the greatest works in Indian literature. Rajagopalachari provides a succinct yet insightful overview of the Mahabharata, simplifying its intricate narrative while preserving its philosophical depth.

The preface sets the stage for understanding the central themes of the epic, particularly dharma (righteousness), karma (action), and bhakti (devotion). Rajagopalachari highlights that the Mahabharata is not merely a story of a dynastic struggle but a profound exploration of human virtues and vices. Through characters like Arjuna, Karna, and Yudhishtira, the epic examines the complexities of moral decision-making, emphasizing that right and wrong are not always clear-cut.

Rajagopalachari also emphasizes the role of Lord Krishna, whose teachings to Arjuna in the Bhagavad Gita are a pivotal part of the narrative. The Bhagavad Gita is presented not just as a philosophical discourse but as a guide to life, offering timeless lessons on duty, sacrifice, and the pursuit of truth.

Furthermore, Rajagopalachari presents the Mahabharata as a cultural and spiritual cornerstone of Indian tradition, reflecting the ethos of ancient Indian society and its philosophical and ethical foundations. The preface is aimed at readers unfamiliar with the full scope of the epic, offering them a lens through which they can appreciate the profound wisdom embedded in its stories and characters.

Key Points in the Preface:

- The Mahabharata is a complex narrative of moral dilemmas, human struggles, and philosophical insights.
- The epic's themes revolve around duty, righteousness, justice, and personal sacrifice.
- The character of Krishna and his teachings, especially in the Bhagavad Gita, provide the philosophical foundation of the epic.
- Rajagopalachari's retelling simplifies the epic's narrative without sacrificing its philosophical depth, making it accessible to modern readers.

In essence, the preface serves as an invitation to explore the deeper meanings of the Mahabharata, urging readers to reflect on the moral and ethical teachings of this ancient work.

6.5 ABOUT THE AUTHOR

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Chakravarti Rajagopalachari (1892–1972), often called Rajaji, was one of the foremost political leaders, intellectuals, and writers in India during the 20th century. He played a pivotal role in India's struggle for independence and in shaping the post-independence political landscape.

Early Life and Education - Rajagopalachari was born on December 10, 1892, in the town of Thorapalli, in Tamil Nadu, India. He belonged to a well-educated family and exhibited exceptional intellectual abilities from a young age. Rajagopalachari completed his early schooling in Chennai (then Madras) and later attended Hindu College and Presidency College. He obtained a degree in law, which set the foundation for his career in both law and politics.

Role in India's Freedom Struggle - Rajagopalachari was deeply influenced by Mahatma Gandhi and joined the Indian National Congress (INC) to actively participate in the Indian freedom movement. He was an ardent follower of Gandhi's ideals and was involved in various protests and movements, including the Non-Cooperation Movement (1920–1922), the Salt March (1930), and the Quit India Movement (1942).

Despite being a moderate, Rajagopalachari was a strong advocate for India's independence, and he worked closely with leaders like Jawaharlal Nehru and Sardar Vallabhbhai Patel. He became a prominent figure in Congress, holding important positions such as General Secretary and President of the All-India Congress Committee (AICC).

Post-Independence Role - After India gained independence in 1947, Rajagopalachari's political journey took on several important roles. He became the first Indian Governor-General of India after Lord Mountbatten's departure in 1947, serving until 1950, when the post of Governor-General was abolished with the adoption of the Indian Constitution.

He was also the Chief Minister of Tamil Nadu (then Madras State) from 1952 to 1954, where he implemented significant administrative reforms. Rajagopalachari's governance emphasized education, rural development, and social reforms. As Chief Minister, he also introduced the two-language formula in Tamil Nadu to balance the use of Hindi and Tamil.

In 1963, Rajagopalachari founded the Indian National Congress (Organisation) after a split in the Congress party, reflecting his ideological differences with Nehru's policies. Though he maintained his

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focus on national unity and integrity, he criticized policies that, in his view, favored centralization at the cost of state autonomy.

Literary Contributions - Rajagopalachari was a prolific writer and thinker, contributing significantly to Indian literature in both English and Tamil. He was known for his simplified retellings of Indian epics, most notably *The Ramayana* and *The Mahabharata*. His retelling of the *Mahabharata* became a popular version of the epic for contemporary readers, stripping down complex philosophical narratives to make them more accessible. His work is often characterized by clarity, simplicity, and a focus on moral and ethical lessons.

Rajagopalachari was also an advocate of rationalism and secularism, often writing on various social and political issues. He authored numerous books, essays, and articles on history, philosophy, and politics. His thought was influenced by Gandhi's principles, but he also incorporated elements of socialism and liberalism into his worldview.

Legacy and Recognition - Rajagopalachari's legacy is multifaceted. In addition to his political and literary achievements, he was highly respected for his ethics, intellectual rigor, and commitment to national integration. He was awarded the Bharat Ratna in 1954, India's highest civilian honor, for his distinguished contributions to public service.

His name is synonymous with moderate politics, and he is remembered for his vision of a progressive, inclusive India. Rajagopalachari remained active in political life until his death on December 25, 1972.

Key Works

- *The Mahabharata* (Retelling)
- *The Ramayana* (Retelling)
- *India's Constitution: A Commentary*
- *Selected Works of Rajaji*

C. Rajagopalachari's life and work continue to be a source of inspiration, particularly in his efforts to blend traditional Indian values with the demands of modern governance and intellectual inquiry.

6.6 SUMMARY

In "Preface to the Mahabharata", C. Rajagopalachari presents a concise and accessible introduction to the Indian epic Mahabharata. The preface serves not only as a summary of the epic's narrative but also as an exploration of its central philosophical and ethical themes. Rajagopalachari's primary aim is to make the complex and sprawling epic understandable to modern readers while preserving the richness of its ancient wisdom.

The preface emphasizes the moral dilemmas and ethical questions faced by the characters in the Mahabharata, especially in the context of

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dharma (righteousness) and karma (action). These themes are explored through key figures like Arjuna, Yudhishtira, Duryodhana, and Karna, whose actions and decisions reflect the internal conflicts between personal desire, duty, and the greater good. The idea that good and evil are not absolute but often subjective is one of the key lessons Rajagopalachari draws from the epic.

A central aspect of the preface is the role of Krishna, who acts as both a mentor and a divine guide to Arjuna. The Bhagavad Gita, which forms part of the Mahabharata, is highlighted as a profound philosophical text in its own right, offering timeless advice on duty, selflessness, and spiritual wisdom. Krishna's teachings to Arjuna during the battle of Kurukshetra emphasize the importance of following one's duty (dharma) without attachment to outcomes, a principle that resonates deeply within Indian philosophy and beyond.

In his retelling of the Mahabharata, Rajagopalachari seeks to strip away its layers of complexity to make it relatable to contemporary readers, while still conveying its moral and spiritual teachings. He makes it clear that The Mahabharata is not just a tale of war, but a study of human nature, illustrating the struggles individuals face in choosing between competing values and ideals. Moreover, Rajagopalachari underscores that the Mahabharata is not only a religious text but also a social and political commentary on life, governance, and human relationships. The preface is not just an introduction to the narrative, but a call to reflect on the lessons embedded in the epic, inviting readers to introspect on their own values and choices in life.

In sum, the Preface to the Mahabharata is a thoughtful and approachable introduction to one of the world's greatest epics, guiding readers through its main themes and characters, and encouraging them to draw timeless lessons from it.

Key Takeaways:

- The Mahabharata is not just a war story but an exploration of moral, ethical, and philosophical questions.
- Key themes include dharma (duty), karma (action), and the nature of good and evil.
- Krishna's teachings in the Bhagavad Gita are central to understanding the moral foundation of the epic.
- Rajagopalachari's retelling simplifies the epic while retaining its deeper philosophical and moral lessons.
- The epic serves as both a guide to personal behavior and a reflection on societal values and governance.

This summary captures the essence of Rajagopalachari's preface, providing a framework for readers to approach the epic with a deeper understanding of its relevance to both personal and collective life.

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6.7 GLOSSARY

The Preface to the Mahabharata provides an accessible entry point to the epic's complex themes and characters. Here are some key terms and concepts from the preface explained in detail:

- **Dharma:** In the context of the Mahabharata, dharma refers to righteousness or moral law. It is the ethical framework that guides individual actions in accordance with cosmic order. Dharma is not absolute but is dependent on one's role (or duty) in society, family, and the world. Characters like Yudhishtira, Arjuna, and Krishna wrestle with the notion of dharma throughout the epic.
- **Karma:** Karma refers to action or deed. It is the idea that all actions, whether good or bad, have consequences that influence one's future. In the epic, characters face the results of their karma, shaping the moral framework of the story. Krishna's teachings to Arjuna in the Bhagavad Gita emphasize performing one's duty without attachment to the results.
- **Bhakti:** Bhakti refers to devotion, particularly devotion to a deity. In the Mahabharata, Krishna embodies the principle of bhakti, especially through his relationship with Arjuna. Devotion is seen as a path to liberation and spiritual realization, and it is one of the key philosophies presented in the epic.
- **Kurukshetra War:** The Kurukshetra War is the central event of the Mahabharata. It is a massive battle fought between two branches of the Kuru dynasty—the Pandavas and the Kauravas. The war serves as the backdrop to many of the epic's philosophical teachings, particularly in the context of duty (dharma) and the consequences of war.
- **Bhagavad Gita:** The Bhagavad Gita is a 700-verse dialogue between Lord Krishna and Prince Arjuna, found within the Mahabharata. It addresses Arjuna's moral and emotional crises on the eve of the Kurukshetra War and presents teachings on dharma, karma, and devotion. Krishna's advice to Arjuna in the Gita is regarded as a spiritual and philosophical guide for life.
- **Kshatriya:** A Kshatriya is a member of the warrior class in traditional Hindu society. The Kshatriyas' duty is to protect the land, uphold justice, and participate in warfare. The Mahabharata features prominent Kshatriya characters like Arjuna, Yudhishtira, and Bhima, whose actions revolve around defending dharma and protecting their kingdom.
- **Yudhishtira:** Yudhishtira is the eldest Pandava prince and is known for his adherence to dharma. Throughout the epic, Yudhishtira struggles with questions of morality, justice, and the consequences of his actions. His sense of duty and his unwavering

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commitment to righteousness often put him at odds with his own family and the political machinations around him.

- **Arjuna:** Arjuna, one of the Pandava brothers, is a central figure in the Mahabharata and the hero of the Bhagavad Gita. He is a mighty warrior, but his moral dilemma on the eve of battle is the heart of the Gita. Arjuna's struggle with his duty to fight in the war against his kin and friends is resolved through Krishna's teachings on selfless action.
- **Karna:** Karna is one of the key characters in the Mahabharata, known for his loyalty, generosity, and tragic fate. Born to the unwed mother Kunti, Karna is raised by a charioteer's family and becomes one of the greatest warriors of the Kurukshetra War. His unwavering support for Duryodhana, the Kaurava prince, and his struggles with his identity and dharma are central to his character arc.
- **Duryodhana:** Duryodhana, the eldest Kaurava prince, is the principal antagonist of the Mahabharata. He represents the opposite of dharma, as his ambition and desire for power lead to the devastating war. Duryodhana's determination to overthrow the Pandavas, despite knowing the consequences, showcases the destructive force of desire and greed.
- **Maya:** Maya is a term used in Hindu philosophy to refer to the illusory nature of the world. In the Mahabharata, maya represents the illusion of material life and the distractions that prevent individuals from realizing their true, spiritual nature. It is closely tied to the idea of attachment and the difficulty of discerning truth.

6.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 6.1:

1. The two great Indian epics mentioned are the Ramayana and the Mahabharata.
2. The Mahabharata conveys the gospel of dharma and teaches that hatred breeds hatred, covetousness and violence lead to ruin, and the true conquest is overcoming one's lower nature.

6.9 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectionline.com/User/UnitUrls?unitId=22	

NOTE**6.10 REFERENCE**

Here are some references and Suggested readings that delve into the Preface to the Mahabharata by C. Rajagopalachari, as well as related themes, context, and interpretations of the Mahabharata.

- Rajagopalachari, C. (1950). Preface to the Mahabharata. Bharatiya Vidya Bhavan.
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6.11 EXERCISE**Part 1****A. Multiple Choice Questions –**

- 1. What does C. Rajagopalachari emphasize as the core purpose of the Mahabharata in his preface?**
 - a. To narrate a historical war in detail
 - b. To provide entertainment through mythology
 - c. To explore human virtues, vices, and moral dilemmas
 - d. To promote only the story of Arjuna and Krishna
- 2. According to the preface, what role does Lord Krishna's discourse in the Bhagavad Gita play in the Mahabharata?**
 - a. It acts as a side story for entertainment
 - b. It outlines military strategies for Arjuna
 - c. It serves as the philosophical and spiritual core of the epic
 - d. It encourages Arjuna to abandon his duties

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3. **How does Rajagopalachari aim to make the Mahabharata more accessible to readers?**
 - a. By omitting difficult characters and chapters
 - b. By turning it into a short fictional novel
 - c. By simplifying the narrative while preserving philosophical depth
 - d. By rewriting it in a completely modern context
4. **Which theme is NOT directly emphasized in Rajagopalachari's preface to the Mahabharata?**
 - a. Dharma (righteousness)
 - b. Bhakti (devotion)
 - c. Moksha (liberation)
 - d. Karma (action)
5. **Why does Rajagopalachari consider the Mahabharata a cultural and spiritual cornerstone of Indian tradition?**
 - a. Because it contains ancient political treaties
 - b. Because it reflects the ethos, philosophy, and ethical values of ancient Indian society
 - c. Because it is the oldest text in Sanskrit
 - d. Because it only narrates the Pandavas' victory

Answers with Explanation

1. **c) To explore human virtues, vices, and moral dilemmas**

Explanation: Rajagopalachari highlights that the *Mahabharata* is not merely a story of war, but a deep moral and ethical exploration of human nature.

2. **c) It serves as the philosophical and spiritual core of the epic**

Explanation: The *Bhagavad Gita*, spoken by Krishna, forms the heart of the *Mahabharata*, addressing the purpose of life, duty, and spiritual wisdom.

3. **c) By simplifying the narrative while preserving philosophical depth**

Explanation: Rajagopalachari aimed to make the complex epic approachable without losing its essential values and teachings.

4. **c) Moksha (liberation)**

Explanation: Though moksha is significant in Hindu philosophy, the preface emphasizes dharma, karma, and bhakti over moksha.

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5. b) Because it reflects the ethos, philosophy, and ethical values of ancient Indian society

Explanation: Rajagopalachari considers the epic a mirror of India's cultural and moral fabric, making it timeless and universally relevant.

B. Short Answer Type Questions –

1. Who wrote the epic Mahabharata?
2. Explain the term Kalakshepan.
3. What happens to our souls after listening to Mahabharata according to Rajagopalachari?
4. Why does Rajagopalachari say that Mahabharata belongs to the world & not only to India?
5. Which art of war was highly developed during Mahabharata?

Part 2

C. Long Answer Type Questions (200 words)

1. Describe the war tactics as given in the Preface to the Mahabharata.
2. Write a note on women's character and condition during the Mahabharata.
3. Why does Rajagopalachari consider the Mahabharata more than a religious epic?

Part 3

D. Long Answer Type Questions (300 words)

1. Elucidate on the role of Krishna in the Mahabharata.
2. Discuss the moral complexities faced by the characters in the Mahabharata.
3. What makes the Mahabharata timeless, according to Rajagopalachari?

UNIT 7

LANGUAGE, IDENTITY AND PERSONAL NARRATIVES IN INDIAN PROSE

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UNIT STRUCTURE

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Toasted English
 - 7.3.1 Summary - Toasted English
 - 7.3.2 About the Author
- 7.4 Portrait of a Lady
 - 7.4.1 Summary - Portrait of a Lady
 - 7.4.2 About the Author
- 7.5 Summary
- 7.6 Glossary
- 7.7 Answers to check your progress
- 7.8 Suggested readings - OER
- 7.9 Reference
- 7.10 Exercise

7.1 INTRODUCTION

This chapter brings together two evocative essays—**R. K. Narayan's "Toasted English"** and **Khushwant Singh's "The Portrait of a Lady"**—each distinct in subject matter but unified in their deep cultural introspection and exploration of identity.

In *Toasted English*, Narayan takes a witty and satirical look at how the English language, a colonial import, has been adapted and reshaped within the Indian context. With characteristic humor and sharp observation, he examines how Indian speakers have infused English with local flavor, making it a uniquely Indian tongue. Narayan critiques the association of English with elitism and social status, while also celebrating its transformation into a democratic tool of communication across diverse linguistic communities. His reflections subtly touch on post-colonial identity and the resilience of Indian culture in the face of inherited legacies.

The Portrait of a Lady, by contrast, is a deeply personal and emotional narrative centered around the author's relationship with his grandmother. Through Singh's affectionate portrayal, we see a woman

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who embodies tradition, simplicity, and quiet strength. The essay traces their bond from the rural setting of early life to the changing urban world, reflecting on the shifting roles of elders within modern families. Singh weaves themes of memory, mortality, and reverence for the past into his narrative, offering a heartfelt meditation on the enduring impact of those who shape our early lives.

Together, these essays offer a rich tapestry of Indian life—one through the lens of language and cultural evolution, the other through the intimate portrait of familial love and generational continuity. While Narayan's essay engages the intellect with humor and socio-linguistic insight, Singh's narrative touches the heart with its quiet emotional depth. Both essays encourage readers to reflect on how identity—whether through the words we speak or the people we remember—is shaped by time, context, and connection.

Ultimately, this unit not only enhances our understanding of post-colonial India but also celebrates the enduring power of language, memory, and tradition in the construction of personal and cultural identity.

7.2 OBJECTIVES

After reading this unit you will be able to

- **Explore** the spiritual themes of devotion, unity, and the quest for divine truth in "A Song of Kabir."
- **Analyze** Kabir's mystical and philosophical teachings, emphasizing his rejection of formal rituals for inner spiritual experience.
- **Appreciate** Kabir's use of simple, profound language to convey complex ideas about life, faith, and the divine.
- **Examine** the poetic style and imagery employed by Kabir, as translated by Rabindranath Tagore, to evoke deep emotional and spiritual responses.
- **Recognize** the universal relevance of Kabir's message, transcending religious and cultural boundaries to advocate for a personal connection with the divine.

