

INTERMEDIATE

English Textbook

Second Year

Prose

Poetry

Non-Detailed Text

Study and Communication Skills



**Board of Intermediate Education
Andhra Pradesh, Vijayawada**



English Text Book

Intermediate Second Year

Print
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Vijayawada.

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Text Book Development Committee-AP

EDITORS

Dr N Usha

Professor, Dept of English
Krishna University, Machilipatnam

Dr H Akther Banu

Assistant Professor, Dept of English
Government College for Men, Kurnool

Course Writers

Dr P Ekambara Chary

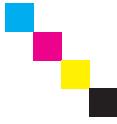
Junior Lecturer in English
Government Junior College (Girls), Pakala, Chittoor.

Dr B Sowjanya

Junior Lecturer in English,
Government Junior College, Piduguralla, Guntur

Sri V Mallikarjuna

Junior Lecturer in English
Government Junior College (Town), Kurnool.



Subject Committee Members – BIE, AP

Dr N Usha

Professor, Dept of English
Krishna University, Machilipatnam

Dr H Akther Banu

Assistant Professor, Dept of English
Government College for Men, Kurnool

Dr P Ekambara Chary

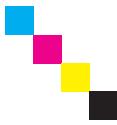
Junior Lecturer in English
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Government Junior College, Piduguralla, Guntur

Sri V Mallikarjuna

Junior Lecturer in English
Government Junior College (Town), Kurnool.



Board of Intermediate Education, A P

Smt B Udaya Lakshmi, IAS
Commissioner & Secretary
Board of Intermediate Education,
Andhra Pradesh

Educational Research & Training Wing (Text Books)

Sri V RAMESH
Additional Secretary

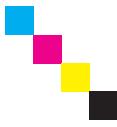
Sri P MURALIDHAR
Professor

Sri T SEKHAR BABU
Reader

Sri S A SIKINDAR BASHA
Assistant Professor

Dr G S R KRISHNARAO
Assistant Professor

Sri N RAVI KUMAR
Assistant Professor



Foreword

This book has been prepared for the intermediate second year students of Andhra Pradesh. The main objective of this book is to provide students the necessary exposure to English language. Some of the great writings have been prescribed with a hope that familiarity with the great writings in English will not only create interest among the students but also empower them with the requisite command and competence in English which is a necessary precondition in the era of globalisation. The selections have been carefully made with a view to offer our young students the required intellectual nourishment and the required language skills. The book serves as an effective means of learning English.

The selections in this book move on to comprehensive essays from the shorter ones in the first year with the objective of honing the listening, speaking, reading and writing skills of the students. In order to meet this requirement, the course writers have designed the textbook to stimulate and awaken the sensibilities of the students and strengthen their linguistic and communicative competence. The contents of the book have been divided into four major parts. They are prose, poetry, non-detailed text and study skills and communication skills.

The book incorporates five prose lessons and five poems. The prose lessons are a judicious assemblage of both light and heavy reading material. The selections cover a wide range of themes ranging from philosophy, science to speeches etc. The texts are not only narrative and imaginative but also expository and argumentative in nature. Students are exposed to prose styles across time and culture serving as models for content and style. Francis Bacon's 'Of Studies' highlights the importance of studies. It presents the popular maxim, "Reading maketh a full man; conference a ready man; and writing an exact man." Swami Vivekananda's, 'The Secret of Work' inspires the students to work like a master and not like a slave. Aldous Huxley's J C Bose instils scientific temper among the students and elucidates the point that great scientific experiments can be performed with simple equipment. Christian Barnard's 'In Celebration of Being Alive' gives

the message that what one has in life is more important than what one has lost. The lesson teaches the value of life. M R Narayana Murthy's speech, 'Learning from the West' teaches the idea of community behaviour and also encourages the students to develop and nourish certain core human values. Students will find these selections sufficiently motivating and challenging. The poems are simple in style and diction. The world of nature, man's response to the Divine and the human world are the themes presented in the poems. For extensive reading, an abridged version of Mark Twain's *The Adventures of Tom Sawyer* is prescribed which appeals to the youthful mind's spontaneous love of adventure and admiration for courage. Study skills and communication skills include a variety of language topics which enables the young minds to better understand the much required nuances of English language and communication skills and also prepares them well to face real life situations. In order to make it especially suitable for the The tasks are designed so as to help the student infer the meaning of words and phrases from the given content and context of the lessons.

I sincerely hope that the assorted methods of innovation that are adopted in the preparation of this text book will be of great help and guidance to the students. I whole - heartedly appreciate the sincere efforts of the team members of ERTW, BIE, Andhra Pradesh and the Text Book Development Committee for extending their co- operation at all stages in this noble task.

I am sure that the new textbook will be useful to both teachers and students of English. I look forward to feedback and suggestions from parents, academicians and students so that the next edition can be further improved.

B Udaya Lakshmi, IAS
Commissioner & Secretary
Board of Intermediate Education
Andhra Pradesh

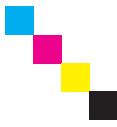
To the Student

An attempt has been made to design this text book suitably in terms of language and content for the second year Intermediate students. The contents of the book are prescribed to meet the need and capacity of present day students. The book serves as an effective means of learning English. The prose selections in the book include essays, lessons and talks which help the teachers to cultivate values and ideals in young minds. The themes are refreshingly varied covering different dimensions of human experience shared by British, American and Indian writers in English. The selections are arranged chronologically covering writers from Francis Bacon to N R Narayana Murthy in prose and from John Milton to Sarojini Naidu in poetry, in order to create interest and elevate the spirit of the young readers. For extensive reading, an abridged version of Mark Twain's *The Adventures of Tom Sawyer* is prescribed that highlights the spirit of adventure in young minds. Study skills and communicative skills include a variety of language topics like comprehension passages, information transfer, advertisements, filling in forms, curriculum vitae, letter writing, describing a process along with vocabulary and conversation practice to prepare the students to face real life situations.

Each unit has been provided with notes on each text to enable the students to understand the content and context of the lessons. A brief introduction to the author is followed by the gist of the text. A comprehensive glossary at the end of each text helps the students understand and grasp the meaning of difficult words and phrases. To check the understanding of the students factual questions are provided for the students followed by essay questions. A model annotation is provided at the end of each lesson and poem so that the student understands the art of writing.

Apart from the text and notes, a resourceful teacher will find further scope for selecting and devising few more exercises on each lesson and poem. No notes, however comprehensive, can replace a good teacher. The teachers are expected to play a vibrant role in elucidating the text to their students.

Editors



CONTENTS

PROSE

Of Studies	3
- Francis Bacon	
The Secret of Work	15
- Swami Vivekananda	
J C Bose	30
- Aldous Huxley	
In Celebration of Being Alive	41
- Dr Christian Barnard	
Learning from the West	56
- N R Narayana Murthy	

POETRY

On His Having Arrived at the Age of Twenty-Three	73
- John Milton	
The Tables Turned	77
- William Wordsworth	
The Builders	82
- Henry Wadsworth Longfellow	
Any Woman	86
- Katharine Tynan	
A Challenge to Fate	90
- Sarojini Naidu	

NONDETAILED TEXT

About the Adventures of Tom Sawyer	97
List of characters	99
Chapters 1 to 8	101
About the author	119
Summary	120
Major characters	122
Comprehension passages	126
Essay questions	132

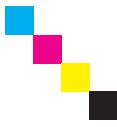
STUDY AND COMMUNICATION SKILLS

Conversation Practice	135
Letter Writing	151
Word Stress	167
Reading Comprehension	173
Interpretation of Non-verbal Information	191
The Language of Advertisements	208
Vocabulary	228
Describing a Process	239
Note Making	242
Curriculum Vitae	258
Completing a Form	267
Key	287
Model Question Paper	299

ANNUAL ACADEMIC PLAN

Second Year - English

Month / No. of Working Days	Poetry & Prose	Non Detailed Text	Reading/Writing Skills	Communication Skills
June 22 Days	Introduction to Syllabus (3) Of Studies (5)	Introduction to The Adventures of Tom Sawyer (5)	Comprehension Passages (5)	Introduction to Communication Skills(4)
July 25 Days	The Secret of Work (5) On His Having Arrived at the Age of Twenty-Three (3)	Chapter 1 (3)	Tables Bar Graphs Pie charts Tree Diagrams Flow Charts (8)	Vocabulary (6)
Aug 25 Days	J.C. Bose (6) The Tables Turned(4)	Chapter 2 and 3 (5)	Comprehension from non-detailed text (4) Advertisements (4)	Word- Stress (2)
Sept 20 Days	In Celebration of Being Alive (6) The Builders (3)	Chapters 4 (3)	Filling in Forms (3) Curriculum Vitae (3)	Word-Stress (2)
Oct 20 Days	Learning from the West (6)	Chapter 5 (4)	Letter Writing (Formal) (6)	Vocabulary (4)
Nov 24 Days	Any Woman (4) A Challenge to Fate (4)	Chapter 6 (4)	Letter Writing (Informal) (5) Describing a Process (4)	Word – Stress (3)
Dec 20 Days	-	Chapter 7 (3)	Note Making (8) Describing a Process (4)	Conversation Practice (5)
Jan 18 Days	-	Chapter 8 (4)	Comprehension (2) Completing a Form (2) Curriculum Vitae (2) Letters (2)	Word- Stress (2) Vocabulary (2) Conversation Practice (2)
Feb 22 Days	Revision	Revision	Revision	Revision
Mar	PUBLIC EXAMS			





...in Prose

Of Studies

- Francis Bacon

The Secret of Work

- Swami Vivekananda

J C Bose

- Aldous Huxley

In Celebration of Being Alive

- Dr Christian Barnard

Learning from the West

- N R Narayana Murthy



in Prose...

1

OF STUDIES

- *Francis Bacon*

Let's get started

- » How many of you have the habit of reading books?
- » Do you agree that nowadays majority of the people are losing the habit of reading books? If so, why?
- » Do you know there are lots of benefits in studies?
- » Do studies cure illness really? If yes, how?

Read the essay to find out.....

Studies serve for delight, for ornament and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one: but the general counsels, and the plots and marshalling of affairs come best from those that are learned. To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humour of a scholar: they perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men contemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books; else distilled books are, like common distilled waters, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man; and, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend "*Abeunt studia in mores;*" nay, there is no stond or impediment in the wit, but may be wrought out by fit studies: like as diseases of the body may have appropriate exercises;

bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head, and the like; so, if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again; if his wit be no apt to distinguish or find differences, let him study the schoolmen, for they are "*Cymini sectores*"; if he be not apt to beat over matters, and to call upon one thing to prove and illustrate another, let him study the lawyer's cases: so every defect of the mind may have a special receipt.

GLOSSARY

retiring (adj) /rɪ'taɪərɪŋ/	: (M) preferring not to spend time with other people, preferred to be alone (here)
	(U) Mohan's son is a shy, retiring sort of boy.
discourse (n) /'dɪskɔ:s/	: (M) written or spoken communication or debate.
	(U) Mr Jacob likes to engage in lively discourse with his friends.
disposition (n) /dɪspə'zɪʃ(ə)n/	: (M) the action of arranging people or things in a particular way.
	(U) Housewives are real financial managers in the disposition of funds given to them by their husbands.
counsel (n) /'kaʊns(ə)l/	: (M) advice
	(U) We need a wise counsel to develop our business.
marshal (v) /'ma:ʃ(ə)l/	: (M) assemble and arrange in order (here)
	(U) She marshalled her thoughts before answering to the panel.
sloth (n) /sləʊθ/	: (M) laziness
	(U) Sloth and carelessness are the chief reasons for one's failure in life.
affectation (n) /afɛk'teɪʃ(ə)n/	: (M) behaviour, speech, or writing that is pretentious and designed to impress
	(U) He speaks clearly and without affectation.
pruning (n) /'pru:nɪŋ/	: (M) reducing something by removing things that are not necessary
	(U) The government has decided to prune the budget this year to save money from unnecessary expenditure.

crafty (adj) /'kra:fти/	:	(M) clever, especially in a dishonest or secret way (U) She is an old, crafty woman.
contemn (v) /kən'tem/	:	(M) treat or regard with contempt, dislike (U) The wicked contemn God.
contradict (n) /kəntrə'dikt/	:	(M) deny or be in conflict with (U) Fact always contradicts fantasy.
confute (n) /kən'fju:t/	:	(M) prove to be wrong (U) He confuted his opponents with facts and logic.
diligence (n) /'dɪlɪdʒ(ə)ns/	:	(M) careful and persistent work (U) The police are pursuing their enquiries with great diligence.
flashy (adj) /'flæʃ.i/	:	(M) lack flavour, tasteless (U) Ravi always had a flashy bike.
witty (adj) /'wɪtɪ/	:	(M) using words in a clever way (U) He was a witty, engaging, clever man who devoted his life to a political philosophy
subtle (adj) /'sʌt(ə)l/	:	(M) sharp (here) (U) Newton has a very subtle mind.
stond (n)	:	(M) (<i>obsolete</i>) stop or hindrance
impediment (n) /ɪm'pɛdɪm(ə)nt/	:	(M) a hindrance or obstruction in doing something (U) In a number of developing countries, poverty has been one of the impediments to progress.
wrought(v) /rɔ:t/	:	(M) worked(here) (U) Nowadays one must choose peaceful life, wrought with duty and rest.
reins (n)	:	(M) (<i>archaic</i>) kidneys.
maketh (v)	:	(M) (<i>archaic form of</i>) make
doth (v)	:	(M) (<i>archaic form of</i>) do

- Logic and Rhetoric along with Grammar are the three ancient arts of discourse. Logic means the science of the formal principles of reasoning and Rhetoric aims to study the art of speaking or writing effectively as a means of persuasion.
- In the above essay you see some unintelligible phrases which, perhaps, you have not come across. Such phrases are written in Latin language. Many writers of The English Renaissance period (15th century) (Francis Bacon lived during the period) were masters of Latin and they often used to write many phrases in that language.

Prose

Let us look at these phrases used in the text by Bacon.

1. *Abeunt studia in mores* in Latin means “Studies determine character”
2. *Cymini sectores* means “Splitters of cumin”, that is, “hair-splitters.”

About the author

Sir Francis Bacon was a great English philosopher, statesman and a pioneer of modern scientific thought. He is regarded as the Father of English Essay.

Francis Bacon was born on 22 January 1561 in London. He was the son of Sir Nicholas Bacon, keeper of the great seal for Elizabeth I. Bacon studied at Cambridge University and at Gray's Inn and became a member of parliament in 1584. He was knighted in 1603 and was appointed to a succession of posts culminating, like his father, with keeper of the great seal.



Later, he was appointed as Lord Chancellor, the most powerful position in England. Shortly afterwards, he was charged by parliament with accepting bribes, which he admitted. He was fined and imprisoned and then banished from court. But the king later pardoned him. He retired to his home at Gorhambury in Hertfordshire, where he continued to write. He died in London on 9 April 1626.

Bacon's real interests laid in science. He has been called the father of empiricism. His works argued for the possibility of scientific knowledge based only upon inductive reasoning and careful observation of events in nature. He published his ideas in '*Novum Organum*' (1620), an account of the correct method of acquiring natural knowledge. His another work on science is *Advancement of Learning*.

His other popular works include *The New Atlantis*, *Wisdom of the Ancients* and the most adorable *Essays* first published in 1597 and later published by adding some more essays in 1625.

The present essay Of Studies is taken from his book *Essays, or Councils, Civil and Moral*.

About the lesson

In this essay, Bacon explains that there are three uses of studies. Firstly, studies give us delight in our leisure time and in privacy. We can spend our time reading books, which give us both enjoyment and education. Secondly, reading helps us to speak and communicate with people more efficiently. Thirdly, studies help us to deal with our problems of life more effectively. We can make good judgement of matters and issues. Studies help professional experts to deal successfully with particular cases.

Study has some disadvantages. Spending too much time reading books will make a man lazy. Another disadvantage is that those who study too much may make a show of their learning. This affectation should be avoided. Again too much study of books may develop in us a tendency to separate studies from their practical application in day to day life. The scholar should avoid such bad tendencies. This bookish knowledge should be guided by experience of life. Practical experience helps us to apply them to real life situations. There are cunning and crafty people who think that they need not want practical experience of life. Simple people admire book learning. But wise men use studies and apply them to life situations.

Bacon prescribes some rules of study. We should not read just to contradict or argue with others. We should not blindly believe whatever we study in the books. We should keep an open mind. Bacon wants lovers of books to use their critical judgement and to evaluate impartial opinions of the authors.

According to Bacon, all books are not to be read in the same manner. There are different types of books and Bacon tells us how we may approach each type of book. There are some books to be read in parts, so we may skip through the pages. Some books are to be read completely. But these books need not be studied well. We can read them for our curiosity. But some other books are to be studied carefully and digested, because their form and content are very important and useful for us in our practical life. Some books are condensed or abridged like distilled water, bright but tasteless. Such books are to be read by assistants, because the matter is very less.

Now Bacon tells us how studies cure the diseases of our mind. Reading makes a person up-to-date. Every subject has its' own value for the reader. History helps us to enhance our wisdom. Poetry makes us imaginative. The study of mathematics makes men clever and quick in grasping. The study of natural science increases the depth of mind. On the other hand, morality makes men grave and the study of logic and rhetoric enables men to argue well. Thus studies reform our character and make us more civilized. Studies can cure diseases of mind just as physical exercises cure defects of the body. For example bowling is good for kidneys, shooting for the lungs and walking for digestion. Similarly mathematics is a strong cure for mind wandering. Scholastic philosophy is good for muddle thinking. The study of law is an effective medicine for bad memory. Thus every defect of the mind can be cured by the study of the proper subject.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. What do studies serve?
2. What are the advantages of studies?
3. How does studies perfect us?

Prose

4. Why do crafty men dislike studies?
5. What, according to the writer, makes a man perfect in life?
6. How does mathematics make men subtle?
7. Physical diseases can be cured by the use of perfect medicines. What is the perfect medicine for one's mind?

Answer the following in 10-15 lines each

1. What according to Bacon is the theme 'Of studies'?
2. How does Bacon emphasize the value of experience?
3. What did Bacon mean in the line "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested?"
4. How do studies cure the diseases of the mind?

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below.

1. Studies serve for delight, for ornament and for ability.

Context : The above line is taken from the essay 'Of Studies' written by the great philosopher, statesman and promoter of modern scientific thought, Sir Francis Bacon. He is regarded as the Father of English Essay. In this essay, Bacon points out the purpose of study in a pithy and witty aphoristic style.

Explanation : Bacon, at the beginning of the essay, explains the three-fold purpose of study. First it gives us delight in our leisure time and in privacy. We can spend our time reading books, which give us both enjoyment and education. Secondly, reading helps us to speak and communicate with people more efficiently. Even experienced men turn to learned people for advice and guidance. Thirdly, studies help us to deal with our problems of life more effectively. Studies help professional experts to deal successfully with particular cases. The ability of a learned man is seen in his judgment and in the way he carries out his business.

General Relevance : Although the essay looks short, every sentence is pregnant with meaning and is capable of being expanded into several sentences. The essay combines wisdom in thoughts with extreme brevity and full of aphorisms.

2. Crafty men contemn studies, simple men admire them, and wise men use them.
3. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.
4. Reading maketh a full man; conference a ready man; and writing an exact man.

SPEAKING SKILLS

Greeting, Taking leave and Introducing

It is important to know how to use English to greet people politely when we meet them and to end the conversation when we take leave of them. Read the following dialogues. You will find people greeting and taking leave of one another and introducing themselves or others.

- 1. Mr Swamy and Mr Ramesh meet at the SBI ATM Centre. They stay in the same colony, but do not know each other. They greet each other, exchange a few words and take leave.**

Swamy : Good morning Mr Ramesh!
 Ramesh : Good morning Mr Swamy! How are you?
 Swamy : I'm very well, thank you and how about you, Mr Ramesh?
 Ramesh : I'm fine, thanks! I came here to withdraw money.
 Swamy : I want to send money to my son. Bye, Ramesh.
 Ramesh : Bye.

- 2. It is Sharma's first day at work. He introduces himself to Mr Surya, the Manager of the company.**

Sharma : Good morning Mr Surya. I'm Sharma, the new Public Relation Officer reporting for duty.
 Surya : Good morning Sharma! I'm pleased to meet you. Welcome to S.V. Telecom Services. We are glad to have you.
 Sharma : Thank you sir! I look forward to working here.

- 3. Surya Introduces Sharma, a new PRO to Ashok, Assistant Manager in the company.**

Surya : Ashok, I'd like to introduce Sharma to you. He's the new Public Relation Officer, joined duty in our company today.
 Ashok : Hello, Sharma. Glad to meet you. I'm Ashok, Assistant Manager in the company.
 Sharma : Glad to meet you too.

- 4. Rohitha meets her neighbour Charan at a restaurant. She introduces him to her cousin Yashwanth, who is with her.**

Rohitha : Hi, Charan. What a pleasant surprise!
 Charan : Hi, Rohitha, I came to meet my friends here.
 Rohitha : Charan, I don't think you've met my cousin Yashwanth. He's come from Bangalore. Yashwanth, this is Charan, our neighbour. He is studying B.Tech at S.V. Engineering College, Tirupati.
 Yashwanth : That's nice. Pleased to meet you, Charan.
 Charan : Nice to meet you too.

Exercises

1. Look at the following expressions used to greet people and take leave of them. Read each item and repeat it for practice. Note the use of contracted forms such as I'm for I am and you'll for you will.

Good morning, how are you?

I'm very well, thank you. What about you?

I'm fine, thanks.

We haven't met for a long time, have we?

It's a pleasure to see you.

It was nice meeting you, but I'm afraid I have to go now.

I must leave. I hope you'll excuse me.

That's quite all right. I hope we can meet again soon.

Yes, we must./ Yes, I hope so too./ Yes, please do come over.

Good bye, bye!

2. Look at the following more informal expressions used to greet people and take leave of them. Read each item and repeat it for practice.

Hello! What a pleasant surprise!

Good to see you after so long.

Hi! It's great to see you too.

How are you and where have you been?

Just fine, thanks. How are things with you?

Everything's okay, thanks.

We must meet and catch up on what's happening.

Yes, we must do that.

Wish I could have stayed longer, but I must run.

VOCABULARY

Vocabulary plays a very important role in learning a language. The more vocabulary you know the more confident you feel about the language. Increasing your vocabulary does not mean merely learning the definitions of large numbers of obscure words; it does not mean memorizing scores of unrelated terms. What it means is becoming acquainted with ideas, and their verbal symbols which are words. For this we take the help of root words. Root words are the base words which cannot be further divided into words. They give us ideas based on which we can build our vocabulary by using prefixes and suffixes.

Look at this example

Phone is a Greek root word which means sound.

Phone (G) = sound

Microphone = an instrument to intensify slight sounds

Megaphone = a device that makes a very big sound when speaking into it

Telephone = a device that carries sound over long distances

Symphony = group of instruments which sound together

Euphonious = of a good sound

Cacophony = a harsh, unpleasant sound

Phonetics = the study of sounds

Homophone = words that sound the same but are different in meaning and/or spelling

So if you have the idea that the word ‘phone’ means ‘sound’ you can guess the meaning of the words which use it as a root. The other part of the word which we attached to the root at the beginning are called prefixes and those attached at the end are called suffixes. Hence in the above word list micro-, mega-, tele-, sym-, eu-, caco-, homo- are all prefixes and –tics is a suffix. Prefixes and suffixes also have an idea attached to them. For example;

Micro- is a prefix which means small. Now let’s examine these words.

Microorganism = a very small organism

Microbe = a small organism/a germ

Microscope = a device that magnifies the image of small objects

Microcosm = a small (miniature) model of something

Microbiology = the study of very small organisms

Microsurgery = surgery using microscopes and small instruments

Microphone = an instrument to intensify slight sounds

Prose

Micrometer = an instrument for measuring minute distances

Microwave = a small radio wave

So let's start.

Ego = I, self

Egoist = who always thinks about self, selfish person

Egotist = always thinks and talks about self, feels superior to others

Egocentric = if you consider yourself the centre of universe, self centered

Egomaniac = thinking about self becomes an obsession, abnormally self absorbed

Superego = the part of yourself (mind) that tells you what is right and what is wrong, the part of the mind that is self-critical

Alter ego = another self, another side of oneself, a second self, a bosom friend

Egoity = the essence of ego, personality

State whether Yes/No

1. Are egomaniacal tendencies a sign of maturity? Yes/ No
2. Microorganisms can be seen with the naked eye. Yes/ No
3. Cacophony is something harsh for ears. Yes/ No
4. Are egocentric people easy to go with? Yes/ No
5. Micrometer can be used to measure roads. Yes/ No
6. Can alter ego be understood as our best friend? Yes/ No
7. Are 'allowed' and 'aloud' homophonous? Yes/ No
8. We can see microbes through a microscope. Yes/ No
9. Euphony is something unpleasant to ears. Yes/ No
10. Are egocentric people easy to get along with? Yes/ No

Match the following

A

1. egoist
2. microwave
3. symphony
4. superego
5. phonetics

B

- a. the scientific study of sound of a language
- b. self-critical conscience
- c. selfish person
- d. small radio wave
- e. harmony in musical sounds

GRAMMAR

Simple present tense

The simple present tense is used to describe **habits, unchanging situations, general truths, and fixed arrangements**. It is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The third person singular takes an -s at the end. (he takes, she takes)

The simple present tense is used

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes: **I drink coffee** (habit); **I work in Guntur** (unchanging situation); **Bangalore is a large city**. (general truth)
- To give instructions or directions: **You walk** for two hundred meters, then **you turn left**.
- To express fixed arrangements, present or future: Your exam **starts** at 09.00.
- To express future time, after some conjunctions: *after, when, before, as soon as, until*: **He'll give it to you when you come next Saturday.**

The simple present is not used to express actions happening now.

Examples

■ For habits

He drinks tea at breakfast.
She only eats fish.
They watch television regularly.

■ For repeated actions or events

We catch the bus every morning.
It rains every afternoon in the hot season.
They drive to Kashmir every summer.

■ For general truths

Water freezes at zero degrees.
The Earth revolves around the Sun.

■ For instructions or directions

Open the packet and pour the contents into hot water.
You take the No.6 bus to Nagarjuna Nagar and then the No.10 to Railway station.

■ For fixed arrangements

His mother arrives tomorrow.
Our holiday starts on the 26th March.

■ **With future constructions**

She'll see you before she leaves.

We'll give it to her when she arrives.

Forming the simple present tense: to like

Affirmative	Interrogative	Negative
I like	Do I like?	I do not like
You like	Do you like?	You do not like
He likes	Does he like?	He does not like
She likes	Does she like?	She does not like
It likes	Does it like?	It does not like
We like	Do we like?	We do not like.
They like	Do they like?	They do not like.

Notes on the simple present, third person singular

- In the third person singular, the verb **always ends in -s**: *he wants, she needs, he gives, she thinks.*
- Negative and question forms use **DOES** (= the third person of the auxiliary 'DO') + the infinitive of the verb. *He wants ice cream. Does he want strawberry? He does not want vanilla.*
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**: *fly --> flies, cry --> cries*
Exception: if there is a vowel before the **-y**: *play --> plays, pray --> prays*
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**: *he passes, she catches, he fixes, it pushes*

Examples

- **He goes** to school every morning.
- **She understands** English.
- **It mixes** the sand and the water.
- **He tries** very hard.
- **She enjoys** playing badminton.

2

THE SECRET OF WORK

- *Swami Vivekananda*

Let's get started

- » Do you feel happy while working?
- » Do you work as a master or as a slave?
- » How do you think the problems of the world can be solved?
- » Do you believe that human sufferings can be solved by selfless work?
- » Is the secret of success based on the nature of work?

Read the essay to find out.....

The miseries of the world cannot be cured by physical help only; until man's nature changes, these physical needs will always arise, and miseries will always be felt, and no amount of physical help will cure them completely. The only solution of this problem is to make mankind pure. Ignorance is the mother of all the evil and all the misery we see. Let men have light, let them be pure and spiritually strong and educated, then alone will misery cease in the world, not before. We may convert every house in the country into a charity asylum; we may fill the land with hospitals, but the misery of man will still continue to exist until man's character changes.

We read in the *Bhagavad-Gita* again and again that we must all work incessantly. All work is by nature composed of good and evil. We cannot do any work which will not do some good somewhere; there cannot be any work which will not cause some harm somewhere. Every work must necessarily be a mixture of good and evil; yet we are commanded to work incessantly. Good and evil will both have their results. Good action will entail upon us good effect; bad action, bad. But good and bad are both bondages of the soul. The solution reached in the *Gita* in regard to this cramping influence of work is that if we do not attach ourselves to it, it will not hold our soul in bondage.

This is the one central idea in the *Gita*; work incessantly, but be not attached to it. “*Samskara*” can be translated very nearly by inherent tendency. Using the simile of a lake for the mind, every ripple, every wave that rises in the mind, when it subsides, does not die out entirely, but leaves a mark and a future possibility of that wave coming out again. This mark, with the possibility of the wave reappearing, is what is called *Samskara*. Every work that we

do, every movement of the body, every thought that we think, leaves such an impression on the mind-stuff, and even when such impressions are not obvious on the surface they are sufficiently strong to work beneath the surface, subconsciously. What we are every moment is determined by the sum-total of these impressions on the mind. What I am just at this moment is the effect of the sum-total of all the impressions of my past life. This is really what is meant by character; each man's character is determined by the sum-total of these impressions. If good impressions prevail, the character becomes good; if bad, it becomes bad. If a man continuously hears bad words, thinks bad thoughts, does bad actions, his mind will be full of bad impressions; and they will influence his thought and work without his being conscious of the fact. In fact, these bad impressions are always working, and their resultant must be evil; and that man will be a bad man; he cannot help it. The sum-total of these impressions in him will create the strong motive power for doing bad actions. He will be like a machine in the hands of his impressions, and they will force him to do evil. Similarly, if a man thinks good thoughts and does good works, the sum-total of these impressions will be good; and they, in a similar manner, will force him to do good even in spite of himself. When a man has done so much good work and thought so many good thoughts that there is an irresistible tendency in him to do good, in spite of himself and even if he wishes to do evil, his mind, as the sum-total of his tendencies, will not allow him to do so; the tendencies will turn him back. When such is the case, a man's good character is said to be established.

As the tortoise tucks its feet and head inside the shell, and you may kill it and break it in pieces, and yet it will not come out, even so the character of that man who has control over his motives and organs is unchangeably established. He controls his own inner forces, and nothing can draw them out against his will. By this continuous reflex of good thoughts, good impressions moving over the surface of the mind, the tendency for doing good becomes strong, and as a result we feel able to control the *indriyas* (the sense-organs, the nerve centres). Thus alone will character be established; then alone a man gets to truth; such a man is safe for ever; he cannot do any evil; you may place him in any company; there will be no danger for him. There is a still higher state than having this good tendency, and that is the desire for liberation. Liberation means full freedom—freedom from the bondage of good, as well as from the bondage of evil. A golden chain is as much a chain as an iron one. There is a thorn in my finger, and I use another to take the first one out, and when I have taken it out I throw both of them aside; I have no necessity for keeping the second thorn, because both are thorns after all. So the bad tendencies are to be counteracted by the good ones, and the bad impressions on the mind should be removed by the fresh waves of good ones, until all that is evil almost disappears, or is subdued and held in control in a corner of the mind; but after that, the good

tendencies have also to be conquered. Thus the “attached” becomes the “unattached.” Work, but let not the action or the thought produce a deep impression on the mind; let the ripples come and go; let huge actions proceed from the muscles and the brain, but let them not make any deep impression on the soul.

How can this be done? We see that the impression of any action to which we get attached, remains. I may meet hundreds of persons during the day, and among them meet also one whom I love; and when I retire at night I may try to think of all the faces I saw, but only that face comes before the mind—the face which I met perhaps only for one minute, and which I loved; all the others have vanished. My attachment to this particular person caused a deeper impression on my mind than all the other faces. Physiologically, the impressions have all been the same.

Therefore, be “unattached;” let the brain centres work; work incessantly, but let not the mind be affected. Work as if you were a stranger in this land, a sojourner; work incessantly, but do not bind yourselves; bondage is terrible. This world is not our habitation, it is only one of the many stages through which we are passing.

The gist of this teaching is that you should work like a *master* and not as a *slave*; work incessantly, but do not do slave’s work. Do you not see how everybody works? Nobody can be altogether at rest; ninety-nine per cent. of mankind work like slaves, and the result is misery; it is all selfish work. Work through freedom! Work through love! The word ‘love’ is very difficult to understand; love never comes until there is freedom. There is no true love possible in the slave. If you buy a slave and tie him down in chains and make him work for you, he will work like a drudge, but there will be no love in him. So when we ourselves work for the things of the world as slaves, there can be no love in us, and our work is not true work. This is true of work done for relatives and friends, and is true of work done for our own selves. Selfish work is slave’s work; and here is a test. Every act of love brings happiness; there is no act of love which does not bring peace and blessedness as its reaction. Real existence, real knowledge, and real love are eternally connected with one another, the three in one: where one of them is, the others also must be; they are the three aspects of the One without a second—the Existence-Knowledge-Bliss.

Krishna says: Look at Me, Arjuna! If I stop from work for one moment the whole universe will die. I have nothing to gain from work; I am the one Lord, but why do I work? Because I love the world. God is unattached because He loves; that real love makes us unattached.

To attain this unattachment is almost a life-work, but as soon as we have reached this point we have attained the goal of love and become free; the bondage of nature falls from us, and we see nature as she is.

Prose

Do you ask anything from your children in return for what you have given them? It is your duty to work for them, and there the matter ends. In whatever you do for a particular person, a city, or a state, assume the same attitude towards it as you have towards your children expect nothing in return. If you can invariably take the position of a giver, in which everything given by you is a free offering to the world, without any thought of return, your work will bring you no attachment. Attachment comes only where we expect a return.

If working like slaves result in selfishness and attachment, working as masters of our own mind gives rise to the bliss of non-attachment. We often talk of right and justice, but we find that in the world right and justice are mere baby's talk. There are two things which guide the conduct of men: might and mercy. The exercise of might is invariably the exercise of selfishness. All men and women try to make the most of whatever power or advantage they have. Mercy is heaven itself; to be good we have all to be merciful. Even justice and right should stand on mercy. All thought of obtaining return for the work we do hinders our spiritual progress; nay, in the end it brings misery. There is another way in which this idea of mercy and selfless charity can be put into practice; that is, by looking upon works as "worship". Here we give up all the fruits of our work unto the Lord; and, worshipping Him. Thus, we have no right to expect anything from mankind for the work we do. The Lord Himself works incessantly and is ever without attachment. Just as water cannot wet the lotus leaf, so work cannot bind the unselfish man by giving rise to attachment to results. The selfless and unattached man may live in the very heart of a crowded and sinful city; he will riot be touched by sin.

GLOSSARY

misery (noun) /'mɪz(ə)ri/	: (M) a state of being in great physical or mental distress or discomfort
	(U) A man who had brought her nothing but misery was her husband.
asylum (noun) /ə'saɪləm/	: (M) shelter or protection from danger
	(U) We provide asylum for those who are in danger.
<i>Bhagavad Gita</i> (noun)	: (M) Hindu scripture consisting of Lord Krishna's teaching to Arjuna.
spiritual (adj) /'spɪrɪtʃuəl/	: (M) relating to or affecting the human spirit or soul as opposed to material or physical things
	(U) She went to India on a spiritual quest.
cease (verb) /sɪ:s/	: (M) come or bring to an end
	(U) The company has decided to cease all UK Operations after this year.

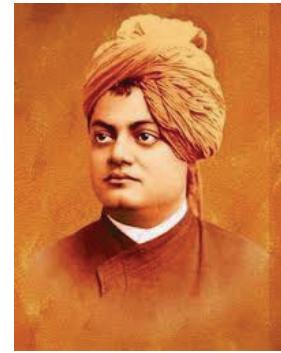
- | | | | |
|----------------------------------|---|-----|--|
| incessantly (adv) /ɪn'sesntli/ | : | (M) | without interruption; constantly |
| | | (U) | She talked about him incessantly. |
| command (verb) /kə'ma:nd/ | : | (M) | give an authoritative order. |
| | | (U) | The officer commanded his men to shoot him. |
| consequence (n) /'kɒnsɪkw(ə)ns/ | : | (M) | a result or effect. |
| | | (U) | The accident was the inevitable consequence of carelessness. |
| entail (verb) /ɪn'teɪl/ | : | (M) | involve (something) as a necessary or inevitable part or consequence |
| | | | (n) a limitation of inheritance of property to certain heirs over a number of generations |
| | | (U) | Her father's estate was entailed on a cousin. |
| forge (verb) /fɔ:dʒ/ | : | (M) | produce a fraudulent copy or imitation of a document or signature. |
| | | (U) | The signature on the cheque was forged by the employee. |
| fetter (verb) /'fɛtə/ | : | (M) | confine or restrict someone |
| | | (U) | He was not fettered by tradition. |
| cramp (verb) /kramp/ | : | (M) | inhibit the development |
| | | (U) | Tighter rules will cramp economic growth. |
| bondage (noun) /'bɒndɪdʒ/ | : | (M) | the state of being a slave. |
| | | (U) | Many enslaved people tried to escape bondage. |
| simile (noun) /'sɪmɪli/ | : | (M) | a figure of speech involving the comparison of one thing with another thing of a different kind |
| | | (U) | She walks in beauty, like the night. |
| ripple (noun) /'rɪp(ə)l/ | : | (M) | A small wave or series of waves on the surface of water |
| | | (U) | He dived into the pool leaving barely a ripple. |
| subconscious (n) /sʌb'kɒn(t)ʃəs/ | : | (M) | of or concerning the part of the mind of which one is not fully aware but which influences one's actions and feelings. |
| | | (U) | The memory <i>was</i> buried deep within my subconscious. |
| prevail (verb) /pri'veil/ | : | (M) | prove more powerful or superior |
| | | (U) | It is hard for logic to prevail over emotion. |

Prose

- irresistible (adj) /ɪrɪ'zɪstɪb(ə)l/ : (M) attractive and tempting to be resisted
(U) He found the delicious-looking cakes irresistible.
- tendency (noun) /'tɛnd(ə)nsi/ : (M) an inclination towards a particular characteristic or type of behaviour
(U) His tendency to exaggerate is well known.
- tuck (verb) /tʌk/ : (M) push, fold, or turn
(U) He tucked his shirt into his trousers.
- motive (noun) /'məʊtɪv/ : (M) a reason for doing something.
(U) The police were unable to establish a motive for Gopal's murder.
- reflex (noun) /'ri:fleks/ : (M) an action that is performed without conscious thought as a response to a stimulus
(U) A newborn baby is equipped with basic reflexes.
- counteract (verb) /kaʊntər'akt/ : (M) act against (something) in order to reduce its force or neutralize
(U) Drinking a lot of water counteracts the dehydrating effects of hot weather.
- subdued (verb) /səb'dju:d/ : (M) quiet and rather reflective or depressed
(U) I felt strangely subdued as I drove home.
- sojourn (verb) /'səʊdʒ(ə)n/ : (M) a temporary stay
(U) She had sojourned once in Egypt.
- drudge (noun) /drʌdʒ/ : (M) a person made to do hard menial or dull work.
(U) I felt like a household drudge.
- eternally (adv) /ɪ'te:n(ə)li/ : (M) in a way that continues or lasts forever; permanently
(U) His eternally optimistic attitude impressed everyone.
- invariably (adv) /ɪn've:rɪəblɪ/ : (M) in every case or on every occasion; always.
(U) The train is invariably late.
- baby's talk (n) /'beɪbɪs tɔ:k/ : (M) Meaningless words
- hinder (verb) /'hɪndə/ : (M) make it difficult for (someone) to do something or for (something) to happen.
(U) Language barriers hindered communication between scientists.