7.3 TOASTED ENGLISH

In American restaurants they call for 'toasted English', referring to English muffins which, though being made in America, now retain 'English' as a sort of concession to their origin. The same may be said of the Americans' language too. They too went through a phase of throwing out the British but retaining their language and letting it flourish on American soil: the resultant language is somewhat different from its British counterpart; it may be said to have gone through a

process of toasting. One noticeable result of this toasting is that much of the formalism surrounding the use of English has been abandoned.

In America, they have freed the language from the stifling tyranny of the passive Voice. Where we would say ceremoniously Trespassing Prohibited, their signboards, as I noticed in the parks of Berkeley, merely say 'Newly Planted, don't Walk. Or 'Absolutely No Parking' leaves no room for speculation, and no motorist need spend too much time peering out and studying the notice. In a similar situation our authorities are likely to plant a twenty-line inscription on the landscape to say 'Under Municipal Act so and so this area has been reserved, etc., etc., and any vehicle stationed thereon will be deemed to have contravened sub-section so and so of the Motor Vehicles Act, etc., etc.' I saw on many American office-doors just 'Do Not enter'. The traffic signs at pedestrian crossings never mince words; they just say 'Go'; or 'Wait'. In a Hollywood studio I was rather startled to read, 'Mark Stevens-Keep Out.' Mark Stevens is a busy television personality who does not like to be disturbed by visitors. Incidentally it left me wondering why, if Mr. Stevens did not like interruptions, he announced his name at all on the door! But it is one of the minor mysteries that make travel through that country so engrossing.

The 'toasting' of English has been achieved through other means also. Americans have evolved certain basic keywords which may be Engli used anywhere, anyhow, words which have universal, multi-purpose use I may make my point clear if I mention the example of the word check which may safely be labeled the American national Expression. While the British usage confines it to its bare dictionary definitions, the American uses it anywhere, this expression being so devised that one may blindly utter it and still find that it is appropriate for the occasion. 'I'll check' means 'I'll find out, investigate, examine, scrutinize, verify, or probe. "Your check" means your ticket, token or whatever you may have to produce. 'Check room' is where you leave your possession for a while, 'check girl' is one who takes care of your coat, umbrella, or anything else you may leave in custody. 'Check in' and 'check out (at first, I heard it as 'chuck Out' and felt rather disturbed) refer to one's arrival in a hotel and departure therefrom. And there are scores of other incidental uses for the word. If you are ever hard up for a noun or a verb you may safely utter the word 'check and feel confident that it will fit in. 'Fabulous' is another word that is used in that country freely, without much premeditation. Of course, everyone knows what fabulous means, but American usage has enlarged its sense. I heard a lady in Wisconsin declare 'Oh, those cats of mine are fabulous'-meaning that they were eccentric. 'Oh, so and so, he is fabulous! may mean anything from a sincere compliment to an insinuation that so and so displays a mild form of charming lunacy.

NOTE

'O.K.' or okay is another well-known example. It is the easiest sound that ever emanated from the human vocal chords. Everyone knows how comprehensive its sense can be. 'Okay' is a self-sufficient word which needs no suffix to indicate any special respect for the listener, it can stand by itself without a 'sir' to conclude the sentence. In this respect it is like 'Yeah' which seals off a sentence without further ado. 'Yes sir' or 'Yes, darling' are conceivable but 'Yeah sir', or 'Yeah darling, is unthinkable. 'Yeah' is uttered in a short base-of-the-tongue grunt, which almost snaps any further continuation of a sentence. 'Yes' involves time as the sibilant could be prolonged.

The refinements of usage in countries where English has a bazaar status are worth a study. On a London bus you 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. I found out that one could calculate the number of passengers in a bus by halving the total number of 'thanks' heard. In any western country if a receptionist asks, 'Can I help you? It really means, 'Have you any business here, if so state it. Or it may mean 'Evidently you have wandered off into a wrong place, go away. A man who wants to pass you always says 'Excuse me', while he may with all justice burst out, 'What do you mean by standing there gaping at the world while you block everybody's passage? Stand aside, man!' when you send your card in, the busy man's secretary appears and whispers in your ear, 'Would you like to wait? Though the tone is one of consultation, you have really no choice in the matter. The thing to do is not to answer the question but say 'thanks' and look for a comfortable seat in the waiting-room, although you may feel like saying, 'No I wouldn't like to wait. I have other things to do.'

The time has come for us to consider seriously the question of a Bharat brand of English. As I've said in my essay on 'English in India' so far English has had a comparatively confined existence in our country—chiefly in the halls of learning, justice, or administration. Now the time is ripe for it to come to the dusty street, market-place, and under the banyan tree. English must adopt the complexion of our life and assimilate its idiom. I am not suggesting here a mongrelization of the language. I am not recommending that we should go back to the days when we heard, particularly in the railways, 'Were U goin', man?' Bharat English will respect the rule of law and maintain the dignity of grammar, but still have a swadeshi stamp about it unmistakably, like the Madras handloom check shirt or the Tirupati doll. How it can be achieved is a question for practical men to tackle.

7.3.1 SUMMARY - TOASTED ENGLISH**NOTE**

In the essay "Toasted English", R.K. Narayan humorously reflects on the peculiarities of the English language as it is spoken in India. The essay explores how the English language has been adapted and modified by Indians, blending it with local expressions, pronunciations, and idioms, creating a unique and sometimes amusing version of English, often referred to as Indian English. Narayan uses a light-hearted tone to point out the quirks and misuses of the language, illustrating how English has been "toasted," or modified, to fit the Indian context.

Narayan discusses the impact of British colonialism on the Indian education system, which introduced English as the language of instruction. While English was initially imposed as a tool for governance and control, it has since evolved into a part of everyday life, particularly in urban India. Narayan's witty observations show how English has become a marker of education, social status, and sometimes, confusion.

The essay also touches on the humorous side of Indian English, with examples of how words and phrases are altered in the process of translation or adaptation. He reflects on the fun of learning a language and the creativity involved in making it more suited to local expressions and conditions. Overall, the essay is both a celebration and a satire of the language's evolution in India, pointing out the complexities and amusing distortions that arise when a foreign language becomes an integral part of daily communication.

Through this essay, Narayan highlights the richness and complexity of language, demonstrating how languages evolve and adapt to the needs and culture of their speakers. It is an insightful commentary on how English, once a colonial legacy, has been transformed into a dynamic, locally-inflected language in India.

☑ Check Your Progress 7.1:

1. What is the American word that can be used in many situations, such as for ticket, token, or to mean "investigate"?

.....

2. What does the author suggest about creating a Bharat brand of English?

.....

NOTE

 Activity 7.1:

Creative Writing Exercise: Ask students to write a short dialogue or story using Indian English that reflects local culture and humor. They should incorporate common idiomatic expressions from their regional language or mix cultural references.

Role Play: In pairs, students can role-play a scenario where they must use "Toasted English" in conversation. For example, they could play characters at a market, negotiating a price, or having a humorous misunderstanding due to language differences.

Comparison Exercise: Students can compare sentences in standard English and Indian English to identify the differences. For example, phrases like "I am coming" might be said as "I am coming just now" or "He is my cousin brother," highlighting the additions or modifications common in Indian usage.

Class Discussion: Facilitate a discussion on the role of English in modern India. How has it shaped social status, education, and global communication? What are the advantages and drawbacks of speaking Toasted English?

Activity Ideas:

Language Experiment: Ask students to "toast" a few English phrases by adding elements of Indian languages or culture to them. For instance, translate a common English phrase like "I'll call you later" into Indian English by adding regional language influences or using common local expressions.

Video Watching: Show clips from Indian movies or television shows where characters use English in an Indianized form. Afterward, discuss how language evolves in films to reflect local customs and ways of speaking.

Group Presentation: Divide the class into groups and assign each group a specific region of India (North, South, East, and West). Have them research how English is spoken in that region and create a presentation that highlights the unique Toasted English characteristics found there.

7.3.2 ABOUT THE AUTHOR

R.K. Narayan (Rasipuram Krishnaswamy Iyer Narayanaswami), born on October 10, 1906, in Chennai, India, is widely regarded as one of India's most celebrated writers in English. Known for his simple, yet profound storytelling, Narayan was a pioneer of Indian English literature and played an important role in bringing Indian themes to the international literary stage.

Early Life and Education - Narayan came from a family with a strong academic background. His father, a teacher, and his mother, a devout woman, were influential in shaping his early education. He attended various schools, but it was his time at Mysore University that truly nurtured his interest in writing. After completing his schooling, he studied at Arts College in Mysore, where he earned a degree in arts.

Writing Career - R.K. Narayan's writing career began with a strong foundation in short stories and novels, capturing the essence of Indian society and everyday life. His literary debut came with his first novel, *Swami and Friends* (1935), set in the fictional town of Malgudi, which became his trademark setting. This novel, along with others like *The Bachelor of Arts* (1937) and *The Dark Room* (1938), introduced readers to his unique style—subtle, realistic, and often infused with gentle humor.

He is most famous for creating Malgudi, a fictional South Indian town that became the setting for many of his stories. Malgudi is a microcosm of Indian life, where he explored themes of love, family, tradition, and modernity. His works often reflect the simplicity of life, blending wit with wisdom, and were praised for their warmth and humanism.

Major Works - Narayan's literary output is extensive, including short story collections, novels, and essays. Some of his major works include:

- *Swami and Friends* (1935)
- *The Bachelor of Arts* (1937)
- *The Guide* (1958) – This novel is one of his most well-known, winning the Sahitya Akademi Award and later adapted into a successful film.
- *The Man-Eater of Malgudi* (1961)
- *The Vendor of Sweets* (1967)
- *Malgudi Days* (1943) – A collection of short stories that features the characters from his fictional town, Malgudi.

Narayan's work touches on a variety of themes such as the complexities of Indian society, relationships, and the changing social fabric, often portraying them with a sense of humor and irony. His writing is characterized by its simplicity, engaging plotlines, and universal appeal.

Literary Recognition and Awards - R.K. Narayan received several prestigious awards during his career. He was honored with the Padma Bhushan in 1964 for his contributions to literature and was nominated for the Booker Prize for his novel *The Guide*. He also received the Sahitya Akademi Award in 1958 for *The Guide*, and his works were translated into numerous languages, gaining international acclaim. His writing style was greatly admired for its clarity and simplicity, making complex human experiences accessible to readers worldwide. Despite this, he never sought to present himself as a "profound" writer; instead, his works reflect a deeply humanistic and observational perspective on life.

NOTE

Personal Life - Narayan was married to Rajam, whom he greatly loved, but she passed away early in their marriage, which deeply affected him. He never remarried. He lived a relatively simple life, focused on his writing and his love for his hometown of Mysore.

Later Years and Legacy - R.K. Narayan continued to write into his later years, although his output slowed down in his later life. He passed away on May 13, 2001, at the age of 94. Narayan's work remains a significant part of Indian literature in English, and his influence can still be seen in contemporary writers. His ability to depict the nuances of Indian society and his skill in using English as a tool for expressing Indian life has solidified his place as one of India's greatest writers.

Influence - Narayan's legacy lies not just in the content of his work but also in his ability to represent ordinary lives and ordinary struggles with compassion and humor. His writing introduced the world to Indian life as seen through the eyes of everyday people. His influence is seen in the works of later Indian authors who followed in his footsteps, using English to explore Indian themes and characters.

Conclusion - R.K. Narayan remains one of the most beloved figures in Indian literature. His contributions to Indian English literature continue to inspire both writers and readers worldwide. His writing reflects the heart of India, with all its complexities, and has secured him a lasting place in the annals of world literature.

7.4 PORTRAIT OF A LADY

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. My grandfather's portrait hung above the mantelpiece in the drawing room. He wore a big turban and loose-fitting clothes. His long, white beard covered the best part of his chest and he looked at least a hundred years old.

He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren. As for my grandmother being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part and we treated it like the fables of the Prophets she used to tell us.

She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain she had always been as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful.

She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in inaudible prayer. Yes, she was beautiful. She was like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment.

My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me up in the morning and get me ready for school. She said her morning prayer in a monotonous sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart, I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.

My grandmother always went to school with me because the school was attached to the temple. The priest taught us the alphabet and the Morning Prayer. While the children sat in rows on either side of the verandah singing the alphabet or the prayer in a chorus, my grandmother sat inside reading the scriptures. When we had both finished, we would walk back together. This time the village dogs would meet us at the temple door. They followed us to our home growling and fighting with each other for the chapattis we threw to them. When my parents were comfortably settled in the city, they sent for us. That was a turning-point in our friendship. Although we shared the same room, my grandmother no longer came to school with me. I used to go to an English school in a motor bus. There were no dogs in the streets and she took to feeding sparrows in the courtyard of our city house. As the years rolled by we saw less of each other. For some time she continued to wake me up and get me ready for school.

When I came back she would ask me what the teacher has taught me. I would tell her English words and little things of western science and learning, the law of gravity, Archimedes' Principle, the world being round, etc. This made her unhappy.

She could not help me with my lessons. She did not believe in the things they taught at the English school and was distressed that there was no teaching about God and the scriptures. One day I announced that we were being given music lessons. She was very disturbed. To her music had lewd associations. It was the monopoly of harlots and beggars and not meant for gentlefolk. She said nothing but her silence meant disapproval. She rarely talked to me after that. When I went up to University. I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation.

NOTE

She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset, she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable bedlam of chirrupings. Some came and perched on her legs, others on her shoulders. Some even sat on her head. She smiled but never shooed them away. It used to be the happiest half hour of the day for her.

When I decided to go abroad for further studies, I was sure my grandmother would be upset. I would be away for five years, and at her age one could never tell. But my grandmother could. She was not even sentimental. She came to leave me at the railway station but did not talk or show any emotion. Her lips moved in prayer, her mind was lost in prayer. Her fingers were busy telling the beads of her rosary. Silently she kissed my forehead, and when I left I cherished the moist imprint as perhaps the last sign of physical contact between us. But that was not so. After five years I came back home and was met by her at the station. She did not look a day older. She still had no time for words, and while she clasped me in her arms I could hear her reciting her prayers. Even on the first day of my arrival, her happiest moments were with her sparrows that she fed longer and with frivolous rebukes. In the evening a change came over her. She did not pray. She collected the women of the neighborhood, got an old drum and started to sing. For several hours she thumped the sagging skins of the dilapidated drum and sang of the home-coming of warriors. We had to persuade her to stop to avoid overstraining. That was the first time since I had known her that she did not pray.

The next morning she was taken ill. It was a mild fever and the doctor told us that it would go. But my grandmother thought differently. She told us that her end was near. She said that, since only a few hours before the close of the last chapter of her life she had omitted to pray, she was not going to waste any more time talking to us. We protested. But she ignored our protests. She lay peacefully in bed praying and telling her beads. Even before we could suspect, her lips stopped moving and the rosary fell from her lifeless fingers. A peaceful pallor spread on her face and we knew that she was dead.

We lifted her off the bed and, as is customary, laid her on the ground and covered her with a red shroud. After a few hours of mourning, we left her alone to make arrangements for her funeral. In the evening, we went to her room with a crude stretcher to take her to be cremated. The sun was setting and had lit her room and verandah with a blaze of golden light. We stopped halfway in the courtyard. All over the verandah and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirruping. We felt sorry for the birds and my mother fetched some

bread for them. She broke it into little crumbs. The way my grandmother used to, and threw it to them. The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly. Next morning the sweeper swept the bread crumbs into the dustbin.

7.4.1 SUMMARY - PORTRAIT OF A LADY

The Portrait of a Lady is a nostalgic and heartfelt autobiographical account written by Khushwant Singh, reflecting on his deep bond with his grandmother. The essay explores the themes of love, tradition, and the passage of time.

The narrator begins by describing his grandmother as a simple, spiritual, and loving figure. He recounts her daily routines, which were marked by religious devotion and a strong sense of routine. The narrator and his family lived in a large house in the village, and the grandmother played an important role in their lives, taking care of the narrator's early education and introducing him to the values of traditional Indian culture.

As time passes, the family moves to the city, and the grandmother's life and role in the family change. Despite these changes, she remains a figure of steadfast tradition and wisdom. The story emphasizes her dignity and grace, particularly in her final days. Her death is portrayed as serene, and the narrator reflects on how her presence, though physically gone, continues to live on in the form of memories.

Ultimately, The Portrait of a Lady is an emotional tribute to the narrator's grandmother, offering a glimpse into the profound influence that elders have on shaping the values, traditions, and identities of younger generations. The story also captures the themes of aging, loss, and the enduring power of memory.

The essay, written in a reflective and intimate style, serves as a poignant reminder of the unspoken love between family members and the quiet legacies left behind by older generations.

☒ Check Your Progress 7.2:

1. What did the narrator's grandmother do every afternoon in the city?

.....

2. How did the sparrows react after the grandmother's death?

.....

NOTE

 Activity 7.2:

"A Letter to My Grandmother" - Ask students to write a letter to their grandparents or an elderly family member, reflecting on the wisdom they have received from them and what they would want to pass down to future generations. This activity allows students to express their own emotions and recognize the role elders play in shaping their lives.

"Tradition vs. Modernity Debate" - Divide the class into two groups and have a debate on the theme of "Tradition vs. Modernity." One group will argue in favor of the importance of preserving traditions, while the other will advocate for embracing modern values. This will help students understand the challenges of reconciling tradition with change, a theme central to the story.

Memory Book Project - Have students create a "memory book" about their own family history. They can interview family members, collect photographs, and write down stories that have been passed down. This project will help them engage with the idea of legacy and memory, key concepts in *The Portrait of a Lady*.

Role Play - Assign students roles from the story—such as the narrator, the grandmother, or other family members—and have them perform a short role-play based on a scene from the essay. This will allow students to connect with the characters on a deeper emotional level and understand their motivations.

7.4.2 ABOUT THE AUTHOR

Khushwant Singh was a prominent Indian author, journalist, and editor, best known for his sharp wit, keen observations, and unapologetic take on social, political, and cultural issues. He was born on February 2, 1915, in Hadali, Punjab (now in Pakistan), into a family with a long tradition of service in the military and the civil services.

Early Life and Education - Singh's formative years were marked by a robust academic journey. He attended Government College in Lahore, where he earned a degree in English Literature. Later, he pursued further studies in the United Kingdom at the prestigious University of Oxford, where he earned a degree in Law. However, his interests were always deeply rooted in literature and writing rather than in law. His early exposure to Western education, combined with his Indian heritage, shaped his multifaceted worldview.

Career and Writing - Khushwant Singh's literary career began with his debut novel *Train to Pakistan* (1956), which is one of his most celebrated works. The novel deals with the horrors and human cost of

the Partition of India in 1947 and remains a poignant commentary on the partition's impact on society.

The novel's straightforward narrative and gripping emotional appeal earned Singh widespread acclaim. In addition to his novels, Singh wrote essays, short stories, and columns. His literary style was marked by humor, cynicism, and an acute sense of the socio-political landscape of India. Among his other notable works are *The Company of Women* (1999), *Delhi: A Novel* (1990), and *The Company of Women* (1999). His writing often explored themes such as human sexuality, politics, and the complexities of Indian identity.

Journalism and Editing - In the realm of journalism, Khushwant Singh was highly influential. He served as the editor of several prominent publications, including *The Hindustan Times* and *The Illustrated Weekly of India*. His editorial work was known for its candidness, and his columns often carried sharp critiques of contemporary politics and society. He was fearless in his commentary and didn't shy away from controversial topics, earning both praise and criticism for his fearless approach.

Philosophy and Influence - Singh's worldview was shaped by his experiences, which included a deep understanding of India's cultural and political landscapes. He was known for his secular outlook and liberal views on religion and politics. His writings on topics like religious tolerance, the state of democracy in India, and social reforms contributed significantly to public discourse in post-independence India. Despite being critical of many aspects of Indian society, Khushwant Singh was also deeply committed to the country's progress and prosperity. His wit, combined with his willingness to speak truth to power, earned him a devoted following.

Personal Life - Singh's personal life was as colorful as his professional one. He was known for his candidness about his personal beliefs and lifestyle. He had a somewhat unconventional stance on religion, identifying as agnostic and often criticizing the rigid dogmas of organized religion. His personal life was filled with travel, friendship, and a love for fine wine, food, and conversation.

Awards and Recognition - Over his long career, Khushwant Singh received numerous accolades, including the Padma Bhushan in 1974, one of India's highest civilian honors, for his contributions to literature. He also received the Sahitya Akademi Award and the Commonwealth Writers' Prize, cementing his place as one of India's most influential authors.

Death - Khushwant Singh passed away on March 20, 2014, at the age of 99. His death marked the end of an era in Indian literature, and his legacy continues to influence generations of writers, journalists, and readers.

NOTE

Legacy - Khushwant Singh remains one of the most prominent voices in Indian literature and journalism. His books continue to be read for their sharp social commentary, their reflections on post-independence India, and their deep humanism. His works have been translated into many languages, and his influence extends beyond the world of literature into the realms of media, politics, and cultural studies.

Key Works:

- Train to Pakistan (1956)
- Delhi: A Novel (1990)
- The Company of Women (1999)
- The Company of Women (1999)

Singh's writing was filled with honesty, wit, and an astute understanding of the complex fabric of Indian society, making him a major figure in 20th-century Indian literature and journalism.

7.5 SUMMARY

This unit brings together two compelling essays—"Toasted English" by **R.K. Narayan** and "**The Portrait of a Lady**" by **Khushwant Singh**—each offering distinct yet complementary perspectives on Indian culture, identity, and tradition through personal observation and narrative reflection.

In "**Toasted English**," R.K. Narayan humorously examines how the English language, introduced during British colonial rule, has been reshaped and "toasted" into a unique Indian version. He explores the way English in India blends with regional languages, accents, and cultural expressions, resulting in a variant that may seem unconventional to native speakers but is richly functional and culturally resonant in the Indian context. With wit and irony, Narayan critiques the colonial legacy of English and its continued association with social status and modernity, while celebrating the adaptability of language and its role in reflecting India's linguistic and cultural diversity.

In contrast, "**The Portrait of a Lady**" by Khushwant Singh is a deeply personal and emotive account of the narrator's relationship with his grandmother. The essay captures the essence of traditional Indian life, the evolving bond between generations, and the quiet dignity of a woman who remains rooted in faith and simplicity amid a rapidly modernizing world. Singh's portrayal of his grandmother offers insight into themes of love, loss, and cultural continuity, especially as family dynamics shift over time.

Together, these essays reflect on the **interplay between tradition and change**, language and identity, and the personal and societal transformations taking place in post-colonial India. While Narayan uses

humor to explore the absurdities and charm of "Indian English," Singh's narrative offers a heartfelt tribute to a bygone era of values and familial devotion. Both works invite readers to consider how **cultural legacy—whether linguistic or familial—continues to shape modern Indian life.**

This dual exploration enhances the understanding of **how personal stories, language, and relationships mirror broader social changes,** and how writers use both humor and memory to comment on the evolving Indian identity.

7.6 GLOSSARY

1. **"I am coming just now"** – A phrase commonly used to indicate that someone is on their way but might take a little longer than expected. In Standard English, it would simply be "I am coming" or "I am on my way."
2. **"Doing the needful"** – A common expression used in Indian business or formal contexts, which means "please do what is necessary" or "take the required action." It reflects a direct translation from Hindi or other Indian languages.
3. **"He is my cousin brother"** – In English, it would typically be "He is my cousin." The term "brother" is often added in Indian English to emphasize a close familial relationship, though it is redundant in Standard English.
4. **"I am fine, no tension"** – This phrase is often used to express that one is doing well or is untroubled. "No tension" is an Indianized way of saying "no worries" or "I'm fine," influenced by Hindi or other languages where "tension" is used colloquially to describe stress or concern.
5. **"You please sit"** – In Standard English, this would be simply "Please sit." The addition of "you" is typical in Indian English to add politeness or emphasis, reflecting the influence of Indian language structure.
6. **"Let us meet in the evening, if you are free"** – A more indirect or polite way of saying "Let's meet in the evening" or "Are you free to meet in the evening?" The additional phrasing indicates a cultural tendency towards being indirect and courteous.
7. **"She is my friend's wife"** – In Indian English, familial relationships are often described with additional specificity, even when unnecessary in Standard English. The term "friend's wife" might be used instead of simply "my friend's spouse" in more formal contexts.
8. **"I will come by and by"** – A variation of "I will come soon" or "I will come shortly," influenced by regional languages. The term "by and

NOTE

by" is an older expression in English, but it is used in some parts of India as a way of indicating that something will happen eventually.

9. **"He is doing the study"** – In standard English, we would say "He is studying" or "He is doing his studies." In Indian English, the verb "do" is often used in place of "study."
10. **"Give me a book"** – While this is grammatically correct, Indian English often uses simplified or direct requests. In more formal British or American English, you might say, "Can I have a book?" or "Could you give me a book?"
11. **Nostalgia** – A sentimental longing or wistful affection for a period in the past. The story reflects the narrator's deep sense of nostalgia for his childhood, particularly for the time spent with his grandmother.
12. **Tradition** – The passing down of customs, beliefs, and practices from one generation to the next. The grandmother is a symbol of traditional values, emphasizing religion, routine, and discipline, which she practices throughout her life.
13. **Devotional** – Showing reverence and deep commitment to religious worship. The grandmother in the story is described as highly devotional, spending much of her time praying and performing religious rituals.
14. **Spirituality** – The quality of being concerned with the soul, spirit, or religion. The grandmother's life is marked by her strong spiritual practices and her constant devotion to prayer and meditation.
15. **Dignity** – The state or quality of being worthy of honor or respect. The grandmother carries herself with great dignity, whether in her daily activities or in the acceptance of her death.
16. **Legacy** – Something handed down from the past, as from an ancestor or predecessor. The grandmother's legacy is not material but spiritual—her wisdom, love, and sense of tradition are passed down to the narrator.
17. **Serene** – Calm, peaceful, and untroubled. The grandmother's demeanor, especially in her old age and during her final days, is serene. Her calm acceptance of death exemplifies this quality.
18. **Rituals** – Religious or ceremonial acts performed in a prescribed order. The grandmother follows daily rituals, including prayer, which form a significant part of her life and identity.
19. **Tradition vs. Modernity** – A central theme of the story that contrasts the grandmother's traditional lifestyle with the modernity of the urban setting where the narrator's family moves. The grandmother represents the preservation of traditional values, while the new environment symbolizes change and modernity.

NOTE

- 20. Simplicity** – The quality of being simple or uncomplicated. The grandmother's life is described as simple, marked by her routine, prayers, and dedication to family life.
- 21. Resilience** – The capacity to recover quickly from difficulties; toughness. The grandmother demonstrates resilience by adapting to the challenges of aging and the changes in her environment, while remaining true to her values.
- 22. Separation** – The process or state of being separated. The theme of separation emerges as the narrator moves from the village to the city and experiences emotional distance from his grandmother. Despite this, the bond between them remains strong.
- 23. Mortality** – The state of being subject to death. The inevitable mortality of the grandmother is central to the story, highlighting the natural cycle of life and death and the peaceful acceptance of this reality.
- 24. Memory** – The mental capacity to retain information, and the stories and experiences one recalls. The narrator's memories of his grandmother remain vivid and poignant even after her death, representing the enduring impact of her life.

7.7 ANSWERS TO CHECK YOUR PROGRESS**Check Your Progress 7.1:**

1. The word is "check."
2. The author suggests that English in India should reflect Indian life and culture while still respecting grammar and rules.

Check Your Progress 7.2:

1. She fed the sparrows by breaking bread into little bits and sitting in the verandah.
2. Thousands of sparrows sat silently near her body and did not eat any bread crumbs.

7.8 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectionline.com/User/UnitUrls?unitId=23	

NOTE**7.9 REFERENCE**

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7.10 EXERCISE**Part 1****A. Multiple Choice Questions –****1. What is the central theme of R. K. Narayan's essay "Toasted English"?**

- a. The superiority of Indian languages over English
- b. The evolution and localization of English in India

- c. The grammatical rules of standard British English
 - d. The decline of English in post-colonial India
- 2. According to the essay, how does Narayan view the use of English in India?**
- a. As a harmful colonial remnant
 - b. As a symbol of Western superiority
 - c. As a humorous and creative adaptation
 - d. As a rigid and unchangeable language
- 3. What role did British colonialism play in the spread of English in India, as per the essay?**
- a. It promoted Indian regional languages
 - b. It introduced English as a tool for governance and education
 - c. It discouraged the use of English in schools
 - d. It made Hindi the official language
- 4. Who is the central figure in Khushwant Singh's essay "The Portrait of a Lady"?**
- a. The narrator's mother
 - b. The narrator's grandmother
 - c. The narrator's sister
 - d. The narrator's friend
- 5. What role did the grandmother play in the narrator's early life?**
- a. She was indifferent to his upbringing
 - b. She discouraged traditional values
 - c. She took care of his early education and introduced traditional Indian culture
 - d. She taught him modern science and technology

Answers with Explanation

1. b) The evolution and localization of English in India

Explanation: Narayan highlights how English has been adapted in India, humorously portraying the rise of Indian English.

2. c) As a humorous and creative adaptation

Explanation: He uses a light-hearted tone to describe how Indians have creatively reinterpreted English.

3. b) It introduced English as a tool for governance and education

Explanation: British colonial rule institutionalized English, especially in administration and education.

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4. b) The narrator's grandmother

Explanation: The essay focuses on the narrator's emotional and respectful portrayal of his grandmother.

5. c) She took care of his early education and introduced traditional Indian culture

Explanation: She was a key figure in his upbringing, especially during his village childhood.

B. Short Answer Type Questions –

1. What have the Americans freed the language from?
2. When was the Sahitya Akademi Award conferred on R.K. Narayan?
3. For which novel was the Sahitya Akademi Award conferred on R.K. Narayan?
4. What does Khushwant Singh describe in 'The Portrait of a Lady'?
5. Comment on the title 'The Portrait of a Lady'.
6. Comment on the grandson and the grandmother's relationship.

Part 2

C. Long Answer Type Questions (200 words)

1. What meaning does the title 'Toasted English' convey? Justify how it is a suitable title.
2. Explain the transformation of English usage in America as discussed by the author.
3. Briefly describe the typical routine of the grandmother both in the village and the city.
4. What was the turning point of their friendship?

Part 3

D. Long Answer Type Questions (300 words)

1. What is meant by 'Bharat brand of English'? How does it reflect Indian identity?
2. Discuss the refinement and adaptation of English where it has gained a 'bazaar status'.
3. How did the grandmother react to changes in the narrator's lifestyle and education?
4. Describe in brief the pen picture of the narrator's grandmother highlighting her noble qualities.



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UNIT 8

DISCOVERING BABA SAHEB

— Ashok Mahadevan —

UNIT STRUCTURE

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Discovering Baba Sahib
- 8.4 Summary - Discovering Baba Sahib
- 8.5 About the Author
- 8.6 Summary
- 8.7 Glossary
- 8.8 Answers to check your progress
- 8.9 Suggested readings - OER
- 8.10 Reference
- 8.11 Exercise
- 8.12 Feedback Form

8.1 INTRODUCTION

Discovering Babasaheb by Ashok Mahadevan is a comprehensive exploration of Dr. B.R. Ambedkar's life, focusing on his journey as a social reformer, legal scholar, and the architect of India's Constitution. The book aims to unravel the complex layers of Ambedkar's personality, his contributions to the fight against caste discrimination, and his vision for a more just and equitable society.

Mahadevan's work provides a deep dive into Ambedkar's intellectual, political, and social philosophy, exploring his multifaceted identity as a scholar, a leader, and a champion of Dalit rights. It sheds light on Ambedkar's early struggles, his education, his relationship with key figures like Mahatma Gandhi, and his relentless battle against the oppressive caste system that plagued Indian society.

One of the major strengths of Discovering Babasaheb is its ability to contextualize Ambedkar's life and ideas within both historical and contemporary frameworks. Mahadevan not only highlights Ambedkar's impact on Indian society but also shows how his principles and ideals continue to resonate today, particularly in the ongoing struggle for equality and social justice. The book appeals to a wide range of readers, from those interested in Indian history and politics to those who want to understand the enduring legacy of Ambedkar's work.

In essence, Discovering Babasaheb is both a tribute to Dr. Ambedkar and a critical analysis of his contributions to modern India, making it an essential read for anyone interested in understanding the roots of India's social and political reform movements.

8.2 OBJECTIVES

After reading this unit you will be able to

- **Define** Satyagraha as Mahatma Gandhi's philosophy of nonviolent resistance.
- **Examine** the historical context and role of Satyagraha in India's independence movement.
- **Identify** truth, nonviolence, and self-suffering as core principles of Satyagraha.
- **Assess** Satyagraha's impact on Indian society and global civil rights movements.
- **Analyze** the ethical dimensions of Satyagraha and the power of peaceful protest.

8.3 DISCOVERING BABA SAHIB

Last April, which marks Dalit history month as well as the 134th birth anniversary of Dr B. R. Ambedkar, we recount four momentous incidents from his life

He towers above us, forever frozen in stone, a bespectacled man in a suit, the index finger of his right-hand pointing forward, his left arm holding a book close to his heart. Statues similar to this one are dotted all across India. Indeed, there are almost certainly more of them than that of any other figure, not excepting even Gandhiji.

Yet, if Dr B. R. Ambedkar has passed into legend for the Dalits among us, he remains, for too many others, a shadowy or much misunderstood figure. But the amazing life and trenchant teachings of this great Indian still hold valuable lessons for everyone.

Turning Point

The tall, stout young man with a receding hairline and scholarly mien, stood in Baroda railway station wondering what to do. He had just been appointed military secretary to the Maharaja of Baroda, and although orders had been issued for him to be met at the station, nobody had shown up.

The reason was obvious. During the four years, Bhimrao Ramji Ambedkar had studied in New York in London, on a Baroda government scholarship, it hadn't mattered at all who he was. But now he had

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returned home, and in the India of 1917, it mattered a great deal. His academic accomplishments couldn't undo the incontrovertible fact that he was an Untouchable.

Given his appearance, it wouldn't have been difficult for the 26-year-old Ambedkar to pretend to be a Brahmin and check into a Hindu hotel. But his identity was bound to be discovered before too long, and the consequences could be dire.

Could he stay with one of the Indian students from Baroda he'd known in New York? Ambedkar wondered. But how could he be sure that they wouldn't be embarrassed at an Untouchable entering their home?

Learning from one of the station's tongawalas that there was a Parsi inn in Baroda cantonment, Ambedkar decided to seek shelter there. After all, Zoroastrians didn't have a caste system.

At the inn, an elderly Parsi caretaker took him to an upstairs room. But on learning shortly afterwards that Ambedkar was a Hindu, he asked him to leave since the inn was for Parsis only. Desperate, Ambedkar offered to register under a Parsi name. Fortunately, the caretaker, who hadn't had any guests for a while, agreed and set the charge room and board at a rupee and a half a day.

Once he started going to the office, though, Ambedkar was granted no reprieves. He was never told what exactly he was supposed to do. Moreover, his subordinates were insolent. They ran him down openly and flung files on his table so that they wouldn't have to come too near him. He was given no drinking water, and at the officer's club, he had to sit in a corner and keep his distance from the other members.

Not a man to take things lying down, Ambedkar often gave back as good as he got. But whenever possible, he went to Baroda's public library to read books on political and economic subjects. He also applied for a government bungalow. Then one morning, as he was getting ready to go to work, a dozen Parsis, all wielding sticks, rushed up to his room, screaming that he'd polluted the inn and insisting he leave immediately.

Ambedkar begged them to let him stay for a week longer since he had hoped to get his government bungalow by then, but they were obdurate. If they found him at the inn that evening, they said, God help him. So after spending much of the day in a public garden, Ambedkar left Bombay by the 9:00 p.m. train.

Author's Note: Writing about the incident 18 years later, Ambedkar confessed that he could never recall it "without tears in my eyes". And one scholar contends that it was a turning point in Ambedkar's life, setting him on the path to fight casteism and injustice. At any rate, it is reminiscent of what had happened to another Indian rebel 24 years earlier, when Ghandhi was ejected from his first-class train compartment in Maritzburg, South Africa.

The Right to Water

As Brahman priests chanted mantras, 108 earthen pots were dipped into the tank and pulled out. Then the water in each pot was mixed with cow dung, curds, milk and cow's urine, and the pots lowered into the tank again. Now, declared the priests, the water in Chowdar tank in the Maharashtrian town of Mahad was again fit to be drunk by caste Hindus.

That ceremony on 21 March 1927, was performed to purify water supposedly polluted by Ambedkar and more than a thousand other Untouchables when they'd drunk from the tank the previous day. Although the Mahad municipality had—in line with the government directive—passed a resolution three years earlier, allowing Untouchables access to the tank, no Untouchable had dared to go near it until Ambedkar and his followers tested the waters. And that had led to a riot in which caste Hindus had attacked Untouchables.

About 100 Untouchables, mostly men who had served in the army, had been eager to retaliate. One word from their leader would have been enough to send them on a rampage, but Ambedkar calmed them down.