About the author

A versatile genius of India, Swami Vivekananda (1863-1902) was born in Calcutta on 12th January 1863. His original name was Narendranath Datta. His father Vishwanath Datta was an Attorney of Calcutta High Court. His mother was Bhuvaneshwari Devi. His talent and personality were influenced by his parents. He studied his school education in Metropolitan Institution at Calcutta and obtained B.A degree from the Presidency College, Culcutta. He was very eager to see God face to face. In 1881, he became a disciple of Ramakrishna Paramahamsa and received enlightenment. He was named as “Swami Vivekananda” when he became a monk. He was India’s representative at the Parliament of World Religions in Chicago in 1893. His call to the nation was “Arise, awake and stop not till the goal is reached”. His works were compiled to form a nine volume set *The Complete Works of Swami Vivekananda*.



In the essay ‘The Secret of Work’, he explains the nature of work, the things that guide the conduct of human beings and the direct method of curing the miseries of the world.

About the lesson

In the lesson, ‘The secret of work’, Vivekananda says that the miseries of the world cannot be cured by physical help. Unless man’s character is changed, his miseries will not be solved. The only solution to the problem is to make mankind pure. He feels that ignorance is the major cause of human misery. Everyone should be educated and spiritually enlightened. He uses the words of the Bhagavad Gita which suggests to work continuously.

Vivekananda explains that every work must necessarily be a mixture of good and evil but we are ordered to work without interruption. The word *Samskara* means inherent tendency. Whatever the action we do, which is either good or bad, leaves continuous impressions in our mind and they don’t die out entirely. The character of a person is determined by the sum total of these impressions. If good impressions prevail, the character becomes good; if bad, it becomes bad. A man of character can be compared to a tortoise. As the tortoise tucks its feet and head inside the shell, and even if you kill it and break it in pieces, it will still not come out, in the same way, if a man controls his own inner forces, nothing can draw them against his will. Liberation means full freedom from the bondage of good, as well as from evil.

Vivekananda asserts that we should work like a master and not like a slave. He feels that ninety nine percent of men work like slaves and the result is misery, it is selfish work. Always work with freedom, inspired by love. There is no true love possible in the slave. Every act of love brings happiness. Real existence, real knowledge and real love are permanently connected

Prose

with one another. Attachment comes only when we expect a return. If working like slaves results in selfish attachment, working as masters of our own mind gives rise to the bliss of non- attachment. We can work continuously without expecting anything in return with love and liberation.

Vivekananda believes that might and mercy are the two things that guide the conduct of men. The exercise of might is invariably an act of selfishness. Mercy is heavenly, to be good we all have to be merciful. There is another way in which this the idea of mercy and selfless charity can be put into practice, that is, by treating work as worship.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. What is the solution for human problems?
2. What is the central idea of the Bhagavad Gita?
3. What is called *Samskara*?
4. What is the meaning of liberation?
5. How is good character said to be established?
6. What does selfish work lead to?
7. Why is God unattached?
8. When does attachment come in the work?
9. What are the two ways in which we can work without expecting anything in return?
10. Who can live in the very heart of a crowded and sinful city?

Answer the following questions in 10-15 lines each.

1. How can the miseries of the world be cured, according to Swami Vivekananda?
2. What does Vivekananda say about a man of character?
3. What is meant by working like a master and not as a slave?
4. Explain the things that guide the conduct of human beings.

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below.

1. The only solution of the problem is to make mankind pure.

Context : These lines are taken from the lesson ‘The Secret of Work’, written by Swami Vivekananda. In this essay, he explains the nature of work, character of man the things that guide the conduct of human beings and the direct method of curing the miseries of the world.

Explanation : Vivekananda says that the miseries of the world cannot be cured by physical help. He feels that ignorance is the mother of all the evil and cause of human misery. He suggests that the only solution of the problem is to make mankind pure. It means that man has to change his character and become perfect. He has to be educated and enlightened spiritually. He must work continuously without attachment. Then only the miseries of the world can be solved.

General Relevance : Vivekananda feels that one must work with love and liberation without expecting anything in return. He believes that every act of love, brings happiness. Every work is a mixture of good and evil. We should work like masters of our mind and treat work as worship.

2. Every work must necessarily be a mixture of good and evil; yet we are commanded to work incessantly.
3. Work with freedom, inspired by love! There is no true love possible in the slave.
4. The idea of mercy and selfless charity can be put into practice; that is, by looking upon work as worship.

SPEAKING SKILLS

Making requests and responding to them

We sometimes need to ask other people for something such as help, information, directions, suggestions, money or a book and also respond when someone makes similar requests to us. It is important to know how to use language carefully to do this.

Read the following dialogues and you will find how to make and respond to the requests politely in English.

1. **Koushik goes to his General Manager, Mr Chalapathi with a request for two days leave.**

Koushik : Good morning sir!

Chalapathi : Good morning Koushik! What can I do for you?

Koushik : Sir, I'm unwell and I need to get medical treatment. I'd be grateful if you could permit me to take two days leave.

Chalapathi : That shouldn't be a problem. You can take two days leave.

Koushik : Thank you very much sir!

Chalapathi : It's ok. Take care of your health.

2. Mrs. Sujatha speaks to the bank official and asks him how to open a bank account.

Sujatha : Excuse me sir, could you please help me?

Bank official : Yes, ma'am. What can I do for you?

Sujatha : I'd like to open an account in your bank. Could you please tell me how I can do it?

Bank official : Certainly, ma'am. I'd be happy to. Please be seated. I'll explain.

Sujatha : Thank you for being so helpful.

Bank official : Please don't mention it, ma'am. It's my duty.

3. Reshma is a new student in the college. She asks Divya for directions to the library.

Reshma : Excuse me. Could you tell me the way to the library?

Divya : Sure. Go straight down this way and you'll reach the circle. Then turn left towards the east and you'll find the library in the clock building.

Reshma : Thank you, Divya.

Divya : You're welcome.

4. Jayadev asks a passenger in his train compartment to take care of his luggage for a short while.

Jayadev : Sir, would you mind keeping an eye on my suitcase for a while, please? I need to get a water bottle.

Passenger : No problem at all.

Jayadev : Thank you so much, ma'am! It's very nice of you.

Passenger : You're welcome!

5. Sridhar asks his cousin Syamala to come with him but she can't come.

Sridhar : Syamala, will you come shopping with me this evening, please? I have to buy a sari for my mother. It's her birthday next week.

Syamala : I'm sorry, I can't make it today, Sridhar. I have to attend my music class. But I'd love to help you in selecting the sari for auntie. Can we go tomorrow evening instead?

Sridhar : Oh, yes, we could do that. See you tomorrow evening, bye.

Syamala : Bye.

Exercise

Look at the following expressions used in both formal and informal situations to make requests and also to respond to them. Read each item and repeat it for practice.

Could you do me a favour, please?

I'd be grateful if you could grant me leave for two days.

Could you inform me the way to Post office, please?

Excuse me, could you help me, please?

I'm sorry to trouble you, but I need your help.

Would you mind helping me with this, please?

I wonder if you could do me a favour.

Certainly, I shall be glad to help.

Sure. I'd be glad to help.

Of course/ by all means.

Thank you/ Thank you very much/Thanks a lot.

You're most welcome.

You're welcome.

Not at all.

VOCABULARY

Let's look at some roots here

Alter = other/ to change

Alternate = skip one and take the other, succeeding by turns

Alteration = to make a change

Alternative = not only one, you have other to choose, having a choice

Unaltered = no change, unchanged

Altercation = a verbal dispute, because you have other ideas/plans/opinions

Subaltern = sub- means below and alter is others, below others, a subordinate

Alterant = causing a change

Cred = believe

Credible = that which can be believed, believable

Incredible = that which cannot be believed, unbelievable

Credential = a document that proves a person is believable, the proof of someone's abilities, (certificates)

Credit = to believe that someone will do something in future

Accredit = believe to be, credit with, approve

Creed = a set of religious beliefs or principles

Dict = say

Dictionary = tells us how to say words

Addict = speaks heavily towards something because he likes it, a fan, slave to a habit

Predict = say beforehand

Contradict = say against

Valedictorian = one who says farewell

Dictate = say words to another

Dedicate = to say for another

Verdict = speaking of the truth

Voc = voice/call

Voice = that which can call

Vocal = using voice

Vocabulary = words i.e those which can be called out

Vociferous = calling a long way, loud voice

Vocation = a calling for life's work/purpose, profession

Avocation = a calling away from a job, hence a hobby or pastime

Invoke = call on for inspiration

Revoke = call back, withdraw, cancel

Evoke = recall, bring to mind

Provoke = call forth, to stir up purposefully, encourage

Irrevocable = cannot be called back, changeless

Match the words in column A with their opposites in column B.

A

1. credible
2. vociferous
3. valediction
4. subaltern
5. altercation
6. vocation
7. dictate
8. unaltered
9. contradict
10. irrevocable

B

- a. changeable
- b. agreement, harmony
- c. incredible
- d. alterable
- e. quiet
- f. welcome
- g. superior
- h. avocation
- i. accept
- j. request

Fill in the blanks with suitable words

provoke, verdict, alternate, predict, creed

1. Say or estimate that a specific thing will happen in the future -----
2. Occur in turn repeatedly -----
3. Simulate or give rise to a strong reaction or emotion -----
4. A set or system of religious beliefs which guide someone's action -----
5. An opinion or decision made after judging the facts that are given -----

GRAMMAR

Present continuous tense

Use 1. It is used to express an action or a work which is going on at the time of speaking.

2. It tells about 'on going actions'

Structure

Subject + be + present verb + ing + object

be = am / is / are

I	am	writing	an essay
He	is	playing	cricket
She		reading	a novel
It		working	well
Vindhya (Singular)		going	to Kuppam
Ravi (Singular)		walking	on the foot path
We	are	watching	T.V.
You		listening	to music
They		sitting	on the bench
The women (Plural)		talking	on the phone
The students		singing	songs

Keywords

now	at present
at this time	look!
don't disturb	listen!

Examples

1. At present he is writing the exam. (write)
2. She is going to college now. (go)
3. They are at the bus stop. (be)
4. Usha is studying in I BTech CSE now. (study)
5. My mother is cooking food at present. (cook)
6. Look! the bus is coming to the bus stop. (come)
7. Don't disturb me, I am preparing for my exam. (prepare)

Sentences

Positive sentence	Negative sentence	Interrogative sentence
I am reading English	I am not reading English	Am I reading English?
We are reading English	We are not reading English	Are we reading English?
You are reading English	You are not reading English	Are you reading English?
He is reading English	He is not reading English	Is he reading English?
She is reading English	She is not reading English	Is she reading English?
It is reading English	It is not reading English	Is it reading English?
They are reading English	They are not reading English	Are they reading English?

Note The following words are not used in the present continuous form and they are used in the present simple tense only.

like, love, hate, think, believe, belong, consist, contain, have, understand, forget, remember, see, cost, etc.

Examples

- 1) I am liking music. (Wrong)
- A) I like music. (Right)
- 2) She is loving her children. (Wrong)
- A) She loves her children. (Right)
- 3) He is hating her like poison. (Wrong)
- A) He hates her like poison. (Right)
- 4) I am believing you. (Wrong)
- A) I believe you. (Right)
- 5) She is not belonging to MPC. (Wrong)
- A) She does not belong to MPC. (Right)
- 6) The book is consisting of 200 pages. (Wrong)
- A) The book consists of 200 pages. (Right)
- 7) She is having two children. (Wrong)
- A) She has two children. (Right)
- 8) I am having two pens. (Wrong)
- A) I have two pens. (Right)
- 9) The watch is costing Rs.2000/- (Wrong)
- A) The watch costs Rs.2000/- (Right)
- 10) I am not forgetting the story. (Wrong)
- A) I do not forget the story. (Right)

3

J C BOSE

- *Aldous Huxley*

Let's get started

- » Are you interested in doing scientific experiments?
- » Who are your favourite Indian scientists?
- » Do you feel that plants have life?
- » Do plants also feel pain as human beings when they are cut?

Read the essay to find out.....

The experimenter's is a curious and special talent. Armed with a tea canister and some wire, with silk, a little sealing wax, and two or three jam – pots, Faraday marched forth against the mysterious powers of electricity. He returned in triumph with their captured secrets. It was just a question of suitably juxtaposing the wax, the glass jars, and the wires. The mysterious powers couldn't help surrendering. So simple – if you happened to be Faraday.

And if you happened to be Sir J C Bose it would be so simple, with a little clockwork, some needles and filaments, to devise machines that would make visible the growth of plants, the pulse of their vegetable 'hearts', the twitching of their nerves, the processes of their digestion. It would be so simple – though it cost even Bose long years of labour to perfect his instruments.

At the Bose Institute in Calcutta, the great experimenter himself was our guide. Through all an afternoon we followed him from marvel to marvel. Ardently and with an enthusiasm, with a copiousness of ideas that were almost too much for his powers of expression and left him impatiently stammering with the effort to elucidate methods, appraise results, unfold implications, he expounded them one by one. We watched the growth of a plant being traced out automatically by a needle on a sheet of smoked glass; we saw its sudden, shuddering reaction to an electric shock. We watched a plant feeding; in the process it was exhaling minute quantities of oxygen. Each time the accumulation of exhaled oxygen reached a certain amount, a little bell, like the bell that warns you when you are nearly at the end of your line of typewriting, automatically rang. When the sun shone on the plant, the bell rang often and regularly. Shaded, the plant stopped feeding; the bell rang only at long intervals, or not at all. A drop of stimulant added to the water in which the plant was standing set the bell wildly tinkling, as though some record breaking typist were at the machine. Near it – for the plant was feeding out of doors – stood a large tree. Sir J. C. Bose told us that it had been brought to the garden from a distance.

Transplanting is generally fatal to a full grown tree; it dies of shock. So would most men if their arms and legs were amputated without an anesthetic. Bose administered chloroform. The operation was completely successful. Walking the anaesthetized tree immediately took root in its new place and flourished.

But an overdose of chloroform is as fatal to a plant as to a man. In one of the laboratories we were shown the instrument which records the beating of a plant's 'heart'. By a system of levers, similar in principle to that with which the self – recording barometer has made us familiar, but enormously more delicate and sensitive, the minute pulsations, which occur in the layer of tissue immediately beneath the outer rind of the stem, are magnified – literally millions of times – and recorded automatically in a dotted graph on a moving sheet of smoked glass. Bose's instruments have made visible things that it has been hitherto impossible to see, even with the aid of the most powerful microscope. The normal vegetable 'heart beat', as we saw it recording itself point by point on the moving plate, is very slow. It must take the best part of a minute for the pulsating tissue to pass from maximum contraction to maximum expansion. But a grain of caffeine or of camphor affects the plant's 'heart' in exactly the same way as it affects the heart of an animal. The stimulant was added to the plant's water, and almost immediately the undulations of the graph lengthened out under our eyes and, at the same time, came closer together; the pulse of the plant's 'heart' had become more violent and more rapid. After the pick – me – up we administered poison. A mortal dose of chloroform was dropped into the water. The graph became the record of a death agony. As the poison paralyzed the 'heart', the ups and downs of the graph flattened out into a horizontal line half – way between the extremes of undulation. But, so long as any life remained in the plant, this medial line did not run level, but was jagged with sharp irregular ups and downs that represented in a visible symbol the spasms of a murdered creature desperately struggling for life. After a little while, there were no more ups and downs. The line of dots was quite straight. The plant was dead.

The spectacle of a dying animal affects us painfully; we can see its struggles and, sympathetically, something of its pain. The unseen agony of a plant leaves us indifferent. To a being with eyes a million times more sensitive than ours, the struggles of a dying plant would be visible and therefore distressing. Bose's instrument endows us with this more than microscopically acuteness of vision. The poisoned flower manifestly writhes before us. The last moments are so distressingly like those of a man that we are shocked by the newly revealed spectacle of them into a hitherto unfelt sympathy.

Sensitive souls, whom a visit to the slaughter – house has converted to vegetarianism, will be well advised, if they do not want to have their menu still further reduced, to keep clear of the Bose Institute. After watching the murder of a plant, they will probably want to confine themselves to a strictly mineral diet. But the new self – denial would be as vain as the old. The ostrich, the sword – swallower, the glass eating fakir are as cannibalistic as the frequenters of chophouses, take life as fatally as do the vegetarians. Bose's earlier researches

Prose

on metals – researches which show that metals respond to stimuli, are subject to fatigue and react to poisons very much as living vegetable and animal organisms do have deprived the conscientious practitioners of ahimsa of their last hope. They must be cannibals, for the simple reason that everything, including the ‘inanimate’ is alive.

GLOSSARY

Experimenter (n) /ɪk'spɛrɪməntə/	: (M) a person who performs a scientific procedure in a laboratory to determine something (U) Each experiment was tested by a trained experimenter.
Canister (n) /'kənɪstə/	: (M) a small vessel, usually of metal, for tea, etc. (U) I have a large canister of tea in the kitchen.
Faraday (n) /'fərədeɪ//	: (M) Michael Faraday (1791-1867), English scientist who made major contributions in the field of electricity
Juxtapose (v) /dʒʌkstə'pəʊz/	: (M) Place side by side (U) The juxtaposition of the original painting with the fake clearly showed the differences.
Twitch (v) /twɪtʃ/	: (M) pull with a jerk, move (U) His body twitched and then lay still.
Clockwork (n) /'klɒkwə:k/	: (M) a system of springs and wheels that you turn with a key or handle to make some clocks, toys and other devices operate (U) Quartz watches are more accurate than those driven by clockwork.
Copious (adj) /'kəʊpiəs/	: (M) plentiful, abundance (U) He wrote copious notes.
Expound (v) /ɪk'spaʊnd, ɛk'spaʊnd/	: (M) explain, interpret (U) He was expounding a powerful argument.
Shudder(v) /'ʃʌdə/	: (M) shake, shiver (U) She still shuddered at the thought of him.
Exhale (v) /ɪks'heɪl, ɛks'heɪl/	: (M) breathe out (U) She sat back and exhaled deeply.
Anesthetic (n) /'anɪs'θɛtɪk/	: (M) a substance that induces insensitivity to pain (U) The use of chloroform as an anaesthetic is very popular.

- Barometer (n) /bə'romitə/ : (M) An instrument measuring atmospheric pressure
 (U) This survey is considered to be a reliable barometer of public opinion.
- Caffeine (n) /'kafi:n/ : (M) a chemical substance found in coffee and tea plants and is a stimulant of the central nervous system.
- Undulations (n) /,ʌndjʊ'lɛʃ(ə)n/ : (M) rise and fall
 (U) The road follows the undulations of the countryside.
- Jagged (adj) /'dʒagɪd/ : (M) rough and with sharp points
 (U) The jagged edges gashed their fingers.
- Endow (v) /ɪn'daʊ, ən'daʊ/ : (M) provide with a quality, ability or asset
 (U) He was endowed with tremendous physical strength.
- Manifest (adj) /'manɪfəst/ : (M) clear or obvious to eye or mind
 (U) Her manifest charm and proven ability was appreciated by all.
- Writhe (v) /rʌɪð/ : (M) make twisting
 (U) He writhed in agony on the ground.
- Slaughter (v) /'slɔ:tə/ : (M) kill for food
 (U) Thousands of calves were exported to the continent for slaughter.
- Self-denial(n) /self-dɪ'nʌɪ(ə)l/ : (M) self - sacrifice
 (U) The farm has been built up over the years by hard work and self-denial.
- Ostrich (n) /'ostrɪtʃ/ : (M) A very large bird from Africa that cannot fly
 (U) The ostrich is the flightless swift-running bird.
- Chop-house /tʃɒp/ /haʊs/ : (M) cheap restaurants
- Fatigue (n) /fə'ti:g/ : (M) extreme tiredness resulting from mental or physical illness.
 (U) He was nearly dead with fatigue.
- Inanimate (adj) /ɪn'ənimət/ : (M) not alive, lifeless
 (U) He looks at me as if I'm an inanimate object.
- Cannibal (n) /kanib(ə)l/ : (M) a person who eats the flesh of other human beings.
 (U) There are cannibals even today in some parts of the world.

About the author

Aldous Huxley (1894-1963), a well known English writer was born on 26th July 1894 in Godalming, Surrey of England. He had his graduation with English literature from Balliol College. In the beginning of his career, he published short stories and poetry. He worked as an editor for the literary magazine 'Oxford Poetry'. By the end of his life he became an outstanding personality. He was nominated seven times for the Nobel prize in literature. *The Perennial Philosophy* (1945), *The Doors of Perception* (1954), *Brave New World* (1932) and *Island* (1962) are his famous books. The essay 'J C Bose' is taken from his book *Testing Pilate*. In the essay, he explains the simple instruments which were used by Michael Faraday and Jagadish Chandra Bose in their experiments. He also describes the views and experiments of Bose on plants.



About the lesson

In the essay, J C Bose, Aldous Huxley discusses a serious subject of plant life in a humorous way. He also writes about the experiments of J C Bose in the Bose Institute at Calcutta.

Huxley feels that for the experimentation of science and technology, it is not necessary to have an advanced kind of instrumentation, rather it can be based on the curiosity and special talent of the experimenter. He gives the example of simple instruments such as tea vessel, silk wire, sealing wax and jam pots which were used by Faraday to invent the powers of electricity.

One day, Huxley happened to visit the Bose Institute at Calcutta where he met Sir Jagadish Chandra Bose, a great Indian scientist who proved by experimentation that both animals and plants share much in common and invented the instrument called the crescograph to measure the growth of plants. There, he observed the simple equipment used by Bose to make visible the growth of plants. He felt that the equipment used by Bose was more simple than that used by Faraday. Bose used a little clockwork, some needles and some filaments in his experiment. Huxley observed the experiments made by Bose such as, the growth of a plant being identified automatically with a needle on a sheet of smoked glass, reaction of a plant to an electric shock, feeding of a plant, transplantation of an anaesthetised tree and the recording of heart beats of a plant.

Huxley observed that a tree was transplanted from one place to another place with the help of chloroform. An overdose of chloroform is as deadly to a plant as to a man. He saw a plant dying of it. The plant struggled for life like a dying man would do. The sight of a dying animal is very painful to us. The people with delicate hearts may become vegetarians after observing slaughter houses. But there is life in the vegetables and also in the minerals and metals. When the people do not have anything to eat, they have to eat one another. So the writer says humorously that they must be the man-eaters.

Thus, Huxley explains the wonderful discoveries of Bose about plant life and suggests that a plant is as lively as a human being and that it should be protected and developed in large scale to maintain a healthy atmosphere.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. Who is Faraday?
2. What are the instruments used by Faraday in his experiment?
3. Who is J C Bose?
4. Where is Bose's Institute located?
5. What is the Crescograph?
6. What is clockwork?
7. What does the movement of needle on a sheet of smoked glass prove?
8. What does Bose's little bell experiment prove?
9. What does Bose conduct before transplanting a large tree in the garden?
10. What is the meaning of inanimate?

Answer the following questions in 10-15 lines each.

1. Explain the views of Huxley about the instruments for experimentation.
2. Explain the experiments of Bose about the growth and reaction of a plant.
3. How did J C Bose record the heart beats of a plant?
4. How did J C Bose prove that plants experience pain like other living beings?

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below.

1. The mysterious powers couldn't help surrendering. So simple - if you happened to be Faraday.

Context : These lines are taken from the essay 'J C Bose', written by Aldous Huxley. In this essay, he explains about the different instruments used by Faraday and Bose in their experimentation and also explains the different experiments conducted by J C Bose.

Explanation : Huxley feels that for the experimentation of science and technology, it is not necessary to have an advanced kind of instrumentation. It is based solely on the curiosity and special talent of the experimenter. He gives the example of simple instruments such as tea vessel, silk wire, sealing wax and jam pots which were used by Faraday to invent the mysterious powers of electricity.

General Relevance : Huxley says that with simple and available instruments, scientific experiments can be made possible. The students should develop the strong desire and interest in science and technology. The great scientists conducted experiments with simple instruments and became successful.

Prose

2. We watched the growth of a plant being traced out automatically by a needle on a sheet of smoked glass.
3. Walking the anaesthetized tree immediately took root in its new place and flourished.
4. A mortal dose of chloroform was dropped in to the water. The graph became the record of a death agony.

SPEAKING SKILLS

Telephonic Skills

The telephone is very much a part of our lives. It is very important to learn how to use English to make a telephone call, answer the telephone, greet the person at the other end of the line, ask for someone and respond when someone else makes a request.

Read the following dialogues and you will find out how to handle telephone calls.

1. The telephone rings in the office of EMESCO Books Publishing Company, Vijayawada.

Receptionist : Good morning sir! EMESCO Books Publishing Company.

Caller : Could I speak to the sales manager, please.

Receptionist : Could I tell him who's calling, please.

Caller : My name is Lavanya. I'm calling from Govt. Women's Degree College Library, Visakhapatnam.

Receptionist : Thank you ma'am. I'll put you through to Mr Arun Misra, the sales manager.

Caller : Thank you.

2. The phone rings in Surya's home and his friend speaks to him.

Surya : Hello, who's speaking?

Caller : Hey Surya! It's me, Sunil.

Surya : Hi Sunil! I'm happy to hear you. Where've you been all these days?

Caller : I was at the cricket coaching camp.

Surya : Good for you. How did it go?

Caller : Great! Let's meet this evening. I'll tell you all about it.

Surya : Yes, let's. I'll meet you at the canteen.

Caller : Right. Bye.

Surya : Bye.

3. Dealing with a wrong number. The phone rings in Krishna Murthy's home.

Krishna Murthy : Hello!

Caller : Hello, can I speak to Dr Narasimha, please?

Krishna Murthy : Which number do you want?

Caller : 9440450742.

Krishna Murthy : I'm afraid you've got the wrong number. This is 9440450752.

Caller : Oh, I'm sorry.

Krishna Murthy : That's okay.

4. Making enquiries on the phone. The phone rings in a railway enquiry office.

Railway enquiry: Good evening, Railway enquiry!

Caller : Could you please tell me when the LalBagh Express to Bangalore leaves.

Railway enquiry: At 5.30 in the morning, sir.

Caller : Is it a daily train?

Railway enquiry: Yes, sir. It is a daily train.

Caller : Thank you very much, sir.

Railway enquiry: You're welcome!

Exercise

- I. Look at the following expressions used in both formal and informal situations to answer the telephone, ask for someone and leave a message . Read each item and repeat it for practice.

Can I speak to the manager?

Could I talk to Mr Narendra, please?

May I know who's speaking?

Would you like to speak to the principal?

Hold the line, please.

Could you hold the line, please?

Sure, I'll hold the line. Thanks!

I'm sorry. I must have got the wrong number.

Could you repeat the number please?

He's gone out. Can I take a message?

Would you like to leave a message?

Could I leave a message, please?

Could you tell me when the Rajadhani Express leaves?

What would be the fare to Bhopal?

Could you tell me how much a ticket to Kurnool, please?

VOCABULARY

Some more roots.

Temp =

Temporal = of time

Temporary = of a short time

Contemporary = belonging to the same time

Extempore = no time for preparation, said or done without preparation

Tempo = timing / a frequency

Temporize = to delay in order to gain more time to do something

Tempest = a storm that comes at a certain time

Temp = a worker hired for a short period of time, a temporary employee

Rupt = burst/break

Erupt = bursting out (such as lava from a volcano)

Disrupt = bursting apart (there by to throw into confusion or disorder)

Interrupt = burst between or among (which results in disturbing or stopping the work)

Abrupt = bursting away (sudden, curt)

Rupture = burst

Bankrupt = burst bank account (so unable to pay one's debts)

Corrupt = thoroughly burst morals

Irrupt = burst in, to enter forcibly uninvited

Fort = strong

Fort/fortress = a strong building

Fortify = to make strong

Effort = putting a strong work forth

Effortless = not requiring strength

Comfort = thoroughly strong

Discomfort = not thoroughly strong

Fortitude = strength of character

Force = strong power

Arch = rule

Archon = ruler

Monarch = single ruler

Oligarchy = rule by a small group of powerful people

Matriarch = a female rule over a small community

Patriarch = a male ruler over a small community

Anarchy = a system where there is no rule

Hierarchy = levels of rule within a system

Archive = historical documents kept safe by rulers of a government

Labour = work

Labourer = worker

Laborious = full of work

Laboratory = place where scientists work

Collaborate = work together

Elaborate = to work out a problem/ fully worked out

State whether Yes/No

1. A classroom without a teacher may be an example of anarchy. Yes/ No
2. Mental or emotional strength that enables one to face difficulty may be called fortitude. Yes/No.
3. In a family, father with the collaboration of mother brings up children. Yes/ No.
4. If you are corrupt, you have fortitude. Yes/ No.
5. Does a volcano erupt? Yes/ No.
6. Are your classmates your contemporaries? Yes/ No.
7. Is monarchy same as oligarchy? Yes/No.
8. If you need a detailed explanation about roots can we call them 'elaborate roots'? Yes/No
9. Do you practice a lot for an extempore? Yes/No.
10. Everyone likes to be interrupted while doing some serious work. Yes/ No.
11. To fortify your vocabulary you need to work with roots. Yes/ No.
12. Do you like an abrupt ending for a story? Yes/ No
13. When asked a sudden difficult question, usually people temporize to answer it. Yes/ No.
14. Is Vijay Mallya bankrupt? Yes/No.
15. Is learning vocabulary a laborious process? Yes/ No.

(Answer the above question sincerely ☺)

THE SOUNDS OF ENGLISH

Mastering English pronunciation must begin with learning the sounds of the language. Speakers of Indian languages may find some sounds of English difficult to produce because these do not occur in their native languages. For example, native speakers of Telugu and Hindi may take time to learn how to produce the sound [ɔ:] in the middle of words such as ‘caught’ [kɔ:t] and ‘ball’ [bɔ:l]. This is because this sound does not appear in Telugu or Hindi and has to be learnt as a ‘new’ sound.

The forty-four sounds in English are broadly classified into consonants and vowels. There are 24 consonant sounds and 20 vowel sounds, of which 12 are monophthongs (pure vowel sounds) and 8 are diphthongs (a combination of two vowel sounds). This classification is based on the basic nature of the sounds, which is a result of the mechanism involved in their production.

To identify these sounds, we use a system of written symbols called the International Phonetic Alphabet (IPA). You will see that while some of the IPA symbols are the letters of the English alphabet, there are other special symbols as well. Dictionaries use phonetic symbols to give the pronunciation of words. The exact representation of the pronunciation of words using these symbols is called phonetic transcription, which is a useful tool in learning to pronounce words correctly.

Look at the following table listing the consonants and the vowels of English and the phonetic symbols used to represent them. Each sound in the list is accompanied by a word containing the sound concerned (the sound is underlined). For practice, first say the sounds aloud and then the words given as examples. Your teacher will help you practise the sounds that you are not familiar with.

Vowel sounds (Monophthongs)				Vowel sounds (Diphthongs)			
I	i:	ʊ	u:	ɪə	eɪ		
ship	sheep	book	shoot	here	wait		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
bed	teacher	bird	door	poor	coin	show	
æ	ʌ	ɑ:	ɒ	eə	aɪ	əʊ	
hat	up	far	on	hair	like	mouth	
Consonant Sounds							
p	b	t	d	tʃ	dʒ	k	g
sheep	boat	tree	dog	cheese	joke	cook	go
f	v	θ	ð	s	z	ʃ	ʒ
free	video	thing	this	see	zoo	sheep	television
m	n	ŋ	h	l	r	w	j
mouse	now	thing	hope	love	run	we	you

4

IN CELEBRATION OF BEING ALIVE

- Dr Christian Barnard

Let's get started

- » Have you faced any accident and got injuries?
- » Do you feel that human sufferings and problems are common?
- » Do you believe that God tests people by giving sufferings?
- » Do you feel happy with what you have?

Read the essay to find out.....

More and more, as I near the end of my career as a heart surgeon, my thoughts have turned to the consideration of why people should suffer. Suffering seems so cruelly prevalent in the world today. Do you know that of the 125 million children born this year, 12 million are unlikely to reach the age of one and another six million will die before the age of five? And, of the rest, many will end up as mental or physical cripples.

My gloomy thoughts probably stem from an accident I had few years ago. One minute I was crossing the street with my wife after a lovely meal together, and the next minute a car hit me and knocked me into my wife. She was thrown into the other lane and struck by a car coming from the opposite direction. During the next few days in the hospital, I experienced not only agony and fear but also anger. I could not understand why my wife and I had to suffer. I had eleven broken ribs and a perforated lung. My wife had a badly fractured shoulder. Over and over, I asked myself, why should this happen to us? I had work to do, after all; there were patients waiting for me to operate on them. My wife had a young baby who needed her care.

My father, had he still been alive, would have said: "My son, it is God's will. That's the way God tests you. Suffering ennobles you- makes you a better person." But as a doctor, I see nothing noble in a patient's thrashing around in a sweat-soaked bed, mind clouded in agony. Nor can I see any nobility in the crying of a lonely child in a ward at night.

I had my first introduction to the suffering of children when I was a little boy. One day my father showed me a half-eaten, mouldy biscuit with two tiny tooth marks in it. And he told me about my brother, who had died several years earlier. He told me about the suffering of this child, who had been born with an abnormal heart. If he had been born today, probably someone could have corrected that heart problem, but in those days they didn't have sophisticated heart surgery. And this mouldy biscuit was the last biscuit my brother had eaten before his death.

Prose

As a doctor, I have always found the suffering of children particularly heartbreaking—especially because of their total trust in doctors and nurses. They believe you are going to help them. If you can't, they accept their fate. They go through mutilating surgery, and afterwards they don't complain. One morning, several years ago, I witnessed what I call the Grand Prix of Cape Town's Red Cross Children's Hospital. It opened my eyes to the fact that I was missing something in all my thinking about suffering – something basic that was full of solace for me.

What happened there that morning was that a nurse had left a breakfast trolley unattended. And very soon this breakfast trolley was commandeered by an intrepid crew of two— a driver and a mechanic. The mechanic provided motor power by galloping along behind the trolley with his head down, while the driver, seated on the lower deck, held on with one hand and steered by scraping his foot on the floor. The choice of roles was easy, because the mechanic was totally blind and the driver had only one arm.

They put on quite a show that day. Judging by the laughter and shouts of encouragement from the rest of the patients, it was much better entertainment than anything anyone puts on at the Indianapolis 500 car race. There was grand finale of scattered plates and silverware before the nurses and ward sister caught up with them, scolded them and put them back to bed.

Let me tell about these two. The mechanic was all of seven years old. One night, when his mother and father were drunk, his mother threw a lantern at his father, missed and the lantern broke over the child's head and shoulders. He suffered severe third-degree burns on the upper part of his body, and lost both his eyes. At the time of the Grand Prix, he was a walking horror, with a disfigured face and a long flap of skin hanging from the side of his neck to his body. As the wound healed around the neck, his jaw became gripped in a mass of fibrous tissue. The only way this little boy could open his mouth was to raise his head. When I stopped by to see him after the race, he said, "You know, we won." And he was laughing.

The trolley's driver I know better. A few years earlier I had successfully closed a hole in his heart. He had returned to the hospital because he had a malignant tumor of the bone. A few days before the race, his shoulder and arm were amputated. There was little hope of recovering. After the Grand Prix, he proudly informed me that the race was a success. The only problem was that the trolley's wheels were not properly oiled, but he was a good driver, and he had full confidence in the mechanic.

Suddenly, I realized that these two children had given me a profound lesson in getting on with the business of living. Because the business of living is joy in the real sense of the word, not just something for pleasure, amusement, recreation. The business of living is the celebration of being alive.

I had been looking at suffering from the wrong end. You don't become a better person because you are suffering; but you become a better person because you have experienced

suffering. We can't appreciate light if we haven't known darkness. Nor can we appreciate warmth if we have never suffered cold. These children showed me that it's not what you've lost that's important. What is important is what you have left.

GLOSSARY

Prevalent (adj) /'prevələnt/	:	[M] existing very commonly or happening often
		[U] These prejudices are particularly prevalent among people living in the North.
Gloomy (adj) /'glu:mi/	:	[M] nearly dark, or badly lit in a way that makes you feel sad.
		[U] It was a wet and gloomy day.
Stem (verb) /stəm/	:	[M] originate in or be caused by.
		[U] Many of the problems in schools and colleges stem from rapid expansion.
Agony (noun) /'ægəni/	:	[M] extreme physical or mental pain
		[U] Jack collapsed in agony on the floor.
Perforate (verb) /'pɜ:fəreɪt/	:	[M] pierce and make a hole or holes through something.
		[U] He was taken to the hospital to undergo an emergency surgery for a perforated stomach ulcer.
Ennoble (verb) /ɪ'nəʊbl/	:	[M] to make somebody a member of the nobility
		[U] In a strange way, she seemed ennobled by her grief.
Thrashing (noun) /'θræʃɪŋ/	:	[M] an act of hitting somebody very hard, especially with a stick
		[U] He got a sound thrashing once his father found out.
Mouldy (adj) /'məʊldi/	:	[M] old and not in good condition
		[U] Strawberries go mouldy very quickly.
Heartbreaking (adj) /'ha:tbreɪkɪŋ/	:	[M] extremely sad.
		[U] It's heartbreaking to see him wasting his life like this.
Mutilate (verb) /'mju:tɪleɪt/	:	[M] to damage somebody's body very severely, especially by cutting or tearing off part of it
		[U] The body had been badly mutilated in the accident.

Prose

- Grand Prix (noun) /¹grō'pri:/ : [M] one of a series of important international races for racing cars or motorcycles
[U] I like watching the grand prix races.
- Solace (verb) /¹sôlôs/ : [M] to make somebody feel better or happier when they are sad or disappointed
[U] She smiled, as though solaced by the memory.
- Commandeer (v)/¹kômôr' dîə(r)/: [M] to take control of a building, a vehicle, etc. for military purposes during a war, or by force for your own use
[U] The soldiers had commandeered the farm and the villa five months ago.
- Intrepid (adj) /in¹ trepid/ : [M] very brave; not afraid of danger or difficulties.
[U] A team of intrepid explorers went bravely into the dark cave.
- Crew (noun) /kru:/ : [M] all the people working on a ship, plane, etc.
[U] None of the passengers and crew were injured in the accident.
- Galloping (adj) /¹gôlôpîng/ : [M] increasing or spreading rapidly
[U] Galloping inflation is pushing up prices.
- Scraping (noun) /¹skreipîng/ : [M] a small amount of something produced by scratching a surface.
[U] All that was left to eat were the scrapings from the bottom of the pan.
- Indianapolis (n)/in-dee-uh-nap-uh-lis:[M] The capital and largest city of the US state of Indiana. It is known for the Indianapolis 500 car race. 
- Malignant (adj) /mô' lîgnônt/ : [M] of a tumour or disease that cannot be controlled and is likely to cause death
[U] The pathologists report said that the tumour was malignant.
- Tumour (noun) /¹tju':mô(r)/ : [M] a mass of cells growing in or on a part of the body where they should not usually causing medical problems
[U] A brain tumour is a dangerous disease.

Amputate (verb) /'æmpjutet/ : [M] to cut off somebody's arm, leg, finger or toe in a medical operation

[U] He had to have both legs amputated because they were infected.

Profound (adj) /prə'faʊnd/ : [M] very great; felt or experienced very strongly.
[U] My father's death had a profound effect on all us.

About the author

Christian Barnard (1922-2001) was a South African heart surgeon, who did the world's first successful human heart transplant operation. He was born on 8th November 1930 in Beaufort West, Cape Province, South Africa. His father was a church pastor and his family was not rich. One of his four brothers, Abraham, died of a heart problem at the age of five. He passed matriculation from the Beaufort West High School and got his Bachelor of Medicine of Surgery at the University of Cape Town in 1945. His famous books are *One Life* (1969), *The Second Life* (1993), *The Donor* (1996), and *50 Ways to a Healthy Heart* (2001). The essay "In Celebration of Being Alive" is a story narrated by Christian Barnard about the accident that he had faced along with his wife and the lessons he had learnt from the children in the hospital.



About the lesson

Dr Barnard met with a road accident once. When he was crossing the road along with his wife, a car hit him and knocked him into his wife. She was thrown on the other line and was hit by a car from the opposite direction. Barnard suffered from fractured ribs and a perforated lung. His wife had a fractured shoulder.

When Barnard was in the hospital, he reflected on what his father would have said. "Suffering is God's way of testing, refining, purifying, and ennobling us". Barnard did not see anything noble about a patient suffering or a child crying with pain in a hospital.

One day, Barnard's father showed him a half-eaten biscuit. It was the last one his brother had had before he died of a heart problem. Barnard found the suffering of children miserable. Children implicitly trust doctors and nurses believing that they can help them. Even if they can't help them, they accept their fate.

Several years earlier, Dr Barnard had witnessed what he called a "Grand Prix". Two boys tried to drive the breakfast trolley in the hospital. One of them, a handicapped boy acted as a driver and other one, a blind boy provided the motor power by working as a mechanic. The other patients joined in the fun and play, till the plates were scattered. The mechanic was a seven year old boy. His mother had thrown a lantern at his father. The lantern had missed its mark

Prose

and had broken on the boy's head, resulting in severe burns, and loss of eyesight. At that time of the Grand Prix, he was a sight to look at. The driver was another child who had been earlier operated upon by Dr Barnard for a hole in his heart. He was in the hospital now, for a dreadful bone disease. His shoulder and arm had been cut off. There was little hope of his recovery.

Dr Barnard learnt an important lesson about life from these two boys. "The business of living, is the celebration of being alive". He realized that it is not what you have lost that is important, but what you have been left with. Light can't be appreciated without knowing darkness, nor can warmth be, without experiencing coldness.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. Why does Dr Barnard state that suffering seems so common?
2. What are the gloomy thoughts of Dr Barnard?
3. Why do you think Dr Barnard talks about the accident?
4. How would have Dr Barnard's father reacted to the accident?
5. How was Dr Barnard introduced to the suffering of the children for the first time?
6. Who were the driver and the mechanic?
7. What is the Grand Prix?
8. How had the mechanic lost his eyes?
9. What is the business of living, according to Barnard?
10. What did the two children show to Dr Barnard at the end?

Answer the following questions in 10-15 lines each

1. What was the accident that Dr Barnard had? How did he react to the accident?
2. What were the views of Dr Barnard's father about suffering? In what way did Barnard's views differ from his father's?
3. Who were the driver and the mechanic in the Grand Prix held at the Cape Town Red Cross Children's hospital? In what way was the choice of their roles suitable?
4. What lessons did Dr Barnard learn from the two children?

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below

1. My gloomy thoughts probably stem from an accident I had few years ago.

Context : These lines are taken from the lesson "In Celebration of Being Alive" written by Dr Christian Barnard. In the essay, Barnard narrates about the accident that he had faced along with his wife and the lessons he had learnt from the children in the hospital.

Explanation : One day, when Dr Christian Barnard and his wife were crossing the road in Cape Town of South Africa, a car hit him and knocked him in to his wife. She was thrown on the other line and was hit by a car from the opposite direction. Barnard suffered from eleven broken ribs and a perforated lung. His wife had a fractured shoulder. This accident made Barnard think that suffering was so cruelly prevalent in the world today. He was filled with agony, fear and anger because he had to operate on his patients and his wife had to look after their baby.

General relevance : Barnard narrates about the accident to bring out the unexpected suffering experienced by them and to prove the uncertainty of living in the modern world. He narrates the incident that happened in his hospital where he had learnt from the two children that what you have left with is more important than what you have lost. He had come to understand that the experience of suffering makes a person a better one.

2. My son, it is God's will. That's the way God tests you.
3. It opened my eyes to the fact that I was missing something in all my thinking about suffering.
4. You don't become a better person because you are suffering; but you become a better person because you have experienced suffering.

SPEAKING SKILLS

Seeking and giving advice and making suggestions

When we seek someone's advice, we ask them what they think we should do in a particular situation. When we give someone advice, we tell them what we think they should do in a particular situation or how they could solve a problem. It is important to know how to use language carefully to do this.

Read the following dialogues and you will find how to ask for and give advice, to make suggestions and respond to them politely in English.

1. Komala is suffering from head ache. Her teacher advises her to consult a doctor.

- | | |
|---------|---|
| Teacher | : Komala, you look pale and tired. Are you unwell? |
| Komala | : Yes Ma'am. I have a bad head ache. I have had it for three days. |
| Teacher | : I don't think you should neglect it. I'd advise you to see a doctor soon. |
| Komala | : Thank you ma'am! I'll make an appointment with the doctor this evening. |
| Teacher | : It's ok, take care of your health. |

2. Someone has been taking things from Kiran's hostel room. His brother, Kishore advises him.

Kishore : What! Someone's taken your calculator from the room! Haven't you been losing a lot of things recently?
Kiran : Yes. Money, clothes, books and pens. I really don't know what to do?
Kishore : You'd better make a complaint to the warden if you want something done to stop the thefts.
Kiran : I will. Thanks!

3. Akhilesh gets low marks in English in Half Yearly Examinations. He goes to his English lecturer, Dr Ramesh for advice.

Akhilesh : Good morning sir! May I come in?
Dr Ramesh : Good morning Akhilesh! Please come in.
Akhilesh : Thank you sir. My marks in English are rather low. What can I do to improve my English?
Dr Ramesh : Well. I think you should build up your vocabulary and focus on basic grammar such as tense and prepositions.
Akhilesh : How can I do that?
Dr Ramesh : You should learn two new words every day. You follow the Oxford Advanced Learners Dictionary and follow the instructions in the class daily and practise them regularly at home.
Akhilesh : Yes, sir. I'll do it regularly, thank you sir.
Dr Ramesh : You're welcome!

4. Three friends plan to go on a weekend trip to Mysore. They give their suggestions to make it a success.

Hareesh : Shall we go by bus on Friday evening?
Chandu : Oh, no. Bus journeys are so uncomfortable.
Mahesh : I suggest we take the train.
Chandu : We could go by the Mysore Express. That'd be convenient.
Hareesh : How about meeting at six this evening at my home to finalise the programme?
Mahesh : Yes, that's fine!

Exercise

Look at the following expressions used in both formal and informal situations to ask for advice and to give suggestions and also to respond to them. Read each item and repeat it for practice.

What should I do?

How can I improve my subject?

What should I do?

Could you advise me, please?

I'd appreciate your advice.

I'd advise you to....

If I were you, I'd consult a doctor.

You'd better take a taxi to reach the university.

Could we have suggestions, please?

Any new ideas, please?

Do you have any idea?

I suggest we

That'd be the best thing to do.

I don't think that would be practical.

That might be a good idea.

I'm not sure about that.

VOCABULARY

Here we shall look at some prefixes. As already mentioned in the introduction, prefixes are those that are placed at the beginning of a word to adjust or qualify its meaning to make a new word. The word 'prefix' itself has a prefix 'pre-' and a root 'fix'.

Anti- = against/opposite

Antipathy = feeling against someone/something, dislike of something or someone

Antibiotic = drug given against bacteria which has invaded a body

Anticlimax = a conclusion that is against our expectation, a conclusion less important than expected

Antidote = remedy given against a poison

Antiseptic = opposing decay, against contamination

Antisocial = going against being social

Antifreeze = a liquid used against the freezing of car's engine

Antiperspirant = product used to help fight against perspiration

Antarctica = continent opposite the Arctic on the globe

Antonym = word opposite another in meaning

Antacid = tablet used against stomach acid

Antagonist = one who goes against protagonist

Circum = around/ring

Circumstances = the events that stand around you

Circuit = path in the shape of a ring

Circumlocution = talk in a roundabout way, indirect way of saying things

Circumnavigate = to go around

Circumspect = looking around carefully

Mono = one

Monopoly = control by one

Monologue = speech by one

Monorail = a train which uses one rail instead of two tracks

Monotone = using one tone

Monotonous = of using one tone only and hence boring

Monosyllable = one syllable

Monarch = one ruler

Monk = living only one, as against marrying someone

Monotheism = belief in single god

Monolingual = using or knowing one language

Inter = between

Internet = network that exist between each other

International = between nations

Intersection = a cutting between

Intermission = time sent between

Interrupt = stop in between

Interested = be in between

Interact = act between

Pre = before

Prevent = come before, to stop

Precise = cut before, accurate with nothing extra

Prejudice = to judge before

Preview = see before

Precaution = being cautious before hand

President = leader who sits before all

Guess the meanings of the following words.

1. Antihero -----
2. Antivirus -----
3. Antibacterial -----
4. Dialogue-----
5. Bilingual -----
6. Interstates -----
7. Intermediate -----
8. Predict -----
9. Prepare-----

Fill in the blanks with an appropriate word

1. If we judge a person before we know them very well -----
2. I believe in one god. It is called -----
3. Detectives usually ----- for clues.
4. People who behave against the principles of society are called -----
5. I want the answer to be exact, a -----answer.
6. Ashoka is an Indian ----- who had a great reputation.
7. Sometimes it is inconvenient to speak truth, so we -----.
8. The ----- of King Satya Harishchandra is famous in Indian drama.
9. Stretch is a ----- word, because it has only one syllable.

E- Mails

E-mail, also known as Electronic Mail is a method of exchanging digital messages across the internet or other computer networks. It is the quickest way of communicating in writing.

E-mail messages consist of two major sections:

- 1) Header consisting of- subject, sender, receiver, date and time.
- 2) Body which contains the message. It can contain formal/informal language depending on the purpose

Tips on composing E-mails

Subject

- It should be brief
- It should give a clue to the content of the message
- It need not be a complete sentence

Salutation

- Dear Sir/first name of the person

Opening Statement

- Begin with a pleasantry or greeting
- When replying a message- Thank you for your message/ I received your message

Clarity and tone

- When you expect a reply-‘Please let me know’
- When you want help-‘please’ or ‘kindly’

Paragraphs

- Each main idea should be in a separate paragraph
- Use complete sentence. Do not use SMS language.

Complimentary close

- Regards/Love
- Name

Meaning of CC &BCC

CC-Carbon Copy- add addressee to it, if those people need to know about the subject, but are not required to act on the contents.

BCC– Blind Carbon Copy- People in this field are concealed from other recipients in the ‘To’, ‘CC’ and ‘BCC’ fields. They can see others in the ‘To’ & ‘CC’ fields, but not the ‘BCC’ fields.

Format of an E-MAIL

Date	<input type="text"/>
To	<input type="text"/>
CC	<input type="text"/>
BCC	<input type="text"/>
Subject	<input type="text"/>

Send

Save

Formal Email

Solved Example

You are Syamala, the librarian of Govt. Junior College, Kurnool. Write an email to Bhatia Book Depot, Kurnool requesting them to cancel your order for English literary books and books on environment. Give reasons for cancellation of the order.

Date 10.03.2019

To bhatiabookdepot@rediffmail.co.in

CC

BCC

Subject

Cancellation of order

Dear Sir,

I placed an order on behalf of the principal on 15/03/2019 for supply of English Literary books and books on environment. They said that the supply order was supposed to be received by this college on or before 01/03/2019. But sorry to say that the books have not been received till date and also no communication has been made from your side for the delay.

Hence the college has placed the order for these books to another book depot due to urgency of the books. The said order may be treated as cancelled.

Thanking you

Yours sincerely

V. Syamala

Librarian

Send

Save

Activity

You are Gayathri of II year CEC in Govt. Jr. College, Kuppam. You want to join computer classes during summer vacation at Aravind Computer Centre, a well reputed computer Institute of Bangalore. Send an E-Mail to the institute seeking the following information:-

- Courses offered
- Duration of each course
- Respective course fee
- Frequency of classes
- Lodging/boarding facility
- Any other information

The E-Mail ID of the institute is ‘aravindcompagc@yahoo.co.in

5

LEARNING FROM THE WEST

- *N R Narayana Murthy*

Let's get started

- » What do we usually learn from the West?
- » Do you have a good opinion of the values of the West?
- » What are the values that India stands for?
- » Let us see what we really have to learn from the West.

Read the essay to find out.....

Ladies & Gentlemen. It is a pleasure to be here at the Lal Bahadur Shastri Institute of Management. Lal Bahadur Shastri was a man of strong values and he epitomized simple living. He was a freedom fighter and innovative administrator who contributed to nation building in full measure. It is indeed a matter of pride for me to be chosen for the Lal Bahadur Shastri Award for Public Administration and Management Sciences. I thank the jury for this honour.

When I got the invitation to speak here, I decided to speak on an important topic on which I have pondered for years – the role of Western values in contemporary Indian society. Coming from a company that is built on strong values, the topic is close to my heart. Moreover, an organization is representative of society, and some of the lessons that I have learnt are applicable in the national context. In fact, values drive progress and define quality of life in society.

The word community joins two Latin words com (“together” or “with”) and unus (“one”). A community, then, is both one and many. It is a unified multitude and not a mere group of people. As it is said in the Vedas: Man can live individually, but can survive only collectively. Hence, the challenge is to form a progressive community by balancing the interests of the individual and that of the society. To meet this, we need to develop a value system where people accept modest sacrifices for the common good. What is a value system? It is the protocol for behaviour that enhances the trust, confidence and commitment of members of the community. It goes beyond the domain of legality – it is about decent and desirable behaviour. Further, it includes putting the community interests ahead of your own. Thus, our collective survival and progress is predicated on sound values. There are two pillars of the cultural value system – loyalty to family and loyalty to community. One should not be in isolation to the other, because, successful societies are those which combine both harmoniously. It is in this context that I will discuss the role of Western values in contemporary Indian society.

Some of you here might say that most of what I am going to discuss are actually Indian values in old ages, and not Western values. I live in the present, not in the bygone era. Therefore, I have seen these values practiced primarily in the West and not in India. Hence, the title of the topic.

I am happy as long as we practice these values – whether we call it Western or old Indian values. As an Indian, I am proud to be part of a culture, which has deep-rooted family values. We have tremendous loyalty to the family. For instance, parents make enormous sacrifices for their children. They support them until they can stand on their own feet. On the other side, children consider it their duty to take care of aged parents. We believe: *Mathru devo bhava* – mother is God, and *pithru devo bhava* – father is God. Further, brothers and sisters sacrifice for each other. In fact, the eldest brother or sister is respected by all the other siblings. As for marriage, it is held to be a sacred union – husband and wife are bonded, most often, for life. In joint families, the entire family works towards the welfare of the family. There is so much love and affection in our family life. This is the essence of Indian values and one of our key strengths. Our families act as a critical support mechanism for us. In fact, the credit to the success of Infosys goes, as much to the founders as to their families, for supporting them through the tough times. Unfortunately, our attitude towards family life is not reflected in our attitude towards community behaviour. From littering the streets to corruption to breaking of contractual obligations, we are apathetic to the common good. In the West – the US, Canada, Europe, Australia, New Zealand – individuals understand that they have to be responsible towards their community.

The primary difference between the West and us is that, there, people have a much better societal orientation. They care more for the society than we do. Further, they generally sacrifice more for the society than us. Quality of life is enhanced because of this. This is where we need to learn from the West.

I will talk about some of the lessons that we, Indians, can learn from the West. In the West, there is respect for the public good. For instance, parks free of litter, clean streets, public toilets free of graffiti – all these are instances of care for the public good. On the contrary, in India, we keep our houses clean and water our gardens everyday – but, when we go to a park, we do not think twice before littering the place.

Corruption, as we see in India, is another example of putting the interest of oneself, and at best that of one's family, above that of the society. Society is relatively corruption free in the West. For instance, it is very difficult to bribe a police officer into avoiding a speeding ticket.

This is because of the individual's responsible behaviour towards the community as a whole. On the contrary, in India, corruption, tax evasion, cheating and bribery have eaten into our vitals. For instance, contractors bribe officials, and construct low-quality roads and bridges. The result is that society loses in the form of substandard defence equipment and infrastructure, and low-quality recruitment, just to name a few impediments.

Prose

Apathy in solving community matters has held us back from making progress, which is otherwise within our reach. We see serious problems around us but do not try to solve them. We behave as if the problems do not exist or is somebody else's. On the other hand, in the West, people solve societal problems proactively. There are several examples of our apathetic attitude. For instance, all of us are aware of the problem of drought in India. More than 40 years ago, Dr K L Rao – an irrigation expert, suggested creation of a water grid connecting all the rivers in North and South India, to solve this problem. Unfortunately, nothing has been done about this. The story of power shortage in Bangalore is another instance. In 1983, it was decided to build a thermal power plant to meet Bangalore's power requirements. Unfortunately, we have still not started it. Further, the Milan subway in Bombay is in a deplorable state for the last 40 years, and no action has been taken.

We, Indians, would do well to remember Thomas Hunter's words: "Idleness travels very slowly, and poverty soon overtakes it". What could be the reason for all this? We were ruled by foreigners for over thousand years. Thus, we have always believed that public issues belonged to some foreign ruler and that we have no role in solving them. Moreover, we have lost the will to proactively solve our own problems. Thus, we have got used to just executing someone else's orders. Borrowing Aristotle's words: "We are what we repeatedly do". Thus, having done this over the years, the decision-makers in our society are not trained for solving problems. Our decision-makers look to somebody else to take decisions. Unfortunately, there is nobody to look up to and this is the tragedy.

Another interesting attribute, which we Indians can learn from the West, is their accountability. Irrespective of your position, in the West, you are held accountable for what you do. However, in India, the more 'important' you are, the less answerable you are. For instance, a senior politician once declared that he 'forgot' to file his tax returns for 10 consecutive years – and he got away with it. To quote another instance, there are over 100 loss making public sector units (central) in India. Nevertheless, I have not seen action taken for bad performance against top managers in these organizations.

Dignity of labour is an integral part of the Western value system. In the West, each person is proud about his or her labour that raises honest sweat. On the other hand, in India, we tend to overlook the significance of those who are not in professional jobs. We have a mindset that reveres only supposedly intellectual work.

For instance, I have seen many engineers, fresh from college, who only want to do cutting-edge work and not work that is of relevance to business and the country. However, be it an organization or society, there are different people performing different roles. For success, all these people are required to discharge their duties. This includes everyone from the CEO to the person who serves tea – every role is important. Hence, we need a mindset that reveres everyone who puts in honest work.

Indians become intimate even without being friendly. They ask favours of strangers without any hesitation. For instance, the other day, while I was travelling from Bangalore to Mantralaya, I met a fellow traveller on the train. Hardly five minutes into the conversation, he requested me to speak to his MD about removing him from the bottom 10% list in his company, earmarked for disciplinary action. I was reminded of what Rudyard Kipling once said: A westerner can be friendly without being intimate while an easterner tends to be intimate without being friendly.

Yet another lesson to be learnt from the West is about their professionalism in dealings. The common good being more important than personal equations, people do not let personal relations interfere with their professional dealings. For instance, they don't hesitate to chastise a colleague, even if he is a personal friend, for incompetent work. In India, I have seen that we tend to view even work interactions from a personal perspective. Further, we are the most 'thin-skinned' society in the world – we see insults where none is meant. This may be because we were not free for most of the last thousand years. Further, we seem to extend this lack of professionalism to our sense of punctuality. We do not seem to respect the other person's time. The Indian Standard Time somehow seems to be always running late. Moreover, deadlines are typically not met. How many public projects are completed on time? The disheartening aspect is that we have accepted this as the norm rather than the exception.

In the West, they show professionalism by embracing meritocracy. Meritocracy by definition means that we cannot let personal prejudices affect our evaluation of an individual's performance. As we increasingly start to benchmark ourselves with global standards, we have to embrace meritocracy. In the West, right from a very young age, parents teach their children to be independent in thinking. Thus, they grow up to be strong, confident individuals. In India, we still suffer from feudal thinking. I have seen people, who are otherwise bright, refusing to show independence and preferring to be told what to do by their boss. We need to overcome this attitude if we have to succeed globally.

The Western value system teaches respect to contractual obligation. In the West, contractual obligations are seldom dishonoured. This is important – enforceability of legal rights and contracts is the most important factor in the enhancement of credibility of our people and nation. In India, we consider our marriage vows as sacred. We are willing to sacrifice in order to respect our marriage vows. However, we do not extend this to the public domain.

To quote another instance, I had given recommendations to several students for the national scholarship for higher studies in US universities. Most of them did not return to India even though contractually they were obliged to spend five years after their degree in India. In fact, according to a professor at a reputed US university, the maximum default rate for student loans is among Indians – all of these students pass out in flying colours and land lucrative jobs, yet they refuse to pay back their loans. Thus, their action has made it difficult for the students after them, from India, to obtain loans. We have to change this attitude.

Prose

Further, we Indians do not display intellectual honesty. For example, our political leaders use mobile phones to tell journalists on the other side that they do not believe in technology! If we want our youngsters to progress, such hypocrisy must be stopped. We are all aware of our rights as citizens. Nevertheless, we often fail to acknowledge the duty that accompanies every right. To borrow Dwight Eisenhower's words: "People that value its privileges above its principles soon lose both". Our duty is towards the community as a whole, as much as it is towards our families.

We have to remember that fundamental social problems grow out of a lack of commitment to the common good. To quote Henry Beecher: "Culture is that which helps us to work for the betterment of all". Hence, friends, I do believe that we can make our society even better by assimilating these Western values into our own culture – we will be stronger for it. Most of our behaviour comes from greed, lack of self-confidence, lack of confidence in the nation, and lack of respect for the society. To borrow Gandhi's words: "There is enough in this world for everyone's need, but not enough for everyone's greed". Let us work towards a society where we would do unto others what we would have others do unto us. Let us all be responsible citizens who make our country a great place to live. In the words of Churchill: "Responsibility is the price of greatness". We have to extend our family values beyond the boundaries of our home.

Finally, let us work towards maximum welfare of the maximum people – *Samastajanaanaam sukhino bhavantu*. Thus, let us - people of this generation, conduct ourselves as great citizens rather than just good people so that we can serve as good examples for our younger generation.

GLOSSARY

epitomize (v) /ɪ'pɪtəmaɪz/	: (M) to be a perfect example (U) The fighting qualities of the team are epitomized by the captain.
predicate (v) /'predɪkeɪt/	: (M) to base something on a particular belief, idea or principle (U) Democracy is predicated upon the rule of law.
bygone (adj) /'baɪgɒn/	: (M) happening or existing a long time ago (U) The horse cart belongs to a bygone era.
obligation (n) /'ɒblɪ'geɪʃn/	: (M) the state of being forced to do something because it is your duty or because of law etc. (U) You are under no obligation to buy anything.
orientation (n) /ɔ:rɪən'teɪʃn/	: (M) the type of aims or interests that a person or an organization has; the act of directing your aims towards a particular thing. (U) The course is essentially theoretical in orientation.

graffiti (n) /grə'fɪ:tɪ/	:	(M) drawing or writing on a wall (U) The subway was covered in graffiti.
evasion (n) /ɪ'veʒn/	:	(M) the act of avoiding somebody or of avoiding something that you are supposed to do (U) He has been charged with tax evasion.
impediment (n) /ɪm'pedɪmənt/	:	(M) something that stops or delays the progress of something, obstacle (U) The level of inflation is a serious impediment to economic recovery.
apathetic (adj) /,æpəθ'etɪk/	:	(M) showing no interest or enthusiasm (U) We need to reach those children who are apathetic about school.
proactive (adj) /,prəʊ'æktyv/	:	(M) (of a person or policy) controlling a situation by making things happen rather than waiting for things to happen and then reacting (U) Managers must be proactive in identifying and preventing potential problems.
gloat (v) /gləʊt/	:	(M) [intransitive] (gloat about/at/over something) to show that you are happy about your own success or somebody else's failure, in a pleasant way (U) She was still gloating over her rival's disappointment.
earmark (v) /'ɪəmɑ:k/	:	(M) to state that something will happen to somebody/something in future (U) This factory has been earmarked for future expansion.
meritocracy (n) /'merɪ'tɒkrəsi/	:	(M) a country or social system where people get power or money on the basis of their ability (U) The school honour's club was a meritocracy where leaders were chosen because of their academic achievements.
benchmark (n) /'bentʃma:k/	:	(M) something that can be measured or used as a standard that other things can be compared with (U) A man's ability to keep his word even though there is no legal document, is a benchmark of his good character.
lucrative (adj) /'lu:kretɪv/	:	(M) producing a large amount of money, making a large profit (U) Indigo and opium are the most lucrative crops.

About the author

One of the brilliant minds behind the Indian multinational corporation INFOSYS Ltd. is N R Narayana Murthy, an industrialist counted amongst the greatest Indian industrialists of our time. Nagavara Ramarao Narayana Murthy, popularly known as Infosys Narayana Murthy, was born on 20th August, 1946 in an educated, middle class family in Shidlaghatta, Chikkaballapura district, Karnataka. From childhood days, Narayana Murthy was academically brilliant. He was passionate about mathematics and physics. He always had the thirst and the desire to gain more knowledge in these fields.



After completing his school education, he went to the National Institute of Engineering and graduated in 1967 with a degree in electrical engineering. In 1969 he received his master's degree from Indian Institute of Technology, Kanpur. Before venturing to become an entrepreneur he had worked with Patni Computer Systems in Pune. He had always dreamed of becoming an entrepreneur and hoped to form a big company which would create job opportunities for the country's youngsters. Blessed with a brilliant mind and astute business sense, he formed Infosys in 1981 with six other software professionals with an initial capital of just Rs. 10,000. Over the years the company grew manifold to become one of the top IT services companies based in India.

Narayana Murthy has been listed among the twelve greatest entrepreneurs of our time by *Fortune Magazine*. He has been described as the "Father of the Indian IT sector" by *Time Magazine* due to his contribution to outsourcing in India. He has also been honoured with the Padma Vibhushan and Padma Shri awards.

About the lesson

This present lesson is a speech delivered by Mr N R Narayana Murthy when he received the Lal Bahadur Shastri National Award for excellence in Public Administration and Management Sciences for the year 2001 from Lal Bahadur Shastri Institute of Management in New Delhi. A collection of speeches he had given in different occasions is published as a book *A Better India: A Better World*.

In his speech, Mr Murthy propounds the idea of community behaviour in the West. He contrasts and compares the phenomena in Europe with the life that he has been observing in India since his childhood. In doing so, he uses inspirational quotes to explain the matter in a better sense. As a thinker and visionary he instils a proverbial gravity and epigrammatic intensity in his speech.

Indians always put self and family interest before that of the community. Our wonderfully caring attitude towards our families is not reflected in our attitude towards our community behaviour. We have an apathy in addressing community matters. Indians suffer due to intellectual arrogance. It has not helped our society in any way. Narayana Murthy says that no other society

gloats so much about the past as we do and with little current accomplishment. If we have to progress, we have to change this attitude and learn from the people who are better than us. There is lack of accountability at every level of Indian bureaucracy and political system. In India the more 'important' you are, the 'less' answerable you become.

We look down on people doing menial jobs. There is no dignity of labour in India. We have a mind-set that respects only supposedly intellectual work. Indians ask favours from strangers without any hesitation. We become intimate without becoming friendly. Relations are given higher priority than merit in our country. We let our personal relations interfere with professional dealings. We are the most thin skinned society in the world. We see insults where none are meant. This may be because we were not free for most of the last thousand years. 'Indian Standard Time' is a sarcastic phrase famous world-wide as Indians do not follow it at all and which shows that we are time insensitive. Punctuality is not considered a virtue in India. Our lack of professionalism extends into our lack of sense of punctuality. In India, we are not supposed to think differently from our elders and bosses. This is by and large true. Though things are changing slowly, independent thinking is normally not encouraged in India. The last point Narayana Murthy mentions is that contractual agreements are not honoured. He closes his speech with a hope that we would stand as good examples of good people and great citizens for the next generation.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. What is community?
2. Are the values discussed by Narayana Murthy new to India?
3. What is 'being apathetic to common good'?
4. What is the primary difference between the West and us, according to the author?
5. What is the solution suggested by Dr K L Rao to solve the problem of drought in India?
6. Explain the terms 'professionalism' and 'meritocracy' in your own words.
7. What is intellectual honesty?
8. Fundamental social problems grow out of _____.
9. What do you understand by the term 'Indian Standard Time'?
10. What is culture, according to Henry Beecher?

Answer the following in 10-15 lines each.

1. Give a list of the lessons that Narayana Murthy feels we should learn from the West.
2. 'Our attitude towards family life is not reflected in our attitude towards community behaviour.' Explain this statement keeping in view the points made by Narayana Murthy in the essay 'Learning from the West'.

Prose

3. 'Indians become intimate even without being friendly.' Illustrate this statement with an example from Narayana Murthy's speech.
4. What is the point that Narayana Murthy wants to drive home when he quotes Henry Beecher? How did he conclude his speech?

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below

1. It is the protocol for behaviour that enhances the trust, confidence and commitment of members of the community. It goes beyond the domain of legality – it is about decent and desirable behaviour.

Context : The above line is taken from 'Learning from the West,' a speech delivered by NR Narayana Murthy when he received the Lal Bahadur Sastry National Award for excellence in Public Administration and Management Sciences for the year 2001 from Lal Bahadur Sastry Institute of Management in New Delhi.

Explanation : Mr Murthy explains that a community should have a set of values to progress. He says that people should accept modest sacrifices for the common good of the community. The community has to develop a value system in which the behaviour of the people should be in such a way that it intensifies and strengthens the trust, confidence and commitment of the members of the community. It cannot be implemented by rule of law. But such behaviour is desired by everyone in the community.

General Relevance : Narayana Murthy feels that every citizen of India should develop self-confidence, faith in his/her own ideas and hard working nature to make glorious India.

2. Unfortunately, our attitude towards family life is not reflected in our attitude towards community behaviour.
3. Meritocracy by definition means that we cannot let personal prejudices affect our evaluation of an individual's performance.
4. People that value its privileges above its principles soon lose both.

SPEAKING SKILLS

Inviting, accepting and refusing an invitation

In our daily life, we need to invite people to a party, a reception, a function, a wedding or a birthday. You need to know how to say that you will or will not be able to accept an invitation when someone invites you.

Read the following dialogues and you will find how to invite the people and also how to accept and decline the invitations.

1. Dharani invites her teacher to a house- warming function. The teacher accepts the invitation.

Dharani : Good morning ma'am!
 Teacher : Good morning Dharani! You look so happy today. Anything special?
 Dharani : Yes, ma'am. We're having a house warming function at six o' clock in the morning on Sunday in our new flat. Would you be able to come for lunch, please? The address is 7-9, Subbaiah colony, Avilala, Tirupati.
 Teacher : I'd love to come, Dharani. Thank you! Shall I be there around one o'clock?
 Dharani : Yes ma'am. It'll be simply wonderful if you could come. Thank you, ma'am!
 Teacher : You're welcome, Dharani!

2. Bhoomika invites her cousin Sudhakar to join her and her brother on an excursion during summer holidays.

Bhoomika : Hi Sudhakar! How're you?
 Sudhakar : Hi Bhoomka! I'm fine, thank you.
 Bhoomika : Sudhakar, what are you doing during summer holidays?
 Sudhakar : Nothing in particular.
 Bhoomika : My brother, Madhu and I are going on an excursion. How about coming with us?
 Sudhakar : Oh yes, thanks. I'd love to come. Where are you going?
 Bhoomika : Kanyakumari. On our way back, we'll stop over at Thiruvananthapuram for a day.
 Sudhakar : That'll be lovely!
 Bhoomika : I'm glad you'll join us. It'll be fun.

3. Hari invites his company Manager to his sister's wedding. The Manager has to refuse the invitation.

Hari : Good morning sir! May I come in?
 Manager : Good morning Hari! Please come in. What can I do for you?
 Hari : Sir, my sister's getting married on Thursday. I've come to invite you to the wedding reception. It's from 6.30 in the evening at TTD Kalayana Mandapam in Guntur.

Prose

Manager : Thank you for the invitation, Hari! I wish I could have come, but I'm sorry I won't be able to attend. I'll be leaving for Chennai on Wednesday night.

Hari : Sir, I was hoping you'd be there to bless the newly married couple. But it doesn't matter. I understand, sir.

Manager : I wish your sister a very long and happy married life, Hari.

Hari : Thank you sir!

4. Abdul apologises to his teacher for talking in the class.

Abdul : Excuse me, ma'am.

Teacher : Yes, Abdul. What is it?

Abdul : Ma'am, I'm really sorry for talking in the class. Nithin wanted to know what we did in the class he missed yesterday.

Teacher : Abdul, you know how annoying it is when you don't pay attention.

Abdul : Yes, ma'am, I realise that. I won't do it again.

Teacher : Don't worry about it.

Abdul : Thank you ma'am!

Exercise

- I Look at the following expressions used in both formal and informal situations to extend invitations and to accept and decline them. Read each item and repeat it for practice.

I'm here to invite you to my birthday party.
We'll be happy if you and your family could come.
We'd like you to come to...
Are you free tomorrow/this weekend?
Why don't you join us at dinner/a get- together?
Thank you for the invitation. We'll certainly come.
It'll be a pleasure
Oh, sure. I'd love to come.
Thank you for inviting me. I wish I could have come.
I'm afraid I won't be able to come.
I'm sorry, but I'll have to miss the party.
Thank you so much. We look forward to seeing you.
I'm disappointed that you won't be there.
We'll all miss you.

- II. Look at the following expressions used in both formal and informal situations to make apologies and how to respond to them.

I must apologise for the mistake.

Please accept my sincere apologies.

I'm terribly sorry about...

I hope you'll excuse me.

Please forgive me.

I'm so sorry.

It won't happen again, I promise.

I'm really ashamed of myself.

It's quite all right.

That's all right, but I really hope it won't happen again.

That's okay. You needn't feel so bad about it. These things happen.

VOCABULARY

Here we are going to discuss suffixes. A suffix is a letter or group of letters attached to the end of a word to form a new word or to change the grammatical function or parts of speech of the word. Read (v) becomes a noun reader with the suffix –er.

Let's see how some suffixes can change verbs into nouns.

suffix	meaning	Verb	Noun
-al	condition, quality	arrive	arrival
		approve	approval
		deny	denial
		dismiss	dismissal
		propose	proposal
		refuse	refusal
-ance, -ence	action, state, condition, quality	attend	attendance
		accept	acceptance
		exist	existence
		insure	insurance
		prefer	preference
		refer	reference
-ation, -tion	action or resulting state	combine	combination
		educate	education
		eliminate	elimination
		declare	declaration
		inform	information
		immigrate	immigration
-ure	action or resulting state	enclose	enclosure
		depart	departure
		fail	failure
		press	pressure
		legislate	legislature
		please	pleasure

Now let's look at some suffixes that change adjectives to nouns.

suffix	meaning	Adjective	Noun
-ness	state, quality, condition	happy	happiness
		kind	kindness
		useful	usefulness
		sleepy	sleepiness

-ity	state, condition	active	activity
		curious	curiosity
		tranquil	tranquillity
		mobile	mobility
-ism	state, practice	ideal	idealism
		human	humanism
		colonial	colonialism
		imperial	imperialism
-th	condition	wide	width
		dead	death
		long	length
		foul	filth
-ty	condition	safe	safety
		cruel	cruelty
		loyal	loyalty
		certain	certainty

Match the following verbs and adjectives with suitable suffixes to form meaningful nouns.

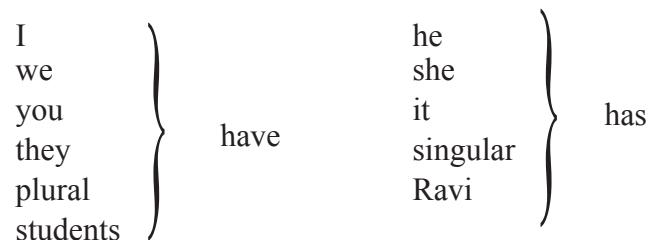
<u>adjective/verb</u>	<u>Suffix</u>	<u>noun</u>
brave	-ing	
honest	-ery	
grow	-y	
young	-able	
act	-ar	
call	-or	
collect	-er	
modest	-ster	
bake		
slave		
adjust		
change		
machine		
beg		
register		

GRAMMAR

Present perfect tense

Use It is used to express just completed actions.

Structure Subject + has/have + past participle verb+ object



Keywords

Just	Just now
Already	Before
Recently	But Yet

Examples

1. I have just come to class. (come)
2. I have taken lunch already. (take)
3. They have finished their home work just now. (finish)
4. Our bus has gone already. (go)
5. My mother has prepared Tiffin just now. (prepare)
6. We have watched a film recently. (watch)
7. They have passed the exam already. (pass)
8. She has bought the books just now. (buy)
9. K.K. Express has left from the station just now. (leave)
10. Already I have given the application form. (give)

Sentences

Positive sentence	Negative sentence	Interrogative sentence
I have passed the test	I have not passed the test	Have I passed the test?
We have passed the test	We have not passed the test	Have we passed the test?
You have passed the test	You have not passed the test	Have you passed the test?
He has passed the test	He has not passed the test	Has he passed the test?
She has passed the test	She has not passed the test	Has she passed the test?
It has passed the test	It has not passed the test	Has it passed the test?
They have passed the test	They have not passed the test	Have they passed the test?



...in Poetry

On His Having Arrived at the Age of Twenty-Three

- John Milton

The Tables Turned

- William Wordsworth

The Builders

- Henry Wadsworth Longfellow

Any Woman

- Katharine Tynan

A Challenge to Fate

- Sarojini Naidu



in Poetry...

1

ON HIS HAVING ARRIVED AT THE
AGE OF TWENTY-THREE

-John Milton

Let's get started

- » Do you come to college in time?
- » Do you feel that punctuality is important in our life?
- » Have you ever felt that you have wasted time in your life?
- » Is time more valuable than money?

Read the poem to find out.....

How soon hath Time, the subtle thief of youth,
 Stol'n on his wing my three-and-twentieth year!
 My hasting days fly on with full career,
 But my late spring no bud or blossom shew'th.

Perhaps my semblance might deceive the truth
 That I to manhood am arriv'd so near;
 And inward ripeness doth much less appear,
 That some more timely-happy spirits endu'th.

Yet be it less or more, or soon or slow,
 It shall be still in strictest measure ev'n
 To that same lot, however mean or high,

Toward which Time leads me, and the will of Heav'n:
 All is, if I have grace to use it so
 As ever in my great Task-Master's eye.