However, after the Mahad municipality revoked its earlier resolution, Ambedkar announced that a satyagraha would be held in Mahad that December to reassert the right of untouchables to the Chowdar tank's water. But before it could take place, Orthodox Mahad Hindus got a court injunction, restraining Ambedkar and other untouchables from going to the tank. Once again, showing his preference for not settling matters in the streets, Ambedkar persuaded the 3,000 enthusiastic Dalit satyagrahis not to break the law. They'd already made their views clear the day before when the Manusmriti—the law book of Brahmanic Hinduism—was placed on a pyre and burnt.

Author's Note: *The Mahad satyagraha was seen by many Dalits as the beginning of their political awakening. Of course, nobody then could possibly have dreamt that 20 years later, Ambedkar would oversee the writing of the Constitution of a free India and be hailed as the modern Manu. Ambedkar's rise to the leadership of the Untouchable community, (then officially called Depressed Classes) was rapid. He was the only Dalit post-graduate at the Bombay presidency, and within a few years of the Baroda humiliation, he started newspapers, established the Dalit self-help and self-respect organizations, and began lobbying the British government to improve the lot of his community. But amidst his trials, there was heartbreak, too. In July 1926, his favourite son, Rajaratna died—the fourth of Ambedkar's five children to die in infancy. The distraught father wrote to a friend, 'Life to me is a garden full of weeds.'*

NOTE**☑ Check Your Progress 11.1:**

1. Why did Dr B. R. Ambedkar leave the Parsi inn in Baroda?

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2. What did Ambedkar and his followers do at the Chowdar tank in 1927?

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.....

8.4 SUMMARY - DISCOVERING BABA SAHIB

Discovering Babasaheb by Ashok Mahadevan is a comprehensive and insightful biography of Dr. B.R. Ambedkar, one of the most significant figures in Indian history. The book aims to provide a deeper understanding of Ambedkar's life, his contributions to Indian society, and his legacy as the architect of the Indian Constitution. Through this work, Mahadevan not only narrates the life of Dr. Ambedkar but also engages with his ideas, struggles, and vision for a just and equitable society.

The book explores Ambedkar's early life as a Dalit in colonial India, detailing his academic journey, struggles with the caste system, and his tireless pursuit of education. Mahadevan highlights the numerous challenges Ambedkar faced, including his battle against untouchability and his determination to rise above the oppressive social structures. His studies abroad, particularly in the United States and England, are also covered, illustrating how they shaped his intellectual development and commitment to social reform.

Central to the narrative is Ambedkar's role in drafting the Indian Constitution. Mahadevan highlights his leadership in the Constituent Assembly and his vision for a democratic India where all citizens, irrespective of caste, religion, or background, would be treated equally. The book also explores his views on social justice, human rights, and the fight for the rights of marginalized communities, especially the Dalits.

Mahadevan offers readers an understanding of Ambedkar's relationship with other prominent figures like Mahatma Gandhi, while also addressing the differences and ideological conflicts between them. The book also delves into Ambedkar's later years, his conversion to Buddhism, and his enduring influence on modern India.

In addition to the biographical aspects, Discovering Babasaheb reflects on the contemporary relevance of Ambedkar's teachings, particularly in the ongoing struggle for social equality and justice in India. The book is not just a tribute to Ambedkar but an invitation for readers to engage with his ideas and legacy, encouraging them to reflect on the ongoing challenges related to caste, inequality, and human rights.

Through Mahadevan's writing, Discovering Babasaheb makes Ambedkar's remarkable journey accessible and relevant to a wide audience, ensuring that his contributions to Indian society are remembered and celebrated for future generations.



Activity 11.1:

Activity: Role-Play and Debate

1. Objective

To encourage students to think critically about Dr. Ambedkar's ideologies and their real-world applications. This activity helps students understand the complexities of social justice issues and how Ambedkar's work shaped modern India.

2. Activity Setup:

- **Role-Play:** Students will be assigned roles representing key figures from Dr. Ambedkar's life, such as Ambedkar himself, Gandhi, members of the Constituent Assembly, or leaders of other social reform movements.
- **Debate:** After researching their characters, students will engage in a debate about the major issues Ambedkar dealt with, such as caste discrimination, the importance of drafting the Constitution, and his vision for an inclusive society.

8.5 ABOUT THE AUTHOR

Ashok Mahadevan is an Indian author, journalist, and social commentator known for his works that explore important social issues, particularly those related to caste, inequality, and the contributions of prominent leaders like Dr. B.R. Ambedkar. While much of his work revolves around the Indian social and political landscape, Mahadevan's writing often delves into the lives of key figures who played crucial roles in shaping modern India.

Mahadevan's biography is not as widely publicized as that of many other authors, and he is primarily known for his contributions as a writer and his social activism. His book Discovering Babasaheb offers a detailed account of Dr. B.R. Ambedkar's life, his role in the Indian independence movement, his work on drafting the Indian Constitution, and his

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philosophical contributions to society. In this book, Mahadevan highlights the intellectual and social struggles that Ambedkar faced, along with his remarkable achievements in the face of adversity.

Mahadevan's works are often characterized by their careful research, nuanced understanding of Indian society, and ability to present complex subjects in an accessible manner. His writing is aimed at both educating the general public about important historical figures like Ambedkar and sparking deeper reflections on social justice, equality, and human rights.

Beyond his literary work, Mahadevan has contributed to various publications and has worked as a journalist. His background in journalism has allowed him to engage deeply with sociopolitical issues, making him an important voice in contemporary discussions on caste, inequality, and the future of social justice in India.

Although there is limited public information available about his personal life, Ashok Mahadevan's work remains an important part of the discourse surrounding social reform and Dr. Ambedkar's legacy in India. His contributions have helped keep alive the dialogue on equality and justice, encouraging readers to reflect on the issues Ambedkar championed throughout his life.

8.6 SUMMARY

Discovering Babasaheb by Ashok Mahadevan offers an insightful exploration of Dr. B.R. Ambedkar's life, contributions, and legacy. The book provides a comprehensive biography of Ambedkar, who is best known for his pivotal role in drafting the Indian Constitution and his relentless advocacy for the rights of the marginalized, particularly Dalits. Mahadevan delves into Ambedkar's journey from a Dalit child facing caste-based discrimination in colonial India to an internationally educated intellectual, and finally, to a respected social reformer and political leader. The book emphasizes key moments in Ambedkar's life, including his struggles against untouchability, his academic achievements, and his significant role in shaping India's democratic framework. Mahadevan also reflects on Ambedkar's views on social justice, equality, and the need for systemic reform. A major part of the narrative addresses Ambedkar's efforts in the Constituent Assembly, where he argued for the rights of oppressed communities, and his lifelong commitment to creating a society based on equality.

The book further explores Ambedkar's later years, including his conversion to Buddhism, which marked a significant turning point in his quest for social emancipation. Mahadevan contextualizes Ambedkar's work in the modern-day struggle for equality, showing how his ideas continue to resonate in contemporary debates on caste, social justice, and human rights.

Discovering Babasaheb not only offers a well-rounded account of Ambedkar's life but also encourages readers to reflect on his enduring influence. By examining Ambedkar's ideas and challenges, Mahadevan provides a nuanced understanding of his legacy and highlights the continuing relevance of his advocacy for social reform and justice in India today.

8.7 GLOSSARY

Here is a glossary of key terms and concepts from Discovering Babasaheb by Ashok Mahadevan:

- **Ambedkarite Movement:** A social movement led by Dr. B.R. Ambedkar that advocated for the rights of Dalits (formerly known as untouchables) and aimed at creating a more egalitarian society in India. It continues to influence the fight against caste-based discrimination.
- **Dalit:** A term used to describe individuals from the lowest castes in the Hindu caste system, historically referred to as "untouchables." Ambedkar was a prominent advocate for the rights of Dalits and their social upliftment.
- **Constitution of India:** Dr. B.R. Ambedkar played a pivotal role in drafting the Indian Constitution, which guarantees equality and justice for all citizens, particularly focusing on the rights of Dalits and marginalized communities.
- **Caste System:** A social hierarchy in India that divides people into distinct categories based on birth. The system has been a source of oppression, particularly for those in lower castes like the Dalits.
- **Social Justice:** A concept that emphasizes equal rights, opportunities, and treatment for all people, especially marginalized groups. Ambedkar's life and work were centered on the pursuit of social justice, particularly for the Dalits.
- **Buddhism:** The religion that Dr. Ambedkar converted to in 1956 as part of his rejection of the caste system in Hinduism. His conversion was a symbolic and political act to break free from the oppressive caste structure.
- **Social Reform:** Ambedkar was a major social reformer, advocating for the elimination of untouchability, promoting educational opportunities for Dalits, and working towards the social, economic, and political empowerment of marginalized communities.
- **Mahad Satyagraha:** A significant event in 1927 led by Dr. Ambedkar at the Mahad tank, where he protested against the social boycott of Dalits and their exclusion from drinking water from public tanks.

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- **Renaissance:** In the context of Ambedkar's life, this refers to the cultural and intellectual movement that aimed to reform and modernize Indian society, particularly in terms of caste, religion, and social justice.
- **Exclusion:** The social and political marginalization faced by Dalits, particularly in the context of caste discrimination. Ambedkar's work centered on combating this exclusion through legal, social, and religious reforms.

8.8 ANSWERS TO CHECK YOUR PROGRESS**Check Your Progress 8.1:**

1. He was forced to leave because the Parsi caretakers discovered he was a Hindu and Untouchable, and they didn't allow him to stay.
2. They drank water from the tank to assert the rights of Untouchables, which led to protests and a purification ritual by caste Hindus the next day.

8.9 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectonline.com/User/UnitUrls?unitId=24	

8.10 REFERENCE

- Mahadevan, A. (2017). Discovering Babasaheb: The Life and Times of Dr. B.R. Ambedkar. Penguin India.
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8.11 EXERCISE

Part 1

A. Multiple Choice Questions –

1. **What is the primary focus of Ashok Mahadevan's book *Discovering Babasaheb*?**
 - a) The political history of India in the 20th century
 - b) A comprehensive biography of Dr. B.R. Ambedkar, highlighting his life, struggles, and contributions
 - c) The economic development of India after independence
 - d) The history of the Indian independence movement
2. **Which aspect of Dr. Ambedkar's life is highlighted as a significant influence on his social reform ideas?**
 - a) His time as a member of the British Parliament
 - b) His academic studies in the United States and England
 - c) His early political career in the Indian National Congress
 - d) His work as a lawyer in Mumbai
3. **What role did Dr. Ambedkar play in the Constituent Assembly of India?**
 - a) He opposed the idea of a written Constitution
 - b) He was the architect and chief drafter of the Indian Constitution
 - c) He was a minor member with no significant contributions
 - d) He focused only on economic policies
4. **How does *Discovering Babasaheb* address Dr. Ambedkar's relationship with Mahatma Gandhi?**
 - a) It only praises Gandhi without mentioning Ambedkar
 - b) It ignores their relationship entirely
 - c) It highlights ideological differences and conflicts between the two leaders
 - d) It states they had the same views on social justice
5. **What contemporary relevance does the book suggest Dr. Ambedkar's teachings hold?**
 - a) They are outdated and no longer applicable
 - b) They are relevant only to historians
 - c) They continue to inspire the ongoing struggle for social equality and justice in India
 - d) They focus exclusively on economic policies

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Answers with Explanation

1. **b) A comprehensive biography of Dr. B.R. Ambedkar, highlighting his life, struggles, and contributions**

Explanation: The book gives an insightful overview of Ambedkar's achievements, including his battle against caste discrimination and his constitutional legacy.

2. **b) His academic studies in the United States and England**

Explanation: Ambedkar's global education gave him tools and perspectives to critically examine and challenge social hierarchies in India.

3. **b) He was the architect and chief drafter of the Indian Constitution**

Explanation: Ambedkar chaired the Drafting Committee, laying down principles of justice, liberty, and equality for the Republic.

4. **c) It highlights ideological differences and conflicts between the two leaders**

Explanation: The book discusses contrasting philosophies, especially on caste and social reform, between Gandhi and Ambedkar.

5. **c) They continue to inspire the ongoing struggle for social equality and justice in India**

Explanation: The book emphasizes how Ambedkar's vision remains crucial for understanding and challenging caste-based injustices today.

B. Short Answer Type Questions –

1. What is the real name of Baba Amte?
2. Why was Baba Amte called by this name and not his real name?
3. With whom did he correspond in Hollywood?
4. What did he do to the horror of his orthodox relatives?
5. What did he do to understand what it meant to be a scavenger?
6. Where did he spend time with Gandhiji?
7. When was Baba Amte jailed?
8. Who influenced him immensely?
9. Where did he take a six-month course and why?

Part 2**C. Long Answer Type Questions (200 words)**

1. Describe in detail the early life of Baba Amte.
2. Write a note on Baba Amte's family and their crusade against the Sardar Sarovar Dam.
3. What is the book *Discovering Babasaheb* about? (*Rephrased*)

Part 3**D. Long Answer Type Questions (300 words)**

1. Discuss the legacy of Dr. B.R. Ambedkar as portrayed in *Discovering Babasaheb*.
2. Examine the values and social reforms led by Baba Amte throughout his life.
3. Compare and contrast the lives of Dr. Ambedkar and Baba Amte as social reformers.



AISECT Group of Universities

SLM FEEDBACK FORM

PROGRAMME : _____

COURSE : _____

BLOCK : _____

UNIT : _____

Dear Student,

While studying the units of this block, you may have found certain portions of the text difficult to comprehend. We wish to know your difficulties and suggestions, in order to improve the course. Therefore, we request you to fill up and send us the following questionnaire, which pertains to this block. If you find the space provided insufficient, kindly use a separate sheet.

Please mail to aisectcontent@aisect.org/ for online submission please scan QR code:

Questionnaire

1. Name : _____

2. Enrolment No. :

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3. How many hours did you need for studying the units? :

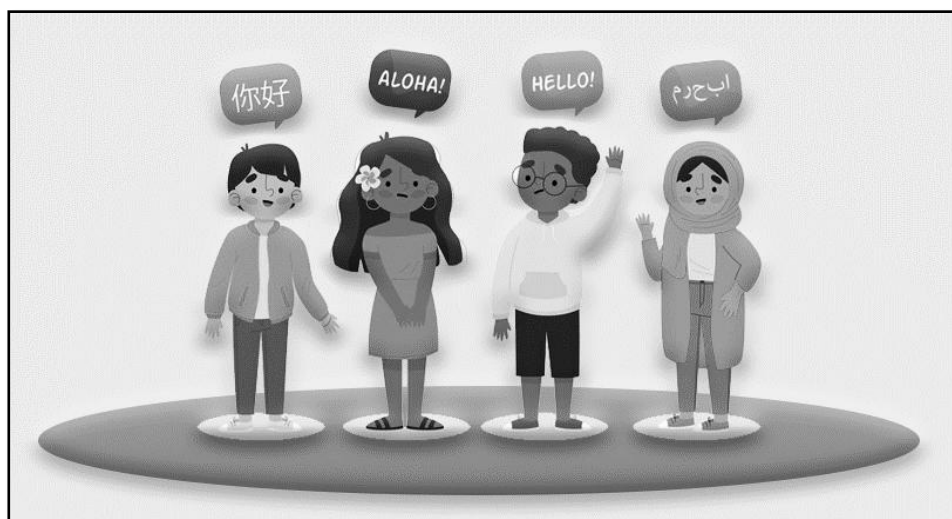
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4. Please give your reactions to the following items based on your reading of the block:

Items	Excellent	Very Good	Good	Poor	Give specific Examples (If poor)
Presentation Quality					
Language and Style					
Illustrations					
Used (diagrams, tables, etc.)					
Conceptual Clarity					
Check Your Progress Questions					
Suggested Readings - OER					

5. Any other comments:

Block 3	Language Skills		133-256
Unit 9	Comprehension & Composition and Paragraph Writing		135
Unit 10	Vocabulary & Grammar and Usage	A. Vocabulary: Synonyms, Antonyms, Prefixes, Suffixes, Confused Words, etc.	167
		B. Grammar: Tenses, Prepositions, Determiners, Verbs, Articles, Adverbs	



At this stage, you already have foundational knowledge of English grammar, simple sentence construction, and paragraph writing. You have practiced reading short passages and are familiar with common vocabulary, parts of speech, and sentence-level grammar from earlier classes.

This final block is focused on equipping you with practical and academic language skills. It includes two core components: reading comprehension with paragraph writing, and vocabulary & grammar application. You will learn to expand ideas into coherent paragraphs, read and interpret unseen texts, and confidently use a wider range of English words. You will also refine your knowledge of grammatical elements such as tenses, prepositions, articles, determiners, and countable/uncountable nouns. This block ensures that you are well-prepared to communicate effectively in English—whether in writing, speech, or academic tasks.

UNIT 9

COMPREHENSION & COMPOSITION AND PARAGRAPH WRITING

UNIT STRUCTURE

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Comprehension
- 9.4 Composition and Paragraph Writing
- 9.5 Summary
- 9.6 Glossary
- 9.7 Answers to check your progress
- 9.8 Suggested readings - OER
- 9.9 Reference
- 9.10 Exercise

9.1 INTRODUCTION

Comprehension and composition form the twin pillars of effective communication—one enables us to understand, the other to express with clarity.

Comprehension is the foundational skill of extracting meaning from text, speech, or visual material. It involves recognizing main ideas, identifying relevant details, and analyzing underlying themes. In both academic and daily contexts—whether interpreting instructions, understanding news, or participating in meaningful discussions—strong comprehension underpins our ability to think critically and act effectively. Educators often assess this through summarizing, question-answering, and structural analysis. Cultivating comprehension fosters lifelong learning and empowers individuals to engage with varied content—from literature to complex technical texts.

Composition and paragraph writing, particularly the expansion of ideas, allow writers to convey concepts with precision, depth, and coherence. The process begins with a clear topic sentence and gradually unfolds through supporting details—facts, examples, and explanations—that breathe life into abstract ideas. Logical flow is maintained through transitions and unified structure, concluding with a sentence that either reinforces the main point or provides a bridge to the next thought. This form of structured writing enhances essays,

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research papers, and creative works alike, enabling writers to present complex thoughts in an organized and reader-friendly manner.

Together, comprehension and composition enable a dynamic exchange: deep understanding informs clear expression, while thoughtful writing refines comprehension. This integrated skill set is essential not only in academics but in navigating information-rich, interconnected lives.