GLOSSARY

- | | | |
|----------------------|---|---|
| subtle (adj) /'sʌtl/ | : | (M) not very noticeable or obvious (here) |
| | | (U) There is a subtle difference between these two plans. |
| shew' (v) /ʃəʊ/ | : | (M) An old form of the word 'show' |

Poetry

- semblance (n) /'sembləns/ : (M) The outward appearance, especially when the reality is different.
(U) The city has now returned to some semblance of normality after last night's celebrations.
- grace(n) /greɪs/ : (M) the kindness that God shows towards the human race
(U) It was only by the grace of God that Mr. Khan has survived from the accident.
- Task-Master(n) /ta:sk/ /'ma:stə/: (M) God (here)

About the poet

John Milton, (1608–1674) was born in England. He was an English poet, polemicist, man of letters, and civil servant for the Commonwealth of England under its Council of State and later under Oliver Cromwell. He wrote at a time of religious flux and political upheaval, and is best known for his greatest English epic poem *Paradise Lost* (1667). He is considered as the most significant English author after William Shakespeare.



Milton, at the age of twelve, was sent to St Paul's school. In 1625, he went to Cambridge University and was awarded a BA in 1629 and an MA in 1632. After leaving university, Milton continued studying at home. In 1629 Milton wrote his first successful poem, *On the Morning of Christ's Nativity*. He became blind at the age of 44. Milton has many works to his credit which motivated remarkable writers of England particularly Romantic poets like William Blake, William Wordsworth, John Keats, etc., His popular poems are *Comus*, *Lycidas*, *Paradise Lost*, and *Paradise Regained*. His other works include *Samson Agonistes* (a verse drama) and *Areopagitica* (a prose polemic on freedom of speech and expression). John Milton died on 8 November, 1674 aged 65. He was buried in St Giles Church in Cripplegate, London. Milton is known as the 'Master of Grand Style'.

About the poem

The poem 'On His Having Arrived at the Age of Twenty-Three' is a devotional sonnet written in an autobiographical mode that glorifies God for His blessings upon man. Milton uses this sonnet to symbolize the poet's journey from doubt to self-discovery. This sonnet explores the idea of time as a guide to one's destiny. It is an assertion of faith in God and a wish to be guided by the divine will.

The poet, in the first eight lines, regrets that he has already completed twenty-three years of his age but he could not produce anything worthwhile this time. He calls time a thief of youth, which slowly has taken different phases of life away from him. Here, he personifies time as a bird, which takes his age away on its wings. The poet's late youth bears neither buds

nor blossoms. Here ‘bud’ and ‘blossom’ suggest production by way of writing poetry. He has arrived at manhood but his inner maturity has not yet appeared although some happy spirits are endowed with maturity of thought and talent in time. He has done nothing worthwhile yet.

But in the last six lines, the poet comes to reality that whatever it be, whether his maturity and manhood came soon or late, in full or complete degree, he has dedicated all his energies and talents to the service of God. His maturity is enough to the needs of the lot to which Heaven has destined to him. He reaffirms his dedication to the assignment of God, whether it is high or low, great or small. His first consideration is to direct all his life and energy to the supreme will of God. All is well set in the divine order of things, and so all he had to do is to prove himself worthy of God’s design, if he has the divine grace to use them as they shall be under the observing eye of his great Master.

The sonnet is a beautiful poem of faith and desire to serve God and humanity. The poet shows that the mission of our life is to serve God with all the talents and energies God has given to us.

Sonnet: The word sonnet is derived from the Italian word “sonetto,” which means a “little song” or small lyric. In poetry, a sonnet has 14 lines, and is written in iambic pentameter. Each line has 10 syllables. It has a specific rhyme scheme, and a *volta*, or a specific turn.

The rhyme-scheme of the given poem is ABBA ABBA CDE DCE.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. What is the reason behind the poet’s sadness?
2. What does ‘inward ripeness’ mean, according to the poet?
3. Why is dedication necessary in one’s life?
4. What, according to the poet, is the ultimate aim of life in this world?
5. What does the poet truly believe in this poem?

Answer the following in 10-15 lines each

1. ‘Time and tide wait for no man’ is an old saying. Discuss this in the context of the poem “On His Having Arrived at the Age of Twenty-Three.”
2. Attempt a critical appreciation of the poem “On His Having Arrived at the Age of Twenty-Three.”

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below.

1. How soon hath Time, the subtle thief of youth,
Stol'n on his wing my three-and-twentieth year!

Context These lines are taken from the sonnet “On His Having Arrived at the Age of Twenty-Three” written by John Milton, “The Master of Grand Style.” The poem is an autobiographical one in which the poet says that the mission of our life is to serve God and humanity with all the talents and energies God has given us.

Explanation The poet personifies time as a thief, who has stealthily and quietly taken away his age from him. Now as he has completed twenty three of his age, the poet laments that he has not yet produced much great work. He personifies time as a bird, which takes his age away on its wings. He exclaims that he is growing older rapidly without any notice. He regrets that his prime time of life is being spent on his career and work, where he sees no reason or purpose.

General relevance In the above lines ‘time’ is compared to a ‘thief’ and ‘a bird with wings’. Such comparison is figuratively called as a Metaphor. The poet feels that time is a guide to reach one’s destiny. So everyone should use time properly and reach his/her goal.

2. And inward ripeness doth much less appear,
That some more timely-happy spirits endu'th.
3. It shall be still in strictest measure ev'n,
To that same lot, however mean or high.
4. All is, if I have grace to use it so
As ever in my great task-master's eye.

2

THE TABLES TURNED

- *William Wordsworth*

Let's get started

- » Have you been to parks?
- » Do you like to see waterfalls and the seas?
- » Have you observed birds building their nests?
- » Is it possible to learn anything by observing nature?

Read the poem to find out

Up! up! my Friend, and quit your books;

Or surely you'll grow double:

Up! up! my Friend, and clear your looks;

Why all this toil and trouble?

The sun above the mountain's head,

A freshening lustre mellow

Through all the long green fields has spread,

His first sweet evening yellow.

Books! 'tis a dull and endless strife:

Come, hear the woodland linnet,

How sweet his music! on my life,

There's more of wisdom in it.

And hark! how blithe the throstle sings!

He, too, is no mean preacher:

Come forth into the light of things,

Let Nature be your teacher.

She has a world of ready wealth,

Our minds and hearts to bless—

Spontaneous wisdom breathed by health,

Truth breathed by cheerfulness.

Poetry

One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things;
We murder to dissect.

Enough of Science and of Art;
Close up those barren leaves;
Come forth, and bring with you a heart
That watches and receives.

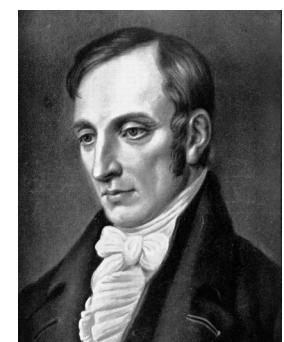
GLOSSARY

- Toil (v) /tɔɪl/ : [M] to work very hard and/or for a long time, usually doing hard physical work.
[U] Hundreds of men toiled for years to build the pyramid.
- Lustre (n) /'lʌstə(r)/ : [M] the shining quality of a surface.
[U] Her hair lost its lustre as she grew old.
- Mellow (adj) /'meləʊ/ : [M] soft, rich and pleasant.
[U] The leaves looked golden in the mellow afternoon light.
- Strife (n) /straɪf/ : [M] angry or violent disagreement between two people or groups of people.
[U] The country was torn apart by strife.
- Linnet (n) /'lɪnɪt/ : [M] A small brown and grey bird of the finch family 
- Blithe (adj) /blaɪð/ : [M] showing you do not care or are not anxious about what you are doing.
[U] He drove with blithe disregard for the rules of the road and hence met with an accident.
- Throstle (n) /'θrɒs(ə)l/ : [M] A small medium sized singing bird found in U.K. 
- Preacher (n) /'pri:tʃə(r)/ : [M] a person, often a member of the clergy, who gives religious talks and often performs religious ceremonies.
[U] In a church, a preacher is famous for her inspiring sermons.

- Impulse (n) /'impʌls/ : [M] a sudden strong wish or need to do something, without stopping to think about the results.
 [U] He had a sudden impulse to stand up and sing.
- Vernal (adj) /'vɜːnl/ : [M] connected with the season of spring.
 [U] Swans were racing along in the vernal currents.
- Sage (n) /seɪdʒ/ : [M] a very wise person, especially as a result of great experience.
 [U] Valmiki was a famous sage.
- Lore (n) /lɔː(r)/ : [M] traditional knowledge and stories about a subject.
 [U] According to a local lore, water has healing properties.
- Meddling (n) /'medlɪŋ/ : [M] involvement in something that does not concern you.
 [U] The government is completely opposed to outside forces meddling in domestic affairs.
- Barren (adj) /'bærən/ : [M] waste, not fertile.
 [U] Plants do not grow in a barren desert.

About the poet

William Wordsworth (1770-1850), a major English Romantic poet, was born in Cumberland, England on April 7, 1770. He started the Romantic Movement in English Literature with the help of Samuel Taylor Coleridge after their joint publication of *Lyrical Ballads* in 1798. With the publication of *Lyrical Ballads*, his literary career was started. This collection also contains the poem *Tintern Abbey*, one of his famous poems. He is best known as nature's poet. He shows his affection and love for nature in his famous poem *I Wandered Lonely as a Cloud*. His other famous works include *London, 1802*, *Ode: Intimations of Immortality*, *Resolution and Independence*, *The Solitary Reaper*, *The World Is Too Much with Us*, and *Character of the Happy Warrior*.



The poem 'The Tables Turned', was first published in *Lyrical Ballads* in 1798. Wordsworth dedicates this poem to his friend and asks him to leave all his books and come out with him to observe and enjoy nature. According to him, nature is filled with knowledge that would offer him peace.

About the poem

In the Poem, 'The Tables Turned' Wordsworth explains his strong faith in nature and is confident that nature is the best teacher rather than books. He strongly believes that a man can only attain knowledge in the circle of nature. He has turned the tables and asked his friend to leave his dull and unfruitful books to observe nature. He feels that books are not a proper source of knowledge. He claims that these books will make him dull and lose his reality. He asks his friend why he is facing the struggle and trouble when he has an easy way of achieving knowledge from nature.

The poet feels that nowadays man is very busy with his books and he forgets to go outside and spend some time in nature. The peace and tranquility that nature provides couldn't be found inside the book. Books may provide you with knowledge but this knowledge is of little or no use. Nature is filled with knowledge and it will give you wisdom which is superior to knowledge. The wisdom that you get from nature will always keep you fit and healthy.

According to Wordsworth spending time in nature, will not only provide you with mental peace and health but will also teach you more about humanity, goodness, and evil as well. On the basis of bookish knowledge, we make differences. The poet gives an example of birds that are creatures who lack bookish knowledge but have knowledge of good and evil from nature.

At the end of the poem, the poet asks his friend to leave aside Science and Arts and close these books which are of no use. He asks his friend to come with an open heart that is willing to receive and absorb messages from nature.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. Why does the poet ask his friend to quit his books ?
2. How does the poet describe the Sun ?
3. What does the poet ask his friend to listen to ?
4. What is the difference between knowledge and wisdom ?
5. What are the barren leaves in the last stanza ?

Answer the following questions in 10-15 lines each.

1. Why does Wordsworth consider Nature to be a good teacher?
2. Do you prefer to gain knowledge through books or become wise through experience of Nature? Give reasons in support of your answer with reference to the poem “The Tables Turned”

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below.

1. Up! Up! My Friend, and clear your looks;

Why all this toil and trouble?

Context These lines are taken from the poem The Tables Turned, written by William Wordsworth. In the poem, the poet himself speaks to his dear friend and asks him to leave all his books on the side and come out with him to observe and enjoy nature.

Explanation Wordsworth, an ardent lover of Nature, is confident that nature is the best teacher rather than books. He feels that books are not a proper source of knowledge. He claims that these books will make him double, loosing his reality. He asks his friend to clear his looks, that is to change his attitude towards observing things. He asks him that why he is facing all the struggle and trouble when he has an easy way of achieving knowledge from nature.

General relevance Wordsworth says that nowadays man is so busy with his books that he forgets to go outside and spend some time in nature. The peace and tranquility that nature provides could not be found inside books. Nature is filled with knowledge and it will give you wisdom, which is superior to knowledge.

2. Books! Tis a dull and endless strife,
Come, hear the woodland linnet.
3. She has a world of ready wealth
Our minds and hearts to bless.
4. Enough of Science and of Arts
Close up those barren leaves

3

THE BUILDERS

- Henry Wadsworth Longfellow

Let's get started

- » Who do you think are the builders of our life?
- » If we build our own house how careful should we be?
- » Compare building a house to building a life. Is it interesting? Let's see after reading the poem.

Read the poem to find out.....

All are architects of Fate,
Working in these walls of Time;
Some with massive deeds and great,
Some with ornaments of rhyme.

Nothing useless is, or low;
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest.

For the structure that we raise,
Time is with materials filled;
Our to-days and yesterdays
Are the blocks with which we build.

Truly shape and fashion these;
Leave no yawning gaps between;
Think not, because no man sees,
Such things will remain unseen.

In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part;
For the Gods see everywhere.

Let us do our work as well,
Both the unseen and the seen;
Make the house, where Gods may dwell,
Beautiful, entire, and clean.

Else our lives are incomplete,
Standing in these walls of Time,
Broken stairways, where the feet
Stumble as they seek to climb.

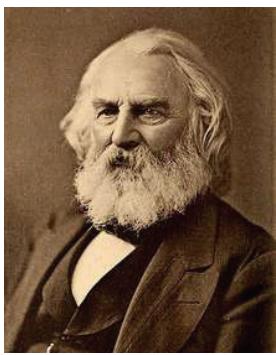
Build to-day, then, strong and sure,
With a firm and ample base;
And ascending and secure
Shall to-morrow find its place.

Thus alone can we attain
To those turrets, where the eye
Sees the world as one vast plain,
And one boundless reach of sky.

GLOSSARY

- | | | |
|-------------------------|---|---|
| Massive (adj.) /'mæsɪv/ | : | (M) very large, heavy and solid |
| | | (U) The explosion made a massive hole in the ground. |
| Yawning (v) /jɔ:n/ | : | (M) to open your mouth wide and breathe in deeply through it, usually because you are tired or bored. |
| | | (U) We couldn't help yawning during the speech. |
| Wrought (v) /rɔ:t/ | : | (M) {(formal or literary) used only in past tense} caused something to happen, especially a change |
| | | (U) The Hud-Hud cyclone wrought havoc in the city of Vizag. |
| Stumble (n) /'stʌmbɪl/ | : | (M) a problem or temporary failure when you are on the way to achieve something, an act of falling |
| | | (U) After a slight stumble backwards, he regained his balance. |
| Ample (adj) /'æmpl/ | : | (M) enough or more than enough |
| | | (U) There was ample time to reach the airport. |
| Turret (n) /'tʌrət/ | : | (M) a small tower on top of a building, especially a castle |
| | | (U) A turret containing a huge bell was added to the castle. |

About the poet



Longfellow, Henry Wadsworth, a great American poet born on 27th of February, 1807 in Portland, Maine. He was a commanding figure in the cultural life of nineteenth-century America. He became a national literary figure by the 1850s and a world-famous personality by the time of his death in 1882. He was a poet, educator, traveller, a linguist, and a romantic whose poetry was rooted in American life and history. He is said to be the first American poet who didn't try to be just like the British poets.

Longfellow embraced the genre of Transcendentalism and wrote many lyric poems known for their musicality. His famous poems include *Paul Revere's Ride*, *The song of Hiawatha*, and *Evangeline*.

About the poem

The present poem is a simple metaphor where human life is compared to a building and we, the human beings, are the builders. The poem is about how we make every day, how we create our own future; building them out of every hour we live. The premise as a whole is that each day is a block we lay down to build the characteristics of our life. What blocks we lay down is up to us because at the end of the day, our life is based on the blocks we chose. We should watch what we do as it affects our later lives.

The poet advises on how to make each day mean something describing each day as a building block. Once you place your block of yesterday you have to move on and try to make tomorrow's block stronger. You can make the structure the way you want. However, a skyscraper isn't built overnight nor are our lives. It takes time, hard work, resilience, perseverance, commitment, honesty and integrity to build a good and strong character.

Finally the poet says in the last stanza that with all the hard work if we can build a tall building, it is from that higher perspective, from that wiser angle that we can see what's worth building our lives around. It is from that perspective that we can see "the world as one vast plain". We need to build ourselves with such high values that the world and its many differences disappear for us and then we will be able to reach greater heights to the boundless sky.

The poet uses anastrophe to say, "Time is with materials filled" to state that building something worthwhile takes time. Time is also mentioned many times to reiterate that it is imperative to make the most of what time we do have. The poem is so musical with seven syllables in each line. The last word of first line rhymes with the one in the third line and the last word of the second line rhymes with the one in the fourth line in each stanza.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. How is time important in building our life?
2. How can we make good dwell in our house?
3. What is the advantage of building tall structures, according to the poem?
4. Why/ how is a building compared to our life?
5. 'Leave no yawning gaps between'. Discuss this line with your classmates.

Answer the following questions in 10-15 lines each.

1. What is the appropriateness of the title 'The Builders?' Do you agree with the poet about building one's own life?
2. What is the central idea of the poem 'The Builders'?

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below.

1. All are architects of Fate,
Working in these walls of Time;

Context These lines are taken from the poem 'The Builders,' written by Henry Wadsworth Longfellow. In this poem, the poet compares human beings to builders. The structure they build is their life. The walls of this structure called life are made up of time.

Explanation The poet says that we are the builders of our own fate. We choose and plan for our future. Hence we are the architects of our fate. Time is the most important thing to build our life carefully. He wants to say that to build something worthwhile takes time. Each and every minute, we spend, becomes a part of the building.

General relevance The poet says that we need to be careful in spending our time on good things. Because what we do now affects our later lives. So we should use our time fruitfully to make our life more meaningful in the future.

2. Time is with materials filled;
Our to-days and yesterdays
Are the blocks with which we build
3. Let us do our work as well,
Both the unseen and the seen;
4. Thus alone can we attain
To those turrets, where the eye
Sees the world as one vast plain,

4

ANY WOMAN

- *Katharine Tynan*

Let's get started

- » Who provides you everything at home?
- » Who is the most responsible person at home?
- » Does a mother get respect and support from her family?
- » What happens, if a mother is taken away from home?

Read the poem to find out.....

I am the pillars of the house;
 The keystone of the arch am I.
 Take me away, and roof and wall
 Would fall to ruin me utterly.

I am the fire upon the hearth,
 I am the light of the good sun,
 I am the heat that warms the earth,
 Which else were colder than a stone.

At me the children warm their hands;
 I am their light of love alive.
 Without me cold the hearthstone stands,
 Nor could the precious children thrive.

I am the twist that holds together
 The children in its sacred ring,
 Their knot of love, from whose close tether
 No lost child goes a-wandering.

I am the house from floor to roof,
 I deck the walls, the board I spread;
 I spin the curtains, warp and woof,
 And shake the down to be their bed.

I am their wall against all danger,
 Their door against the wind and snow,
 Thou whom a woman laid in a manger,
 Take me not till the children grow!

GLOSSARY

- ruin (v) /'ru:in/ : (M) to spoil or destroy something completely
 (U) Her injury ruined her chances of winning the race.
- hearth (n) /ha:θ/ : (M) the area around a fire place
 (U) They were reluctant to leave hearth and home.
- thrive (v) /θraiv/ : (M) to grow vigorously; flourish
 (U) Some plants thrive in sandy soil.
- scared (v) /skeəd/ : (M) frightened or worried
 (U) He's scared of snakes.
- tether (n) /'teð.ə/ : (M) a rope or chain used to tie, especially an animal, so as to restrict its movement.
 (U) The horse had been tethered to a post.
- deck (n) /dek/ : (M) a flat area for walking on, built across space between the sides of the boat.
 (U) We sat on the deck until it was dark.
- manger (n) /'meɪn(d)ʒə/ : (M) a long trough from which horses or cattle feed. 
- Thou (n) /ðau/ : (M) It is an old fashioned, poetic or religious word for 'you', here it refers to God.

About the poet

Katharine Tynan (1859-1931) was an Irish-born writer, known mainly for her novels and poetry. She was born in an agricultural family in Dublin, and educated at a convent school in Drogheda. Her poems were first published in 1878. She had close association with the poet Gerard Manley Hopkins and married him. She went on to play a major part in Dublin literary circles, until she married and moved to England; Later, she lived at Claremorris, County Mayo. She wrote more than 100 novels. Her Collected Poems appeared in 1930; she also wrote five autobiographical volumes. Her poem 'Any Woman' is a beautiful picture of woman in her extraordinary duties in the family. It is an inspiring poem that celebrates the glory of womanhood.



About the poem

‘Any Woman’ by Katharine Tynan, presents the extraordinary power of a woman to hold a family together. The poetess describes the bond between the mother and her children. She feels that motherhood is the supreme gift to women, mother renders selfless service and sacrifices everything for the sake of her children and the family. In the poem, she explains about the cares, worries and burdens that mothers bear everywhere to hold their homes in order.

The speaker of the poem is a woman and she is the mother of a house. She describes her role in maintaining the family. She is an important and responsible person to look after the family and guide the children. She says that she is the pillar of the house and the keystone of the arch. If the pillars and keystone are taken away, the house will be spoiled and the roof will collapse. In the same way, if the mother is taken away, the family will be spoiled.

A mother is not only an important person of the house but also she is the life, light, and love that fills a house. Like the sun which warms the earth, mother is the fire upon the hearth. The children feel happy in the hands of a mother. Without her, the house would be lifeless and the children would not develop well. The mother is also like a twist or a bond in the ring that holds the different strands together. She keeps the children together in the holy ring of love. Without the bond of mother’s love, many children will be spoiled.

The poetess describes the functions that a mother performs every day in the house. She works to make her children happy. She decorates the house, gets the table ready for dinner, arranges the curtains, and makes their bed. Here she is also compared to a mother bird that builds the nest, feeds the baby birds and makes their bed with her own soft feathers. She protects the children from the wind and the snow and from all the risks by standing as a wall. Finally, she prays God to keep her alive till the children grow and lead their lives happily.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. Who is the keystone of the house?
2. What happens, if the pillars and keystone of the house are taken away?
3. What does a woman do to hold a family together?
4. What does the mother perform at home every day?
5. To whom is the mother compared?
6. How does the mother protect her children from any danger?

Answer the following questions in 10-15 lines each.

1. How does the poetess portray the bond between the mother and her children in the poem 'Any Woman'?
2. The poem 'Any Woman' is a celebration of the glory of womanhood. Illustrate.

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below.

1. Take me away, and roof and wall
Would fall to ruin me utterly.

Context These lines are taken from the poem 'Any Woman', written by Katharine Tynan. A woman is the speaker of the poem. In the poem, the poetess describes the bond between the mother and her children and the value of motherhood.

Explanation The mother says that she is the pillar and key stone of the house. She is an important and responsible person to look after the family and guide the children. If the pillars and keystone are taken away from the house, the building will collapse. Similarly, it is the mother who gives strength to the family to stay together. If she is taken away, the family will be spoiled. The children do not get proper instructions, love and affection without the mother. So she prays God almighty to keep her alive till her children grow.

General relevance The poetess feels that women have an outstanding power to make the family stay together. Motherhood is the supreme gift to women. They do hard work and sacrifice their lives for the sake of their children. So, women should be respected and supported in a family and also in society.

2. Without me cold the hearthstone stands,
Nor could the precious children thrive.
3. I am the twist that holds together
The children in its sacred ring.
4. I am their wall against all danger,
Their door against the wind and snow.

5

A CHALLENGE TO FATE

- Sarojini Naidu

Let's get started

- » Do you believe in fate?
- » What is fate according to you?
- » How did you form such an opinion?
- » Discuss with your friends and collect different opinions on fate before you start reading this poem.

Read the poem to find out.....

Why will you vex me with your futile conflict,
 Why will you strive with me, O foolish Fate?
 You cannot break me with your poignant envy,
 You cannot slay me with your subtle hate:
 For all the cruel folly you pursue
 I will not cry with suppliant hands to you.

You may perchance wreck in your bitter malice
 The radiant empire of mine eager eyes –
 Say, can you rob my memory's dear dominion
 O'er sunlit mountains and sidereal skies?
 In my enduring treasures I hold
 Their ageless splendour of unravished gold.

You may usurp the kingdoms of my hearing –
 Say, shall my scatheless spirit cease to hear
 The bridal rapture of the blowing valleys,
 The lyric pageant of the passing year,
 The sounding odes and singing harmonies
 Of battling tempests and unconquered seas?

Yea, you may smite my mouth to throbbing silence
 Pluck from my lips power of articulate words –
 Say, shall my heart lack its familiar language

While earth has nests for her mellifluous birds?
 Shall my impassioned heart forget to sing
 With the ten thousand voices of the spring?

Yea, you may quell my blood with sudden anguish,
 Fetter my limbs with some compelling pain –
 How will you daunt my free, far-journeying fancy
 That rides upon the pinions of the rain?
 How will you tether my triumphant mind,
 Rival and fearless comrade of the wind?

Tho' you deny the hope of all my being,
 Betray my love, my sweetest dream destroy,
 Yet will I slake my individual sorrow
 At the deep source of Universal joy –
 O Fate, in vain you hanker to control
 My frail, serene, indomitable soul.

GLOSSARY

- Futile (adj.) /'fju:təl/ : (M) pointless, having no purpose because there is no chance of success
 (U) The doctors effort to revive him were futile.
- Poignant (adj.) /'pɔɪnʃənt/ : (M) incisive, penetrating, having a strong effect on your feelings, especially in a way that makes you feel sad
 (U) It was a poignant the effects of a war that touched every aspect of society.
- Subtle (adj.)/'sʌtl/ : (M) not very noticeable or obvious
 (U) There are subtle differences between the two versions.
- Malice (noun) /'mælɪs/ : (M) a feeling of hatred for somebody that causes a desire to harm them
 (U) The ghosts are described as if they bear actual malice towards humans.
- Usurp (verb) /ju:zə:p/ : (M) to take somebody's position and/or power without having the right to do this
 (U) This decision will usurp the powers of the committee.
- Scatheless (noun) : (M) harmless

- (U) He felt like a man who has just come scatheless through the horrible crisis, and once more knows the sweet sensation of safety.
- Pageant (noun) /'pædʒənt/ : (M) an elaborate public display
(U) Once the pageant was over, all the participants took their dresses back home.
- Smite (verb) /smɔɪt/ : (M) to hit somebody/something hard
(U) He vowed that he would smite his enemy.
- Mellifluous (adj.) /me'lɪfluəs/ : (M) sounding sweet and smooth; very pleasant to listen to
(U) She sounded quite mellifluous on the phone.
- Quell (verb) /kweɪl/ : (M) to stop something such as violent behaviour or protests
(U) Extra police were called in to quell the disturbances.
- Anguish (noun) /'æŋgwiʃ/ : (M) severe pain, mental suffering or unhappiness
(U) Tears of anguish filled her eyes.
- Pinion (verb) /'pɪnjən/ : (M) to hold or tie somebody, especially by their arms
(U) His arms were pinioned to his sides.
- Betray (verb) /bɪ'treɪ/ : (M) to give information about somebody/something to an enemy
(U) He was offered money to betray his company.
- Hanker (verb) /'hæŋkə(r)/ : (M) to have a strong desire for something
(U) He had hankered after fame all his life.
- Slake (verb) : (M) to lessen the force of
(U) The electrolyte water should help slake the runners' thirst during marathon.

About the poet

Sarojini Chattopadhyaya, the Nightingale of India, was born on February 13, 1879 in Hyderabad. Her father Agoranath Chattopadhyaya, was a scientist and the founder of the Nizam College in Hyderabad, and her mother, Barada Sundari Devi, was a famous Bengali poetess. The sobriquet 'Nightingale of India' was bestowed on her because of her poems, which are lyrical and rich in imagery. They have a simple but timeless beauty with various types of meter and rhyme schemes. Her poems are appreciated by poetry lovers and studied by students across the world. She was a child prodigy, freedom fighter and woman leader, a skilled orator and an exemplary administrator. She had the credit of starting the Indian Renaissance movement with her writing.



Sarojini Naidu was proficient in Bengali, Urdu, Telugu, English and Persian. She was a gifted student who topped the matriculation examination at Madras University. Her scientist father wanted her to become a mathematician or scientist but she had an innate interest in poetry which was displayed at a very tender age. Her poems were delicate without flowery language and stuck to simple words and everyday Indian milieu of forests and mountains, weavers and snake charmers, palanquin bearers to explore themes like love, separation, death, heartbreak and the mystery of life.

About the poem

A Challenge to Fate by Sarojini Naidu is a beautiful, inspiring poem depicting the strong spirit of human soul. She shows how an enlightened human spirit cannot be defeated by fate.

Fate, sometimes referred to as destiny, is a predetermined course of events which are out of the control of a person. It is thought of as something inevitable and usually people are afraid of it. But the poet not only refuses to acknowledge any such fear but daringly calls it foolish and asks why it is always conspiring and annoying her by preventing her from enjoying life. She challenges and warns fate that its hateful schemes against her happiness would go futile.

The poet rebels against fate by saying that it may possibly be victorious in destroying her bright, colourful world of light that her eyes see, it may take away from her the ability to hear the melodious sounds of life, it may cut down her power to speak effectively, and terrorize her by withholding her fearless spirit from moving freely. Still, the poet won't submit herself to fate. Fate can't strip her of the exquisite memories and delightful sounds of life. She can relish them passionately within her heart. Her emotional heart still sings songs of hope. She says confidently that fate can't bind her unconquerable and fearless mind. Finally, she articulates that whatever fate may do to scare her to death, she will continue to drink the ambrosia of hope from universal joyousness. She makes it clear to fate that its desire to puppeteer the indomitable spirit of the poet will remain unsuccessful.

CHECK YOUR UNDERSTANDING

Answer the following questions in a line or two

1. Why is everyone usually afraid of fate?
2. What does the poet mean when she said 'subtle fate'? Why is fate so subtle?
3. Was it easy for the poet to deny fate? Why?
4. What kind of strength do we need to deny the power of fate?
5. How did fate torture the poet to make her submissive?

Answer the following in 10-15 lines each.

1. Why are people generally afraid of fate? How did Sarojini Naidu challenge such a fearful fate?
2. What is the theme of the poem ‘A Challenge to Fate’? What is the life lesson we can learn from the poem?

Annotations

Annotate the following in 10-15 lines each. A model annotation is given below.

1. For all the cruel folly you pursue
I will not cry with suppliant hands to you.

Context These lines are taken from the poem ‘A Challenge to Fate’ by Sarojini Naidu. In this poem the poet refuses to submit herself to fate, however compelling it is. Thus she stands as an exemplary figure to all those who curse their fate and submit themselves to it.

Explanation The poet questions fate as to why it does not allow her to be happy. She warns fate not to meddle with her life. However hard it may try, fate will not be able to make the poet unhappy. The more fate tries to make the poet unhappy, the more stubborn is the poet to remain happy. She clearly says that fate won’t succeed in its futile attempts to make her bend her head down in front of it.

General relevance The poet is being very courageous by daring to challenge fate which is trying to make her unhappy. Thus the poet inspires the readers not to be discouraged by fate. Her spirit motivates us to learn to challenge fate.

2. Yea, you may smite my mouth to throbbing silence
Pluck from my lips power of articulate words –
3. How will you daunt my free, far-journeying fancy
That rides upon the pinions of the rain?
4. Yet will I slake my individual sorrow
At the deep source of Universal joy –



...Nondetailed Text

THE ADVENTURES OF TOM SAWYER (an abridged version)

Mark Twain

[About the Adventures of Tom Sawyer](#)

[List of characters](#)

[Chapters 1 to 8](#)

[Glossary](#)

[About the author](#)

[Summary](#)

[Major characters](#)

[Comprehension passages](#)

[Essay questions](#)



Non-detailed Text...

About the Adventures of Tom Sawyer

Mark Twain's *The Adventures of Tom Sawyer* (1876) is a book for readers of all ages. Most readers pick it up young and enjoy it, but too few come back to it later on, when its dark shadings and affectionate satire of small-town life might hit closer to home. The novel has elements of humour, satire and social criticism; features that later made Mark Twain one of the most important authors of American Literature.

The novel, a child's adventure story, the story of a young boy's transition into a young man, has a double appeal. First, it appeals to the young adolescent as the exciting adventures of a typical boy during the mid-nineteenth century, adventures that are delightful because they appeal to the basic instincts of nearly all young people, regardless of time or culture. Second, the novel appeals to the adult reader who looks back on his or her own childhood with fond reminiscences. In fact, in his preface to the first edition, Twain wrote, "Although my book is intended mainly for the entertainment of boys and girls, part of my plan has been to pleasantly remind adults of what they once were themselves, and what they felt and thought." Thus, the novel is a combination of the past and the present, of the well-remembered events from childhood told in such a way as to evoke remembrances in the adult mind.

Twain captures the essence of childhood, with all its excitement, fear, and mischievousness. Likewise, the characters--Tom himself, Becky Thatcher, Huck Finn, Injun Joe, and Aunt Polly--have become part of American heritage. Although *Tom Sawyer* is set in a small town along the western frontier on the banks of the legendary Mississippi River sometime during the 1840s, readers from all parts of the world respond to the various adventures experienced by Tom and his band of friends. The appeal of the novel lies mostly in Twain's ability to capture--or re-capture--universal experiences and dreams and fears of childhood.

The novel concentrates basically on Tom's--and to a lesser degree, Huck's--development from carefree childish behaviour to one that is filled with mature responsibility. Furthermore, the primary adventure--which features the murder that the boys witness and its aftermath--provides a single event that begins in the graveyard and runs throughout the plot of lesser adventures.

Twain grew up in Hannibal, Missouri, a dusty, quiet town overlooking the Mississippi River about eighty miles north of St. Louis. This is the town--renamed St. Petersburg in the novel--that Tom and Huck and the other characters inhabit. The Jackson's Island of *Tom Sawyer*

is an actual island located just south of the town, close to the Illinois side of the river. The cave that Injun Joe inhabited still exists, as do the houses that the Widow Dougals and Aunt Polly supposedly inhabited. Twain's Hannibal was surrounded by large forests which Twain himself knew as a child and in which his characters Tom Sawyer and Joe Harper often play Indians and Chiefs.

Mark Twain does not confine himself to telling a simple children's story. He is, as always, the satirist and commentator on the foibles of human nature. As the authorial commentator, Twain often steps in and comments on the absurdity of human nature. In *Tom Sawyer*, he is content with mild admonitions about the human race. For example, after Tom has tricked the other boys into painting the fence for him, the voice of Twain, the author, points out the gullibility of man: "...that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain." Twain criticizes the adult attitudes and behaviors throughout the novel. That is part of the conflict: the maturation of a youth (Tom) into adulthood conflicting with the disapproval of the adult behaviors that exist. It is this double vision that raises the novel above the level of a boy's adventure story.

LIST OF CHARACTERS

THE KIDS

- Tom Sawyer** – the novel's protagonist, a mischievous boy with active imagination. Despite his mischief, Tom has a good heart and a strong moral conscience..
- Huckleberry Finn** – Tom's best chum. Son of the town drunk, Huck is a juvenile outcast adored by the local boys. Both Tom and Huck are always ready for an adventure.
- Becky Thatcher** – Town Judge's pretty, yellow-haired daughter. Becky is the "Adored Unknown" who stirs Tom's lively romantic sensibility.
- Joe Harper** – Tom's bosom friend and frequent playmate. But as the story progresses Huck begins to assume Joe's place as Tom's companion.

THE ADULTS

- Aunt Polly** – Tom's aunt and guardian. A simple kind-hearted woman who struggles to balance her love for her nephew with her duty to discipline him.
- Injun Joe** – A violent, villainous man. Half Native American and half Caucasian, he has suffered social exclusion, probably because of his race.
- Muff Potter** – A hapless drunk and friend of Injun Joe.
- Dr Robinson** – A respected local physician.
- The Widow Dougals** – A kind-hearted, pious resident of St. Petersburg whom the children recognize as a friend.
- Judge Thatcher** – Becky's father, the country judge. A local celebrity, he inspires the respect of all the towns people.

CHAPTER ONE: TOM AND THE FENCE

‘Tom! Tom!’ There was no answer. ‘Where is that boy? Tom!’ Aunt Polly looked under the bed but she only found a cat. ‘Tom!’ she cried. Then she heard a noise behind her. A small girl ran fast and she stopped with her hand.

‘What are you doing, Tom?’ she asked. ‘Nothing.’ ‘Nothing.’ ‘Look at your hand and your mouth. I told you not to eat the jam.’ ‘Oh! Aunt Polly, look behind you!’ The old lady looked and Tom ran away. Aunt Polly was surprised and then she laughed. ‘I never learn. Tom always plays tricks on me and I never learn. I love Tom. He’s my sister’s child – she’s dead. But it’s not easy to look after him. Tomorrow is Saturday and there’s no school. But Tom must work tomorrow. He hates work but he must do it.’

Tom lived in the small village of St. Petersburg with his Aunt Polly, his brother Sid and his sister Mary. The summer evenings were long, and in the evenings Tom liked walking around the village. One evening he saw a big boy in front of him. The boy was a stranger. Tom was surprised because he did not see new people often. This boy had very nice, expensive clothes.

‘He’s got shoes, a new shirt and a tie. And it’s not Sunday.’ Tom thought. ‘My clothes are old and ugly.’ Tom looked at him and the big boy looked at Tom. Tom did not like him. Finally he said, ‘I can beat you!’ ‘Why don’t you try?’ said the boy. ‘Well, I can,’ said Tom. ‘No, you can’t.’ ‘Yes, I can.’ There was silence. ‘You’re afraid,’ said the boy. ‘I’m not afraid,’ said Tom. ‘Yes, you are.’ ‘No, I’m not.’ There was more silence. Then Tom pushed the boy and boy pushed Tom. Soon they were on the ground. Tom pulled the boy’s hair and hit him hard. They both fought a lot. The big boy was angry and started crying. ‘Stop,’ he said, ‘Stop!’ ‘Now, that will teach you something,’ said Tom.

Tom arrived home late and he was dirty. When Aunt Polly saw his dirty clothes, she thought, ‘What can I do with this boy? Well, tomorrow is Saturday, and he must work.’

Saturday morning was beautiful and sunny. It was summer and the world was happy. Tom sat in front of the fence and looked at it. It was thirty yards long and nine feet high. He was unhappy. ‘It’s Saturday and I must paint this long fence. All my friends will laugh at me,’ he thought.

He put his long brush in the white paint and started painting. He stopped and looked at his work. Then he continued painting. After a few minutes he had a great idea. He continued painting the fence. He saw his friend Ben Rogers in the street. Ben had an apple in his hand. He came to look at the fence. ‘You’re working for your aunt,’ said Ben. Tom said nothing. He continued painting.

‘I’m going swimming but you can’t come with me. You’re working,’ said Ben. ‘Do you call this work?’ asked Tom. ‘Of course it’s work. You’re painting a fence,’ said Ben. Maybe it’s work but maybe it isn’t. I like it!’ said Tom, ‘I can swim every day, but I can’t paint a fence every day.’



Ben watched Tom. He painted slowly and carefully. He often stopped to and moved back from the fence. He looked at his work and smiled. Ben was suddenly interested in the fence and said, ‘Let me paint a little, Tom.’ Tom thought for a moment. ‘I’m sorry, Ben. Aunt Polly wants me to do it because I’m very good at painting. My brother Sid wanted to do it, but he’s not good at painting.’ ‘Oh please, Tom! Please can I paint? I’m good at painting too. Here, you can have some of my apple.’ ‘No, Ben I can’t’ – ‘Then take all of my apple!’

Tom was happy but he did not smile. He gave Ben the brush and sat down to eat the apple. Tom’s other friends came by. At first they laughed at him. But soon they all wanted to paint the fence. Billy Fisher gave Tom a kite and Johnny Miller bought him a dead rat. His other friends gave him an old knife, a cat with one eye, an old blue bottle, and an old key and other interesting things. His friends painted the fence and Tom now had a lot of interesting things. He went back home. ‘Aunt Polly, can I go to play now?’

When Aunt Polly saw the beautiful white fence she was happy. She gave Tom a big apple and said, ‘Yes, go and play! But don’t come home late!’

CHAPTER TWO: TOM AND HUCK

The next day was Sunday. Tom wore clean Sunday clothes – he hated them! Tom, Sid and Mary always went to Sunday school on Sunday morning. But Tom was not a good student and never listened to the teacher.

After Sunday school Tom and his family went to the church. This Sunday he had a big black beetle in his pocket. When the Reverend started speaking, Tom took the black beetle out of his pocket. He put it on the floor. There was a little dog in the church. It saw the beetle and wanted to play with it. Suddenly the beetle bit the dog's nose. The little dog barked and everyone looked at it. It jumped and ran after the black beetle. It ran all about the church barking and making a lot of noise.

The people in the church laughed silently. Their faces were red. The Reverend continued talking but no one listened to him. Tom was happy because he had an interesting morning in church. On Monday morning Tom did not want to get up. 'Get up immediately, Tom, get ready for school!' Aunt Polly cried. On his way to school he met his friend Huckleberry Finn. Huck's father drank whisky all the time and did not work. Huck had no mother and no home. He lived in the streets and did not go to school. His clothes were old and dirty. He went fishing and swimming when he wanted. Huck was happy.

All the mothers of the village hated him because he was lazy and used bad language. Occasionally he smoked like his father. Huck's only clothes are the worn-out rags that others have discarded and that seldom fit him. He lives without bathing except in the Mississippi River during warm weather, has no bed to sleep in, and no regular food--only that which he can obtain by his own wits. He does not attend school or church, and he has no regular chores to perform. Because he is completely free to do anything he likes, boys admire him, and all the boys enjoy his company. They admired him.

'Hello, Huckleberry! What's that?' 'It's a dead cat,' said Huck.

'What will you do with it?' asked Tom. 'I want to take it to the graveyard after midnight,' Huck said, 'A dead cat can call ghosts out of their graves.'

'Really?' asked Tom. 'Well, old Mrs. Hopkins told me. She's a witch and she knows about these things,' said Huck.

'Can I come with you?' asked Tom. 'Of course! Or are you afraid of ghosts?' asked Huck. 'Afraid of ghosts! Of course not!' said Tom. 'Come and call me at my window at eleven o'clock tonight.'

Tom was late for school. The teacher was angry and said, 'Thomas Sawyer! Why are you late again?' Suddenly Tom saw a new girl in the classroom. She had blue eyes and long blonde hair. She was very beautiful. Tom looked at her. He was in love! There was a free chair next to her and Tom wanted to sit there. But how? Tom thought quickly and said, 'I stopped to talk to Huckleberry Finn.'

The teacher was angry. 'You know you must never talk to that boy!' The teacher took his stick and hit Tom. 'Now go and sit with the girls!' said the teacher. The children laughed at Tom. Tom sat down next to the new girl. He looked at her. Then he drew a picture of a house.

'Let me see it,' she whispered. Tom put the picture in front of her. 'It's nice. Draw a man,' she said. Tom drew a house near the house. It was a terrible picture, but the girl liked it. 'You draw beautifully. I can't draw,' said the girl. 'I can teach you after school,' said Tom. 'Oh, thank you!' 'Becky Thatcher. I know your name. It's Tom Sawyer.'

That night Tom and Sid were in bed at half past nine. Sid was soon asleep but Tom was not. At eleven o'clock he heard Huck meow. He dressed quickly and went out of the bedroom window. 'Let's go!' whispered Huck. He had his dead cat. Tom and Huck walked down the dark road. They walked for about half an hour.

The graveyard was on a hill. There were a lot of trees and a lot of graves; everything was dark and scary. The wind made strange noises and dark clouds covered the moon.

'Are the ghosts making these noises?' thought Tom. He was afraid but he said nothing. 'Now let's find the grave of Hoss Williams,' said Huck.

They soon found the grave. 'Here it is. He died last week,' said Huck. 'Do you think Hoss Williams can hear us?' asked Tom. 'Well, I think his ghost can hear us,' said Huck. 'Then let's call him Mr. Williams,' said Tom. 'Alright,' said Huck, 'But everybody called him Hoss.' 'Sh!' 'What is it, Tom?' asked Huck. 'Do you hear the noise? Look over there, Huck! Oh, no!' said Tom.

CHAPTER THREE: THE GRAVEYARD

‘**G**hosts!’ said Huck, ‘I can see ghosts! They’re coming over here. I’m really scared!’ ‘Can ghosts see us?’ asked Tom. ‘Ghosts can see everything,’ answered Huck, ‘Oh, why did I come here?’ ‘Don’t be afraid. We must be very quiet,’ said Tom.

The three ghosts moved quietly in the graveyard. They came close to Tom and Huck. ‘Tom,’ whispered Huck. They are not ghosts. They’re humans. One of them is Muff Potter.’ ‘You’re right. And there’s Injun Joe and Dr Robinson. But why are they here?’ said Tom.

They’re grave robbers. They want to rob a grave. The doctor wants a dead body,’ said Huck. ‘But why?’ asked Tom. ‘He cuts bodies and studies them. My father told me about Dr Robinson,’ said Huck.

The three men were at Hoss William’s grave. Injun Joe and Muff Potter started digging. Soon the grave was open. They found the dead body and pulled it out of the ground. ‘Well, doctor, do you want us to take the body to your house?’ said Muff, ‘You must give us five dollars.’ ‘What!’ said Dr Robinson angrily, ‘I paid you this morning. I’m not giving you more money.’

‘I want more money, Doctor,’ said Injun Joe, ‘Five years ago I came to your father’s house. I asked you for something to eat. You gave me nothing. I still remember that. Now you must give me more money.’ Injun Joe took the doctor’s arm and the doctor hit him. Injun Joe fell to the ground. ‘Don’t hit my friend!’ cried Muff Potter. Muff and Dr Robinson started fighting. Everything happened very quickly. Dr Robinson hit Muff Potter on the head. Muff fell to the ground. Injun Joe took Muff’s knife.

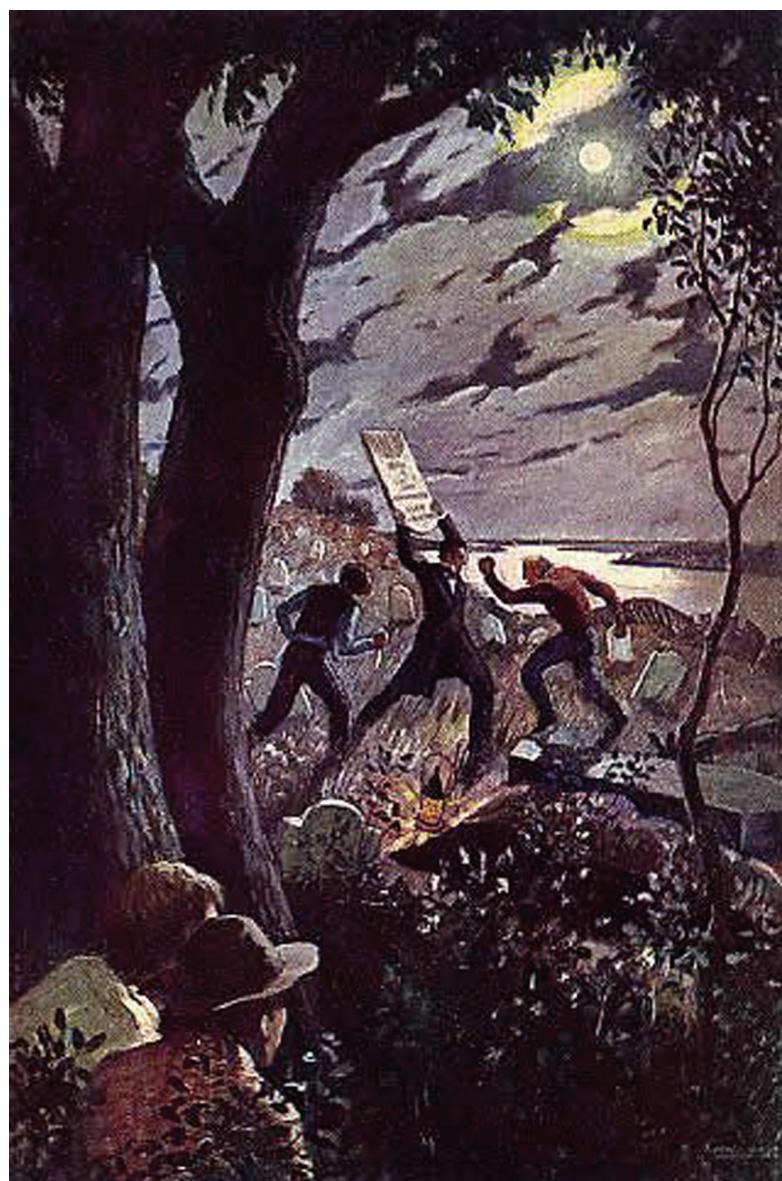
He saw Muff on the ground and he killed Dr Robinson with the knife. The doctor fell on top of Muff and covered him with blood. Injun Joe looked at the two men on the ground.

First he robbed the dead doctor. Then he put the bloody knife into Muff’s right hand. A few minutes passed and Muff moved a little and opened his eyes. He pushed the doctor’s body away. He looked at the knife in his hand. ‘What – what happened, Joe?’ he asked slowly. Injun Joe said, ‘Something very bad, Muff. Why did you kill him?’ ‘I didn’t kill him!’ said Muff. He was very confused, ‘I drank too much whisky last night. I don’t remember anything! Tell me, Joe. What happened?’ ‘You fought with the doctor. He hit you on the head and you fell to the ground. Then you got up, took your knife and killed him,’ said Injun Joe. ‘I don’t understand, Joe. I never fought with a knife. I didn’t want to kill Dr Robinson. He was young and he had a future. Oh, this is terrible! It was the whisky,’ cried Muff, ‘Joe, don’t tell anyone, please.’

'I won't tell anyone, Muff. But now you must leave this graveyard quickly. Go!' said Injun Joe. 'Thank you, Joe,' said Muff, 'You're a friend.' Muff Potter ran away and Injun Joe watched him. Then he carefully put Muff's knife near the doctor's body and left the graveyard.

Tom and Huck were terrified. It was a terrible scene. They silently moved away from the trees. Then they ran out of the graveyard and back to the village. They arrived at an old house and decided to hide there. 'What are we going to do?' asked Tom, 'We saw everything. Injun Joe killed the doctor.'

'What can we do? We can't tell anyone,' said Huck. 'Injun Joe is dangerous. I'm afraid of him. Do you want a knife in your heart?' 'I'm afraid of Injun Joe too,' said Tom, 'You're right, we can't tell anyone about Injun Joe.' 'Promise not to tell anyone!' said Huck. 'I promise,' said Tom.



CHAPTER FOUR: JACKSON'S ISLAND

The next day everyone knew about poor Dr Robinson. The sheriff found Muff Potter's knife near the body of the doctor. He put Muff in St. Petersburg's small jail. Tom and Huck looked at each other. 'We saw Injun Joe kill the doctor,' said Tom, 'Muff didn't kill him, poor Muff!'

'I know,' said Huck, 'But we mustn't say anything. Remember, Injun Joe is dangerous. I'm sorry for Muff Potter, too.' The two boys were afraid. 'We must keep this secret,' said Tom sadly. Tom could not forget. At night he had bad dreams about Injun Joe and Muff Potter. He kept the terrible secret but he was very unhappy.

Aunt Polly was worried about him. She gave him a lot of different medicines. But Tom did not feel better. He was unhappy at school too. Becky Thatcher didn't talk to him anymore. 'No one loves me,' thought Tom, 'What a horrible life!'

It was now summer and there was no more school. Tom and his friend Joe Harper went to the Mississippi river. They fished, talked and looked at the boats. One day Tom said, 'Let's go do something exciting!' 'OK!' said Joe, 'But where can we go and what can we do?' 'Let's run away! We can go and live on Jackson's Island. We can be a pirate. A pirate's life is exciting,' said Tom.

Jackson's Island was a small island in the Mississippi river. It was about three miles south of St. Petersburg. No one lived on the island. 'Huckleberry Finn can come with us too,' said Tom, 'Remember Joe, don't tell your mother, father or anyone about our adventure. Go home and bring some food. We'll meet here at midnight.' Tom and Joe were excited. At midnight the three boys met on the river.

Tom brought meat to eat. Joe brought some bread and Huck brought a frying pan. They found a small raft and they went down the river to Jackson's Island. When they arrived on the island they made a fire and cooked some meat.

'This is fun!' said Joe. 'We're free and we can do everything we want!' said Tom. 'What do pirates do?' asked Huck. 'They go on ships and take money. Then they go to an island and hide it in a safe place,' said Tom. The three boys were happy and slept under the stars.

The next morning they went swimming in the river. Then they went fishing. They cooked the fish on fire and ate it. It was delicious. After breakfast they walked around the island and went swimming again. In the afternoon they sat around the fire and ate some meat.

Suddenly Tom said, 'Can you hear a strange noise? Listen!' 'What is it?' asked Joe. 'Let's go and see,' said Huck. They ran to the river. They saw a steamboat and a lot of small boats near it.



'Every boat from St. Petersburg is out on the river,' said Joe, 'What's happening?' 'They're looking for a dead body,' said Huck, 'The same thing happened last summer when Bill Turner fell into the river and drowned.' 'Who are they looking for this time?' asked Joe. Tom thought for a moment and said, 'I know! It's US! They think we drowned!' The three boys felt like heroes and laughed.

'The people of St. Petersburg are looking for us. They're talking about us. We're famous!' said Tom happily. This was an exciting adventure for Tom, Huck and Joe! They felt like real pirates on Jackson's Island. The boats and the steamboat went away.

The boys went fishing again and had fish for dinner. Then they slept under the stars. But Tom could not sleep. The next morning he wasn't there. 'Where's Tom?' asked Joe. 'I don't know,' said Huck. After a few minutes Huck said, 'Look's like Tom went swimming in the river. He's coming to the island.' Tom told them his story. 'Last night I couldn't sleep. I thought about Aunt Polly. So I went home but no one saw me. I saw Aunt Polly and your mother, Joe. Poor Aunt Polly was crying a lot. And your mother was very sad too. Everyone thinks we're dead. I heard some interesting things. 'What did you hear?' asked Huck.

'Well, there will be a funeral for us on Sunday at the church,' said Tom. Huck and Joe looked at him with big eyes. 'And now I have a great idea. Listen-' Tom told Huck and Joe his great idea. They liked it and laughed.

Sunday was the day of the funeral. There were no happy faces in St. Petersburg. Everyone in the village was in the small church. Aunt Polly, Sid, Mary and Joe Harper's family were all dressed in black. The Reverend said many kind words about the three boys. The boy's families cried and cried. Becky Thatcher cried. Everyone cried a lot.

There was great silence for a moment. Then Aunt Polly, Mary and Joe's mother ran to the boys. They kissed Tom and Joe. Aunt Polly cried and then laughed. Poor Huck did not know what to do. No one kissed him. He started to move away but Tom stopped him.

'Aunt Polly, it's not right. Someone must be happy to see Huck,' said Tom. 'Oh, you're right, Tom!' cried Aunt Polly and she kissed Huck. Tom was very proud of his great idea. Then the Reverend said, 'Let's sing and be happy!' Everyone sang and laughed. It was a very happy day.

CHAPTER FIVE: THE TRIAL

Some weeks later it was time for Muff Potter's trial. Everyone in the village talked about it. Tom and Huck were worried. 'Huck, did you tell anyone about – that?' asked Tom. 'About what?' answered Huck. 'You know what,' said Tom. 'Oh, of course not,' said Huck. 'Poor old Muff. I'm very sorry for him. People say he's a killer. But it's not true. And they'll hang him!' said Tom. 'I'm sorry for Muff, too. But we can't tell anyone about Injun Joe,' said Huck, 'Poor Muff is a kind man. Once he gave me half a fish.' 'And once he helped me with my kite,' said Tom, 'I want to help him.' 'Let's go to the jail and take him something to eat,' said Huck.

They went to the small jail and they saw Muff. He was happy to see them. 'No one remembers old Muff any more. But you're my friends and you remember me. Thank you, boys!' said Muff smiling. Now Tom felt terrible. He was worried about the trial. He could not sleep at night. Everyone in the village went to Muff Potter's trial. Muff looked old, tired and unhappy. Injun Joe was at the trial too. During the trial there were many questions and answers. All the answers were against old Muff. Then the lawyer said, 'Call Thomas Sawyer!'

Everyone was surprised and looked at Tom. Why did the lawyer call Tom Sawyer? 'Thomas Sawyer, where were you on June at midnight?' Tom looked quickly at Injun Joe. He waited a few moments and then said, 'I was in the graveyard.' 'Were you near Hoss William's grave?' asked the lawyer. 'Yes, sir,' said Tom. 'Why were you there?' asked the lawyer. 'I went there to see the ghost, with a – a dead cat.' Everyone laughed.

'What did you see in the graveyard? Tell us what happened,' said the lawyer. Tom told his story and the people of St. Petersburg listened to him. They were very surprised. '...and then Muff Potter fell to the ground and Injun Joe took Muff's knife and - ' Tom suddenly heard a very loud noise. Injun Joe jumped out of the window and disappeared! Tom became a hero of St. Petersburg. He saved Muff Potter's life. Tom's days were happy but his nights were not. At night he had terrible dreams about Injun Joe. The days passed and no one could find Injun Joe.

CHAPTER SIX: THE HAUNTED HOUSE

Every young boy wants to find a treasure. And Tom did too. One hot summer day he told Huck about his idea. 'Where can we look for a treasure?' asked Huck happily. 'Robbers put treasure under old trees or in old houses. We can start digging under the old tree on Cardiff Hill. Come on! Let's go!' The boys went to Cardiff Hill and started digging. It was a hot day and they dug for a few hours. 'There's nothing under this tree,' said Huck. 'I'm hot and tired,' said Tom, 'Let's go to the haunted house. Nobody lives there.' 'But haunted houses have ghosts,' said Huck. 'Ghosts only come out at night. It's daytime now,' said Tom. 'Well, alright,' said Huck. They went to the haunted house. It was an old, lonely place. There was silence all around. They were both afraid of this strange place.



They entered quietly and looked around. Everything was old and broken. No one lived here. They looked in all rooms downstairs and upstairs. But there was no treasure and there were no ghosts. Tom and Huck were upstairs. 'Sh!' said Tom. 'What is it? Do you hear ghosts?' whispered Huck. 'No! Don't move!' said Tom, 'Let's sit down on the floor.' There were holes in the floor and they could see the rooms downstairs. 'Oh, no!' whispered Tom, 'There are two men downstairs.' One was an old Spanish man with long, white hair and a big hat. The other was small and wore dirty clothes. 'Let's listen to them,' whispered Tom. The two men sat on the floor. 'It's hot in here and I'm tired,' said the old Spanish man.

When the boys heard his voice they were terrified, 'That's Injun Joe!' whispered Huck. The boys' faces became white. 'What are we going to do with the --\$ in silver coins? That was a very good robbery!' said the small, dirty man. Let's take about --\$ with us now and hide the bag here. We can come back to get it soon,' said Injun Joe. The small, dirty man moved a big stone in the fireplace and pulled out a bag. He took some money from the bag. Injun Joe started digging near the fireplace with his knife. Tom and Huck watched with excitement. There was a real treasure downstairs! Six hundred dollars was a wonderful treasure for two young boys! Suddenly Injun Joe stopped digging. 'There's something here! I think it's a box,' he said. He found an old box and opened it.

'It's money!' cried Injun Joe, 'Look! There are lots of gold coins!' The two men looked at the coins and smiled. The box was full of gold coins! The two men looked at the coins and smiled. The box was full of gold coins! Tom and Huck smiled too. 'This is the treasure of the old Murrel family – now it's ours!' said Injun Joe. 'Where can we hide this gold?' asked the small man. 'Can we put it back under the stone?' 'Yes,' said Injun Joe, 'No, no! The stone isn't a good place. Someone may find it. Let's put it under the cross tonight.' When it was dark outside the two men took the silver and gold away. Tom and Huck did not follow them because they were afraid of Injun Joe. But they wanted to find "the cross" and the treasure. Where was "the cross"?

CHAPTER SEVEN: McDUGAL'S CAVE

It was Becky Thatcher's birthday on Saturday and all of Becky's friends were happy and excited. 'I'm having a big picnic near the river,' said Becky to Tom, 'After the picnic we can visit McDougal's Cave.' 'It'll be great fun!' said Tom. He liked Becky a lot. On Saturday morning a big boat took Becky, Tom and their friends down the river. There were no mothers and fathers, but a few boys and girls who were eighteen years old. There were a lot of good things to eat and everyone ate, played and had fun. After the picnic the children went to visit McDougal's Cave. Everybody had candles because it was dark inside the cave. Some children were afraid but they all went in. Caves are exciting and mysterious.

McDougal's Cave was very, very big. It had hundreds of tunnels, rooms, and secret passages. No one knew all of them. The children played and ran in the tunnels and in the rooms. But they always played near the entrance. They did not want to get lost. Tom and Becky wanted to find a new tunnel. They walked and walked and soon they were alone. Where were the other children? They were lost! In the evening the other children returned to the boat. They laughed and talked, they were very tired. They did not notice that Tom and Becky were not there. The boat took them back to St. Petersburg.

Huck saw the boat but he did not know about the picnic. The mothers of St. Petersburg did not like him. They never invited him to birthday picnics. But tonight Huck was not interested in the birthday picnics. He was interested in Injun Joe's treasure. He hid behind a tree and watched an old house. 'Injun Joe's in that house,' he thought, 'I'll stay here and wait. When he comes out I'll follow him and I'll find the treasure.' It was late and very dark.

Soon two men came out. It was Injun Joe and his friend. Huck followed them quietly. 'They're going to Widow Dougals's House,' thought Huck, 'But why?' Suddenly the two men stopped. Injun Joe said, 'Many years ago Widow Dougals's husband was very cruel to me. Now I want to hurt the widow. I want to cut her face, her nose and her ears. And you must help me.' 'Oh, please don't kill her,' said his friend. Injun Joe laughed. Huck heard this and wanted to run away. But he remembered that Widow Dougals was kind to him. 'I must help her,' thought Huck. 'These men want to kill the poor old woman!' Huck ran quickly to Bill Welsh's house.

'Mr. Welsh, help, help!' Mr. Welsh opened the door. 'Mr. Welsh, please help me! Two men want to kill Widow Dougals!' Mr. Welsh and his sons took their rifles. They ran to the widow's house. Suddenly there was a loud shot. Injun Joe and his friend escaped, and the widow was not hurt.

The next morning Huck returned to see Mr. Welsh. 'You're a courageous boy, Huck,' said Mr. Welsh, 'You saved the widow's life. The two men escaped but we'll find them. Sit down and have breakfast with us!' Huck was happy because he saved the widow's life. And now he had new friends, Mr. Welsh and his family. That morning all people of St. Petersburg knew that Tom and Becky were lost in McDougal's Cave and they were worried.

Meanwhile, Tom and Becky did not know what to do. They were afraid. Tom took Becky's hand. They walked and walked. Tom wanted to find the entrance of the cave. But he couldn't. Tom and Becky entered a big room with a lot of bats. It was terrible. The bats flew over their heads and when Tom and Becky ran away the bats followed them. Finally the bats went away. Becky looked at Tom and said, 'Tom, where are we?' 'I don't know, Becky.'

They continued walking in dark tunnels. They were both tired and hungry. Becky started crying. 'No one will ever find us, Tom. There are too many tunnels and rooms. Oh, we're going to die here!' 'We'll get out of this cave, Becky, you'll see,' said Tom. They ate their last piece of cake. Soon their last candle went out. They both were weakened.

Everything was dark. What time was it? What day was it? They did not know. They were tired and slept. When they woke up they were very hungry. Suddenly, Tom heard a noise. 'Listen, Becky! Did you hear a noise? Someone is looking for us!' Becky looked at Tom and smiled. 'I'm going to see. You stay here, Becky!' said Tom.



CHAPTER EIGHT: THE TREASURE

Tom went into the dark tunnel. He saw a light and heard a noise. ‘Who is looking for us?’ he thought. Suddenly he saw a hand with a candle. Then he saw a man. It was none other than Injun Joe! Tom was terribly scared. But it was dark and Injun Joe did not see Tom. Injun Joe went away quickly. Tom returned to Becky but he did not tell her about Injun Joe. She was very weak.

It was Tuesday and in St. Petersburg everyone was worried. Where were Tom and Becky? Many people from the village went to the cave and looked for them. But they could not find them. Mrs. Thatcher became very ill and Aunt Polly’s hair became white.

Then on Tuesday night there was a lot of noise in the street of St. Petersburg. ‘They’re here! Becky and Tom are here!’ cried people happily. No one went to bed that night. Everyone listened to Tom’s story about his adventure in the caves. ‘We were lost for a long time. We were hungry and scared. Then I remembered the string in my pocket. I used the long string to help me. I went down many tunnels. And I always returned to Becky because I followed the string. Then I found another entrance to the cave. It was very small and it was near the river.

Tom and Becky were happy but very tired and hungry. Becky stayed in bed for many days because she was weak. Tom stayed in bed for a few days too. Sometime after the adventure in the cave, Tom went to visit Becky. Mr. Thatcher asked Tom, ‘Do you want to go to the cave again?’ ‘Oh, I’m not afraid of the cave,’ said Tom. ‘Well, nobody is going to the cave again. There are big doors in front of the entrance now. And I have the keys,’ said Mr. Thatcher. ‘What?’ Tom’s face became white. ‘Is something wrong, Tom?’ asked Mr. Thatcher. ‘Injun Joe is in the cave!’ cried Tom. Many men from St. Petersburg went to the cave and opened the big doors. They found Injun Joe on the ground. He was dead.

After Injun Joe’s funeral Tom went to see Huck. ‘Now that Injun Joe is dead, we’ll never find the money,’ said Huck sadly. ‘Listen, Huck,’ said Tom, ‘I know where the money is!’ ‘Really?’ asked Huck with big eyes in half disbelief. ‘The money is in the cave! I saw Injun Joe in the cave. Why was he in the cave? Because he took the money there,’ said Tom. ‘Say it again, Tom,’ said Huck. ‘The money is in the cave and we can take it.’ ‘But we’ll get lost in the cave,’ said Huck. ‘No we won’t. I’ve got candles and a long string. Let’s go and get a boat!’ said Tom.

They took a small boat and went down the Mississippi River to McDougal’s Cave. ‘Look, Huck, here’s the other entrance,’ said Tom. ‘It’s very small,’ said Huck. Tom and Huck went into the cave. They were careful and used the long string to help them. Tom suddenly stopped

and said, 'I saw Injun Joe here.' 'His ghost is probably here too,' said Huck, 'Let's go now!' 'His ghost isn't here. It's probably at the other entrance.' 'Well, alright. But let's hurry,' said Huck. Tom looked around slowly and then cried. 'Look here's the cross!' There was a black cross on the wall of the wall of the cave. 'You're right! It's the cross!' said Huck. Let's dig under the cross.' They dug and dug. Finally they found a small room. There was a small bed, some old candles and a few bottles. And there was the treasure box! They opened it and saw the gold and silver coins.

'We're rich Tom, we're rich!' cried Huck, 'This is wonderful!' 'I always knew it!' said Tom, 'Now let's take our treasure and leave.' They followed the long string and were soon out of the cave.

The two boys took their treasure to Aunt Polly's house. A lot of people in St. Petersburg saw the boys and the treasure. They followed them to Aunt Polly's house. Aunt Polly was surprised to see the boys and all the people. 'Tom, what's in the old box?' she asked. Tom opened the treasure box. Everyone was amazed. They looked at all the silver and gold coins. There was 10000\$!! Tom told his long story about Injun Joe and the treasure. It was a great story and the people listened with their eyes wide open. Now Tom and Huck were rich and famous in St. Petersburg. Huck was adopted by the kind widow Dougals! Huck did not like this idea because he felt it would curb all his freedom. But Tom assured Huck that no such thing would happen. Thus both the friends were very happy.



GLOSSARY

Chapter 1

Expensive/ɪk'spensɪv/: costing a lot of money

Yard/jɑ:d/: a unit for measuring length, equal to three feet(36 inches) or 0.9144 of a metre

Fence/fens/: a structure made of wood or wire supported with posts that is put between two areas of land as a boundary or to keep animals out

Chapter 2

Beetle/'bi:tł/: an insect often large and black, with a hard case on its back, covering its wings.

The Reverend/'revərənd/ : the title of a member of the clergy

Graveyard/'greɪvja:d/: an area of land where people are buried.

Witch/wɪtʃ/ : a woman who is believed to have magic powers, especially to do evil things

Blond/blənd/ : (of hair) pale gold in colour

Chapter 3

Ghost/gəʊst/: an apparition of a dead person, spirit, soul

Terrify/'tərɪfaɪ/: extreme fear

Chapter 4

Sheriff/'ʃerɪf/: an elected officer responsible for keeping law and order in a country or town

Horrible/'hɔrəbl/: very bad or unpleasant, used to describe something that you do not like

Raft/rɑ:ft/: a flat structure made of pieces of wood tied together and used as a boat

Pirate/'paɪrət/ : a person on a ship who attacks other ships on sea in order to steal from them

Delicious/dɪ'lɪʃəs/: having a very pleasant taste or smell

Funeral/'fju:nərəl/: a ceremony, usually a religious one, for burying (burning) a dead person

Chapter 5

Trial/'trɪərəl/: a formal examination of evidence by a judge, a test of the performance, qualities, or suitability of someone or something.

Chapter 6

Haunted /'hɔ:ntɪd/: (of a building) believed to be visited by ghosts

The cross/krɔ:s/: the cross that Jesus Christ died on, used as a symbol of Christianity

Chapter 7

Mysterious /'mɪ'stɪəriəs/: difficult to understand or explain

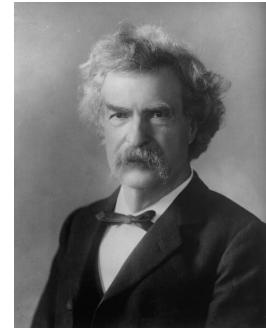
Tunnel /'tʌnl/: a passage built underground, for example to allow a road or railway to go through a hill, under a river, etc.

Chapter 8

String /strɪŋ/: material made of several threads twisted together, used for tying things together.

ABOUT THE AUTHOR

Samuel Langhorne Clemens (1835–1910), popularly known by his pen name Mark Twain, was an American writer, humorist, entrepreneur, publisher and lecturer. Mark Twain is one of the most often quoted figures in literature. His wise words and truisms resonate today as much as they did at the time he wrote them. With lines such as, 'If you tell the truth you don't have to remember anything,' he champions the positives of a total lack of vanity or pretence about one's self.



He used a pseudonym because he originally worked as a journalist and wanted to keep his two careers separate. The phrase 'mark twain' was shouted by river men to indicate a water depth of two (twain) yards marked on a stick, as that was sufficient draught for the hulls of boats to pass by without fear of grounding.

He grew up in the Mississippi delta and that is where he based his famous novels. What characterizes these stories is that they comprehend the world through the eyes and ears of a child and Twain's use of a child's perspective gives the prose a quality of naivety, honesty and charm.

He is one of the most widely quoted novelists, such was his habit of erudition. Some of his famous quotes include:

Golf is a good walk spoiled.

I have never let my schooling interfere with my education.

The secret of getting ahead is getting started.

It's not the size of the dog in the fight, it's the size of the fight in the dog.

All you need in this life is ignorance and confidence, and then success is sure.

Kindness is the language which the deaf can hear and the blind can see.

Mark Twain's other best novels include *The Adventures of Huckleberry Finn*, *Life on Mississippi* and *The Prince and the Pauper*.

SUMMARY

Mark Twain's *The Adventures of Tom Sawyer* tells the story of Tom, an imaginative and mischievous young boy in mid-nineteenth century St. Petersburg, Missouri, who never passes up a chance for an adventure.

Tom Sawyer lives securely with the knowledge that his Aunt Polly loves him dearly. When she scolds him or whips him, he knows that inside her heart lurks a hidden remorse. Tom comes late to school one morning. When the schoolmaster asks Tom why he is late, the empty seat beside Becky catches his eye. Recklessly he confesses he stopped to talk with Huckleberry Finn, son of the town drunk. For associating with Huckleberry Finn, Tom is whipped by the schoolmaster and ordered to sit on the girls' side of the room. Amid the sniggers of the entire class, he takes the empty seat next to Becky.

That night, Tom hears Huck's whistle below his bedroom window. Sneaking out, Tom joins his friend, and the two go off to the cemetery. The gloomy atmosphere of the burial ground fills the boys with apprehension, and their fears increase when they spy three figures—Injun Joe, Muff Potter, and Doctor Robinson. Evidently they have come to rob a grave. When the two robbers exhume the body, they begin to quarrel with the doctor about money. In the quarrel, the drunken Potter is knocked out. Then Injun Joe takes Potter's knife and kills the doctor. When Potter recovers from his blow, he thinks he has killed Robinson, and Injun Joe allows him to believe himself guilty. Terrified, Tom and Huck slip away from the scene, afraid that if Injun Joe discovers them he will kill them, too.

Tom loses all interest in life, brooding over what he and Huck saw in the graveyard. He meets Joe Harper and Huck Finn, and they go to Jackson's Island and pretend to be pirates. They are beginning to get homesick when they hear a steamboat. Then the boys realize that the townspeople are searching for their bodies. This discovery puts a new aspect on their adventure; the people at home think they were dead. Gleeful, Tom cannot resist the temptation to see how Aunt Polly is reacting to his death. He slips back to the mainland one night and into his aunt's house, where Mrs. Harper and Aunt Polly are mourning the deaths of their mischievous but good-hearted children. When Tom returns to the island, he finds Joe and Huck tired of their game and ready to go home. Tom proposes to them an attractive plan which they immediately decide to carry out. When the funeral procession is about to start, Tom, Joe, and Huck march down the aisle of the church into the arms of the startled mourners. For a while, Tom is the hero of all the boys in the town.

After Muff Potter is jailed for the murder of the doctor in the graveyard, Tom and Huck swear to each other they will never utter a word about what they saw. Afraid that Injun Joe will murder them in revenge, they furtively sneak behind the prison and bring Muff food and other cheer; but Tom cannot let an innocent man be condemned. At the trial, he appears to tell what he saw on the night of the murder. While Tom speaks, Injun Joe, a witness at the trial, springs through the window of the courtroom and escapes. For days Tom worries, convinced that Injun Joe will come back to murder him. As time goes by and nothing happens, he gradually loses his fears.

Huck and Tom decide to hunt for pirates' treasure near an old abandoned house. One night, they watch, unseen, while Injun Joe—who returns to town disguised as a mute Spaniard—and a companion unearth a chest of money buried under the floorboards of the house. The two frightened boys flee before they are discovered. The next day, they begin a steady watch for Injun Joe and his accomplice, for they are bent on finding the hidden treasure.

Becky's parents give a picnic for all the young people in town. One of the biggest excitements of the merrymaking comes when the children go into the cave by the river. The next day, Mrs. Thatcher and Aunt Polly learn that Tom and Becky are missing. No one remembers having seen Tom and Becky after the picnickers left the cave. Meanwhile, Tom and Becky lose their bearings and wander through the cave's labyrinthine passages until their last candle burns out beside a freshwater spring. To add to Tom's terror, he discovers that Injun Joe is also in the cave.

Meanwhile, Huck keeps his vigil at Injun Joe's lodgings in town until the disguised murderer emerges. He then follows Injun Joe and his accomplice and overhears them planning to assault the Widow Dougals. He takes the help of Mr. Welsh to save the widow and chase away her would-be attackers. Huck later learns that he is a public hero.

After Tom and Becky have been inside the cave for five days, Tom finds a way out—at a spot five miles from the main entrance. He and Becky then miraculously reappear in town, where Tom is again acclaimed a hero. To prevent others from getting lost in the cave, Judge Thatcher installs a heavy iron door at its entrance. When Tom recovers from his exhausting ordeal two weeks later and hears about the iron door, he announces that Injun Joe is inside the cave. Townspeople then rush to the cave, where they find Injun Joe lying behind the new door, dead of starvation.

Using the secret entry that he discovers, Tom later takes Huck back to the cave, where they find the treasure chest hidden by Injun Joe. It contains ten thousand dollars in gold coins. Huck, who now has an income of a dollar a day for the rest of his life, is informally adopted by Widow Dougals. He never would have stayed with the Widow or consented to learn her prim, tidy ways if Tom had not promised that he would form a pirate gang and make Huck one of the bold buccaneers.

MAJOR CHARACTERS

TOM SAWYER

An imaginative and mischievous boy named Tom Sawyer lives with his Aunt Polly and his half-brother, Sid, in the Mississippi River town of St. Petersburg, Missouri. As the title of the novel suggests, Tom Sawyer is the central character of the novel. Tom appears in almost every scene as the chief character. The one major exception occurs when Tom and Becky are lost in McDougal's Cave and the focus of the novel switches to Huck Finn's search for Injun Joe.

Central to Tom's character is his age. Twain deliberately did not specify his age. For many readers, Tom's age fluctuates from scene to scene. Most readers like to view Tom's age as approaching puberty--around eleven or twelve years old. If he were younger, he would not be so interested in Becky Thatcher. His fondness for Becky exhibits a caring and maturity that goes beyond only "puppy love." Consider, for example, his protective attitude towards her when he cared for her in the cave episode.

Tom's character is a dynamic one, which moves from enjoyment in the most famous of boyhood games to actions that require a high degree of moral integrity. For example, his highly moral decision to break the boyish oath he took and to reveal Injun Joe's guilt in murdering Dr Robinson--an act that freed an innocent man and placed Tom, himself, in jeopardy. If we view Tom Sawyer simply as a boyhood adventure story, then we must assume that Twain viewed Tom erratically and used many episodes from his own youth at different times over a long period of time. Thus we have two Toms: one who plays boyish pranks on his Aunt Polly and one who has the maturity to save an innocent man and protect a frightened girl.

After playing hooky from school on Friday and dirtying his clothes in a fight, Tom is made to whitewash the fence as punishment on Saturday. At first, Tom is disappointed by having to forfeit his day off. However, he soon cleverly persuades his friends to trade him small treasures for the privilege of doing his work.

Tom accompanies Huckleberry Finn, the son of the town drunk, to the graveyard at night. At the graveyard, they witness the murder of young Dr Robinson by Injun Joe. Scared, Tom and Huck run away and swear not to tell anyone what they have seen. Injun Joe blames his companion Muff Potter, a hapless drunk, for the crime. Potter is wrongfully arrested, and Tom's anxiety and guilt begin to grow.

Tom, Huck and Tom's friend Joe Harper run away to an island to become pirates. While frolicking around and enjoying their new found freedom, the boys become aware that the community is searching in river for their bodies. Tom sneaks back home on night to observe the commotion. After a brief moment of remorse Tom is struck by the idea of appearing at his funeral and surprising everyone. He persuades Huck and Joe to do the same. Their return is met with great rejoicing.

Soon Muff Potter's trial begins, and Tom overcome by guilt, testifies against Injun Joe. Potter is acquitted, but Injun Joe flees the courtroom through a window.