9.2 OBJECTIVES

After reading this unit you will be able to

- **Analyze** the use of humor and satire in *Toasted English* to critique language and social customs.
- **Explore** cultural identity and how language reflects societal changes and attitudes.
- **Examine** the role of linguistic innovation and the poem's playful portrayal of English as a dynamic, evolving language.
- **Identify** themes of communication, miscommunication, and the absurdities in language use.
- **Interpret** the poem's commentary on the influence of global cultures on the English language and its traditional norms.

9.3 COMPREHENSION

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.

NOTE

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.

Components of Comprehension:

1. **Literal Comprehension:** This is the basic level of understanding, where the reader grasps the facts, details, and information directly stated in the text. It involves recalling the main idea, facts, or steps described without any interpretation.
2. **Inferential Comprehension:** At this level, the reader draws conclusions or makes predictions based on the information provided. It requires connecting dots between ideas, reading between the lines, and making logical inferences about the text's implied meanings.
3. **Critical Comprehension:** This involves evaluating the content, considering the author's purpose, perspective, and biases. It also includes analyzing the effectiveness and reliability of the argument presented.
4. **Applied Comprehension:** The highest level of comprehension, which goes beyond understanding the text to applying the information in real-world situations. This might involve solving problems, making decisions, or using the learned knowledge in practical ways.

Process of Comprehension:

1. **Decoding:** The first step in comprehension is decoding, where the reader identifies words and understands their meanings.
2. **Understanding:** Once words are decoded, the next step is understanding their meaning in context, as comprehension relies on connecting vocabulary to concepts.

NOTE

3. **Integration:** The information from the text is integrated with existing knowledge, allowing the reader to make sense of the new information and create connections.
4. **Synthesis and Evaluation:** After understanding and integrating the information, readers may synthesize the new ideas with prior knowledge, analyze them, and evaluate their significance.

Factors Influencing Comprehension:

1. **Vocabulary Knowledge:** A broad vocabulary enables readers to quickly understand and connect ideas in a text.
2. **Prior Knowledge:** Having background knowledge or experiences related to the content helps in better understanding and interpreting the text.
3. **Reading Skills:** The ability to read fluently and focus on the material without distractions is essential for effective comprehension.
4. **Text Complexity:** The complexity of the text—its structure, vocabulary, and content—affects how easily it can be understood. More difficult texts may require re-reading and deeper thought.
5. **Cognitive Abilities:** A reader's cognitive skills, such as attention, memory, and reasoning, significantly impact comprehension. Stronger cognitive abilities support better understanding.

Improving Comprehension:

1. **Active Reading:** Engage with the text by asking questions, making predictions, and summarizing key points as you read.
2. **Note-taking:** Writing notes or highlighting important ideas helps reinforce understanding and retention.
3. **Discussion:** Talking about the content with others can enhance understanding and provide new perspectives.
4. **Practice:** Regular reading and exposure to varied content improve comprehension over time.

Importance of Comprehension:

- **Academic Success:** Strong comprehension skills are essential for understanding textbooks, solving problems, and performing well in exams.
- **Workplace Competence:** Effective comprehension ensures one can understand instructions, communicate clearly, and make informed decisions in a professional setting.

- **Everyday Functionality:** Comprehension is key to understanding news, instructions, and even social interactions in daily life.

In summary, comprehension is a multifaceted process that encompasses understanding both literal and deeper meanings in any form of communication. It involves critical thinking, analysis, and the ability to synthesize and apply information, and it is crucial for success in academic, professional, and personal contexts.

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.

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.

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.

NOTE**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. 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. English Language & Indian Culture
 - 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.
7. 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) false, (b) true, (c) false, (d) true, (e) false.
7. (a) Spinning-Moving (b) Interfere-Meddle

**Activity 9.1:****1. Group Reading and Summarization**

- **Objective:** Improve literal and inferential comprehension.
- **Instructions:** Divide students into small groups. Assign each group a portion of the text. After reading, each group should summarize their portion and present it to the class. Encourage them to make inferences and use the text for evidence to support their summaries.

NOTE**2. Vocabulary Expansion**

- **Objective:** Improve vocabulary knowledge and contextual understanding.
- **Instructions:** Provide students with a list of challenging words from the text. Ask them to guess the meanings from the context and then look them up in a dictionary. Encourage students to use the new vocabulary in sentences of their own.

3. Critical Thinking Discussion

- **Objective:** Develop critical comprehension skills.
- **Instructions:** After reading a text, engage students in a debate or discussion on the author's viewpoint, biases, and the text's effectiveness. For instance, "Do you agree with the message the author is conveying? What other perspectives could there be?"

4. Comprehension Test

- **Objective:** Assess understanding at all levels.
- **Instructions:** Provide students with a set of multiple-choice and open-ended questions that test all aspects of comprehension:
 - Literal: What is the main event in the story?
 - Inferential: Why do you think the character made that decision?
 - Critical: How reliable is the information presented?
 - Applied: How can this text influence your future actions?

5. Writing a Response

- **Objective:** Improve applied comprehension.
- **Instructions:** Ask students to write a short essay or a paragraph in response to the text, connecting it to their own lives or current events. This activity tests their ability to apply the information gained from the text.

☑ Check Your Progress 9.1:

1. Complete the following statements with the correct options:

The gentleman was walking along a.....

- a. lonely road
- b. busy road
- c. narrow road

.....

NOTE

2. Complete the following statements with the correct options:

The gentleman was

- a. running along the road.
- b. disturbing others on the road.
- c. spinning his walking-stick round and round.

.....

9.4 COMPOSITION AND 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

- 1. presents a single idea
- 2. begins with a topic sentence that makes this single idea evident
- 3. contains support in form of sentences that convey this single idea
- 4. is strategically organized to maintain flow
- 5. maintains your essay's objective
- 6. 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 of the paragraph

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

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.

2. a cliché:

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

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

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

NOTE

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.

NOTE

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 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.

NOTE

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, and 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 leads to the formation of a good society and nation as well.

NOTE

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.

**Activity 9.2:**

Objective: To practice the art of expanding an idea into a well-structured paragraph.

Instructions:

- 1. Choose a Topic:** Select a broad topic that you feel strongly about (e.g., the importance of exercise, the role of technology in education, the benefits of reading, etc.).

NOTE

- 2. Write a Topic Sentence:** Write a clear topic sentence that introduces the central idea.
- 3. Expand the Idea:**
 - a. Break the topic down into smaller components.
 - b. For each component, provide definitions, examples, or evidence to support it.
 - c. Analyze the examples or evidence to show their relevance.
- 4. Conclude:** Finish the paragraph with a sentence that either summarizes the main idea or transitions into the next thought.

☑ Check Your Progress 9.2:

1. What are the four essential elements of an effective paragraph?

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2. Why is a topic sentence important in a paragraph?

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9.4 SUMMARY

This unit brings together the essential skills of **comprehension** and **composition**, both of which are foundational to effective communication, academic success, and critical thinking. While comprehension enables individuals to understand, interpret, and apply information from various forms of content, composition empowers them to express their ideas clearly and logically through structured writing.

Comprehension Overview:

Comprehension involves more than just reading—it encompasses **literal understanding**, **inference**, **critical analysis**, and the **application** of information. Readers must decode language, connect new content with prior knowledge, and assess the text's credibility and meaning. Good comprehension also relies on a strong vocabulary, cognitive skills, and engagement with the text through summarizing, questioning, and discussing.

Composition and Expansion of Ideas:

Composition, particularly paragraph writing focused on the **expansion of an idea**, teaches how to develop a simple thought into a rich, coherent argument or explanation. This includes using topic sentences, supporting details, logical transitions, and effective conclusions.

Writers learn to illustrate their points with **examples**, **clarifications**, and **evidence**, creating content that is both **engaging** and **well-organized**.

Key Integration:

By combining these two skills—**comprehension and composition**—learners are better equipped to not only absorb information but also to convey it meaningfully. Understanding a text helps a writer respond thoughtfully, while structured writing helps crystallize and communicate insights derived from comprehension.

Practical Significance:

These skills are crucial in both **academic and real-life** contexts. Whether interpreting complex readings, writing essays, analyzing reports, or simply navigating daily communication, the ability to comprehend and compose effectively leads to informed decisions, articulate expression, and intellectual growth.

In summary, this unit emphasizes that comprehension and composition are **interdependent skills**. Mastery of one enhances the other, leading to deeper learning, clearer communication, and the development of a confident, thoughtful voice in any field of study or profession.

9.5 GLOSSARY

1. **Comprehension:** Comprehension refers to the ability to understand and interpret written, spoken, or visual information. It involves grasping the meaning of the content, making inferences, and critically evaluating the material. Comprehension is key to effective learning, communication, and problem-solving.
2. **Literal Comprehension:** This level of comprehension involves understanding the explicit meaning of a text, answering factual questions about the content, and recalling specific details. It focuses on what is directly stated in the text.
3. **Inferential Comprehension:** Inferential comprehension goes beyond the text's literal meaning, requiring the reader to draw conclusions, make predictions, and understand implicit ideas. It involves "reading between the lines" and using evidence from the text to infer meanings not directly stated.
4. **Critical Comprehension:** Critical comprehension involves analyzing and evaluating the content of a text. This includes assessing the author's purpose, biases, arguments, and the effectiveness of the text's message. It requires the reader to think deeply and make judgments about the text.
5. **Applied Comprehension:** Applied comprehension is the ability to use information from a text in real-life scenarios. It involves taking

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knowledge from the text and applying it to solve problems, make decisions, or address challenges in practical situations.

6. **Skimming:** Skimming is a reading technique used to quickly gather the main ideas or the gist of a text. It involves reading only key words, headings, and phrases to get a sense of the overall content without reading in detail.
7. **Scanning:** Scanning is another reading technique where the reader looks for specific information, such as dates, names, or keywords, without reading the entire text. It is helpful for finding particular details quickly.
8. **Context Clues:** Context clues are hints or suggestions within a text that help a reader understand the meaning of unfamiliar words or phrases. They can be found in surrounding words, sentences, or paragraphs and assist in determining a word's meaning based on how it is used.
9. **Summarization:** Summarization involves condensing a text to its key points and main ideas. This helps in retaining the most important aspects of the text while omitting less critical details. Summarizing is a common activity used to assess comprehension.
10. **Vocabulary Knowledge:** A solid understanding of vocabulary is essential for comprehension. Knowing the meanings of words and phrases used in a text enables better understanding, interpretation, and analysis of the material.
11. **Reading Strategies:** Reading strategies include techniques and approaches used to enhance comprehension. Examples include highlighting key ideas, annotating the text, questioning the material, and re-reading passages for clarity.
12. **Cohesion:** Cohesion refers to the logical flow of ideas within a text. Well-written texts use cohesive devices (e.g., conjunctions, transition words) to connect sentences and paragraphs, making it easier for the reader to follow and understand the material.
13. **Context:** Context is the environment or circumstances surrounding a piece of information. Understanding the context of a text, such as the historical, cultural, or social background, enhances comprehension by providing additional meaning and relevance to the material.
14. **Paraphrasing:** Paraphrasing involves restating the text in your own words to demonstrate understanding. It requires a deep grasp of the original text to convey its meaning accurately while using different language.

15. Reflection: Reflection in comprehension is the process of thinking critically about the text after reading it. This involves considering the implications, how it connects to personal experiences, or how it relates to other knowledge.

16. Active Reading: Active reading involves engaging with the text through questioning, note-taking, summarizing, and reflecting. It promotes deeper understanding and retention of the material by encouraging interaction with the text rather than passive reading.

1. Topic Sentence:

- The first sentence of a paragraph that introduces the main idea or argument. It sets the tone for the rest of the paragraph.
- **Example:** "Reading daily enhances knowledge and vocabulary."

2. Supporting Sentences:

- Sentences that elaborate on the topic sentence. They provide explanations, examples, and evidence to expand on the main idea.
- **Example:** "For instance, reading newspapers daily exposes you to new words and concepts."

3. Expansion:

- The process of developing a main idea by adding details, explanations, and examples to clarify or emphasize the point.
- **Example:** Expanding on how reading develops cognitive skills and aids in critical thinking.

4. Examples:

- Specific instances or facts that support the main idea.
- **Example:** "For example, novels like *Pride and Prejudice* enhance vocabulary and offer insights into societal issues."

5. Analysis:

- The explanation or interpretation of the examples to show how they relate to the main idea.
- **Example:** "Reading diverse genres challenges one to think critically, improving problem-solving skills."

6. Concluding Sentence:

- The last sentence of the paragraph that sums up the main idea or provides a transition to the next idea.
- **Example:** "Thus, incorporating regular reading into daily routines contributes significantly to intellectual growth."

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7. Coherence:

- The quality of being logical, consistent, and unified in writing. Every sentence in the paragraph should relate to the topic sentence.
- **Example:** Using transition words like "furthermore," "in addition," and "for example" to create smooth flow.

8. Unity:

- Ensuring that all sentences in the paragraph are connected to the main idea without straying off-topic.
- **Example:** Keeping the paragraph focused solely on the benefits of reading, rather than introducing unrelated topics.

9. Transitions:

- Words or phrases that help connect ideas, sentences, or paragraphs to maintain the flow of thought.
- **Example:** "Moreover," "In addition," "However," "For instance."

10. Elaboration:

- The process of adding more details and depth to a point, ensuring that the idea is fully developed.
- **Example:** Expanding the idea of how reading can lead to improved writing skills by giving examples of how authors use language.

11. Clarity:

- The quality of being clear and easy to understand. Writers should avoid ambiguity and complex sentences.
- **Example:** Writing simply and directly to ensure the message is clear to the reader.

12. Structure:

- The organization of the paragraph, including the order of sentences and the logical progression of ideas.
- **Example:** Following the standard structure of topic sentence → supporting details → conclusion or transition.

13. Argument:

- A point of view or claim made in the writing that is supported with evidence and reasoning.
- **Example:** "Reading regularly is the most effective way to improve one's vocabulary."

14. Critical Thinking:

- The ability to analyze information and ideas logically and systematically. This is often encouraged through detailed paragraph writing.

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- **Example:** Analyzing how different types of reading materials affect the mind differently.

15. Perspective:

- The unique point of view or stance a writer takes on a subject. This is usually evident in how ideas are expanded and argued.
- **Example:** A writer might discuss how reading not only improves vocabulary but also shapes an individual's worldview.

9.6 ANSWERS TO CHECK YOUR PROGRESS**Check Your Progress 9.1**

1. busy road
2. spinning his walking-stick round and round

Check Your Progress 9.2

1. The four essential elements of an effective paragraph are unity, coherence, a topic sentence, and sufficient development.
2. A topic sentence is important because it presents the main idea, helps the writer stay focused, and makes it easier for the reader to understand the paragraph.

9.7 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectonline.com/User/UnitUrls?unitId=25	

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9.9 EXERCISE**NOTE****Part 1****A. Multiple Choice Questions –****1. What is the primary purpose of comprehension in reading?**

- a. To memorize the text word by word
- b. To understand and interpret the meaning of the text
- c. To focus only on the grammar used
- d. To ignore the context and focus on individual words

2. Which of the following skills is NOT directly related to comprehension?

- a. Skimming and scanning
- b. Critical thinking
- c. Decoding words
- d. Physical fitness

3. Comprehension requires a reader to:

- a. Just read the text silently without reflecting
- b. Decode words and understand the context
- c. Copy the text exactly as it is
- d. Read only the first and last sentences

4. Which of the following is NOT listed as an essential element of an effective paragraph?

- a. Unity
- b. Coherence
- c. Rhyming sentences
- d. Topic sentence

5. Why a topic sentence is considered important in a paragraph?

- a. It makes the paragraph look longer
- b. It helps the writer insert humor into the paragraph
- c. It prevents the writer from drifting away from the main idea
- d. It allows the writer to write about multiple unrelated ideas

Answers with Explanation**1. b) To understand and interpret the meaning of the text**

Explanation: Comprehension is about grasping the meaning, ideas, and message conveyed by the text rather than just memorizing or focusing on isolated words or grammar.

NOTE**2. d) Physical fitness**

Explanation: Physical fitness is unrelated to comprehension, which involves cognitive skills like understanding, analyzing, and interpreting text.

3. b) Decode words and understand the context

Explanation: Effective comprehension involves decoding the text (recognizing words) and understanding the meaning and context to grasp the author's message.

4. c) Rhyming sentences

Explanation: According to the passage, the four essential elements of an effective paragraph are:

- **Unity:** All sentences focus on a single idea.
- **Coherence:** The paragraph flows logically.
- **Topic Sentence:** Introduces the main idea.
- **Sufficient Development:** Enough explanation and examples are provided.

Rhyming sentences are not a requirement for paragraph writing. This choice is included as a distractor. Paragraphs focus on clarity and organization, not poetic structure.

5. C) It prevents the writer from drifting away from the main idea

Explanation: The passage explains that the topic sentence is crucial because it helps both the writer and reader stay focused on the main idea of the paragraph. Without it, the writer may lose track of their point, and the paragraph may lack coherence or direction. It ensures unity and clarity throughout the paragraph.

B. Short Answer Type Questions –

1. What does the word 'comprehension' mean?
2. What is the purpose of a topic sentence in a paragraph?
3. What are the four essential elements of an effective paragraph?
4. What is inferential comprehension?
5. Why is vocabulary important in comprehension?

Part 2**C. Long Answer Type Questions (200 words)****Unseen Passage.**

1. **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.

Answer the following questions using complete sentences

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.

- 2. 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 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.

Answer the following questions using complete sentences

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?

- 3. 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

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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:

- 1 - Minor Earthquake.
- 2 - Moderate Earthquake.
- 3 - Strong Earthquake.
- 4 - Major Earthquake.
- 5 - 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

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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).

Answer the following questions using complete sentences

1. 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
2. What number on the Richter scale is given to a strong earthquake?
 - i) 4
 - ii) 5
 - iii) 6
 - iv) 7
3. 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
4. Explain why earthquakes occur.
5. Explain the purpose of the Richter Scale. What do the numbers mean?
6. Compare and contrast earthquakes and tsunamis. Explain at least one likeness and one difference.

- 4. 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

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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.

Answer the following questions using complete sentences

1. What is the popular notion about poverty?
 2. Where can one get more genuine satisfaction in life?
 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?
- 5. 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)?

- 6. 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

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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.

Answer the following questions using complete sentences

(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

- 7. 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.

Answer the following questions using complete sentences

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 _____

- 8. 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

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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.

Answer the following questions using complete sentences

a) 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.

b) What does the word stroll mean in this passage?