Summer arrives. Tom and Huck go hunting for buried treasure in a haunted house. After venturing upstairs they hear a noise below. Peering through holes in the floor, they see Injun Joe and his companion. By an amazing coincidence Injun Joe and his partner find a buried box of gold. Tom and Huck wriggle with delight at the prospect of the treasure. But they are disappointed when Injun Joe and his partner carry the treasure to hide under the cross.

Huck begins to shadow Injun Joe every night. Tom goes on a picnic to McDougal's Cave with Becky and their classmates. The same night, Huck sees Injun Joe and his partner and overhears their plans to attack the Widow Dougals, a kind resident of St. Petersburg. He runs to Mr. Welsh to fetch help. Thus he forestalls the violence and becomes a hero.

Tom and Becky get lost in the cave, and their absence is not discovered until the following morning. The men of the town begin to search for them in vain. Tom and Becky run out of food and candles and become weak. Tom sees Injun Joe in the cave. He discovers that Injun Joe is using the cave as a hideout. Tom finds a way out of the cave. The town celebrates their return. Becky's father, Judge Thatcher, locks up the cave. Injun Joe, trapped inside, starves to death. A week later, Tom takes Huck to the cave and they find the treasure under the cross. The treasure is invested in both Tom and Huck.

HUCKLEBERRY FINN

The adults look upon Huck Finn as a disgrace and as a bad influence upon their sons and daughters. The youngsters look at him with envy because he has complete freedom to do whatever he likes. His only living relative is his father who is the town drunkard and absent most of the time. Huck has no formal education; therefore, he looks to Tom and his book-learning as superior in intelligence to his own common sense. He admires Tom's fanciful notions about how to play games and readily joins in and is content to let Tom be the leader while he himself plays the lesser parts. All the children of the town liked him very much for the care free life he enjoys.

Although Tom is the central or most dynamic character in the novel and the one who changes the most, we should not dismiss the change that occurs in Huck Finn. Huck is an outcast, and he conducts himself as an outcast. Until Mr. Welshman invites and welcomes Huck into his home, Huck has never been invited into anyone's house. He is realistic, knowing that he exists on the periphery of society.

Nevertheless, when the outward layers and superficial forms of society are stripped away, the reader sees another dimension of Huck's character revealed. At the end of the novel he proves his nobility when he risks his own life to protect the Widow Dougals, and unlike the typical boy, he does not want praise or recognition. Nevertheless, Huck is very uncomfortable living in a decent house, sleeping in a good bed, wearing decent clothes and shoes, eating good food, and not being allowed to curse, swear, or smoke when he is adopted by the widow.

Huck is centrally involved in the Muff Potter story, the Jackson's Island adventure, and the story of Injun Joe and the treasure. And it is he who stops Injun Joe from attacking Widow Dougals. These final actions win the admiration of the community that had earlier spurned him. Thus the character of Huck develops as the novel progresses from an outcast to admirable boy.

INJUN JOE

Next to Tom Sawyer and his friend Huck, Injun Joe is the most important character in the novel. During a boy's maturation, he must sometimes encounter evil in its most drastic form, and it is through Tom's reactions to Injun Joe that we most clearly see Tom's growth from a boy into a young man.

Injun Joe is a thieving, dishonest, wicked person who achieves most of his evil goals because he is also clever and resourceful. He kills young doctor Robinson without qualms and for no discernible reason except for pure evil pleasure. He frames old Muff Potter, and he is shrewd enough to make the townspeople believe his story is true. When proof of his part in the murder is about to be revealed, he reacts quickly and decisively at the trial: He takes immediate action and jumps out the window and escapes and cannot be found by the search parties. In addition, his reputation is such that none of the citizens will confront him with his evil. Although all the citizens of St. Petersburg know that he is evil, each is too frightened to confront him because they, like Tom and Huck, know that he will retaliate in a violent manner.

Injun Joe is a static character, that is, he is the same at the end as he is in the beginning. He does not change through the course of the events in which he is involved. He is the essence of evil when we first see him murdering Dr Robinson and framing Muff Potter for the crime, and he remains the essence of evil throughout. Consider, for example, his plan to mutilate the Widow Dougals in retaliation for something her late husband did years earlier.

Injun Joe is central to the novel's primary adventure and appears in some of the most important scenes in the novel: He is first seen murdering Dr Robinson and framing the innocent Muff. He flees justice at Muff Potter's trial. He is the central figure in the search for buried treasure; he shows up, disguised as a deaf and mute Spaniard, in a haunted house where Tom and Huck are hiding upstairs. Later, he displays his extreme cruelty as seen in his plans to revenge himself on the Widow Dougals. When he threatens to kill his partner if the latter refuses to help him mutilate Widow Dougals, he simply reinforces his evilness. Tom encounters Injun Joe in the cave, where he is finally trapped with his ill-gained gold and dies a befitting but horrible death.

BECKY THATCHER

Becky is not a well-developed character. Instead she is the symbol of the beautiful, unapproachable girl--"a lovely little blue-eyed creature with yellow hair plaited into two long tails, white summer frock and embroidered pantalettes." Her striking looks capture Tom immediately. Yet even though she is not a fully developed character, her influence on Tom Sawyer is immense,

and it is this outward effect on Tom that is important. Tom's attraction to Becky is one of the charms of the novel. It exposes the more mature side of Tom's character.

When she and Tom are lost in the cave, however, we see that she is not strictly a static character, that is one who never changes. To the contrary, Becky is indeed worthy of the affections that Tom showers on her. Although fearful of death in the cave, she fully trusts Tom and does not blame him for their terrible predicament. She actually shows more courage and stamina than the reader would have expected under the circumstances as she faces death with a serene bravery.

AUNT POLLY

Aunt Polly can be a big old pain in Tom's neck. She scolds Tom. Sometimes she even hits him with her thimble (a punishment that seems extremely humane when compared to the schoolmaster's wicked beatings). But who can blame her? Tom does get into a lot of trouble. He skips school constantly. He goes missing for days, is presumed dead, and then reappears, happy as a clam, at his own funeral. The truth is that Aunt Polly's pretty cool, considering what Tom puts her through. She can be a bit foolish sometimes, what with her miracle cures, superstitions, and feeble attempts to ensnare Tom, but her foibles are endearing. And she demonstrates her love for Tom so many times that you can't help but love her too.

The first impression we get of Aunt Polly is that of a disciplinarian. But she is tender-hearted, loving, but usually misguided by Tom. This character is said to be based on Mark Twain's mother. She is the caretaker of Tom Sawyer (after Polly's sister, Tom's mother, died) and is always desperate to understand Tom.

The final and most important role we see Aunt Polly take is that of a loving mother figure. Despite the relentless discipline and spiritual guidance, she comes off as a caring and noble character. When Tom points out that nobody seems to care about Huck being alive after they were both thought to be dead, Aunt Polly generously gives her love to Huck as well.

MUFF POTTER

Though Twain tells us that Huck's father is the "town drunkard," Muff Potter certainly gives us an idea of what a drunkard's life is like. Indeed, Muff's drunkenness leads him to take up a life of crime with Injun Joe, and nearly get hanged in the process. In his sorry state, he barely knows what's going on. When Injun Joe lies and says Muff has stabbed Dr Robinson to death, Muff doesn't put up a fight. Instead, he blames his supposed actions – and his inability to remember them – on his drunkenness, and asks Injun Joe not to disclose his crime. But Injun does just that to save his skin. Muff Potter believes Injun Joe to be his friend but that proves to be wrong and this tells us that he is not good at assessing people. Although his kind nature and drunken state make him harmless, Potter is persecuted by the entire town that believes that he is a murderer.

Muff is certainly the most pitiful character in *Tom Sawyer*, and his plight gives Tom and Huck an opportunity to demonstrate their kindness and compassion. They visit him in jail, bring him gifts, and, eventually save his life. All Muff can do is thank them and warn them to avoid drinking alcohol.

COMPREHENSION PASSAGES

I. ‘What are you doing, Tom?’ she asked. ‘Nothing.’ ‘Nothing.’ ‘Look at your hand and your mouth. I told you not to eat the jam.’ ‘Oh! Aunt Polly, look behind you!’ The old lady looked and Tom ran away. Aunt Polly was surprised and then she laughed. ‘I never learn. Tom always plays tricks on me and I never learn. I love Tom. He’s my sister’s child – she’s dead. But it’s not easy to look after him. Tomorrow is Saturday and there’s no school. But Tom must work tomorrow. He hates work but he must do it.’

Tom lived in the small village of St. Petersburg with his Aunt Polly, his brother Sid and his sister Mary. The summer evenings were long, and in the evenings Tom liked walking around the village. One evening he saw a big boy in front of him. The boy was a stranger.

1. ‘What are you doing, Tom?’ she asked. Whom does ‘she’ refer to?

2. Why was Aunt Polly surprised and laughed?

3. State true or false.

Aunt Polly is always tricked by Tom.

4. How are Tom and Aunt Polly related?

5. How many family members does Tom have? Who are they?

II. ‘I’m going swimming but you can’t come with me. You’re working,’ said Ben. ‘Do you call this work?’ asked Tom. ‘Of course it’s work. You’re painting a fence,’ said Ben. Maybe it’s work but may be it isn’t. I like it!’ said Tom, ‘I can swim every day, but I can’t paint a fence every day.’

Ben watched Tom. He painted slowly and carefully. He often stopped to and moved back from the fence. He looked at his work and smiled. Ben was suddenly interested in the fence and said, ‘Let me paint a little, Tom.’ Tom thought for a moment. ‘I’m sorry, Ben. Aunt Polly wants me to do it because I’m very good at painting. My brother Sid wanted to do it, but he’s not good at painting.’ ‘Oh please, Tom! Please can I paint? I’m good at painting too. Here, you can have some of my apple.’ ‘No, Ben I can’t’ – ‘Then take all of my apple!’

1. What is the work Tom was doing?

2. Was Tom really enjoying his work?

3. Who was suddenly interested in painting the fence?

4. What did Ben offer Tom to give him a chance to paint the fence?

5. What do you think of Tom from the above incident?

a. Tom is hard working.

b. Tom is plain natured.

c. Tom is cunning.

- III.** The next day was Sunday. Tom wore clean Sunday clothes – he hated them! Tom, Sid and Mary always went to Sunday school on Sunday morning. But Tom was not a good student and never listened to the teacher.

After Sunday school Tom and his family went to the church. This Sunday he had a big black beetle in his pocket. When the Reverend started speaking, Tom took the black beetle out of his pocket. He put it on the floor. There was a little dog in the church. It saw the beetle and wanted to play with it. Suddenly the beetle bit the dog's nose. The little dog barked and everyone looked at it. It jumped and ran after the black beetle. It ran all about the church barking and making a lot of noise.

The people in the church laughed silently. Their faces were red. The Reverend continued talking but no one listened to him.

1. Where did Tom and his family go after Sunday school?
2. What did Tom have in his pocket?
3. Why did Tom bring the black beetle to church?
4. Why was the little dog barking?
5. Why were the people's faces red?

- IV.** 'Really?' asked Tom. 'Well, old Mrs. Hopkins told me. She's a witch and she knows about these things,' said Huck.

'Can I come with you?' asked Tom. 'Of course! Or are you afraid of ghosts?' asked Huck. 'Afraid of ghosts! Of course not!' said Tom. 'Come and call me at my window at eleven o'clock tonight.'

Tom was late for school. The teacher was angry and said, 'Thomas Sawyer! Why are you late again?' Suddenly Tom saw a new girl in the classroom. She had blue eyes and long blond hair. She was very beautiful. Tom looked at her. He was in love! There was a free chair next to her and Tom wanted to sit there. But how? Tom thought quickly and said, 'I stopped to talk to Huckleberry Finn.'

1. 'Can I come with you?' asked Tom. Where did Tom want to go with Huck?
2. Why was Tom late to school?
3. Write the masculine gender of the word 'witch'.
4. At what time did Tom and Huck plan to go to the graveyard?
5. What is the word which is used to describe the colour of the girl's hair in the passage and what does it mean?

- V.** 'Ghosts!' said Huck, 'I can see ghosts! They're coming over here. I'm really scared!' 'Can ghosts see us?' asked Tom. 'Ghosts can see everything,' answered Huck, 'Oh, why did I come here?' 'Don't be afraid. We must be very quiet,' said Tom.

The three ghosts moved quietly in the graveyard. They came close to Tom and Huck. 'Tom,' whispered Huck. They are not ghosts. They're humans. One of them is Muff

Potter.' 'You're right. And there's Injun Joe and Dr Robinson. But why are they here?' said Tom. They're grave robbers. They want to rob a grave. The doctor wants a dead body,' said Huck. 'But why?' asked Tom. 'He cuts bodies and studies them. My father told me about Dr Robinson,' said Huck.

1. State true or false.

Tom and Huck are not afraid of ghosts.

2. Who are the three ghosts they saw? Name them.
3. What does Dr Robinson do with the dead bodies?
4. Who told Huck about Dr Robinson?
5. Pick the word the passage which means 'to speak in a quiet voice, especially without vibration of the vocal cords'.

VI. First he robbed the dead doctor. Then he put the bloody knife into Muff's right hand. A few minutes passed and Muff moved a little and opened his eyes. He pushed the doctor's body away. He looked at the knife in his hand. 'What – what happened, Joe?' he asked slowly. Injun Joe said, 'Something very bad, Muff. Why did you kill him?' 'I didn't kill him!' said Muff. He was very confused, 'I drank too much whisky last night. I don't remember anything! Tell me, Joe. What happened?' 'You fought with the doctor. He hit you on the head and you fell to the ground. Then you got up, took your knife and killed him,' said Injun Joe. 'I don't understand, Joe. I never fought with a knife. I didn't want to kill Dr Robinson. He was young and he had a future. Oh, this is terrible! It was the whisky,' cried Muff, 'Joe, don't tell anyone, please.'

'I won't tell anyone, Muff. But now you must leave this graveyard quickly. Go!' said Injun Joe.

1. Who killed the doctor?
2. Who robbed the dead doctor?
3. Do you think Muff regretted killing the doctor? Support your answer with a sentence or two from the passage?
4. Did Injun Joe keep up his promise he gave to Muff?
5. Why did Muff believe that he killed the doctor though he remembers that he did not fight with a knife?

VII. Jackson's Island was a small island in the Mississippi river. It was about three miles south of St. Petersburg. No one lived on the island. 'Huckleberry Finn can come with us too,' said Tom, 'Remember Joe, don't tell your mother, father or anyone about our adventure. Go home and bring some food. We'll meet here at midnight.' Tom and Joe were excited. At midnight the three boys met on the river.

Tom brought meat to eat. Joe brought some bread and Huck brought a frying pan. They found a small raft and they went down the river to Jackson's Island. When they arrived on the island they made a fire and cooked some meat.

'This is fun!' said Joe. 'We're free and we can do everything we want!' said Tom. 'What do pirates do?' asked Huck. 'They go on ships and take money. Then they go to an island and hide it in a safe place,' said Tom. The three boys were happy and slept under the stars.

1. Where is Jackson's Island?
2. Who went to Jackson's Island?
3. Why did they go to Jackson's Island?
4. What do the pirates do?
5. Raft is a ----- .
 - a. a thick rope
 - b. a small round shaped boat
 - c. a flat structure of wood used as a boat

VIII. 'Well, there will be funeral for us on Sunday at the church,' said Tom. Huck and Joe looked at him with big eyes. 'And now I have a great idea. Listen-' Tom told Huck and Joe his great idea. They liked it and laughed.

Sunday was the day of the funeral. There were no happy faces in St. Petersburg. Everyone in the village was in the small church. Aunt Polly, Sid, Mary and Joe Harper's family were all dressed in black. The Reverend said many kind words about the three boys. The boy's families cried and cried. Becky Thatcher cried. Everyone cried a lot.

There was great silence for a moment. Then Aunt Polly, Mary and Joe's mother ran to the boys. They kissed Tom and Joe. Aunt Polly cried and then laughed. Poor Huck did not know what to do. No one kissed him. He stared moving away but Tom stopped him.

'Aunt Polly, it's not right. Someone must be happy to see Huck,' said Tom. 'Oh, you're right, Tom!' cried Aunt Polly and she kissed Huck.

1. Whose funeral is being conducted on Sunday?
2. Why were Aunt Polly, Sid, Mary and Joe Harper's family dressed in black?
3. What was Tom's plan?
4. Why did everyone in St. Petersburg cry in the church?
5. Why did no one kiss Huck when he returned?

IX. They went to the small jail and they saw Muff. He was happy to see them. 'No one remembers old Muff any more. But you're my friends and you remember me. Thank you, boys!' said Muff smiling. Now Tom felt terrible. He was worried about the trial. He could not sleep at night. Everyone in the village went to Muff Potter's trial. Muff looked old, tired and unhappy. Injun Joe was at the trial too. During the trial there were many questions and answers. All the answers were against old Muff. Then the lawyer said, 'Call Thomas Sawyer!' Everyone was surprised and looked at Tom.

1. Who went to see Muff in the jail?

2. Why was Muff in the jail?
 3. All the answers were against old Muff. That means...
 - a. Muff is cornered as a criminal.
 - b. Muff is innocent.
 - c. Muff really planned the crime.
 4. Was Muff happy to see Tom and Huck?
 5. Why did the lawyer call Tom?
- X.** When the boys heard his voice they were terrified, 'That's Injun Joe!' whispered Huck. The boys' faces became white. 'What are we going to do with the --\$ in silver coins? That was a very good robbery!' said the small, dirty man. Let's take about --\$ with us now and hide the bag here. We can come back to get it soon,' said Injun Joe. The small, dirty man moved a big stone in the fireplace and pulled out a bag. He took some money from the bag. Injun Joe started digging near the fireplace with his knife. Tom and Huck watched with excitement. There was a real treasure downstairs! Six hundred dollars was a wonderful treasure for two young boys! Suddenly Injun Joe stopped digging. 'There's something here! I think it's a box,' he said. He found an old box and opened it.
1. The boys' faces became white.
 - a. They covered their faces with white powder.
 - b. They were afraid.
 - c. They were curious.
 2. Why did Injun Joe start digging near the fire place?
 3. Why were Tom and Huck excited though they were afraid of Injun Joe?
 4. What did Injun Joe find while he was digging?
 5. Write the noun form of the verb 'terrified'.
- XI.** In the evening the other children returned to the boat. They laughed and talked, they were very tired. They did not see that Tom and Becky were not there. The boat took them back to St. Petersburg.

Huck saw the boat but he did not know about the picnic. The mothers of St. Petersburg did not like him. They never invited him to birthday picnics. But tonight Huck was not interested in the birthday picnics. He was interested in Injun Joe's treasure. He hid behind a tree and watched an old house. 'Injun Joe's in that house,' he thought, 'I'll stay here and wait. When he comes out I'll follow him and I'll find the treasure.' It was late and very dark. Soon two men came out. It was Injun Joe and his friend. Huck followed them quietly. 'They're going to Widow Dougals's House,' thought Huck, 'But why?' Suddenly the two men stopped. Injun Joe said, 'Many years ago Widow Dougals's husband was very cruel to me. Now I want to hurt the widow. I want to cut her face, her nose and her ears. And you must help me.'

1. Why were Tom and Becky not with the other children?
2. Why did Huck not know about the picnic?
3. What was Huck interested in that night?
4. Why were the two men going to Widow Dougals's house?
5. State true or false.

Huck was waiting for Injun Joe behind the tree because he knew that Injun was going to hurt Widow Dougals.

XII. 'Mr. Welsh, help, help!' Mr. Welsh opened the door. 'Mr. Welsh, please help me! Two men want to kill Widow Dougals!' Mr. Welsh and his sons took their rifles. They ran to the widow's house. Suddenly there was a loud shot. Injun Joe and his friend escaped, and the widow was not hurt.

The next morning Huck returned to see Mr. Welsh. 'You're a courageous boy, Huck,' said Mr. Welsh, 'You saved the widow's life. The two men escaped but we'll find them. Sit down and have breakfast with us!' Huck was happy because he saved the widow's life. And now he had new friends, Mr. Welsh and his family. That morning all people of St. Petersburg knew that Tom and Becky were lost in McDougal's Cave and they were worried.

1. Why is Huck asking for Mr. Welsh's help?
2. Did Mr. Welsh catch Injun Joe and his friend? What happened to them?
3. What are the two reasons for which Huck was happy?
4. Why were the people of St. Petersburg worried?
 - a. because the Widow was attacked.
 - b. because they knew Injun Joe was involved in the attack.
 - c. because they came to know that Tom and Becky were lost.
5. Write the noun form of 'courageous'?

XIII. Tom and Becky were happy but very tired and hungry. Becky stayed in bed for many days because she was weak. Tom stayed in bed for a few days too. Sometime after the adventure in the cave, Tom went to visit Becky. Mr. Thatcher asked Tom, 'Do you want to go to the cave again?' 'Oh, I'm not afraid of the cave,' said Tom. 'Well, nobody is going to the cave again. There are big doors in front of the entrance now. And I have the keys,' said Mr. Thatcher. 'What!' Tom's face became white. 'Is something wrong, Tom?' asked Mr. Thatcher. 'Injun Joe is in the cave!' cried Tom. Many men from St. Petersburg went to the cave and opened the big doors. They found Injun Joe on the ground. He was dead.

1. Why were Tom and Becky in bed for a few days?
 2. State true or false.
- Tom doesn't want to go to the cave anymore.
3. What did Mr. Thatcher say with Tom about the cave?

4. Why did Tom's face turn white when he heard that the cave is closed?
 5. What happened to Injun Joe in the cave?
- XIV.** They took a small boat and went down the Mississippi River to McDougal's Cave. 'Look, Huck, here's the other entrance,' said Tom. 'It's very small,' said Huck. Tom and Huck went into the cave. They were careful and used the long string to help them. Tom suddenly stopped and said, 'I saw Injun Joe here.' 'His ghost is probably here too,' said Huck, 'Let's go now!' 'His ghost isn't here. It's probably at the other entrance.' 'Well, alright. But let's hurry,' said Huck. Tom looked around slowly and then cried. 'Look here's the cross!' There was a black cross on the wall of the wall of the cave. 'You're right! It's the cross!' said Huck. Let's dig under the cross.' They dug and dug. Finally they found a small room. There was a small bed, some old candles and a few bottles. And there was the treasure box! They opened it and saw the gold and silver coins. 'We're rich Tom, we're rich!' cried Huck, 'This is wonderful!' 'I always knew it!' said Tom, 'Now let's take out treasure and leave.' They followed the long string and were soon out of the cave.

The two boys took their treasure to Aunt Polly's house.

1. Why did Tom and Huck return to the cave after such a bitter experience?
2. State true or false.
Tom and Huck believe in ghosts.
3. What did Tom and Huck use to help them in the cave?
4. Where did they find the treasure box?
5. Where did they take the treasure box to?

ESSAY QUESTIONS (25 lines each)

1. Write a character sketch of Tom Sawyer.
2. What is the part played by Injun Joe in the life of Tom Sawyer?
3. Describe in detail the major incidents in which Tom and Huck were involved?
4. What are the turning points in the story? Discuss the main events in the plot.
5. Give a character analysis of Huckleberry Finn.
6. Write at least five lines about the following characters.
 - a. Aunt Polly
 - b. Muff Potter
 - c. Becky Thatcher



... in Study and Communication Skills



- Conversation Practice
- Letter Writing
- Word Stress
- Reading Comprehension
- Interpretation of Non-verbal Information
- The Language of Advertisements
- Vocabulary
- Describing a Process
- Note Making
- Curriculum Vitae
- Completing a Form

in Study and
Communication Skills...

1

CONVERSATION PRACTICE

Conversation is a form of communication and it is usually more spontaneous and less formal. We start conversations for the purpose of a pleasant engagement, in order to meet new people, to find out information and to enjoy social interactions.

This unit will give you practice in using English to perform some preliminary communicative functions required in the course of your everyday social and professional interaction with others. The students at intermediate level, need to acquire effective conversation skills to get higher education or suitable jobs. You should concentrate on different situational conversations, polite expressions, small talks, short sentences and others and use them in your day to day life.

Given below are some expressions used in formal and informal contexts.

Sl.No	Function / Context	Expression
1	Greetings	Good morning sir, How are you? Good afternoon madam. Good evening to all. Hello! How are you? Hi! Hey! Hello! How do you do? Hello, everybody.
2	Response to greetings	Good morning Sir, I am fine, thank you. Good morning madam. Good evening. I am good, thanks. Thank you very much. I am excellent. Hi, Hey!

3	Introducing oneself	<p>I'd like to introduce myself, I am Kavya, I am in II year Intermediate MPC group and I 'm from Tirupathi.</p> <p>Let me introduce myself I'm...</p> <p>I'll introduce myself. I am...</p> <p>Hello! I'm...</p> <p>Hi! I'm Virat Kohli, Please call me Kohli ...</p> <p>My name is Venkat, I'm a software engineer.</p>
4	Introducing others	<p>I'd like to introduce Mr. Anantha Rao. He is our new English Lecturer from Vijayawada.</p> <p>I feel privileged to introduce ...</p> <p>Let me introduce ...</p> <p>May I introduce...</p> <p>It gives me great pleasure to introduce...</p> <p>Here's Mr. Ravi ,</p> <p>I'd like you to meet Mr. Rao,</p> <p>Hello, Sandhya, meet my cousin.</p> <p>Hello Yashwanth, meet my sister Bhanu.</p>
5	Giving personal information	<p>My name is ..., I'm..... years old, My native place is..., I studied in....., I have completed..., I would like to do..., My hobbies are..., I'm fond of...., I'm interested in..., I'm delighted to be..., I'm happy to be... I'm looking forward...</p>

6	Making request	<p>Give me your pen, please.</p> <p>Please can you explain this story?</p> <p>Please, could you lend me your mobile for a call?</p> <p>Would you lend me Rs.500/-?</p> <p>Would you please help me.?</p> <p>Please shut the window.</p> <p>I wonder if you would shut the door.</p> <p>If you don't mind, post this letter, please.</p>
7	Seeking Permission	<p>Can I use your mobile for a call, please?</p> <p>May I come in?</p> <p>May I know your group?</p> <p>May I sit beside you?</p> <p>Could I leave the office a little early?</p> <p>Could I take your bike?</p> <p>May I leave the class a little early?</p> <p>Shall I go out?</p>
8	Making offer	<p>Can I bring you a cup of coffee?</p> <p>Will you please come to my house for dinner?</p> <p>Would I bring you a C.D. of Spoken English?</p> <p>Could I bring you tickets for the cricket match?</p> <p>Can I help you?</p> <p>May I help you?</p>
9	Giving Suggestions/ Advice	<p>Shall we watch the cricket match to-night?</p> <p>Let's join the Spoken English Course.</p> <p>Why don't you consult a doctor?</p> <p>Don't waste your time, please.</p> <p>Work while you work and play while you play.</p> <p>You would better stop smoking.</p> <p>It is better if you would join MPC group.</p> <p>I advise you to consult the manager.</p> <p>I sincerely advise you not to neglect your studies.</p>

10	Seeking Information	<p>Tell me the way to Junior college, please.</p> <p>Please inform me the last date for paying fee.</p> <p>Could you tell me when the K.K. Express will arrive at the station?</p> <p>Would you mind telling me the bus fare to Kuppam?</p> <p>Could you tell me the way to the medical shop?</p> <p>Could you kindly inform me the re-opening date of the college?</p> <p>Please tell me whether our Principal is on leave?</p>
11	Giving a positive answer/response	<p>Yes. Yes, Please.certainly, surely,</p> <p>With pleasure, yes of course.</p>
12	Giving a negative answer/response	<p>No, Never, Sorry, I'm really sorry, I can't,</p> <p>I don't know, Sorry I'm helpless.</p>
13	Expressing apology	<p>Please forgive me.</p> <p>I'm really sorry. It's my fault.</p> <p>I really feel bad about it.</p> <p>Please allow me to offer my apology.</p> <p>I'm sorry for being late.</p> <p>Sorry to interrupt you.</p> <p>I'm sorry. I shouldn't have said that.</p>
14	Expressing agreement	<p>I agree, I agree to an extent, I think you're right,</p> <p>That's a nice idea, I entirely agree,</p> <p>That's great, That's perfectly all right,</p> <p>Yes, certainly, You're absolutely right,</p> <p>What a wonderful idea!</p>
15	Expressing Disagreement	<p>I'm afraid I disagree, Well I don't know</p> <p>Well, I wouldn't say that, I'm afraid,</p> <p>I'm not convinced.</p>

16	Telephone Talk <p>Hello, Could I speak to Mr. Rayudu, please?</p> <p>I'm Usha, speaking,</p> <p>Can I speak to Archana please?</p> <p>Hi, is Prakash there?</p> <p>I'm sorry, he is not available at present.</p> <p>Please be on the line, May I call you back?</p> <p>Could you please ask him/her to give me a ring, my mobile no. is 9440131865.</p> <p>Could you repeat the number please?</p> <p>Thanks for calling.</p>
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Model Conversations/dialogues

1) Introducing one self

- a) Anil : Good morning, I'm Anil, I'm studying II year CEC
 Sunil : Good morning, I'm Sunil, Glad to meet you.
 Anil : Glad to meet you too, how are you?
 Sunil : Fine, thank you, how about you?
 Anil : I'm also fine, see you again, bye.
 Sunil : It's ok bye.
- b) Mounika : Hi! I'm Mounika from SPW Junior College, Tirupati.
 Pallavi : Hi! Mounika, Nice to meet you, I'm Pallavi from Govt. Junior College for Girls, Pakala.
 Mounika : Nice meeting you too. Are you preparing for NEET?
 Pallavi : Yes, I'm preparing for NEET, I have taken coaching from our college.
 Mounika : It's good, wish you all the best.
 Pallavi : Thank you, bye.
 Mounika : Good bye.

2) Introducing others

- a) Akhil : Hello, Kiran I'd like to introduce Mr. Siva to you. He is my friend and he is from Kurnool.
- Kiran : Hello, Siva glad to meet you, I'm Kiran, doing II year Intermediate and I'm a close friend of Akhil.
- Siva : Hi! Kiran, Glad to meet you too. I am studying II MPC in Kakinada. See you later, bye.
- Kiran : Yes, see you later, good bye.
- b) Nandu : Hi, Charan, are you going to college?
- Charan : Yes I'm going to college.
- Nandu : Charan, meet my sister, Veena and she has joined I year in our college. Veena, Charan is my classmate and close friend.
- Veena : Hi! Nice to meet you Charan.
- Charan : Veena, Nice meeting you too. How is our college?
- Veena : It's good, I feel happy here, bye.
- Charan : Good bye.

3) Making requests

- Ramya : Hi! Kavya how are you?
- Kavya : Hi !Ramya, I am fine thank you.
- Ramya : Hey! I didn't see you yesterday
- Kavya : Yes, yesterday I had been to Tirupati.
- Ramya : Oh !I see
- Kavya : Ramya, yesterday I missed the English Class. Could you please give me your English notes?
- Ramya : Yes, I will give you. But when will you return it to me?
- Kavya : Not so long. I will return your book tomorrow.
- Ramya : Kavya, I don't mind even if you give it the next day. Here it is, take it.
- Kavya : Thank you Ramya, bye.
- Ramya : Good bye.

4) Inviting your friend to your birthday party

- Sneha : Hi, Indu, how are you?
- Indu : Hi, Sneha, I am fine thank you and how about you?
- Sneha : I am also fine and nice to meet you Indu, tomorrow is my birthday.
- Indu : Oh! Very nice, wish you a happy birthday in advance.
- Sneha : Indu, Now I have come here to invite you and the members of your family for my birthday function.
- Indu : Is there a party?
- Sneha : Yes, I have planned to arrange a small party for our friends.
- Indu : Sneha, have you invited all our friends?
- Sneha : Yes, I have invited our friends and our classmates.
- Indu : Very good, at what time will you be cutting the cake?
- Sneha : Indu, it is planned that the cake will be cut at 7 pm and after that dinner is arranged at my home.
- Indu : OK, Sneha I will attend your birthday function.
- Sneha : Indu, won't miss the party, please do attend.
- Indu : Sneha, I won't miss the party and I will attend the function without fail.
- Sneha : Thank you Indu, bye.
- Indu : Good bye.

5) Dialogue between the teacher and a student who has come to class late

- Student : Good morning sir, May I come in?
- Teacher : Good morning Naveen, Why are you late?
- Student : Sorry sir, my bus was late.
- Teacher : Naveen, don't blame on the bus. You missed the bus. At what time did you come to the bus stop?
- Student : Sir, I came to the bus stop at 8.30 a.m. in the morning.
- Teacher : Naveen, you have to come to the bus stop a little early, then only you can catch the early bus and come to class in time.
- Student : Yes, Sir, I will start early from home from tomorrow onwards.

Study and Communication Skills

- Teacher : Naveen, at what time do you get up in the morning?
- Student : Sir, I get up at 6 a.m. daily.
- Teacher : Naveen, it is not right and you have to get up between 4:00 and 4:30 a.m daily in the morning. Then only, you will be active.
- Student : Yes sir, from tomorrow onwards, I will try to get up early in the morning.
- Teacher : Naveen, it is my last warning. If you come late from tomorrow, you will be strictly punished.
- Student : Yes, sir, from tomorrow, I will not be late.
- Teacher : OK, Now you may come in.
- Student : Thank you sir.

6) At the railway reservation counter (Between the passenger and the clerk)

- Usha : Excuse me, sir
- Clerk : Yes madam, What can I do for you?
- Usha : Sir, I want to go to Vijayawada. Could you please tell me if a berth is available?
- Clerk : Please tell me the date of your travel.
- Usha : I have to go on 15th of this month.
- Clerk : Do you need a berth in A/C or Non A/C?
- Usha : In any class, no problem.
- Clerk : Please wait, let me check. Madam, a berth is available in III A/C in Seshadri Express. Please fill the application form and give it to me.
- Usha : Sir, one more thing. I want to book for return journey also.
- Clerk : It's ok, when?
- Usha : My return journey will be on 25th of this month. May I use the same form?
- Clerk : OK, you can use the same form. In which train for return journey?
- Usha : Sheshadri Express. Here is the form.
- Clerk : Give me Rs. 3650/- for onward and return journey tickets.
- Usha : Sir, here is the money.
- Clerk : Here are your tickets.
- Usha : Thank you sir.

7) At the reception counter of a hotel (Between the receptionist and the guest)

- Receptionist : Good morning Sir, May I help you?
- Guest : Good morning, I need a room.
- Receptionist : Sir, do you require a single or double room?
- Guest : I need a single room.
- Receptionist : Please fill your name and address in this register
- Guest : May I know the tariff please?
- Receptionist : It is seven hundred rupees a day.
- Guest : Is the room air conditioned?
- Receptionist : All our rooms are centrally air – conditioned.
- Guest : Do you have a restaurant?
- Receptionist : Yes, we have a restaurant and it offers Indian, Western and Chinese cuisine.
- Guest : Well! That's good. I can choose different cuisine for different meals.
- Receptionist : May I know the duration of your stay?
- Guest : It all depends on how early or how late I am going to finish my work. But approximately, it is for two days.
- Receptionist : Please inform us about your extension one day earlier.
- Guest : Sure. I'm tired, can you please ask the boy to bring my luggage to the room?
- Receptionist : Certainly, here's your key.
- Guest : Thank you very much
- Receptionist : You're welcome.

8. At the hospital (Between the doctor and the patient)

- Patient : Good morning, doctor.
- Doctor : Good morning, What's your problem?
- Patient : Sir, I'm feeling weak and I'm unable to walk even a little distance.
- Doctor : What's your appetite like?
- Patient : Not at all good. I don't feel like eating anything.

Study and Communication Skills

Doctor : Have you had any fever?

Patient : Well, I do feel feverish all the time.

Doctor : All right, let me check your temperature first. There's nothing wrong with the pulse. You please lie down on that table, I will examine.

Patient : Yes, doctor.

Doctor : Do you feel pain here?

Patient : Yes, some.

Doctor : And here?

Patient : Oh! That's quite painful.

Doctor : Nothing to worry. I'm prescribing two types of tablets. Take one before meals and the other after meals for three days. Don't eat any fried or spicy food. Drink milk and follow your regular diet.

Patient : Thank you doctor.

Doctor : It's ok.

9. At the bank (Between the customer and the clerk)

Customer : Excuse me sir.

Clerk : Yes, what can I do for you?

Customer : Sir, I would like to open an account in your bank.

Clerk : You are most welcome. Where do you live?

Customer : I live in Lakshmi Nagar, Srikakulam.

Clerk : OK, please read this form carefully. Do you want to open savings or current account?

Customer : Savings account.

Clerk : You have to bring a document for address proof such as an electricity bill or phone bill.

Customer : How much will I have to deposit for opening the account?

Clerk : Do you want a cheque book?

Customer : Yes.

Clerk : You have to open the account with one thousand rupees. You'll get the cheque book by post after 10 or 15 days.

Customer : Sir can I have an ATM Card?

- Clerk : Yes, just tick at the relevant column. You'll get it after 6 or 7 days by post.
- Customer : Sir, how many photos will be required?
- Clerk : Two photos will be needed, one you have to affix on the form and another will be pasted on your pass book.
- Customer : Thank you sir, I will bring photos and deposit the amount tomorrow.
- Clerk : It's ok.

10. At a restaurant (Between the customer and the waiter)

- Customer : Waiter!
- Waiter : Yes sir, what can I do for you?
- Customer : Bring the Menu card.
- Waiter : Sir, here it is.
- Customer : Is this veg or non-veg?
- Waiter : It is purely veg sir.
- Customer : OK, what do you have, hot?
- Waiter : Idly, vada and dosa are hot.
- Customer : Bring me a plate of Idly and tell the master to prepare a dosa also.
- Waiter : Yes, sir.
- Customer : Waiter!
- Waiter : Yes, please.
- Customer : This jug is empty. Pour some water. Is it aqua water?
- Waiter : Yes, sir.
- Customer : Where's the wash basin?
- Waiter : That side, sir.
- Customer : Waiter! Get me a cup of coffee.
- Waiter : Here you are, sir.
- Customer : Get me the bill.
- Waiter : Yes, sir, here's the change.
- Customer : Keep it for you.
- Waiter : Thank you sir.

11. At the market (Between the shop keeper and the customer)

- Shop keeper : Sir, please come, we've all varieties of vegetables.
- Customer : Do you have brinjals?
- Shop keeper : Yes sir.
- Customer : How much is a kilo?
- Shop keeper : Rs. 20/- per kilo.
- Customer : Are they fresh? Let me see.
- Shop keeper : Here you are!
- Customer : I've picked up the fresh one. Please weigh a kilo.
- Shop keeper : Yes sir, what else do you want?
- Customer : I want bitter gourd, what's its price?
- Shop keeper : It's Rs. 40/- per kilo.
- Customer : My God! Prices are very heavy.
- Shop keeper : How much do you want?
- Customer : Half a kilo is enough.
- Shop keeper : Shall I give you some curry leaf?
- Customer : Yes, that's important.
- Shop keeper : Tomatoes are fresh. We've got them just now from the garden.
- Customer : OK, give me a kilo. By the by, What's the price?
- Shop keeper : It's only Rs. 10/- per kilo.
- Customer : Thank God! I'll purchase some more items tomorrow. For the present, these are enough. How much is the total?
- Shop keeper : Total Rs. 50/- sir.
- Customer : Here is the amount.
- Shop keeper : Thank you sir.