- A. Fly
- B. Measure
- C. Race
- D. Walk

c) 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.

d) 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.

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- 9. 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.

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.

- 10. 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.

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11. 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.

12. 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.

Part 3**D. Long Answer Type Questions (300 words)**

1. Discuss the process and components of comprehension. Why is comprehension important in academic and real-life contexts?
2. What are the essential elements of an effective paragraph? Explain how a paragraph is developed with unity, coherence, and adequate support.

UNIT 10

VOCABULARY & GRAMMAR AND USAGE

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UNIT STRUCTURE

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Basic Language Skills: Vocabulary
 - 10.3.1 Synonyms
 - 10.3.2 Antonyms
 - 10.3.3 Word Formation
 - 10.3.4 Prefixes
 - 10.3.5 Suffixes
 - 10.3.6 Words likely to be Confused and Misused
 - 10.3.7 Words Similar in Meaning or Form
 - 10.3.8 Distinction between Similar Expressions
 - 10.3.9 Speech Skill
- 10.4 Basic Language Skills: Grammar and Usage
 - 10.4.1 Tense
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- 10.5 Summary
- 10.6 Glossary
- 10.7 Answers to check your progress
- 10.8 Suggested readings - OER
- 10.9 Reference
- 10.10 Exercise
- 10.11 Feedback Form

10.1 INTRODUCTION

Language is one of the most powerful tools we use every day. It helps us express our thoughts, share our feelings, and connect with others in meaningful ways. To use language well, two things are especially important: vocabulary and grammar.

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A strong vocabulary gives us the words we need to say exactly what we mean. It's more than just memorizing definitions—it's about understanding how words work, how they're used in real situations, and how they relate to each other. When we build our vocabulary, we're better able to express ourselves clearly, understand what we read or hear, and take part in deeper, more thoughtful conversations.

On the other hand, grammar and usage give structure to our words. Grammar is the set of rules that help us form correct sentences, while usage is about knowing how and when to use those rules in real-life communication. Together, they make sure that what we say or write is clear, accurate, and appropriate for the situation.

Both vocabulary and grammar are essential parts of learning any language. They work hand in hand to help us communicate with confidence—whether we're writing an essay, giving a presentation, or having a casual conversation. In the units ahead, we'll explore both areas, building the tools you need to understand and use English more effectively in everyday life.

10.2 OBJECTIVE

After reading this unit you will be able to

- **Apply** effective strategies to learn and use new words in context to enhance reading, writing, and speaking skills.
- **Analyze** word structures using prefixes, suffixes, and root words to accurately determine meanings.
- **Classify** and use word families, synonyms, antonyms, and homophones to expand vocabulary knowledge.
- **Demonstrate** correct grammar, punctuation, capitalization, and sentence formation to produce clear, accurate writing.
- **Revise** and correct sentences and paragraphs to eliminate grammatical errors and improve overall writing quality.

10.3 BASIC LANGUAGE SKILLS: VOCABULARY

Vocabulary is a fundamental aspect of language that significantly impacts both communication and comprehension. It refers to the collection of words a person knows and can use, and is integral to reading, writing, speaking, and understanding language. Vocabulary is not merely a list of words but includes understanding their meanings, nuances, contexts, and relationships with other words. Effective vocabulary skills are essential for building literacy, fluency, and academic success.

Key Aspects of Vocabulary:**1. Active vs. Passive Vocabulary:**

- **Active Vocabulary:** These are words that a person uses regularly in speaking or writing. For example, a person actively uses words like "happy," "run," or "school" in conversation and writing.
- **Passive Vocabulary:** These are words a person understands but does not regularly use. Passive vocabulary includes words encountered in reading or hearing, which are recognized but not typically used in active communication.

2. Types of Vocabulary:

- **Receptive Vocabulary:** The words you can recognize and understand when you read or listen to them.
- **Productive Vocabulary:** The words you use when speaking or writing.

3. Vocabulary Acquisition:

- Vocabulary is typically acquired through direct teaching, reading, and contextual learning. Direct teaching involves explicit learning of words and their meanings; while reading and context help expand vocabulary through exposure to new words in different settings.

Importance of Vocabulary:

- 1. Enhancing Communication:** A larger vocabulary allows a person to express ideas more clearly and with greater precision. It enables both verbal and written communication to be more effective (Snow, 2010).
- 2. Reading Comprehension:** Vocabulary knowledge is a strong predictor of how well a person can understand a text. The more words one knows, the better one can decipher meanings, grasp subtle details, and infer deeper meanings from a text (Beck, McKeown, & Kucan, 2013).
- 3. Writing Proficiency:** A well-developed vocabulary allows for more varied and sophisticated writing. Writers can choose the best word to convey their ideas, which improves clarity and style (Graves, 2006).
- 4. Academic and Professional Success:** In both academia and professional settings, a rich vocabulary is critical. Whether reading complex academic papers or participating in meetings, the ability to understand and use precise language contributes to success (Nation, 2013).

NOTE**Strategies for Building Vocabulary:**

- 1. Reading:** Exposure to different genres, subjects, and styles of writing introduces new vocabulary and offers opportunities to see words used in context. Reading diverse materials like books, articles, and essays expands vocabulary (Coady & Huckin, 2008).
- 2. Contextual Learning:** Encountering words in meaningful contexts helps learners understand not only the definitions but also how words are used in real-life situations. This method promotes long-term retention (Schmitt, 2008).
- 3. Using a Dictionary and Thesaurus:** These tools help expand vocabulary by providing definitions, synonyms, antonyms, and examples of how to use words properly (Carter & McCarthy, 2014).
- 4. Practice and Application:** Actively using new words in conversations, writing exercises, and various activities enhances retention. Vocabulary should be practiced regularly to ensure it moves from passive to active use (Soderman, 2016).
- 5. Word Formation:** Learning about prefixes, suffixes, and root words helps learners deduce meanings of unfamiliar words, aiding in the expansion of vocabulary without memorizing each word individually (Beck et al., 2013).

10.3.1 Synonyms

Synonyms are words that have similar meanings or can be used interchangeably in specific contexts. Understanding synonyms is important as it enhances language flexibility, broadens vocabulary, and improves both written and spoken communication.

Key Points about Synonyms:

- 1. Definition:** Synonyms are words that express the same or nearly the same meaning. However, they may differ slightly in connotation, intensity, or context of use.
- 2. Function:** Synonyms help avoid repetition in language and allow writers and speakers to vary their expression. They also help convey more precise meaning depending on the context.

Examples of Synonyms:**1. Happy**

- Joyful: "She was joyful at the news of her promotion."
- Content: "He felt content after the long journey."
- Cheerful: "Her cheerful demeanor brightens the room."

NOTE

Here, all three synonyms convey the general idea of being happy but have subtle differences. "Joyful" often conveys an intense feeling, while "content" implies satisfaction, and "cheerful" suggests a bright, outward expression of happiness.

2. Fast

- Quick: "The car took a quick turn."
- Rapid: "The rapid growth of technology is evident."
- Swift: "The swift runner crossed the finish line."

"Quick" is more commonly used in everyday speech, "rapid" might describe something happening at a high speed over a short period, and "swift" conveys speed with grace or efficiency.

3. Big

- Large: "They live in a large house on the hill."
- Enormous: "The enormous tree towered over the park."
- Gigantic: "The gigantic wave crashed onto the shore."

While all these synonyms imply size, "enormous" and "gigantic" suggest an extreme level of size, whereas "large" can be used for a more moderate scale.

4. Angry

- Furious: "He was furious after hearing the news."
- Irritated: "She was irritated by the loud noise."
- Enraged: "The crowd was enraged after the unfair decision."

"Furious" and "enraged" are stronger than "irritated," indicating a deeper level of anger.

Factors to Consider When Choosing Synonyms:

- **Context:** While synonyms have similar meanings, they can differ in usage depending on context. For example, "assist" is formal and often used in professional or academic settings, while "help" is more common in everyday language.
- **Connotation:** Synonyms may carry different emotional tones. For example, "slim" and "skinny" both refer to a small size, but "slim" has a positive connotation, while "skinny" may be perceived negatively.
- **Formality:** Some synonyms are more formal than others. For instance, "purchase" is more formal than "buy," but both mean the same thing.

Conclusion:

Synonyms enrich the language by providing variety and nuance. They allow speakers and writers to express ideas more precisely and creatively. When choosing synonyms, it is important to consider the context, connotation, and appropriateness for the situation.

NOTE

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
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
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NOTE**10.3.2 Antonyms**

Antonyms are words that have opposite meanings. They are important in language as they help express contrast, contradiction, or differentiation between concepts, making communication more precise and vivid. Understanding antonyms enhances vocabulary and provides a broader range of expressions.

Key Points about Antonyms:

1. **Definition:** An antonym is a word that expresses the opposite meaning of another word.
2. **Types of Antonyms:**
 - a. **Gradable Antonyms:** These antonyms describe opposites in a range or scale (e.g., hot and cold).
 - b. **Complementary Antonyms:** These antonyms have opposite meanings that are absolute or complete, with no middle ground (e.g., alive and dead).
 - c. **Relational Antonyms:** These represent pairs of words that are opposites in a specific context or relationship (e.g., teacher and student).

Examples of Antonyms:**1. Hot vs. Cold**

- a. **Hot:** "The weather is too hot to go outside."
- b. **Cold:** "She wrapped herself in a warm blanket to avoid the cold."

These are gradable antonyms, meaning there is a spectrum of temperatures between hot and cold.

2. Happy vs. Sad

- a. **Happy:** "She was happy to receive the gift."
- b. **Sad:** "He felt sad when he heard the bad news."

"Happy" and "sad" are complementary antonyms, as they represent opposite emotional states.

3. Fast vs. Slow

- a. **Fast:** "He ran as fast as he could to catch the bus."
- b. **Slow:** "The car moved slowly down the narrow street."

These are gradable antonyms, indicating a difference in speed.

4. Big vs. Small

- a. **Big:** "They live in a big house near the park."
- b. **Small:** "I found a small stone in the garden."

NOTE

These are gradable antonyms, describing size with varying degrees.

5. Rich vs. Poor

- a. **Rich:** "The businessman became rich after years of hard work."
- b. **Poor:** "Many people live in poor conditions without basic resources."

These are complementary antonyms, as they represent opposite economic conditions.

6. Light vs. Dark

- a. **Light:** "The room was filled with light from the large windows."
- b. **Dark:** "It was too dark outside to see anything clearly."

These are gradable antonyms, where light and dark are used to describe brightness levels.

7. Alive vs. Dead

- a. **Alive:** "The plant was still alive after being watered."
- b. **Dead:** "The battery was dead, and the phone stopped working."

These are complementary antonyms, indicating opposite states of being.

8. Strong vs. Weak

- a. **Strong:** "She is strong enough to lift the box."
- b. **Weak:** "After the illness, he felt weak and tired."

These are gradable antonyms, describing physical or metaphorical strength.

Factors to Consider When Using Antonyms:

- **Context:** Antonyms may have different implications depending on the context. For instance, "bright" in terms of intelligence ("She's very bright") is different from "bright" in terms of light ("The room is bright").
- **Formality:** Some antonyms may differ in formality. For example, "rich" and "wealthy" are often used interchangeably, but "wealthy" might sound more formal.
- **Degree:** Antonyms like "hot" and "cold" can have varying degrees, whereas words like "alive" and "dead" represent absolute opposites with no in-between.

Conclusion:

NOTE

Antonyms are essential for expressing contrasts and shades of meaning. They provide a way to refine language and enhance clarity by indicating opposites or variations in qualities, states, or conditions.

Antonym examples	
Achieve	Fail
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

NOTE

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

Activity 10.1:

Synonyms and Antonyms Practice

Provide students with a list of words. They must come up with as many synonyms and antonyms as possible for each word.

- **Word:** Happy
 - **Synonyms:** Joyful, content, delighted
 - **Antonyms:** Sad, unhappy, miserable

10.3.3 Word Formation

Word Formation refers to the process of creating new words or terms by altering existing ones. It involves different strategies that enhance the richness and versatility of a language. These processes can include adding prefixes, suffixes, changing word classes, or even combining existing words to form new ones. Here are some common ways in which new words are formed:

1. Derivation

This is the process of adding prefixes or suffixes to a base word (root) to create a new word with a different meaning or grammatical category.

- **Example 1:** The noun beauty is formed from the adjective beautiful by removing the suffix -ful and adding -y.
 - beautiful → beauty
- **Example 2:** The verb run becomes runner (a noun) by adding the suffix -er.
 - run → runner

2. Compounding

Compounding involves combining two or more words to create a new word.

- **Example 1:** Toothbrush is formed by combining tooth and brush.
 - tooth + brush → toothbrush
- **Example 2:** Basketball is created by combining basket and ball.
 - basket + ball → basketball

3. Blending

Blending is the process of merging parts of two words to create a new one.

- **Example 1:** Brunch is a blend of breakfast and lunch.
 - breakfast + lunch → brunch
- **Example 2:** Motel is a blend of motor and hotel.
 - motor + hotel → motel

NOTE

4. Clipping

Clipping involves shortening a longer word to form a shorter version that is easier to use in everyday language.

- **Example 1:** Photograph is clipped to photo.
 - photograph → photo
- **Example 2:** Telephone is clipped to phone.
 - telephone → phone

5. Acronyms and Initialisms

Acronyms are formed by taking the first letters of a phrase to create a new word, while initialisms use the first letters but are pronounced as individual letters.

- **Example 1** (Acronym): NASA (National Aeronautics and Space Administration).
 - National Aeronautics and Space Administration → NASA
- **Example 2** (Initialism): FBI (Federal Bureau of Investigation).
 - Federal Bureau of Investigation → FBI

6. Conversion (Zero Derivation)

Conversion occurs when a word changes its grammatical category without changing its form.

- **Example 1:** Noun to verb – The noun email can be used as a verb, as in "I will email you the report."
 - email (noun) → email (verb)
- **Example 2:** Verb to noun – The verb run can be used as a noun, as in "He went for a run."
 - run (verb) → run (noun)

7. Backformation

Backformation occurs when a new word is created by removing an affix from an existing word, often resulting in a change of part of speech.

- **Example 1:** Editor (a person who edits) gives rise to the verb edit.
 - editor → edit
- **Example 2:** Baker (a person who bakes) gives rise to the verb bake.
 - baker → bake

8. Borrowing

Borrowing involves adopting words from other languages into English, which often leads to the creation of new words or phrases.

- **Example 1:** Café (borrowed from French).
- **Example 2:** Piano (borrowed from Italian).

9. Onomatopoeia

Onomatopoeic words are those that imitate the sounds they represent.

NOTE

- **Example 1:** Buzz (the sound of a bee).
- **Example 2:** Crash (the sound of a collision).

10. Coinage

Coinage refers to the creation of entirely new words, often from brands or technology.

- **Example 1:** Xerox (originally a brand name, now used as a verb meaning "to photocopy").
- **Example 2:** Google (now commonly used as a verb meaning "to search the internet").

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
Aberation	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
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

NOTE

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

**Activity 10.2:****Word Formation Exercise**

NOTE

Give students a list of base words (roots) and challenge them to form new words using prefixes and suffixes.

- **Root Word:** "Create"
 - **Words formed:** Creation (noun), creative (adjective), recreate (verb)

10.3.4 Prefixes

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 From	Meaning	Example
czom-, 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

NOTE**10.3.5 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.

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

NOTE

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

**Activity 10.3:****Vocabulary in Context**

Read a short passage to the class and ask them to identify the meaning of difficult words from the context. Then, ask them to rewrite sentences using synonyms of the difficult words.

"The teacher was very patient, but the students were restless as the class continued."

- **Vocabulary:** Patient, restless
- **Synonyms:** Calm, fidgety

10.3.6 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.

A. WORDS MEANING & EXAMPLES

A lot - A lot is two words meaning "much": A lot of bologna was left over from the party.

A while - 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.

NOTE

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.
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.

NOTE

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.

NOTE

- 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.
- 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. Homophones words

air	heir	loan	lone
-----	------	------	------

NOTE

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	I	sew	sow
fair	fare	sight	site

NOTE

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	toll
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

10.3.7 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.

Here's a breakdown of different types of similarity in meaning or form:

1. Synonyms

Synonyms are words that have the same or nearly the same meaning. They can often be used interchangeably, though context and tone may affect the choice.

- Happy and Joyful: Both words describe a positive emotional state.
 - "She felt happy after the event."
 - "The joyful celebration lasted all night."

While both words express positive emotions, "joyful" often implies a stronger or more exuberant emotion than "happy."

2. Antonyms

Antonyms are words that have opposite meanings. Understanding opposites can help expand vocabulary and improve sentence structure by providing contrast.

- Big and Small: These words represent opposite sizes.
 - "The big house stood on the hill."
 - "The small cottage sat by the river."

3. Homophones

Homophones are words that sound the same but have different meanings and often different spellings.

- To, Too, and Two:
 - "She went to the store."
 - "I want to go too."
 - "I have two books."

Despite their different meanings, all three words are pronounced the same.

4. Homographs

Homographs are words that are spelled the same but have different meanings and often different pronunciations.

- Lead (to guide) vs. Lead (a type of metal):
 - "He will lead the team."
 - "The pipe was made of lead."

The word "lead" has two meanings, one referring to guidance and the other to a substance, and is pronounced differently in each case.

5. Word Forms

Certain words share a root form but differ in their part of speech. These are related forms that change based on grammatical use.

- Create, Creation, Creative:

NOTE

- "I want to create something new."
- "The creation was beautiful."
- "She is very creative."

These words share the root "create," but each word serves a different grammatical function (verb, noun, adjective).

6. Related Words

Words that are related in meaning but may differ in their level of intensity or context.

- Angry and Furious:

- "He was angry when he heard the news."
- "She was furious about the mistake."

Both words express strong negative emotions, but "furious" typically conveys a higher intensity than "angry."

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.

NOTE

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.
Damage - to break, partially destroy or badly affect something- A large number of shops were damaged in the fire. .
13. **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.
14. **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.
15. **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.
16. **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. -
17. **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.

NOTE

- 18. 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.
- 19. 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?
- 20. 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.
- 21. 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.
- 22. 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.
- 23. 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.
- 24. 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
- 25. 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.
- 26. 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.
- 27. 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.

10.3.8 Distinction between Similar Expressions

NOTE

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:

1. “Hard” vs. “Tough”

Both "hard" and "tough" can describe something that is difficult, but their nuances are different.