12. Telephonic conversation and leaving a message

- Muralidhar : Hello! Can I speak to Mr. Bhaskar?
- Receptionist : May I know who is speaking?
- Muralidhar : I'm Muralidhar, a friend of Bhaskar.

- Receptionist : Sir, at the moment Mr. Bhaskar is not in the office.
- Muralidhar : I have to speak to him urgently.
- Receptionist : You can try his mobile number. Do you have his mobile number, sir?
- Muralidhar : I have tried his mobile, it says it is switched off.
- Receptionist : Sir, actually he has gone to attend an important meeting.
- Muralidhar : I see. I'm going to leave a message with you, please convey it to him as soon as he comes.
- Receptionist : Sure sir, what's the message?
- Muralidhar : Actually we have to meet a friend of ours who is suffering from fever in the hospital. Mr. Bhaskar has to pick me up from my home at 9 a.m. tomorrow. This programme stands cancelled as I am going to Bangalore today. I will be back within a couple of days. As soon as I come back, I'll contact him.
- Receptionist : I'll convey the message to Mr. Bhaskar.
- Muralidhar : It is very urgent, please don't forget.
- Receptionist : Sir, I won't forget and I'll convey the message.
- Muralidhar : Thank you.
- Receptionist : You're welcome.

13. **Telephonic conversation (Between the principal and the parent) The principal is complaining to the parent about the performance of the student.**

- Principal : Hello, am I speaking to Prasad?
- Prasad : Yes, Prasad speaking.
- Principal : Good morning sir, I am Thulasiram, Principal.
- Prasad : Good morning sir, how are you?
- Principal : Fine, thanks. I'm sorry to say this. Your son Anvesh, never attends the classes. Even if he attends, he keeps talking to his friends during the lectures and disturbs the whole class.
- Prasad : Oh! I am sorry to hear that.
- Principal : Sometimes he even argues with the lecturers.
- Prasad : I see.

Study and Communication Skills

- Principal : I don't think the lecturers are happy with him.
- Prasad : Yes sir, he was very good in high school and never got any complaint.
- Principal : Well, I'm glad to hear that. It might be because of his bad friendship. I often see him with the students who are irregular to class.
- Prasad : Sir, how is his performance in the half-yearly exams? He never shows me about the progress at home.
- Principal : Not very good. He failed in three subjects and his progress report was also sent to your home.
- Prasad : Oh God! I'm really sad to learn this. Please accept my sincere apologies.
- Principal : You need not apologize. Your son should be sorry. If there is no change in his behaviour, severe action will be taken against him.
- Prasad : Please excuse him this time. I'll certainly try to improve his behaviour.
- Principal : I'm sure you will do it.
- Prasad : Thank you sir.

14. At the post office

- Venkat : Excuse me sir.
- Counter Clerk : Yes, what can I do for you?
- Venkat : Sir, I want to send this letter.
- Clerk : Do you want to send it by registered post or speed post?
- Venkat : Sir, which is better?
- Clerk : You'd better send it by speed post. It might be quicker.
- Venkat : OK. Sir, please do it by speed post.
- Clerk : Let me weigh this letter. It's just over 30 grams. It'll cost you forty rupees.
- Venkat : OK. Sir, here is amount.
- Clerk : Here is the receipt and change.
- Venkat : Sir, how many days, will take it to reach Delhi?

- Clerk : It will reach Delhi within three days. Within a state, it takes two days and to the other states, it takes three days.
- Venkat : Thank you sir.
- Clerk : You're welcome.

15. At the library (Between the librarian and the student to borrow a book)

- Gayathri : Excuse me madam, May I come in?
- Librarian : Yes, please come in.
- Gayathri : Madam, I want to borrow some books.
- Librarian : You cannot borrow some books. You can borrow only one book at a time.
- Gayathri : I want R.K. Narayan's 'The Guide'.
- Librarian : Wait, Let me check.
- Gayathri : Is it available madam?
- Librarian : Yes, it is available.
- Gayathri : Where is it?
- Librarian : It is in the 3rd shelf in the left corner.
- Gayathri : Shall I take the book?
- Librarian : Where is your old book?
- Gayathri : Here it is.
- Librarian : What is the name of the book?
- Gayathri : It is 'The Wings of Fire' by Abdul Kalam.
- Librarian : What is the due date?
- Gayathri : I think it is 15th July.
- Librarian : What is the date today?
- Gayathri : Today is 18th July.
- Librarian : You must pay the fine.
- Gayathri : Sorry madam. Next time I will return the book within the due date.
- Librarian : It's OK, take the book.
- Gayathri : Thank you madam.

Exercise

Do the following tasks. Show them to your lecturer and act out the dialogues with a partner

1. Construct a dialogue between two students to introduce themselves on the first day of college and their conversation about their school/college and home town.
2. Construct a dialogue between a teacher and a student who has not done his home work.
3. Write a dialogue between two friends who have met after two years and who are trying to update themselves about each other.
4. Write a dialogue between the lecturer and a student who is trying to find out from the lecturer about the different career options available to him after the intermediate course.
5. Imagine you are a customer and have gone to Big-C, a mobile show room to buy a new mobile phone. Construct a dialogue between yourself and the shop keeper.
6. Imagine you are selected for an interview to get a job in a software company. Write a dialogue between yourself and the interviewer.

2

LETTER WRITING

Letters are an important form of written communication. They are written to express our ideas, information, message, request, order, complaint, opinion etc., to others. In spite of smart phones, SMS, E mails, Whats App and other social media that are available to everyone, letters still have a major use and importance in our society. So the students should develop letter writing skills.

Types of letters Letters are of two types. They are:

1. Formal letters
2. Informal letters

Formal letters These are written in formal and decent language and follow certain rules with a stipulated format. These are also called official letters. These are written to officials and business associates. These include official letters, business letters, letters of application, letters to editors of newspapers, letters of complaints and others.

Informal Letters These are also called personal letters. These are written to friends, relatives and members of our family.

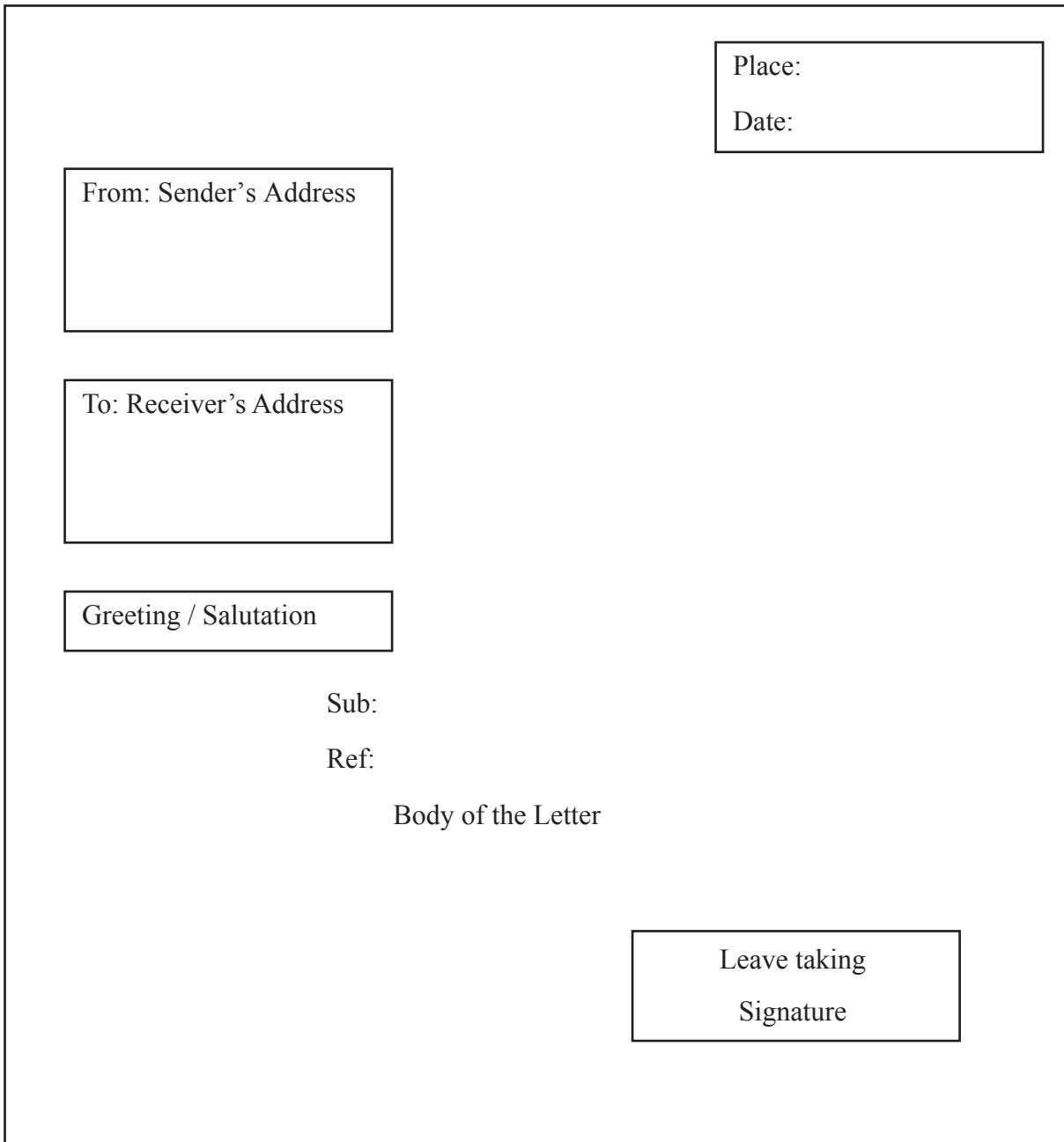
Format of the letter

The format is very important for writing a letter. Three types of formats are used in writing letters. They are:

1. Indented Format (or) Traditional Format
2. Blocked format
3. Fully blocked format

Indented Format It is also called the traditional format. The structure of the different parts of the letter in this format is as follows:

Indented Format [Traditional Format]



In the traditional format, From address and To address start from the left margin, whereas date, leave taking and signature are towards the right margin. The subject line and the body of the letter start five spaces from the left margin. Punctuation marks are used in From address, To address, at the end of salutation and at the end of complimentary close [leave taking].

Blocked Format

Sender's Address

Date: _____

Receiver's Address

Salutation

Subject:

Body of the Letter [content]

Closing [Leave taking]

Signature

In the blocked format, everything starts from the left margin, except the date which is towards the right margin. Punctuation marks are omitted except in the body of the letter.

Fully Blocked Format

Sender's Address
17-5, Nagarjuna Nagar
Vijayawada

Date: 10 March 2019

Receiver's Address

The Editor
The Times of India
Vijayawada.

Subject:

Body of the letter: 1. Introduction
 2. Main Content
 3. Conclusion

Thanking you

Yours sincerely / faithfully/truly

Signature

(Name)

In the fully blocked format, everything including the date starts from the left margin. Punctuation marks are omitted except in the body of the letter.

Note Any one of the three formats can be used in writing a letter. At present, the fully blocked format is followed for formal and informal letters.

Parts of a letter A letter either formal or informal consists of five parts. They are :

1. Heading
2. Greeting (or) Salutation
3. Body of the letter
4. Subscription
5. Superscription

Heading It consists of three parts. They are:

1. Sender's address
2. Date
3. Receiver's address

Examples of heading are

Sender's Address

6-9, Balaji Colony,
Tirupati.

Date The date should be written in full. For example

10 March 2019

March 10, 2019

You should avoid writing as follows:

10th March. 2019,

10-3-2019

10/3/2019

Receiver's Address

It should include name, position and address of the person to whom the letter is addressed.

The Editor

The Principal

The Hindu

Govt. Junior College (Girls)

Vijayawada

Pakala, Chittoor (Dt.)

Note Receiver's address is not required for informal letters.

Greeting [Salutation] You can write any one of the following.

In official letters

Sir

Madam

Sir/Madam [If you are not sure whether the person is a man or a woman].

In business letter

Dear Sir

Dear Madam

Dear Sir/Madam

In informal letters

To blood relations

My dear father

My dear mother

My dear sister / Sujatha

To friends

Dear Tulasi

My Dear Hari

Subject

In formal letters, the subject should be mentioned. It should not be too long. You should only let the reader know the purpose of your letter.

Example 1. Request for two days leave.

2. Information regarding spoken English course.

3. Remedy for pot holes on the roads.

Reference It is required to mention for the letters of job application, letters in response to the advertisements and official communication purpose.

For example 1. The advertisement for the post of Sub-Editors in The Hindu dated on 10-03-2019.

2. Proceedings of the Collector, Chittoor, Rc. No. 275/A dated on 10-04-2019.

Note Mentioning of Subject and Reference, is not required for informal letters.

Body of the letter It is the content of the letter. It should be divided into three paragraphs as follows.

1. Beginning - Introduce yourself and the purpose of writing the letter in brief .

2. Main Content – Give details of the matter.

3. Ending – Conclude by mentioning what you expect

[For Example, a solution to your problem, to highlight an issue in the newspaper etc.,]

Ending

- Formal letters: Thanking you
 Thanking you sir
 Hoping to be favoured with an early reply.
- Informal letters: With best wishes
 With love
 With kind regards
 Convey my best regards to your parents
 Convey my profound regards to my Mummy.

Subscription It is called leave taking. A letter should not be ended abruptly as this would look rude. So certain forms of polite leave taking (complimentary close) are used.

- To officials / Businessman: Yours faithfully
To Principal / Headmaster / Teacher etc.,; Yours obediently
To Strangers: Yours truly
To Blood relations: Yours lovingly / Yours affectionately
To Friends: Yours sincerely / Yours lovingly

Note Never use an apostrophe (‘) with ‘yours’ in the subscription.

Signature of the writer should be made below the subscription.

Superscription It is called address on the envelope. It is written very clearly with a pin code.

Note It is not required for formal letters as it is written under the receiver’s address.

Model Letters

Formal letters

1. Write a letter to your class teacher requesting him/her to grant you leave for three days

P. Divya
II M.P.C
Roll No. 15
Govt. Junior College [Girls]
Pakala

10 June 2019

The Class Teacher
II MPC Class
Govt. Junior College [Girls]
Pakala

Sir

Sub: Request for three days leave to make arrangements for my sister's marriage-submitted-Reg.

* * * * *

I am a student of II M.P.C in Govt. Junior College [Girls], Pakala. My Roll Number is 15. My sister's marriage will be held at T.T.D. Chowltry in Chittoor on 13-06-2019. My presence is needed at home to make arrangements and invite the guests. So I cannot attend the classes regularly.

Hence, I request you to kindly grant me leave for three days from 11-06-2019 to 13-06-2019, for which act of kindness, I would be grateful to you.

Thanking you

Yours faithfully

Divya.

2. Write a letter to the Principal of your college requesting him/her to issue your transfer, bonafide and conduct certificates.

A. Tirumalesh
6-17, Gandhi Street
Visakhapatnam

15 June 2019

The Principal
Govt. Junior College
Visakhapatnam

Sir,

Sub: Request for the issue of my transfer, bonafide and conduct certificates-
Submitted-Reg.

* * * * *

I was a student of your college during the academic years 2017-19. My optional subjects were Mathematics, Physics and Chemistry. My roll number was 27. I have passed Intermediate course with 9.5 grade points in IPE March 2019 and I have also secured a good rank in JEE MAINS Examination. I would like to join an Engineering Course in the Engineering College. For that I need to submit transfer, bonafide and conduct certificates in the Engineering College.

Hence, I request you to kindly issue me these certificates at an early date. I have already submitted the No-dues certificate.

Thanking you

Yours faithfully

Tirumalesh

Study and Communication Skills

3. Write a letter to the Editor of a local newspaper complaining about the bad condition of roads and drains in your area.

14-5, Ambedkar Colony
Vijayawada

15 Jan, 2019

The Editor
The Times of India
Vijayawada

Sir

Sub: Complaint about bad condition of roads in Ambedkar Colony of
Vijayawada – Submitted – Reg.

* * * * *

I am a resident of Ambedkar colony in Vijayawada and I wish to draw your kind attention towards the bad condition of roads and drains in our area. Day by day the condition of roads is becoming more and more critical and many accidents take place.

The roads are damaged due to the recent rains and the pot holes are formed on the roads. In the city, the drains get damaged and the coverings of the manholes are displaced. These broken drains and uncovered manholes become the cause of the accidents.

Due to bad condition of roads, it is very difficult for travelers to travel during night. The employees and students face problems to go on their destinations. I request you to kindly publish this in your newspaper. So that it will reach to the authorities concerned and the problem can be solved.

Thanking you
Yours faithfully

Signature
(Name)

4. Write a letter to the chairman of your local municipality, complaining about the poor sanitary conditions and mosquito menace in your locality.

17-461 B2

Nehru Nagar

Madanapalle

11 March, 2019

The Chairman
Madanapalle Municipality
Madanapalle

Sir

Sub: Complaining about the poor sanitary conditions and mosquito menace
in Nehru Nagar area of Madanapalle Municipality-Submitted-Reg.

* * * * *

I would like to bring the following few lines to your kind notice. I am a resident of Nehru Nagar in Madanapalle Municipality. In our area, sanitary conditions are very poor and garbage is dumped everywhere. The municipal workers are not cleaning the streets and garbage bins daily. Due to this, pedestrians have to actually cover their nose while walking down the roads.

The public toilets also stink and are not cleaned by the sanitation workers every day. This is a major cause of breeding mosquitoes. Contaminated water and waste material are the reason for the diseases such as dengue, diarrhea and others.

For the interest of public health, I request that immediate action be taken against the poor sanitary conditions and to arrest the mosquito menace that has been growing at a shocking rate over the weeks.

Thanking you sir

Yours faithfully

Signature

Study and Communication Skills

5. Write a letter to the Manager of your local bus depot, pointing out that there are very few buses on your route in the morning and these are invariably late thereby causing inconvenience to many daily passengers.

45, Bharathamitta
Church Street
Pakala

11 March, 2019

The Depot Manager
R.T.C. Bus Depot
Tirupati-2

Sir

Sub: Inadequate Number of Buses in Tirupati-Pakala Route-Request for more number of services-Submitted-Reg.

* * * * *

I would like to draw your kind attention, about the difficulties of the passengers in Tirupati-Pakala route. The buses are very inadequate and are invariably late, especially in the peak morning hours.

As you know well, this is the only way of transport for the resident of villages around Pakala. The bus services on this route are inadequate to the population of Pakala. This results in the buses being overcrowded. The situation in the morning is really very pathetic, for it is the peak traffic time. The office goers and the students can be seen lined up for hours at the bus stops, waiting for buses to come which invariably are late. The few buses that do come, are overcrowded. The lady passengers and small kids feel very inconvenient.

In view of the above situation, I request you to kindly monitor the punctuality of the buses in the morning and necessary action may be taken for increasing bus services in Tirupati-Pakala route.

Thanking you Sir

Yours faithfully

Signature

6. Your cousin is missing from home. Write a letter to the sub-Inspector of Police of your locality, requesting him to trace your cousin. Give all relevant details that may help the police department.

7-9, Subbaiah Colony
Avilala
Tirupati

10 March, 2019

The Sub-Inspector of Police
Police Station
M.R. Palle
Tirupati

Sir,

Sub: Missing report of my cousin Aneesh- Request for trace out-Submitted-
Reg.

* * * * *

I am the resident of Avilala, Tirupati Rural. My cousin P. Aneesh son of Sri P.Sankar has not returned home since 8th March, 2019. He had gone to attend NEET Coaching class in the evening and not returned. He has been staying with me for the last two years and is a student of II M.P.C in S.V. Junior College, Tirupati.

I have made all enquiries from his friends and relatives but have not been able to locate him. He is lean and slim, 5'ft 5 inches height, and fair in complexion. He was wearing a white shirt and blue jeans. I am enclosing his latest photograph, to help identify him. I would be grateful if you could kindly help me in finding him.

Thanking you Sir

Yours faithfully

Narendra

Informal Letters

1. Write a letter to your father requesting him to allow you to go on an educational tour with your friends.

12-25, Ashok Nagar
Mangalagiri

15 June, 2019

My dear father

I am safe here and I hope that you are also safe there. I am studying well and I got 90 % of marks in the last monthly tests and I hope that I can get more than 90% in the coming exams.

I am very happy to inform you that our college is arranging an educational tour to visit Mysore and surrounding places. We will visit Brundavan gardens, some industries and educational institutes there. It is a two day programme. Our college lecturers will also accompany us. All our friends are going on the trip. I am also interested to go on the tour for which I require Rs. 5,000/- for expenses.

Hence, I request you to kindly allow me to go on the tour along with my friends and lecturers and send the amount as early as possible. I am waiting for your reply. Convey my profound regards to Mummy and best wishes to my brother and sister.

With love

Yours lovingly

Signature

Address

P. Krishnamoorthy

17-761/A

Nehru Nagar

Madanapalli

Chittoor dist.

2. You have witnessed the impact of evaluation through grades, instead of marks in the Board of Intermediate Education exam results. Write a letter to your younger cousin advising him how to deal with the changes.

22-4, Nehru Nagar
6th Lane
Main Road
Guntur

16 June, 2019

My dear Udayasri

How are you? How are you studying ? I received your letter and noted the contents. I felt very happy for you getting highest marks in your class. As you know, the Board of Intermediate Education has introduced the grading system in the results, instead of marks. It is a very good decision. It avoids tension from the students and removes unhealthy competition.

Now I have found that getting a good grade is not very difficult. If you attend the classes regularly and follow instructions, you can get a good grade. If you get more than 91% of marks, you are awarded 10/10 points in each subject. Based on the average of all subjects, your grading is fixed. There is no doubt that grades bring in several toppers and avoid committing of suicides of students for the sake of ranks.

I find that grades are good and encouraging and appreciate the BIE for introducing it. I suggest you to put in hard work and get quality education without feeling any tension of marks and ranks. Convey my profound regards to your parents and best wishes to your brother.

With love

Yours lovingly

Signature

Address

S. Udayasri
D/o S. Ramesh
26-145, Rajeev Nagar
Visakhapatnam

Exercise

- 1) You are interested in doing a short term course in Spoken English during your summer vacation. Write a letter to the director, NEO Spoken English and Grammar Institute, Annamaiah circle, Tirupati, enquiring about the terms and conditions for the course.
- 2) Write a letter to the editor of a local daily on acute shortage of water in summer.
- 3) You have been invited to attend your friend's marriage. You are not able to attend the marriage due to personal problems. Write a letter to your friend congratulating him and expressing your inability to attend his marriage.
- 4) Write a letter to your father asking him to send money as you have to buy new books and pay the public examination fee.
- 5) Write a letter to your friend describing the college annual day celebrations conducted recently in your college.
- 6) Write a letter to your local Sub-Inspector of Police on the eve teasing you witnessed when you were going to college and at the bus stop waiting for the bus.
- 7) Write a letter of application in response to the advertisement for the post of Computer Operator in Omkars Computer Institute, 2/10, Brodipet, Guntur.

3

WORD STRESS

Word Stress is an important feature of English pronunciation. To become a powerful communicator of English, one needs proficiency while using different stress patterns in his communication. Stress is the degree of force with which a syllable or a word is uttered. In English, we do not say each syllable with the same force or strength. In one word, we say one syllable very loudly or with more speed and all the other syllables quietly. For example, 'teacher' is a two syllable word with the first syllable louder than the second. The syllable which is pronounced with greater force, is called the stressed or accented syllable. If a word has two or more than two syllables, one syllable is pronounced with greater force than the others. The stress mark (') is placed before the stressed syllable to identify the word stress as 'teacher and 'mother. Mono syllabic words have no stress marks.

Here are some examples of how words are stressed.

First syllable	Second syllable	Third syllable	Fourth syllable
'always	al'ternative	corre'spondent	environ'mently
'energy	ap'pear	inter'national	organiz'ation
'everybody	a'venable	oppor'tunity	responsi'bility
'industry	be'tween	recom'mend	underde'veloped
'popular	com'mittee	disap'point	determi'nation
'programme	ex'tremely	under'stand	exami'nation
'sorry	im'portant	compe'tition	acade'mician
'water	tech'nology	aca'demic	famili'arity
'English	de'velop	demo'cratic	grammati'cally
'Doctor	per'mission	photo'graphic	instrumen'tation

The syllable is the basis for understanding of word stress. You have studied about syllables and division of syllables in your 1st year and at present you are going to learn about word stress and stress marking. Now, you remember the division of syllables.

Division of syllables

A syllable is the smallest unit of speech. Vowels and consonants combine in the structure of a syllable. Syllables are divided into four kinds. They are 1. Mono Syllabic words 2. Di syllabic words 3. Trisyllabic words 4. Polysyllabic words.

Mono Syllabic words	Di-syllabic words	Tri-syllabic words	Poly-syllabic words
good	answer	conviction	alternative
knife	extent	destiny	available
mode	irksome	influence	candelabrum
new	monsoon	impression	establishment
light	perhaps	hemisphere	intelligence
plight	return	objection	machinery
one	season	passenger	petitioner
quite	today	relative	perambulate
reach	weather	recollect	remarkable
storm	English	reluctance	reinforcement
school	employ	beautiful	education
pen	reject	signature	information
bad	police	syllable	responsibility
read	hotel	typical	certificate

Stress Marking

Stress Mark is a small vertical bar('), which is placed before a stressed syllable. It sometimes identifies if the word is a noun, adjective or a verb., It is not required for mono syllabic words.

Rules of Stress marking

- The word stress may shift from one syllable to the other as the function of the word changes.** If a word is a noun or adjective the stress is on the first syllable and if the same word functions as a verb, the stress is on the second syllable. Note the stress shift in the following words:

Noun/Adjective	Verb
'conduct	con'duct
'absent	ab'sent
'object	ob'ject
'subject	sub'ject
'suspect	sus'pect
'permit	per'mit
'progress	pro'gress
'produce	pro'duce
'record	re'cord
'increase	in'crease

2. Disyllabic nouns and adjectives and words with a silent 'r', have stress on the first syllable.

'artist	'evening	'answer	'irksome
'always	'journey	'article	'happen
'beauty	'lawyer	'busy	'manners
'common	'novel	'children	'possible
'doctor	'roadside	'danger	'spirit
'father	'water	'actor	'leader

2(a). Tri syllabic words which have stress on the first syllable.

'marvelous	'newspaper	'carefully	'lovingly	'hemisphere
'passenger	'masterpiece	'segregate	'nervously	'wonderful

3. Disyllable words that begin with prefixes like a-, an-, be-, de-, con-, in-, ex-, re-, have stress on the second syllable.

an'tique	de'scribe	a'mong	per'tain	a'dopt
pro'long	a'larm	re'gard	re'main	a'ssure
be'gan	ex'tract	be'lieve	there'fore	for'got
re'ly	be'side	su'ppose	eigh'teen	to'day
ad'venace	be'cause	de'ceive	de'gree	com'bine
per'haps	ex'pense	con'tain	pre'pare	pre'sent
de'crease				

3(a). Tri-syllabic words which have stress on the second syllable.

a'ccustom	a'ccording	De'cember	de'parture
con'tinue	con'ception	in'debted	in'habit
il'lustrate	e'xamined	de'termined	re'luctance

4. Compound words which have stress on the first syllable.

'seasick	'masterpiece	'fig leaves	'call center
'bus stop	'sea port	'farm fresh	'hydropower

5. The words ending with the suffix '-ation' which have stress on the penultimate syllable (second syllable from the end).

civil'i'zation	edu'cation	perspi'ration
infatu'ation	communi'cation	vari'ation

6. Words ending with '-ity' which have stress on the ante-penultimate syllable (third syllable from the end).

a'bility	ca'pacity	fu'tility
gene'rosity	elec'tricity	oppor'tunity

7. The derivational suffixes such as **-age, -ance, -en, -ess, -ful, -hood, -ice, -ish, -ive, -less, -ly, ment, -ness, -or, -ship, -ter, -ure** and **-zen** do not normally affect the stress.

For example:

-age:	'carry	'carriage
	'cover	'coverage
	'marry	'marriage
-ance:	ap'pear	ap'pearance
	at'tend	at'tendance
	per'form	per'formance
-en:	'bright	'brighten
	'light	'lighten
-er:	be'gin	be'ginner
	'common	'commoner
	per'form	per'former
-ess:	'tiger	'tigress
	'baron	'baroness
-ful:	'beauty	'beautiful
	'colour	'colourful
	re'venge	re'vengeful
-hood:	'brother	'brotherhood
	'priest	'priesthood
	'lively	'livelihood
-ice:	'coward	'cowardice
-ish:	'fever	'feverish
	'yellow	'yellowish
-ive:	at'tend	at'tentive
	con'clude	con'clusive
	per'mit	per'missive
-less:	'colour	'colourless
	'manner	'mannerless
-ly:	'certain	'certainly
	'purpose	'purposely
-ment:	'manage	'management
	a'chieve	a'chievement
	in'volve	in'volvement

-ness:	'bitter	'bitterness
	'truthful	'truthfulness
or:	col'lect	col'lector
	con'duct	con'ductor
-ship:	'author	'authorship
	'scholar	'scholarship
-ter:	'laugh	'laughter
-zen:	'city	'citizen

Exercise

I. Mark the stress on the following words with the help of a good pronouncing dictionary

1.	about	2.	academic	3.	adverse
4.	aeroplane	5.	afraid	6.	among
7.	apology	8.	around	9.	atmosphere
10.	beginning	11.	calendar	12.	character
13.	cinema	14.	college	15.	comment
16.	comparison	17.	competition	18.	condition
19.	consider	20.	consumer	21.	confidential
22.	confusion	23.	continue	24.	conscious
25.	consolidate	26.	convenient	27.	conversation
28.	cooperation	29.	country	30.	criticize
31.	dais	32.	dangerous	33.	decision
34.	describe	35.	development	36.	dialogue
37.	dictionary	38.	direction	39.	discuss
40.	education	41.	electricity	42.	encourage
43.	environment	44.	event	45.	everybody
46.	exam	47.	experiment	48.	expert
49.	failure	50.	genuine	51.	government
52.	grammar	53.	guarantee	54.	holiday
55.	hypocrisy	56.	idea	57.	immediate
58.	important	59.	instruct	60.	information
61.	intermediate	62.	intelligent	63.	introduction
64.	kilometer	65.	laboratory	66.	library
67.	literature	68.	minister	69.	nation
70.	necessity	71.	objection	72.	opinion
73.	parliament	74.	participate	75.	perform

Study and Communication Skills

76.	petrol	77.	polite	78.	possibility
79.	prefer	80.	pronunciation	81.	question
82.	remarkable	83.	repeat	84.	romantic
85.	signal	86.	security	87.	sportsman
88.	strategy	89.	student	90.	suggestion
91.	survive	92.	technique	93.	television
94.	theatre	95.	tourism	96.	trophy
97.	umbrella	98.	understanding	99.	university
100.	welcome				

II. Mark the stress in the following words which are taken from your textbook

1.	prevalent	2.	agony	3.	intrepid
4.	celebration	5.	laughter	6.	amputated
7.	business	8.	suffering	9.	profound
10.	preacher	11.	conflict	12.	comrade
13.	betray	14.	pageant	15	subtle
16	keystone	17	ruin	18	crescograph
19	misery	20	reflex	21	sojourner
22	incessantly	23	commandeer	24	malignant
25	recreation	26	impulse	27	woodland
28	nobility	29	inspiration	30	modern
31	study	32	delight	33	ornament
34	natural	35	intellectually	36	comment
37	architect	38	builder	39	structure
40	ascending	41	secure	42	secret
43	splendor	44	tempest	45	triumphant
46	indomitable	47	achievement	48	research
49	demonstrated	50	telegraphy		

4

READING COMPREHENSION

Reading is a skill many people take for granted, but the act of reading and properly comprehending a text is a complex and interactive process. It requires several different brain functions to work together and most often requires one to puzzle through multiple layers of context and meaning.

Reading comprehension is the understanding of what a particular text means and the ideas the author is attempting to convey, both textual and subtextual. In order to read any text, your brain must process not only the literal words of the piece, but also their relationship with one another, the context behind the words, how subtle language and vocabulary usage can impact emotion and meaning behind the text, and how the text comes together as a larger, coherent whole.

For instance, let's look at the first line from Jane Austen's novel, *Pride and Prejudice*:

It is a truth universally acknowledged, that a man in possession of a good fortune, must be in want of a wife.

Now, a completely literal interpretation of the text, just based on word-meaning, would have us believe that 'all rich men want wives.' But the context, word choice, and phrasing of the text actually belie that interpretation. By using the phrases "universally acknowledged" and "must be in want of" (emphasis ours), the text is conveying a subtle sarcasm to the words. Instead of it being an actual *truth* that 'rich men want wives,' this one sentence instantly tells us that we're reading about a society preoccupied with marriage, while also implying that the opening statement is something people in that society may believe, but that isn't necessarily true.

In just a few words, Austen conveys several ideas to the reader about one of the main themes of the story, the setting, and what the culture and people are like. And she does so all the while by seeming to contradict the literal words of the piece.

Without practice in reading comprehension, nuances like these can be lost. And so it can happen that someone may find themselves reading, but not truly *comprehending* the full meaning of a text.

Reading comprehension is essential for many significant aspects of daily life, such as

- Reading, understanding, and analyzing literature in your English classes
- Reading and understanding texts from your other class subjects, such as history, math, or science

Study and Communication Skills

- Understanding and engaging with current events presented in written form, such as news reports
- Properly understanding and responding to any and all other workplace correspondence, such as essays, reports, memos, and analyses
- Simply taking pleasure in written work on your own leisure time

Dedicate yourself to engaging in a combination of both “guided” and “relaxed” reading practice for at least two to three hours a week. Guided practice will involve structure and focused attention, like learning new vocabulary words and testing yourself on them, while relaxed practice will involve merely letting yourself read and enjoy reading without pressure for at least one to two hours a week. (Note: if you already read for pleasure, add at least one more hour of pleasure-reading per week.)

Reading and comprehension rely on a combination of **vocabulary**, context, and the interaction of words. So you must be able to understand each moving piece before you can understand the text as a whole.

If you struggle to understand specific vocabulary, it's sometimes possible to pick up meaning through contextual clues (how the words are used in the sentence or in the passage), but it's always a good idea to look up the definitions of words with which you aren't familiar.

Read the following passages and answer the questions.

1. YOUR MIND OR MIND'S YOU

The mind is a superb instrument if used rightly. Used wrongly, however, it becomes destructive. To put it more accurately, it is not so much that you use your mind wrongly – you usually don't use it at all. It uses you. This is a disease. You believe that you are your mind. That is a delusion. The instrument has taken you over.

Just because you solve a crossword puzzle or build an atom bomb doesn't mean that you use your mind. Thinking has become a disease. Just as dogs love to chew bones, the mind loves to get its teeth into problems. That's why it does crossword puzzles and builds atom bombs. You have no interest in either. Let me ask this: can you be free of your mind whenever you want to? Have you found the off button?

Then the mind is using you. You are unconsciously identified with it, so you don't even know that you are its slave. (From Eckhart Tolle's *The Power of Now*)

1. What is the instrument that is being talked about in the passage?
2. According to the passage how do we say that we use our mind?
3. “Get your teeth into problems” means:

- a. Chewing the problem with teeth
- b. You like it because it is interesting
- c. Using the brain to chew the problems
4. Find out the word from the passage which means ‘false belief’.
5. Write the noun form of ‘destructive’.

2. THE TREASURE WITHIN

A beggar had been sitting by the side of a road for over thirty years. One day a stranger walked by. “Spare some change?” mumbled the beggar, mechanically holding out his baseball cap. “I have nothing to give you,” said the stranger. Then he asked: “What’s that you are sitting on?” “Nothing,” replied the beggar. “Just an old box. I have been sitting on it for as long as I can remember.” The stranger asked, “Have you ever looked inside?” “No,” said the beggar. “What’s the point? There’s nothing in there.” “Have a look inside,” insisted the stranger. The beggar managed to pry open the lid. With astonishment, disbelief and elation, he saw that the box was filled with gold.

This is what happens to all of us. We need a stranger to tell us to look inside. Not inside any box, as in the parable, but inside yourself. We are always looking outside for scraps of pleasure or fulfilment, for validation, security, love, strength while we have an infinite treasure within. (From Eckhart Tolle’s *The Power of Now*)

1. What is the treasure within according to the passage?
2. Why is everyone compared to ‘a beggar on the box’ in this passage?
3. What does the word ‘pry’ in the passage mean?
 - a. Try
 - b. To look closely and curiously
 - c. To find a treasure
4. What is the antonym of the word ‘elation’.
5. Where can we find the treasure of pleasure, fulfilment, security, love and strength?

3. ENDANGERED SPECIES

In 2008, the polar bear was placed on the endangered species list. According to the USA’s Endangered Species Act, an endangered species is an animal, plant or any other kind of wildlife that is likely to face extinction in its natural habitat.

The polar bear is the first animal that has been classified as endangered primarily due to global warming. Global warming is a form of climate change caused by increased levels of carbon dioxide and other greenhouse gases that become trapped in the atmosphere. The polar

bear's habitat is more vulnerable to global warming than many other species. Polar bears live mainly on the sea ice in the Arctic. This is where they hunt for fish and build up fat reserves. When the ice melts many polar bears move to land and live off their stored fat. In the Arctic, global warming is causing the ice to melt slightly earlier and form slightly later. This results in a shorter feeding season for the polar bear. Some risk their lives to find ice. If they have to swim too far they will drown from exhaustion and hunger. (<https://www.englishclub.com/reading/environment/endangered-species.htm>)

1. What is the endangered species according to the USA's Endangered Species Act?
2. What is global warming?
3. Pick the word/ phrase from the passage which means 'to survive/ to depend'.
4. What is the result of the ice melting slightly earlier and form of slightly later?
5. State true or false.

Polar bears are an endangered species because their habitat is affected by global warming.

4. THE EYE

Light enters the eye by refracting, or bending, as it passes through the cornea. Light rays then pass through the opening into the eye known as the pupil. The pupil size is controlled by a muscle known as the iris. The pupil becomes smaller when in bright area and larger in dark area. After leaving the pupil, light rays are refracted once again as they pass through the convex lens of eye. Light rays continue travelling through a jelly-like material called the vitreous humor. An upside down image is formed on the back of the eye known as the retina. Cone cells on the retina interpret the colour of the image and rod cells interpret the black and white colours. Lastly the image is taken to the brain for the image to be seen correctly. (https://education.jlab.org/reading/eye_01.html)

1. What is the opening into the eye called?
2. What is the muscle that controls the size of the pupil?
3. State true or false:
The pupil becomes smaller in dark areas.
4. Write the antonym of 'convex'.
5. Where does an upside down image form in the eye?

5. INDIA – A DEVELOPING NATION.

India was once considered the land of knowledge and enlightenment. In ancient times scholars from all over Asia and Europe used to flock to Taxila, Nalanda and other Indian centres of learning. Apart from arts, culture, philosophy and religion, these scholars came to study medicine, law, and martial sciences. But despite having a vastly expanded university system and

historical advances, modern India has yet to provide international or even regional leadership in higher education. From the surrounding countries Asia and Africa, only a few students come to India for higher education.

The United States is by far the most successful country in attracting foreign students. But other countries such as Australia, Canada, and Britain also aggressively market their universities abroad through their education counselling services and recruitment fairs with the active cooperation of their diplomatic missions abroad.

Likewise, India should also capitalise on the advantages offered by its higher education institutions, market Indian universities abroad and facilitate the entry of foreign students into them. The revenue from foreign students can be used to ease the financial crunch faced by Indian universities, improve academic facilities and subsidise the cost of educating Indian students.

1. What were the two famous universities in ancient India?
2. Name any two topics taught at the ancient universities in India.
3. Which is the most successful country in attracting foreign students at present?
4. Academic facilities in India can be developed with -----.
5. Write the noun form of the word 'aggressively'.

6. **HEALTHY FOOD**

Everyone eats food. Some people eat lots of fruit and vegetables, others may eat more or less meat, and some people may eat healthy, others may not. All of it is related to nutrition. Nutrition is the process of how people get the food that is needed to grow strong and healthy along with obtaining the necessary vitamins and nutrients to help bodies grow and function.

For children, good nutrition is especially important and it is necessary to eat healthy foods because kids are constantly growing. Good nutrition will lead to healthy bones and muscles, and without receiving the correct vitamins and nutrients while growing, a child will not grow as tall and as strong as they could be.

There are five main food groups that should be eaten each day. Eating a variety of foods in each group will lead to receiving most important nutrients to remain strong and healthy. The first food group includes grains such as cereals, rice, millets, breads, pastas etc. The second group is dairy, which includes milk, yogurt, cheese, butter and other dairy products. Apples, oranges, grapes, bananas, and many more are part of the fruits group. Of course, vegetables, such as beans, broccoli, peas, carrots, corn, leafs, and many others, is in its own food group as well. Finally, the fifth food group is protein, which can be found in beef, chicken, eggs, nuts, fish etc. (http://www.softschools.com/language_arts/reading_comprehension/science/449/food_groups/)

Study and Communication Skills

1. What is nutrition?
2. What happens if children do not take good nutrition?
3. How many food groups are there according to the passage?
4. Which of the following food groups do cheese, butter and yogurt belong to?
 - a. Protein
 - b. Grains
 - c. Dairy
5. Name any three vegetables other than those in the passage.

7. THE TITANIC

The Titanic, is in its watery grave. It is a great museum of human history and is at risk of being lost forever because of curious voyagers and treasure hunters, fears Bob Ballard, who first discovered the remains of the iconic ship in 1985. Famous for discovering the great ship, Ballard is a former U.S. Navy Officer and a professor of oceanography. He presented a documentary called “Save the Titanic” on the 100th anniversary of the sinking of the great ship – April 15, 1912. The ship and her fate continue to fascinate, largely because of the horror that took place that night, with 1,522 passengers and crew losing their lives. Ballard says, “The story has all the ingredients to make it timelessly fascinating. You have this revolutionary ship that’s unsinkable and carrying a cross section of people in society. And then it goes and hits an iceberg and sinks on its maiden journey. It’s an irony personified in history.” (www.brcmgyankunj.edu.in/download/files/in58bce292b0e07.dox)

1. Who discovered the Titanic ship?
2. When were the remains of the iconic ship discovered?
3. Why does the ship fascinate people even today?
4. Pick out the word from the passage that means “being a first occurrence or event”.
5. The Titanic sank on ----- .

8. HOMEWORK AT SCHOOL

Homework has historically been given to students to reinforce what they learn at school, and ultimately to help them learn the subject better. However, too much homework is not helpful, and can be counter-productive. Excessive amounts of time spent on completing homework can take away the kid’s social life, family time, and limit their participation in sports or other activities. The amount of homework a teacher has to give to a student should be restricted.

Critically acclaimed author Tamim Ansary reports that since 1981, the amount of homework given to an average sixth class child had increased by more than fifty percent. The

new competition that emerged served as an incentive for schools to increase the volume of curriculum. Many teachers defend large amounts of homework, claiming that it helps students to face a world that is becoming increasingly competitive. However Dr. Kralovec, author ‘The End of Homework’, argues that doing homework during school has little or no effect on successful study skills of the students when they join college. (<https://www.bartleby.com/essay/>)

1. What is the passage about?
 - a. The advantages of homework
 - b. The disadvantages of homework\
 - c. About a book – “Homework”
2. What does a student miss when he spends excessive amount of time on homework?
3. What is the aim of homework?
4. State true or false:
Dr. Kralovec defends the teachers who give large amounts of homeworks.
5. What do you think is the reason for increase of homework?

9. THE CHARMINAR

A man came to Hyderabad to attend a conference. He was visiting the city for the first time. He wanted to see the Charminar. So the next day after he attended the conference, he set out to visit the Charminar. He asked a police officer for directions to reach the place. The officer said, “Wait at this bus stop for the number 65 bus. It’ll take you right there.” He thanked the police officer and the officer drove off.

Three hours later the police officer returned to the same area to find the man still waiting at the same bus stop. Surprised, he got out of his car and asked the man, “Why are you still waiting? Didn’t you get the bus?”

- The man replied, “Don’t worry officer, it won’t be late now. The 58th bus just went by!”
1. Why did the man come to Hyderabad?
 2. Write a synonym for ‘surprised’.
 3. Why was the man waiting at the bus stop?
 4. Do you think the police officer gave the right directions to reach the Charminar?
 5. State true or false.

The man was visiting the Charminar for the first time.

10. GENETIC MODIFICATION

The controversy over genetically modified food continues unabated in the West. Genetic modification (GM) is the science by which the genetic material of a plant is altered, perhaps to make it more resistant to pests or killer weeds, or to enhance its nutritional value. Many food biotechnologists claim that GM will be a major contribution of science to mankind in the 21st century. On the other hand, large numbers of opponents, mainly in Europe claim that the benefits of GM are a myth propagated by multinational corporations to increase their profits, and that they pose health hazards they have therefore, called for governments to ban the sale of genetically-modified food.

The anti-GM campaign is quite effective in Europe, with several European member countries imposing a virtual ban for five years over genetically-modified food imports. Since the genetically modified food industry is particularly strong in the United States of America, the controversy also constitutes another chapter in the US-Europe skirmishes which have become particularly acerbic after the US invasion of Iraq. (CAT, fourth edition by Arun Sharma and MeenakshiUpadhyay)

1. What is genetic modification?
2. What is the major contribution of science to mankind in the 21st century?
3. Find the word in the passage which means ‘to engage in a minor dispute’.
4. Where is the anti-GM campaign effective?
5. Who called for governments to ban the sale of genetically –modified food?

11. THE MANELESS LION

Fifty feet away, three male lions lay by the road. They didn’t appear to have a hair on their heads. Noting the colour of their noses (leonine noses darken as they age, from pink to black), Craig estimated that they were six years old-young adults. “This is what we came to see. They are really maneless.” Craig, a professor at the University of Minnesota, is arguably the leading expert on the majestic Serengeti lion, whose head is mantled, in long, thick hair. He and Peyton West, a doctoral student who has been working with him in Tanzania, had never seen the Tsavo lions that live some 200 miles east of Serengeti. The scientists had partly suspected that the maneless male lions were adolescents mistaken for adults by amateur observers. Now they know better.

The Tsavo research expedition was mostly Peyton’s show. She had spent several years in Tanzania, compiling the data she needed to answer a question that ought to have been answered long ago: Why do lions have manes? It’s the only cat wild or domestic, that displays such ornamentation. (CAT, fourth edition by Arun Sharma and MeenakshiUpadhyay)

1. Name the two scientists in the passage.
2. State true or false:
Serengiti lions are maneless.
3. Where do Tsavo lions live?
4. Pick the adjective in the passage which means ‘pertaining to or characteristic of a lion.’
5. Write the noun form of the verb ‘estimated’.

12. COCA-COLA: A FEW FACTS

One of the most successful commercial products ever launched is said to have come about as a result of a mistake. In 1896, Jacob's Pharmacy in Atlanta, Georgia, was selling a nerve tonic known as 'French Wine Cola – Ideal Nerve Tonic.' By accidentally adding fizzy water instead of still water to the recipe, a pharmacist called John S. Pemberton invented what has today become the most popular soft drink in the world: Coca-Cola. It has enjoyed phenomenal success worldwide and this combination of carbonated water, sugar, acid and flavourings has come to symbolise the American way of life for most of the world. But even the manufacturers could hardly describe Coca-Cola as a healthy product since it contains relatively high amounts of sugar and phosphoric acid both of which are known to damage teeth. However the company's enviable marketing strategies like the most memorable commercials, tunes, slogans, and sponsorship in the world of advertising, variously emphasizing international harmony, youthfulness, and a carefree lifestyle made Coca-Cola endure the popularity till now. (CAT, fourth edition by Arun Sharma and Meenakshi Upadhyay)

1. What was Coca-Cola originally?
2. What are the basic ingredients of Coca-Cola?
3. Why is Coca-Cola harmful to teeth?
4. What has come to symbolize the American way of life for most of the world?
5. Write an antonym of 'endure'.

13. IRON MAN OF INDIA

Popularly and rightly known as the 'Iron man of India' or 'Bismarck of India', Sardar Vallabhbhai Patel is among the most influential political icons of India. The first deputy Prime Minister and Home Minister of independent India, Patel was instrumental in the unification of 555 princely states and setting up a democratic federal set up in the country. He played a key role in the freedom struggle rubbing shoulders with the Father of the Nation, Mahatma Gandhi. It would be no exaggeration if we label him as the chief architect of independent India who sailed through the turbulent times with his rock solid leadership.

Sardar Patel always believed that due to extensive diversity and multiple cultures and languages, India needs a strong bureaucratic set up. He played a constructive role in the creation of the Indian Administrative Services (IAS). The earlier Indian Civil Services Code (ICS), drafted by the Britishers suited only their own interests, and later on it was diluted by the Bismarck of India to create a better bureaucratic structure that works for the betterment of the country. Thus he came to be known as 'Patron Saint' for Indian civil servants for establishing modern All India Services. (an internet article <https://www.culturalindia.net/leaders/sardar-vallabhbhai-patel.html>)

1. How many labels are used to describe Patel and what are they?
2. Why did Patel believe that India needed a strong bureaucratic set up?
3. Why Patel is called the chief architect of modern India?
4. Expand IAS.
5. 'Rubbing shoulders' suggests -----.
 - a. Rub one's shoulders
 - b. Hold shoulders
 - c. Associate with

14. WORK IS WORSHIP

There are 365 days in a year. If we take away the 52 Sundays, it leaves 313 days left for work. We at least have 12 declared holidays per year, which leaves 301 days for work. We are further entitled for 12 days of sick leave, 12 days of casual leave and 12 days of privilege leave. It leaves 265 days for work. On the days we work, even taking those who do not work by the clock as benchmark, we spend on an average about 12 hours each day away from work. And that counts for 133 days (half of 265). There are 135 days left for work. Within those 12 hours at work, we spend at least 2 hours each day on coffee breaks, lunch and snacking, which accounts for another 11 days ($132*2/24$) each year. It leaves 121 days available for work. And that's just 33% of a year is spent on work. Even for this 33% of work life there is so much cribbing. Oh, what a tragedy! Born in a culture that taught 'Work is Worship', and through work (Karma Yoga) the divine can be attained, we have lost the sanctity of work.

The food we eat, the clothes we wear, the shelter we live in and the luxuries of comfort we enjoy are the rewards of the work we do. Work not only gives the rewards of life but also a sense of purpose and dignity to our life. Irrespective of the people we work with, the organisation we represent, the designation we carry, the portfolio we hold, let's begin every morning with gratitude to the work we do. Let us go to our work place with greater reverence and devotion than we would go to a place of worship. (From a magazine Infinite Thoughts, Feb 2017)

1. How much percent of a year is spent on work by an employee?
2. What is Karma Yoga?
3. What are the rewards of the work we do?
4. Pick out the word from the passage which means 'something considered sacred'.
5. What does our culture teach us about work?

15. EVENTS AND EXPERIENCES

One night a group of nomads were preparing to retire for the evening when suddenly they were surrounded by a great light. They knew they were in the presence of a celestial being. With great anticipation, they awaited a heavenly message of great importance that they knew must be especially for them. Finally a voice roared, "Gather as many shells as you can. Put them in your saddlebags. Travel a day's journey and tomorrow night will find you both glad and sad." The nomads shared their disappointment and anger with each other. They expected the revelation of a great universal truth that would enable them to create wealth, health and purpose for the world but instead they were given a menial task that made no sense to them at all. However, reluctantly each one of them picked up a few shells and deposited them in their saddlebags. They travelled a day's journey and at night while making their camp, they reached into their saddlebags and discovered that every shell they had gathered had become a diamond. They were glad that they had diamonds. They were sad that they had not gathered enough shells.

This is the metaphor of life. Every event that we encounter in life is a shell, a doorway to maturity. It is in our hands to turn an event into experience, i.e. turn these shells into diamonds. (From a magazine Infinite Thoughts, May 2017.)

1. Why were the nomads disappointed?
2. Why were they both glad and sad at the end?
3. What are shells compared to in this story?
4. Write a synonym for anticipation.
5. According to the passage 'every event is a shell which we can turn into a diamond like experience'. Write true or false.

16. THE ART OF PACKING THE LUGGAGE

The chaotic packers are the people who slam open their suitcases and then assault them with their clothes and effects. In go the pants and shirts, losing their ironing as they hit the bottom of the bag. Caught up in the flurry of cloth are the more chunky of the objects: the shoes, the shaving equipment, the make-up bottles, the books and papers required for the trip, the chargers and the external hard drives. Somehow all of this is stuffed into the bag before the travellers wrestle the thing shut. The chaotic packers then straighten up and smack their hands

in satisfaction. “When’s the taxi coming?” they say and sit down and switch on the TV so that they can be sure to be late for the flight.

Then there is the opposite category: the military meticulous packers. These people usually start with making a list or several lists. Everything they plan to take on a trip is put down in logical detail. Then the different kinds of material are arrayed according to category: socks here, shoes there, liquids on one side, hard solids on another side, papers in neat stacks, and so on. Then the suitcases are opened and filled almost scientifically, as if the packers are reproducing a complicated mathematical equation. When you see the finished suitcases, you feel as the things were born like this and there is no possibility of them being packed any other way. The meticulous packers then shut the suitcases, stand next to the door and wait for the transport that will get them to the airport well in advance. (Article from *The Hindu*, 2016)

1. How many kinds of packers are discussed here? Who are they?
2. State true or false.
Chaotic packers reach the airport well in advance.
3. Pick the word from the passage which is synonymous to careful/precise.
4. The passage is ----- .
 - a. Insisting on packing the luggage neatly
 - b. A discussion on different types of luggage packers
 - c. Advising us to reach the airport well in advance
5. Write the antonym of ‘external’.

17. AN UNEXPECTED GUEST IN A TOWN

It was still a busy hour in the city when I entered Market Road. People ran for lives at the sight of me. As I progressed through, shutters were pulled down, and people hid themselves under culverts, on trees, behind pillars. The population was melting out of sight. At the circus I had had to study human behaviour. Outside the circus ring they sat in their seats placidly while I cowered before the Captain’s whip. I got a totally wrong notion of human beings at that angle. I had thought that they were sturdy and fearless. But now I found them fleeing before me like a herd of deer, although I had no intention of attacking them. When I paused in front of a tailor’s shop, he abandoned his machine and shut himself in a cupboard, wailing, “Alas, I am undone, won’t someone shoot that tiger?” A prisoner between two constables, who had been caught for murder and was just emerging from the Court House, got his chance to escape when the constables fled abandoning him with his handcuffs. I tore horse from its jutka and enjoyed the sight of the passengers spilling out of it and running for their lives. (a passage from *A Tiger For Malgudi* by R.K.Narayan)

1. Who is the narrator of the passage?
2. At the sight of what did the people run for their lives?
3. What did the narrator think about human beings?
4. Write the noun form of the adverb 'placidly'.
5. Write the antonym of 'fearless'.

18. INVISIBLE MEANING

In many ways, pragmatism is the study of 'invisible' meaning, or how we recognize what is meant even when it isn't actually said (or written). In order for that to happen, speakers (and writers) must be able to depend on a lot of shared assumptions and expectations. The investigation of those assumptions and expectations provides us with some insights into how more gets communicated than is said.

Consider an example, taken from a newspaper advertisement, and think not only about what the words might mean, but also about what the advertiser intended them to mean: BABY & TODDLER SALE. In the normal context of our present society, we assume that this store has not gone into the business of selling young children over the counter, but rather that it is advertising clothes or other things for babies. The word clothes or any other thing is not mentioned. But our normal interpretation would be that it is sale of baby clothes or things and not of babies. Thus, in the above example the influence of context is emphasized. (a passage from *The Study of Language* by George Yule)

1. What is pragmatism according to the passage?
2. What are necessary to understand the 'invisible meaning'.
3. Give a synonym of 'interpretation'.
4. Pick out the word from the passage which means 'that which can not be seen'.
5. What is emphasized in the example in the above passage?

19. AS YOU LIKE IT

The banished duke had an only daughter, named Rosalind, whom the usurper, Duke Frederick, when he banished her father, still retained in his court as a companion for his only daughter Celia. A strict friendship subsisted between these ladies, which the disagreement between their fathers did not in the least interrupt, Celia striving by very kindness in her power to make amends to Rosalind for the injustice of her own father in deposing the father of Rosalind; and whenever the thoughts of her father's banishment, and her own dependence on the false usurper, made Rosalind melancholic, Celia's whole care was to comfort and console her.

One day, when Celia was talking in her usual kind manner to Rosalind, a messenger entered from the duke, to tell them that if they wished to see a wrestling match, which was just going to begin, they must come instantly to the court before the palace; and Celia, thinking it would amuse Rosalind, agreed to go and see it. (a passage from *As You Like It* from *20 Tales From Shakespeare* by Charles and Mary Lamb.)

1. Who is the father of Celia?
2. Why is Celia being very kind to Rosalind?
3. The messenger informed the ladies about a --- match.
 - a. Cricket match
 - b. Wrestling match
 - c. Football match
4. Why did Celia agree to go and see the match?
5. What is the noun form of 'amend'?

20. MISSILE MAN OF INDIA

During my stay at Ramanathapuram, my relationship with him grew beyond that of a teacher and pupil. In his company, I learnt that one could exercise enormous influence over the events of one's own life. Iyadurai Solomon used to say, "To succeed in life and achieve results, you must understand and master three mighty forces – desire, belief and expectation." Iyadurai Solomon, who later became a Reverend, taught me that before anything I wanted could happen, I had to desire it intensely and be absolutely certain it would happen. To take an example from my own life, I had been fascinated by the mysteries of the sky and the flight of birds from early childhood. I used to watch cranes and seagulls soar into flight and longed to fly. Simple provincial boy though I was, I was convinced that one day I, too, would soar up into the skies. Indeed, I was the first child from Rameswaram to fly. (from *Wings of Fire: An Autobiography* by A.P. J. Abdul Kalam)

1. What were the three mighty forces one had to master to succeed according to Iyadurai Solomon?
2. How did the narrator develop a longing for flying?
3. Provincial means ----- .
 - a. Urban
 - b. City-bred
 - c. Small-town
4. Who is Iyadurai Solomon to the narrator?
5. Who was the first child to fly from Rameswaram? (try to guess the name)

21. THE HARDEST LANGUAGE

People often ask which is the most difficult language to learn, and it is not easy to answer because there are many factors to take into consideration. Firstly, in a first language the differences are unimportant as people learn their mother tongue naturally, so the question of how hard a language is to learn is only relevant when learning a second language.

A native speaker of Spanish will find Portuguese much easier to learn than a native speaker of Chinese because Portuguese is very similar to Spanish and Chinese is very different. So our first language can affect the learning of a second language. The greater the differences between the second language and the first, the harder it is to learn the second language. Many people feel that Chinese is the hardest language to learn. Probably, they are influenced by the uniqueness of the characters of Chinese script and their pronunciation. But Japanese, who use the Chinese characters in their own language, learn Chinese very easily.

Apparently, British diplomats, who are generally used to learning languages, have found that the second hardest language is Japanese. But Hungarian is the most problematic with 35 cases. (an internet article <https://www.babbel.com/en/magazine/6-hardest-languages>)

1. According to the passage what is the hardest language to learn?
2. State true or false:
Chinese and Japanese languages use same characters to write.
3. Why is Hungarian the most problematic language to learn?
4. Why is the Chinese language considered the hardest language?
5. When can we learn a second language easily? Can Telugu speakers learn Kannada easily?

22. WORD FORMATION PROCESSES

The constant evolution of new terms and new uses of old terms is a reassuring sign of vitality and creativeness in the way a language is shaped by the need of its users. Let us consider the ways. One of the least common processes of word formation in English is Coinage, that is, the invention of totally new terms. Older examples are aspirin, nylon, zipper and more recent examples are teflon and xerox. One of the most common sources of new words in English is the process labelled Borrowing, that is, the taking over of words from other languages. Some examples are, bandicoot (from Telugu pandikokku), bamboo (from Kannada bambu), culvert (from Tamil kalvettu), jackfruit (from Malayalam chakka) etc.

One more source is a joining of two separate words to produce a single form. This combining process, technically known as compounding, is very common in English. Examples are bookcase, fingerprint, sunburn, wallpaper, doorknob, wastebasket etc. This combining of two separate forms to produce a single new term is also present in the process called Blending. It is typically accomplished by taking only the beginning of one word and joining it to the end

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of the other word. Examples are smog (smoke + fog), telecast (television + broadcast), brunch (breakfast + lunch), bit (binary + digit) etc. (a passage from *The Study of Language* by George Yule)

1. How many types of word formation processes are discussed here? What are they?
2. Give two examples of Borrowing.
3. What is the least common process of word formation?
4. Taking the beginning of one word and joining it to the end of the other word is called Compounding. State true or false.
5. Aspirin is an example of ---- .
 - a. Blending
 - b. Compounding
 - c. Coinage

23. SELF-IMAGE

Have you ever noticed that when you are feeling good about yourself, other people become very nice? Isn't it funny how they change! The world is a reflection of ourselves. When we hate ourselves, we hate everybody else. When we love being who we are, the rest of the world is wonderful. Our self-image is the blueprint which determines exactly how we will behave, who we will mix with, what we will try and what we will avoid; our every thought and every action stems from the way we see ourselves.

The picture we have of ourselves is coloured by our experiences, our successes and failures, the thoughts we have had about ourselves and other people's reactions to us. Believing this image to be fact, we proceed to live absolutely within the bounds of this picture. Therefore, our self-image determines – a. how much we like the world and how much we like living in it and b. exactly how much we will accomplish in life.

We are what we believe we are. If you see yourself as being hopeless at mathematics, you will always have difficulty with figures. The first step towards a vast improvement in our results to change the undesirable self-image is to change the way we think and talk about ourselves. (a passage from *Being Happy* by Andrew Matthews)

1. What is our self-image?
2. What does our self-image determine?
3. What should we do to change the undesirable self-image?
4. What happens when we hate or love ourselves?
5. What is the picture we have of ourselves coloured by?

24. THE MAN WHO KNEW INFINITY

Srinivasa Ramanujan is one of the most enigmatic figures in the history of mathematics. He was a self trained amateur mathematician whose ideas befuddled the accumulated wisdom of western European mathematicians in the early 20th century. His legacy has played a central role in the development of many of the deepest subjects in arithmetic geometry and number theory. He is considered as one of the world's greatest-ever mathematicians, proving over 3000 theorems. He is a child prodigy born on 22 December 1887, in Erode, Tamil Nadu. By the age of twelve he had mastered trigonometry.

In 1913, Ramanujan enclosed a long list of complex theorems in a letter to three Cambridge academics: H. F. Baker, E.W. Hobson, G. H. Hardy. Only Hardy, a Fellow of Trinity College, noticed the genius in Ramanujan's theorems. Although Hardy was one of the pre-eminent mathematicians of the day and an expert in several fields, he added that many of those theorems "defeated me completely. I had never seen anything in the least like them before". After some initial scepticism, Hardy replied and invited Ramanujan to England. (an internet article <https://www.famousscientists.org/srinivasa-ramanujan/>)

1. Where and when was Srinivasa Ramanujan born?
2. Pick out two words from the passage which are synonymous to 'puzzled'.
3. Who identified the genius in Ramanujan's theorems?
4. Srinivasa Ramanujan played a key role in the development of --- and --- .
5. Why was he called a child prodigy?

25. FOREST FIRE

On 5th May 2000, a fire intentionally set by the National Park Service at Bandelier National Monument in New Mexico began burning out of control. What began as a prescribed burn became Cerro Grande fire – one of the worst fires in the history of New Mexico. The fire was prescribed to remove brush and undergrowth in parts of the forest. By burning away this wildfire "fuel," the Park Service hoped to prevent a natural, uncontrollable wildfire from occurring. It is also hoped to restore the natural cycle of fire necessary for forests to survive.

Forest fires can serve a purpose. The variety of plants in an area is often ten times greater after a wildfire because of the nutrient-rich soil that fires can produce. Fires burn mineral-storing parts of plants into ash. Rain or snow dissolves the ash into the soil, providing essential minerals to the soil. Some plants even depend on fire for survival. Many pine trees cannot reproduce without the help of fire. Their cones will not open and release seeds unless heated.

Many natural forest fires are started by lightning. However, it is common practice for the National Park Service to prescribe burns such as the one in New Mexico. Unfortunately

in this case, good intentions had devastating results. Strong winds and hot weather caused the fire to spread rapidly, making it difficult to control. (anews paper article from internet <https://wildfiretoday.com/2010/05/10/cerro-grande-fire>)

1. What is the purpose served by forest fires?
2. Who prescribed the forest fire in New Mexico?
3. Why do pine trees depend on fire for survival?
4. How did the prescribed fire in New Mexico go out of control?
5. How do natural forest fires usually start?

26. ANCIENT INDIA

Of the two river systems, that of the Indus, now mainly in Pakistan, had the earliest civilization, and gave its name to India. The Indians knew the river as Sindhu, and the Persians, who found difficulty in pronouncing an initial s, called it Hindu. From Persia the word passed to Greece, where the whole of India became known by the western river. The ancient Indians knew their sub-continent as Jambudvipa (the continent of jambu tree) or Bharatavarsha (the land of the sons of Bharata, a legendary emperor). With Muslim invasion the Persian name returned in the form of Hindustan, and those of its inhabitants who followed the old religion became known as Hindus.

More than two thousand years before Christ the fertile plain of the Punjab (five rivers), watered by the five great tributaries of the Indus – the Jhelum, Chenab, Ravi, Sutlej, and Beas – had a high culture, which spread as far as the sea and along the western seaboard at least as far as Gujarat. The lower Indus, in the region of Pakistan known as Sind, now passes through barren desert, though this was once a well watered and fertile land. (from The Wonder That was India by A L Basham)

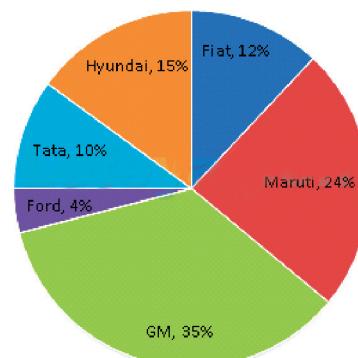
1. Which river gave its name to India?
2. Why did the Persians call Sindhu as Hindu?
3. Why was India named Jambudvipa and Bharatavarsha in olden days?
4. Who called India Hindustan?
5. How does Punjab get its name?

5

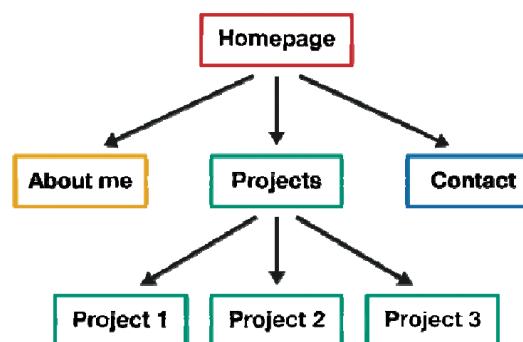
INTERPRETATION OF
NON-VERBAL INFORMATION

Visual communication is the dominant form of communication from times immemorial, because our brains are designed to process information visually. Pictures are easier to comprehend than words. Even now, diagrams are more popular than text when presenting certain types of information, especially dense information. Pie charts, tree diagrams, tables bar graphs, and flow charts are all diagrams that present information visually.

A **pie chart** is a circular diagram divided into sectors to illustrate numerical proportions. In a pie diagram, the total of all the given items is equated to 360 degrees and the degrees of angles, representing different items are calculated proportionately. The pie chart is used to show the break-up of one continuous variable into its component parts.

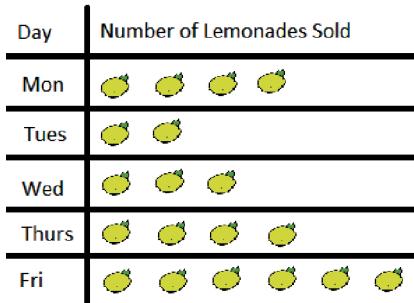


A **tree diagram** starts with one item that branches into two or more, each of which branch into two or more and so on. It is used to break down broad categories into finer levels of details.

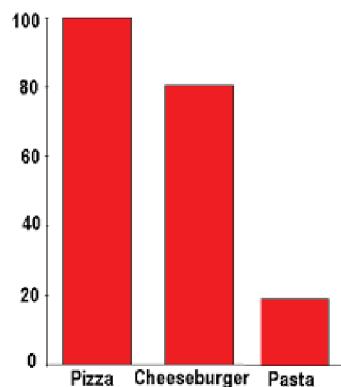


A **table** is the simplest way to represent data. A table is a collection of rows and columns. A set of facts and figures are arranged in these rows and columns. It is very easy to compare and contrast, and interpret the information in a table.

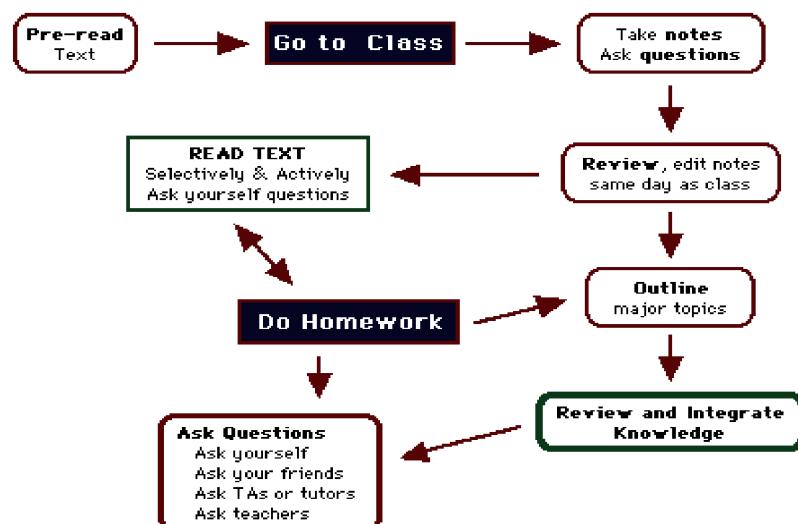
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A **bar graph** is used to represent data using bars of different heights and lengths. Data is graphed either horizontally or vertically, allowing us to compare different values and come to a conclusion very easily and quickly. Bar graphs are generally used to display all kinds of data, from quarterly sales and job growth to seasonal rainfall and crop yields.



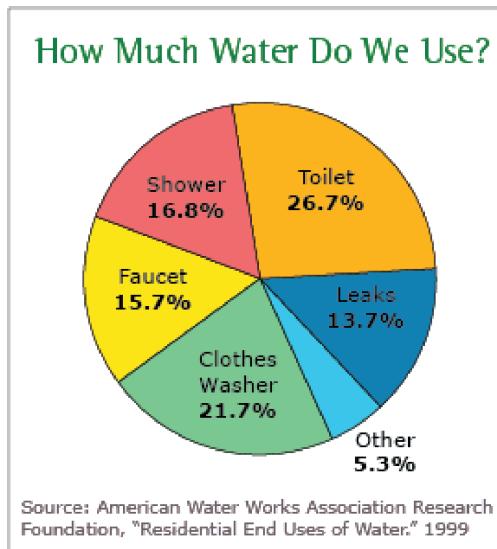
A **flow chart** is diagram that depicts a process or a logical sequence. There are different steps or stages involved in a flow and each step contains a short description of the process step. These steps are connected with arrows which define the flow or sequence. The main purpose of a flow chart is to provide people with a common reference point when dealing with a process.



Now let's work with some diagrams.

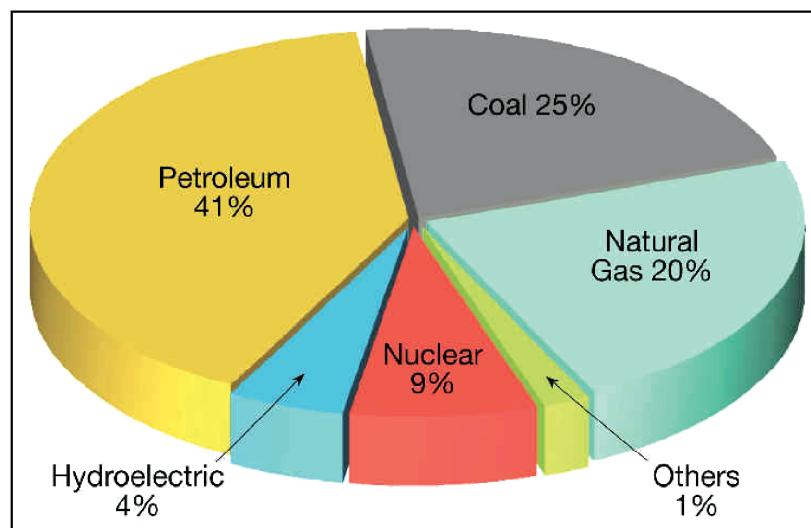
Observe the following pie diagrams carefully. Then answer the questions given after them.

A. Pie chart showing the amount of water we use for different purposes.



1. What does the pie chart show?
2. For what do we use maximum water?
3. How many types of usage of water is taken into consideration in the diagram?
4. How much water is wasted on leaks?
5. What is the source of the information?

B. Pie chart showing the major sources of energy for our requirements in India.



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1. What does the pie chart show?

2. State true or false.

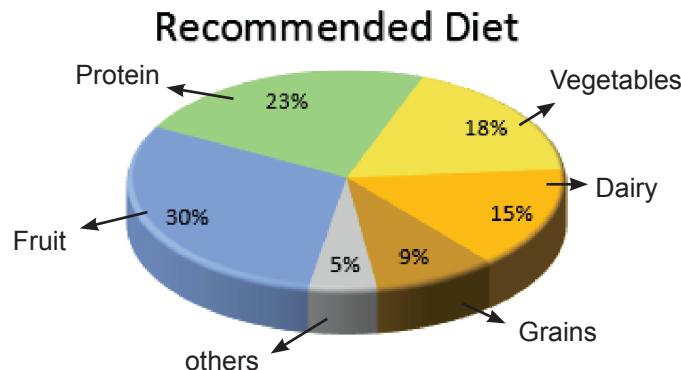
Natural gas and coal put together is almost equal to our major source of energy.

3. What is the second major source of energy in our country?

4. How many sources of energy are taken into consideration?

5. What is hydroelectric power?

C. Here is the pie chart showing the recommended diet for a normal healthy person.



1. What does the pie chart show?

2. What should be the major part of our diet according to the diagram?

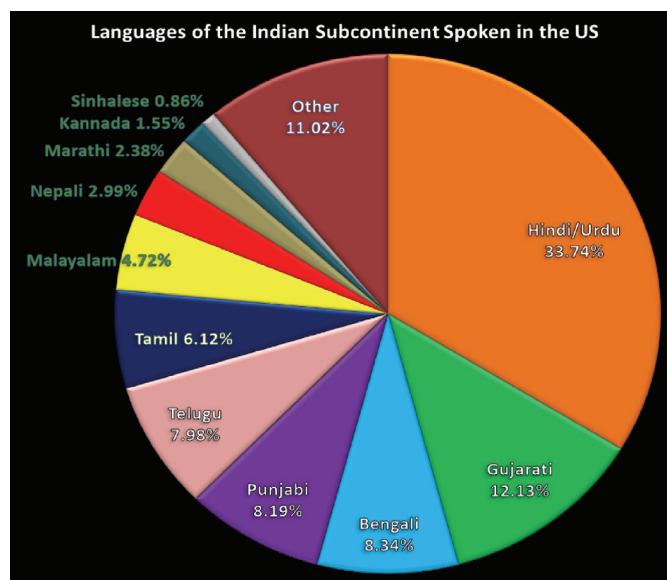
3. State true or false.

Fruit and protein put together cover almost half of our diet.

4. Give two examples of dairy products.

5. How much percentage of vegetables should a healthy person have in his/her diet?

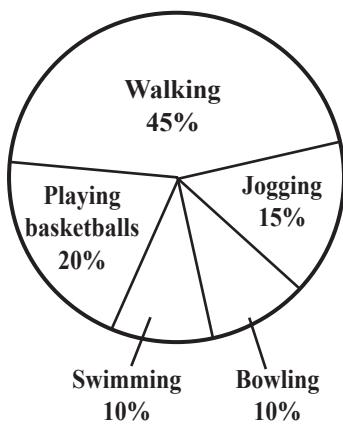
D. The following pie chart is about the percentage of people in the U.S. who speak different languages of the Indian subcontinent.



1. What does the pie chart show?
2. How many languages have been taken into consideration?
3. What is the major Indian language spoken in the U.S.?
4. Which position does Telugu stand in the pie chart from the highest to the lowest order?
5. Which of our neighbouring countries speak Sinhalese?

E. The following diagram shows the time spent by Marissa on different types of exercise each week.

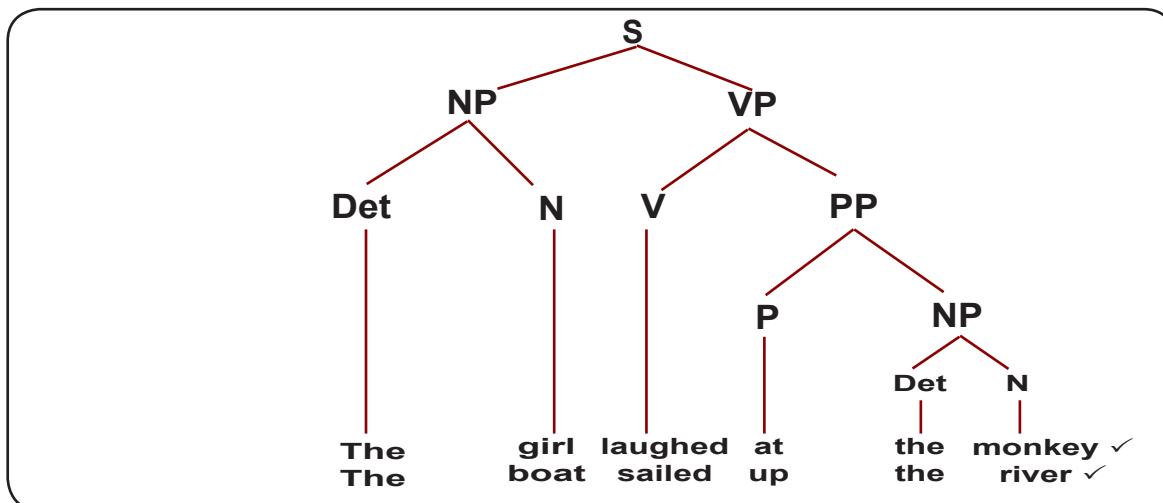
Marissa's Exercise Time Each Week



1. What does the pie chart show?
2. On which exercise does Marissa spend most time?
3. What percentage of time is spent on playing basketball?
4. Which two exercises are given equal percentage of time?
5. On what exercise does Marissa spend 15% of her time?

Study the following tree diagrams and answer the questions that follow.