- **Hard:** Refers to something that is physically solid or difficult to penetrate or break.
 - "The wood is too **hard** to cut with this saw."
- **Tough:** Often refers to something that is resilient or resistant to physical damage, or can describe a challenging or difficult experience.
 - "The steak was too **tough** to chew."

While both words describe difficulty, "hard" often refers to physical properties, while "tough" can also be used metaphorically for challenges or personal strength.

2. “Big” vs. “Large”

Both "big" and "large" convey the idea of size, but they can be used differently depending on the context.

- **Big:** More informal, and can describe both physical size as well as emotional or abstract magnitude.
 - "She has a **big** heart."
- **Large:** More formal and typically used in reference to physical dimensions, often used in scientific, mathematical, or precise contexts.
 - "He bought a **large** house."

While both words can describe size, "large" tends to be more precise and formal, while "big" is often used in more casual contexts or metaphorically.

3. “Ask” vs. “Inquire”

Both terms mean to request information, but they are used differently in formal and informal contexts.

- **Ask:** More common and informal. Used in casual conversation or everyday requests.
 - "Can I **ask** you a question?"
- **Inquire:** More formal, often used in professional or official contexts.
 - "I would like to **inquire** about the job opening."

NOTE

The difference lies primarily in the level of formality. "Inquire" conveys a sense of politeness and formality, whereas "ask" is more commonly used in daily speech.

4. "See" vs. "Watch"

While both "see" and "watch" involve the act of looking, they differ in the level of attention or duration.

- **See:** Refers to the act of perceiving something with your eyes, often used for passive or unintentional observation.
 - "I **saw** a movie last night."
- **Watch:** Refers to looking at something attentively, often over a period of time.
 - "I will **watch** the match on TV."

The key distinction is that "watch" involves focused attention, while "see" can happen passively or without much effort.

5. "Say" vs. "Tell"

Both verbs relate to the act of communication, but they are used in different structures.

- **Say:** Generally used when expressing words, without specifying the recipient.
 - "He **said** he would be late."
- **Tell:** Requires an object (i.e., the person being told) and is often used for giving information or instructions.
 - "She **told** me to wait outside."

In short, "say" focuses on the words spoken, while "tell" focuses on the action of informing or giving instructions to someone.

6. "Listen" vs. "Hear"

Both words deal with sound, but they have different meanings based on the level of attention involved.

- **Hear:** A passive process involving the reception of sound, often without effort or attention.
 - "I can **hear** the birds outside."
- **Listen:** An active process involving attention or focus on the sound.
 - "Please **listen** to the instructions carefully."

The distinction is in the level of intentionality—"hear" is passive, while "listen" requires focused attention.

7. Shoot

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

NOTE

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

8. Work

- 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.

9. Take

- 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.

10. Believe

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

11. Go

- 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.

12. Idioms

- '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."

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

NOTE

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

- c. **'See eye to eye'** - this means agreeing with someone.
"They finally saw eye to eye on the business deal."
- d. **'Once in a blue moon'** - an event that happens infrequently.
"I only go to the cinema once in a blue moon."
- e. **'When pigs fly'** - something that will never happen.
"When pigs fly she'll tidy up her room."
- f. **'To cost an arm and a leg'** - something is very expensive.
"Fuel these days costs an arm and a leg."
- g. **'A piece of cake'** - something is very easy.
"The English test was a piece of cake."
- h. **'Let the cat out of the bag'** - to accidentally reveal a secret.
"I let the cat out of the bag about their wedding plans."
- i. **'To feel under the weather'** - to not feel well.
"I'm really feeling under the weather today; I have a terrible cold."
- j. **'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."
- k. **'To cut corners'** - to do something badly or cheaply.
"They really cut corners when they built this bathroom; the shower is leaking."
- l. **'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."
- m. **'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."
- n. **'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."
- o. **'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."

**Activity 10.4:****Confused Words Exercise**

Provide pairs of commonly confused words and ask students to use them in sentences. Correct any misuse during class discussion.

- Affect vs. Effect
- Compliment vs. Complement
- Advise vs. Advice

10.3.9 Speech Skill

Speech skills refer to the ability to effectively convey ideas, emotions, and information to an audience using spoken language. These skills are crucial in various contexts, from casual conversations to formal presentations, debates, and public speaking. Mastery of speech skills involves several elements, including articulation, fluency, volume, and intonation, body language, and audience engagement.

Here are some key aspects of speech skills with examples:

1. Clarity of Expression

- **Definition:** This refers to speaking in a way that the audience can easily understand the message being conveyed.
- **Example:** A teacher explaining a complex concept, like the law of gravity, in simple terms: "Gravity pulls objects towards the Earth, like when you drop a ball, it falls because Earth pulls it down."

2. Fluency and Flow

- **Definition:** Fluency is the ability to speak smoothly, without unnecessary pauses or fillers (like "um," "uh," etc.), and with a natural flow of ideas.
- **Example:** In a business presentation, a speaker who fluidly explains a strategy without frequent interruptions or hesitation: "Our plan to increase sales involves three main strategies: expanding our market reach, optimizing our product offerings, and improving customer service."

3. Pronunciation and Articulation

- **Definition:** Clear pronunciation is essential to make sure that words are understood correctly. Articulation is the physical aspect of forming sounds to create words.
- **Example:** A public speaker emphasizing correct pronunciation in a speech about environmental conservation: "Our planet faces pressing challenges, including deforestation and pollution."

NOTE

4. Intonation and Stress

- **Definition:** Intonation is the rise and fall of the voice while speaking, and stress refers to emphasizing certain syllables or words. Proper intonation can convey meaning, emotion, or emphasis.
- **Example:** In a question, the voice rises at the end: “Are you coming to the meeting tomorrow?” versus a statement where the voice falls at the end: “I am coming to the meeting tomorrow.”

5. Body Language and Non-verbal Communication

- **Definition:** Body language, facial expressions, and gestures complement spoken words and help communicate the speaker’s emotions, intentions, or confidence.
- **Example:** A speaker at a wedding reception using open gestures and making eye contact with the audience to create warmth: “I am truly honored to stand here today, celebrating love and unity.”

6. Engaging the Audience

- **Definition:** A skilled speaker involves the audience by using questions, humor, or relatable stories to maintain attention and encourage participation.
- **Example:** In a motivational speech, a speaker might say: “How many of you have ever felt like giving up on your dreams? I’ve been there too, and here’s what helped me keep going...”

7. Pacing and Pauses

- **Definition:** Pacing refers to the speed at which a speaker talks. Strategic pauses can emphasize important points or allow the audience to absorb information.
- **Example:** A politician giving an important speech may pause after making a key statement: “We will stand together... against all odds... for a brighter future.”

8. Audience Awareness

- **Definition:** Being able to adapt the speech depending on the type of audience and the context of the situation.
- **Example:** A speaker at a children's event might use simpler vocabulary and a lively tone: “Who loves animals? Today, we’re going to meet some amazing creatures!”

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.

NOTE

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, 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

Writing	phonetic
No	/'nəʊ/
Now	/naʊ/

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 indifferent combination.

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.

Vowels 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 adjusted to make the sound. Vowel sounds are

NOTE

better learnt by listening and imitating those who can speak correctly and also by regularly consulting a standard dictionary. There are 12 simple vowels sounds and 8 compound vowels sounds. The compound vowel sounds are called diphthongs.

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

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		

**Activity 10.5:**

Ask students to create a vocabulary journal where they note down five new words they encounter each day (from reading, listening, or conversation). For each word, they should write the definition, part of speech, and use the word in a sentence.

**Check Your Progress 10.1:**

1. What is the difference between active and passive vocabulary?

.....

.....

.....

2. Why are synonyms important in language?

.....

.....

.....

10.4 BASIC LANGUAGE SKILLS: GRAMMAR AND USAGE

NOTE

Basic language skills encompass the foundational abilities required for effective communication: listening, speaking, reading, and writing. Within these skills, grammar and usage play a pivotal role as they ensure clarity, accuracy, and coherence in the expression and interpretation of ideas. Here's an overview:

1. Grammar: The Structure of Language

Grammar provides the rules and principles for organizing words into meaningful sentences. It ensures language consistency and helps learners use language correctly and logically. Key aspects of grammar include:

- **Parts of Speech:** Understanding nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.
- **Sentence Structure:** Learning subject-verb agreement, clauses, phrases, and sentence types (simple, compound, complex).
- **Tenses and Verb Forms:** Using correct verb tenses to indicate time and action.
- **Punctuation:** Applying commas, periods, question marks, and other punctuation marks appropriately.
- **Word Order:** Structuring sentences with the correct sequence of words.

2. Usage: The Practical Application of Grammar

Usage involves the proper and effective use of language in various contexts. While grammar focuses on rules, usage emphasizes how language is applied in communication. Key elements include:

- **Word Choice:** Selecting words that suit the context, audience, and purpose.
- **Idiomatic Expressions:** Understanding and using phrases that are natural to native speakers.
- **Formal vs. Informal Language:** Differentiating between casual and professional tones.
- **Cultural Sensitivity:** Adapting language use based on cultural norms and expectations.
- **Avoiding Common Errors:** Correcting issues like misplaced modifiers, dangling participles, and redundancy.

Importance of Grammar and Usage in Basic Language Skills

- **Clarity:** Proper grammar and usage prevent misunderstandings and ensure clear communication.

NOTE

- **Effectiveness:** They enhance the impact of spoken and written messages.
- **Confidence:** Mastery of these skills boosts confidence in expressing ideas.
- **Academic and Professional Success:** Strong grammar and usage are essential for excelling in studies and careers.
- **Foundation for Advanced Learning:** They serve as the groundwork for mastering advanced language concepts and other skills.

By focusing on grammar and usage as part of basic language skills, learners can build a strong linguistic foundation, enabling them to navigate diverse communication situations with ease and competence.

10.4.1 – 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)

NOTE

(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 verbal. (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. The 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

NOTE

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

10.4.1.1 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 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

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

- **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.

NOTE

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

10.4.1.2 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

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.

NOTE

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

10.4.1.3 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
- **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.

NOTE

- 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.

10.4.1.4 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

10.4.1.5 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

NOTE

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)

10.4.1.6 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.

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

NOTE

- Subject + was/were + NOT + (1st form of verb or base verb +ing) +object

Rules for using auxiliary verb after subject are same as mentioned above.

Example: She was not crying. They were not climbing on a hill.

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.

10.4.1.7 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

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

NOTE

- 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

10.4.1.8 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.

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.

10.4.1.9 FUTURE SIMPLE TENSE

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

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

NOTE

- 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.

10.4.1.10 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.

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

NOTE

- 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?

10.4.1.11 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.

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.

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.

NOTE

- 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?

10.4.1.12 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.

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.

NOTE

- 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.
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.

Summary Chart

Tense	Example Sentence
Simple Present	She reads every morning.
Present Continuous	I am reading a book.
Present Perfect	He has finished his homework.
Present Perfect Continuous	She has been studying for two hours.
Simple Past	He visited the museum yesterday.
Past Continuous	She was cooking when I arrived.
Past Perfect	He had left before she arrived.
Past Perfect Continuous	She had been studying for hours.
Simple Future	He will visit the park tomorrow.
Future Continuous	She will be studying at 8 p.m.
Future Perfect	He will have completed the task by tomorrow.
Future Perfect Continuous	She will have been working here for five years.

10.4.2 – Propositions**Prepositions: Definition and Usage**

A preposition is a word that connects nouns, pronouns, or phrases to other words within a sentence. It often indicates relationships of time, place, direction, cause, manner, or possession. Prepositions are always

NOTE

part of a prepositional phrase, which consists of the preposition, its object (a noun or pronoun), and any modifiers.

Types of Prepositions with Examples**1. Prepositions of Place/Position - Used to show the location of something.**

- The book is on the table.
- She is sitting under the tree.
- The keys are in the drawer.
- The cat is between the two chairs.

2. Prepositions of Time - Used to express relationships of time or duration.

- He arrived at 5 p.m.
- We have class on Monday.
- They got married in June.
- She stayed for three days.

3. Prepositions of Direction/Movement - Indicate the direction of an action or movement.

- She is going to the park.
- He jumped into the pool.
- The dog ran towards the gate.
- They walked through the forest.

4. Prepositions of Cause/Purpose - Explain the reason or purpose for something.

- She was punished for being late.
- He succeeded because of his hard work.
- They fought over a misunderstanding.

5. Prepositions of Manner/Instrument/Agent - Describe the way something happens or the means by which it happens.

- He traveled by car.
- She wrote the letter with a pen.
- The project was completed by the team.

6. Prepositions of Possession - Indicate ownership or association.

- The title of the book is intriguing.
- He is a friend of mine.

7. Prepositions in Idiomatic Expressions - Prepositions often appear in fixed phrases or idiomatic expressions.

- She is on time for the meeting.
- He is in trouble for breaking the rules.
- They are out of ideas for the project.

Common Prepositions

Prepositions	Examples
--------------	----------

NOTE

Place/Position	on, in, under, between, above, below, near, over, beside, at
Time	at, on, in, during, since, for, by, until
Direction/Movement	to, into, onto, towards, through, across, over
Cause/Purpose	for, because of, due to, on account of, over
Manner/Instrument	by, with, via, through
Possession	of, to

Rules for Using Prepositions**1. A preposition is always followed by an object (noun or pronoun).**

- Incorrect: She is going to.
- Correct: She is going to the park.

2. Avoid ending a sentence with a preposition (in formal writing).

- Informal: Who are you talking to?
- Formal: To whom are you talking?

3. Some verbs and adjectives are followed by specific prepositions.

- Verbs: Depend on, listen to, and believe in.
- Adjectives: Good at, afraid of, interested in.

Key Takeaways

- Prepositions show relationships between words in terms of place, time, direction, and more.
- They are part of prepositional phrases and cannot stand alone.
- Mastering prepositions enhances sentence clarity and accuracy.

By practicing their usage in sentences, learners can develop greater fluency in English communication.

10.4.3 – 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

NOTE

- 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.

10.4.4 - 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 English Language & Indian Culture 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.

NOTE

- 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
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

NOTE

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.

10.4.5 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.

1. 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	1. Die 2. Arrive 3. Respond 4. Wait 5. Sit 6. Look	His sister died of Malaria. 2. We arrived at school very late.

NOTE

	complement or a preposition.		3. Mary responded to all questions in the EXAM.
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2. Auxiliary Verbs & Lexical Verb

Verb	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.

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 situation or state, behavior nowadays? 2. You seem too tired to continue working today. 3. Do you know anything about verbs?

4. Finite Verbs & Nonfinite Verbs

NOTE

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

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

NOTE

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

NOTE

shake	shook	shaken
shrink	shrank OR shrunk	shrunk OR shrunk
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	torn
throw	threw	thrown
wake	woke OR waked	woken OR waked
wear	wore	worn
weave	wove	woven
wring	wrung	Wrung
write	wrote	Written

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

NOTE

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.
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)

NOTE**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.

NOTE

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

Verb patterns and structures

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. He's eating an orange

NOTE

S-V-Adj	Subject-Verb-Adjective	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

NOTE

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 math's 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?

10.4.6 Articles

Definition and Usage

Articles are words used before nouns to define them as specific or unspecific. In English, there are three articles: **a**, **an**, and **the**. Articles are a type of determiner and play a crucial role in sentence clarity and meaning.

Types of Articles

1. Indefinite Articles: A and An

NOTE

Definition: Used to refer to a singular, unspecified noun. They indicate that the noun being mentioned is not unique or already known to the listener/reader.

Usage:

- **A** is used before words that begin with a consonant sound.
- **An** is used before words that begin with a vowel sound (a, e, i, o, u).

Examples:

- A cat is sitting on the roof. (Any cat, not specific)
- She bought an umbrella. (Any umbrella, not specific)
- He needs a university degree. (University begins with a consonant sound /ju:/.)
- I saw an hourglass on the table. (Hourglass begins with a vowel sound /aʊ/.)

2. Definite Article: The

Definition: Used to refer to a specific noun that is known to the listener/reader. It points to a unique or previously mentioned item.

Usage:

- Used with singular, plural, countable, or uncountable nouns.
- Often used when the noun is unique or there is only one in a context (e.g., the sun, the moon).

Examples:

- The cat on the roof is mine. (A specific cat already mentioned or known)
- The water in this glass is clean. (Specific water)
- The Eiffel Tower is a famous landmark. (A unique noun)

Special Cases in Article Usage

1. Zero Article (No Article)

Definition: Sometimes, nouns do not require an article. This happens with:

- Plural nouns when speaking in general terms.
- Uncountable nouns when referring to them in general.
- Proper nouns like names, countries, or languages.

Examples:

- Cats are friendly animals. (General plural noun)
- She likes coffee. (Uncountable noun in general)
- France is a beautiful country. (Proper noun)

Rules for Using Articles

1. Using A and An:

- Use when mentioning something for the first time.
- Examples:

NOTE

- I saw a bird in the sky.
- She met an artist at the gallery.

2. Using The:

- Use when referring to something specific or previously mentioned.
- Examples:
 - I saw a bird. The bird was colorful.
 - Let's go to the park. (Refers to a specific park known to both speaker and listener)

3. Uncountable and Abstract Nouns:

- No article is used when referring to them generally.
- Examples:
 - Love is important in life.
 - Sugar is sweet.

4. Unique Nouns:

- Always use “the” with unique nouns.
- Examples:
 - The Earth revolves around the Sun.
 - The President will give a speech.

5. With Superlatives and Ordinals:

- Always use “the” with superlatives or ordinal numbers.
- Examples:
 - He is the best player in the team.
 - This is the first time I've traveled abroad.

Summary of Article Usage

Article	Usage	Examples
A	Singular, nonspecific, consonant sound	A dog barked loudly.
An	Singular, nonspecific, vowel sound	An apple a day keeps the doctor away.
The	Singular/plural, specific	The book on the table is mine.
(No article)	General nouns, proper nouns	Life is precious. India is a diverse country.

By mastering article usage, learners can improve their fluency and precision in both spoken and written English.

10.4.7 Adverbs**Definition and Usage**

An adverb is a word that modifies or describes a verb, an adjective, another adverb, or an entire sentence. Adverbs provide more

NOTE

information about how, when, where, or to what extent an action is performed. They help clarify and add depth to a sentence.

Types of Adverbs**1. Adverbs of Manner**

Definition: Describe how an action is performed.

- **Examples:**

- She sings beautifully.
- The dog barked loudly.
- He runs quickly.

2. Adverbs of Time

Definition: Indicate when an action occurs or occurred.

- **Examples:**

- We'll meet tomorrow.
- She arrived early.
- They have already left.

3. Adverbs of Place

Definition: Indicate where an action occurs or occurred.

- **Examples:**

- She looked everywhere for her keys.
- The children are playing outside.
- He stayed here for the night.

4. Adverbs of Frequency

Definition: Indicate how often an action occurs.

- **Examples:**

- She always takes the bus to work.
- He rarely eats junk food.
- They sometimes go hiking on weekends.

5. Adverbs of Degree

Definition: Indicate the intensity or degree of an action, adjective, or another adverb.

- **Examples:**

- He is very tired.
- She was too upset to speak.
- The movie was quite interesting.

6. Adverbs of Certainty

Definition: Indicate how certain the speaker is about an action or event.

- **Examples:**

- He will definitely win the race.
- She is probably at the library.

- This is surely the best option.

7. Interrogative Adverbs

Definition: Used to ask questions about time, place, reason, or manner.

- **Examples:**

- When will the train arrive?
- Where are you going?
- Why is she crying?

8. Relative Adverbs

Definition: Introduce relative clauses and modify the clause.

- **Examples:**

- This is the house where I was born.
- Do you remember the time when we met?
- I don't know the reason why he left.

Position of Adverbs in a Sentence

1. At the beginning: To emphasize the adverb or provide context.

- Yesterday, she went shopping.
- Quickly, he ran out of the room.

2. In the middle (before or after the verb): To directly modify the verb.

- She always drinks coffee in the morning.
- He is probably coming to the party.

3. At the end: To modify the entire action or add emphasis.

- The team played well today.
- They will go outside after lunch.

Comparison of Adverbs

Adverbs can also show degrees of comparison, similar to adjectives:

1. Positive: Describes the basic form.

- He runs fast.

2. Comparative: Compares two actions.

- He runs faster than her.

3. Superlative: Describes the highest degree.

- He runs the fastest of all.

Examples of Adverbs in Sentences

1. Adverb modifying a verb:

- She danced gracefully.

2. Adverb modifying an adjective:

- He is extremely talented.

3. Adverb modifying another adverb:

- She sings very beautifully.

4. Adverb modifying an entire sentence:

NOTE

- Clearly, you misunderstood the instructions.

Commonly Used Adverbs

Type	Examples
Manner	carefully, happily, sadly, angrily, quietly
Time	now, yesterday, soon, later, already
Place	here, there, outside, inside, everywhere
Frequency	always, often, sometimes, rarely, never
Degree	very, too, quite, almost, barely
Certainty	definitely, probably, surely, obviously

Key Takeaways

- Adverbs modify verbs, adjectives, other adverbs, or sentences.
- They provide critical details about time, place, manner, frequency, and degree.
- Proper use of adverbs enhances sentence clarity and expressiveness.

By practicing adverbs in varied contexts, learners can develop more nuanced and precise communication skills.

**Activity 10.5:****Grammar Quiz**

- Objective:** To test the students' understanding of grammar concepts.
- Divide** the class into small groups and provide them with a short quiz based on the following sections:
 - Fill in the blanks with correct articles:**
 - ___ car is new. (a)
 - ___ sun rises in the east. (The)
 - Choose the correct form of the verb:**
 - She (go, goes, going) to school every day.
 - They (will, are, is) visiting the museum tomorrow.
 - Fill in the blank with an adverb:**
 - He sings (beautiful, beautifully).
 - She runs (slow, slowly).

**Activity 10.6:****Sentence Construction**

- Objective:** To practice sentence formation using the grammar concepts discussed.
- Ask each student to create 3 sentences:**
 - Using “a or an” with countable nouns.

NOTE

- Using “the” with specific nouns.
- Adding an adverb to a verb.

• **Example prompts:**

1. Write a sentence with a or an (e.g., I bought an orange.).
2. Write a sentence using the (e.g., The car is parked outside.).
3. Write a sentence with an adverb (e.g., She sings loudly.).



Activity 10.7:

Grammar Correction

- **Objective:** To improve editing and proofreading skills.
- **Provide students** with a short passage that contains common grammar mistakes (wrong tense, incorrect article use, misplaced adverbs. Students will work individually or in pairs to identify and correct the mistakes). Example passage as below:
 - She go to the market yesterday and buy some fruits. She is coming back home soon.
 - Corrected: She went to the market yesterday and bought some fruits. She is coming back home soon.

☑ Check Your Progress 10.2:

1. What are the four basic language skills?

.....

2. What is the infinitive form of a verb usually preceded by?

.....

10.5 SUMMARY

Effective communication is built on a solid foundation of grammar, usage, and vocabulary. Mastery of these elements enhances both written and spoken language, allowing individuals to express themselves clearly, accurately, and confidently.

Key Concepts in Grammar and Usage:

1. Grammar Components:

- **Tenses:** Indicate the time of actions or states (past, present, future).

NOTE

Examples: He works (present), He worked (past), He will work (future).

- **Articles:** Define nouns as specific (the) or general (a, an).
Example: An apple a day keeps the doctor away.

- **Verbs:** Show action, state, or occurrence; include action, linking, helping, and modal verbs.

Example: She runs, He is happy.

- **Adverbs:** Modify verbs, adjectives, or other adverbs to describe how, when, where, or to what extent.

Example: She sings beautifully.

- **Determiners:** Words like a, the, this, some that clarify nouns.

Example: This book is mine.

Usage and Word Forms:

- **Countable and Uncountable Nouns:**

Examples: A few apples vs. a little water.

- **Prepositions:** Show relationships of nouns or pronouns to other words.

Example: The keys are on the table.

- **Pronouns and Agreement:** Replace nouns and must agree in number and gender.

Example: Sarah lost her keys.

Practical Grammar Tips:

- Choose appropriate tenses and articles based on context.
- Use determiners for clarity.
- Pay attention to prepositions, which can vary in different languages.
- Use adverbs to enhance precision in communication.

Key Components of Vocabulary Development:

1. Understanding Word Meanings:

Grasp both basic and specialized meanings, including homonyms.

Example: Bark (dog's sound) vs. Bark (tree's covering).

2. Synonyms and Antonyms:

Learn words with similar and opposite meanings to enrich expression.

Example: Happy (synonym: joyful), Antonym: sad.

3. Word Formation:

Understand prefixes, suffixes, and root words to decode unfamiliar terms.

Example: Unknown (un- prefix), quickly (-ly suffix).

4. Contextual Usage:

Know how word meanings shift based on their sentence placement.

5. Commonly Confused Words:

Differentiate between words that look or sound alike.

Example: Affect vs. Effect.

6. Building Vocabulary through Exposure:

Regular reading and listening improve vocabulary breadth and comprehension.

7. Practical Application:

Actively use new words in writing and conversation to reinforce learning.

10.6 GLOSSARY

1. Root Word

Definition: The base part of a word that carries the primary meaning, before any prefixes or suffixes are added.

Example: The root word "act" is found in "action," "react," and "actor."

2. Word Formation

Definition: The process of creating new words by adding prefixes, suffixes, or combining roots.

Example: "Beauty" + "-ful" = "beautiful."

3. Homophones

Definition: Words that sound the same but have different meanings and/or spellings.

Example: "Pair" and "pear."

4. Word Collocations

Definition: Common combinations of words that naturally occur together.

Example: "Make a decision" and "take a break."

5. Idioms

Definition: Phrases whose meanings are not directly related to the meanings of the individual words.

Example: "Kick the bucket" means "to die."

6. Contextual Meaning

Definition: Understanding the meaning of a word based on the surrounding text or situation.

Example: "Bark" can refer to a dog's sound or the outer layer of a tree, depending on context.

7. Cognates

Definition: Words that have a common origin in two or more

NOTE

languages.

Example: The English word "night" and the German word "Nacht."

8. Etymology

Definition: The study of the origin and historical development of words.

Example: "Television" comes from the Greek "tele" (far) and the Latin "vision" (sight).

9. Jargon

Definition: Specialized terms used by a particular group, profession, or interest.

Example: Medical jargon such as "hypertension" and "diagnosis."

10. Phrasal Verbs

Definition: Verbs combined with prepositions or adverbs that often change the meaning of the original verb.

Example: "Give up" (to quit) and "take over" (to assume control).

11. Countable Noun

Definition: A noun that can be counted and has both singular and plural forms.

Example: Apple (one apple, two apples).

12. Determiner

Definition: A word that comes before a noun to clarify or specify the noun. Includes articles, possessive adjectives, demonstratives, and quantifiers.

Example: This car is mine.

13. Direct Object

Definition: The noun or pronoun that receives the action of the verb.

Example: She read the book. (Book is the direct object.)

14. Indirect Object

Definition: The noun or pronoun that indirectly receives the action of the verb, often indicating to whom or for whom the action is done.

Example: She gave him the book. (Him is the indirect object.)

15. Modal Verb

Definition: A verb used to express necessity, possibility, permission, or ability.

Example: You must finish your homework.

16. Pronoun

Definition: A word that takes the place of a noun.

Personal Pronouns: I, you, he, she, it, we, they

Possessive Pronouns: mine, yours, his, hers

Example: He is my friend.

17. Conjunction

Definition: A word that connects clauses, sentences, or words.

Example: And, but, or, because.

Example in sentence: I like coffee and tea.

18. Direct Speech

Definition: The exact words spoken by someone, enclosed in quotation marks.

Example: He said, "I am going to the market."

19. Indirect Speech

Definition: A report of what someone said, without using quotation marks.

Example: He said that he was going to the market.

20. Clause

Definition: A group of words containing a subject and a verb.

Independent Clause: Can stand alone (e.g., She smiled.)

Dependent Clause: Cannot stand alone (e.g., Because she was happy.)

21. Subject-Verb Agreement

Definition: The rule that the subject and verb must agree in number (singular/plural).

Example: She runs (singular) vs. They run (plural).

22. Superlative

Definition: The form of an adjective or adverb that expresses the highest or lowest degree of a quality. Often formed by adding -est or using most/least.

Example: He is the smartest student in the class.

23. Comparative

Definition: The form of an adjective or adverb used to compare two things. Often formed by adding -er or using more/less.

Example: She is taller than me.

24. Interrogative

Definition: A word used to ask questions.

Example: What, when, where, why, how.

25. Prepositional Phrase

NOTE

Definition: A group of words beginning with a preposition and including a noun or pronoun object.

Example: In the park, on the table, with my friends.

10.7 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 10.1

1. Active vocabulary includes words we use regularly in speaking or writing, while passive vocabulary includes words we understand but do not use often.
2. Synonyms are important because they help avoid repetition and allow speakers and writers to express ideas more precisely and flexibly.

Check Your Progress 10.2

1. The four basic language skills are listening, speaking, reading, and writing.
2. The infinitive form of a verb is usually preceded by "to" (e.g., to run, to dance).

10.8 SUGGESTED READINGS - OER

Sr. No.	Title	URL	QR Code
1	Open Educational Resource - 1	http://books.aisectonline.com/UnitUrls?unitId=26	

10.9 REFERENCE

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10.9 EXERCISE

Part 1**A. Multiple Choice Questions –**

1. Which of the following is a correct example of subject-verb agreement?
 - a. The dogs runs fast.
 - b. The dog run fast.

NOTE

- c. The dog runs fast.
 - d. The dogs runs fast.
- 2. Identify the sentence that uses the correct form of the pronoun:**
- a. Him and I went to the market.
 - b. He and me went to the market.
 - c. He and I went to the market.
 - d. Me and him went to the market.
- 3. Which sentence correctly uses a preposition?**
- a. She is good in cooking.
 - b. She is good at cooking.
 - c. She is good on cooking.
 - d. She is good for cooking.
- 4. Choose the sentence that correctly uses the past tense:**
- a. I have went to the store yesterday.
 - b. I went to the store yesterday.
 - c. I go to the store yesterday.
 - d. I going to the store yesterday.
- 5. Which of the following sentences correctly uses punctuation?**
- a. Let's eat grandma!
 - b. Let's eat, grandma!
 - c. Let's eat, grandma!
 - d. Let's eat grandma.
- 6. What is the primary function of vocabulary in language learning?**
- a. To improve handwriting skills
 - b. To help understand and communicate ideas effectively
 - c. To memorize grammar rules
 - d. To increase reading speed
- 7. Which of the following best defines a synonym?**
- a. A word that has the opposite meaning
 - b. A word that sounds similar but has different meaning
 - c. A word with the same or nearly the same meaning as another
 - d. A word that is made up of two or more words
- 8. Which vocabulary skill involves understanding the correct use of words in different contexts?**
- a. Spelling

- b. Pronunciation
- c. Word meaning and usage
- d. Grammar

9. What is the term for the group of words that a person knows and uses?

- a. Grammar
- b. Vocabulary
- c. Syntax
- d. Phonetics

10. Which of the following strategies helps in improving vocabulary?

- a. Reading regularly and looking up new words
- b. Ignoring unknown words while reading
- c. Avoiding conversations in the language
- d. Memorizing random letters

Answers with Explanation

1. c) The dog runs fast.

Explanation: Subject-verb agreement means the verb must agree in number with its subject. "Dog" is singular, so the verb should be singular: "runs." Options a), b), and d) are incorrect because either the subject or the verb is mismatched.

2. c) He and I went to the market.

Explanation: When used as the subject of a sentence, the pronouns "he" and "I" are correct. "Him" and "me" are object pronouns and should not be used as subjects.

3. b) She is good at cooking.

Explanation: The correct preposition to express ability or skill is "good at." Options a), c), and d) use incorrect prepositions.

4. b) I went to the store yesterday.

Explanation: The simple past tense of "go" is "went." "Have went" is incorrect; the correct form would be "have gone." The other options do not use past tense forms correctly.

5. c) Let's eat, grandma!

Explanation: The correct sentence includes an apostrophe in "Let's" (let us) and a comma after "eat" to indicate direct address to grandma. This changes the meaning from cannibalism ("Let's eat grandma") to inviting grandma to eat.

6. b) To help understand and communicate ideas effectively

Explanation: Vocabulary consists of words and their meanings, which are essential for understanding language and expressing

NOTE

thoughts clearly. Without a good vocabulary, communication is difficult.

7. c) A word with the same or nearly the same meaning as another

Explanation: Synonyms are words that share the same or similar meaning, such as "happy" and "joyful." They help to add variety and precision to language.

8. c) Word meaning and usage

Explanation: Knowing a word's meaning and how to use it properly in sentences is crucial for effective communication and avoiding misunderstandings.

9. b) Vocabulary

Explanation: Vocabulary refers to all the words known and used by a person in speaking, reading, or writing.

10. a) Reading regularly and looking up new words

Explanation: Reading exposes learners to new words and contexts, helping them to understand and remember vocabulary better.

B. Short Answer Type Questions (Do as directed)–

a. Present Tense

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

b. Present Continuous Tense

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

NOTE

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).

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

c. The Present Perfect Tense

Write sentences in present perfect simple.

1. we / reach / our goal -----
2. our team / lose / the match -----
3. she / underline / the word -----
4. Write questions in present perfect simple.
5. you / knock / at the door -----
6. the teacher / mark / the tests -----
7. 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.

d. Past Simple Tense

1. I _____ my maths homework yesterday. (to do)
2. _____ Susan to England by plane? (to go)

NOTE

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)

e. Past Continuous tense

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.

f. Past perfect tense

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.

NOTE

9. (he / phone) ----- Angie before he went to see her in London?

10. She (not / ride) ----- a horse before that day

g. Past Perfect continuous tense

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.

h. Future simple tense

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

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.

i. Future Continuous tense

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?

j. Future Perfect tense

NOTE

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?

k. Future Perfect Continuous tense

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.
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

1. **Below is a list of synonyms related to the adjectives above. Match the right synonym with one of the adjectives above.**

"A"	"B"
i) Loaded	a. Disconsolate
ii) Stalwart	b. Clever
iii) Cute	c. Truthful
iv) Beneficent	d. Convivial

m. 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

NOTE**n. 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

o. 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. _____
- e. That is a good dog. _____
- f. This test is easy. _____
- g. My glass is empty. _____
- h. Is that a frown on your face? _____
- i. I am late for the meeting. _____

p. 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.

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

{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.....

r. One word substitution:

1. An assembly of listeners
1. Atheist 2. Crowd 3. Audience 4. Public
2. One who goes on a journey to a holy place
1. Tourist 2. Follower 3. Devotee 4. Pilgrim

NOTE

3. Which cannot be removed
1. Indelible 2. Illegible 3. Misanthropist 4. Edible
4. Thing which is not fresh
1. Stale 2. Niche 3. Defy 4. Moist
5. Put up with something or somebody unpleasant
1. Allow 2. Resist 3. Defy 4. Endure
6. Lesson to be learned from a story
1. Subject 2. Heading 3. Information 4. Moral
7. One who is new to a profession.
1. Novice 2. Colleagues 3. Worker 4. Recluse
8. Handwritten document
1. Shellsript 2. Manuscript 3. Handscript 4. Digitalscript
9. That is prohibited by law
1. Invincible 2. Ethical 3. Illicit 4. Inimitable
10. A study of birds
1. Ornithology 2. Ethnology 3. Etymology 4. Archaeology

s. 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_____

NOTE**t. 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. Televiser_____ 14. Elect_____ 15. Administer_____
16. Punctual_____ 17. Manage_____ 18. Careless_____

u. 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)

v. 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)

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

NOTE

1. She is of her success.
(a) confident (b) confidant (c) confessor
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

x. 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 _____

y. 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!

NOTE

- b. His birthday was supposed to be a surprise! I can't believe you _____. Now he knows!
- c. Hal! 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 _____.



AISECT Group of Universities

SLM FEEDBACK FORM

PROGRAMME : _____

COURSE : _____

BLOCK : _____

UNIT : _____

Dear Student,

While studying the units of this block, you may have found certain portions of the text difficult to comprehend. We wish to know your difficulties and suggestions, in order to improve the course. Therefore, we request you to fill up and send us the following questionnaire, which pertains to this block. If you find the space provided insufficient, kindly use a separate sheet.

Please mail to aisectcontent@aisect.org/ for online submission please scan QR code:

Questionnaire

1. Name : _____

2. Enrolment No. :

--	--	--	--	--	--	--	--	--	--	--

3. How many hours did you need for studying the units? :

--

4. Please give your reactions to the following items based on your reading of the block:

Items	Excellent	Very Good	Good	Poor	Give specific Examples (If poor)
Presentation Quality					
Language and Style					
Illustrations					
Used (diagrams, tables, etc.)					
Conceptual Clarity					
Check Your Progress Questions					
Suggested Readings - OER					

5. Any other comments:
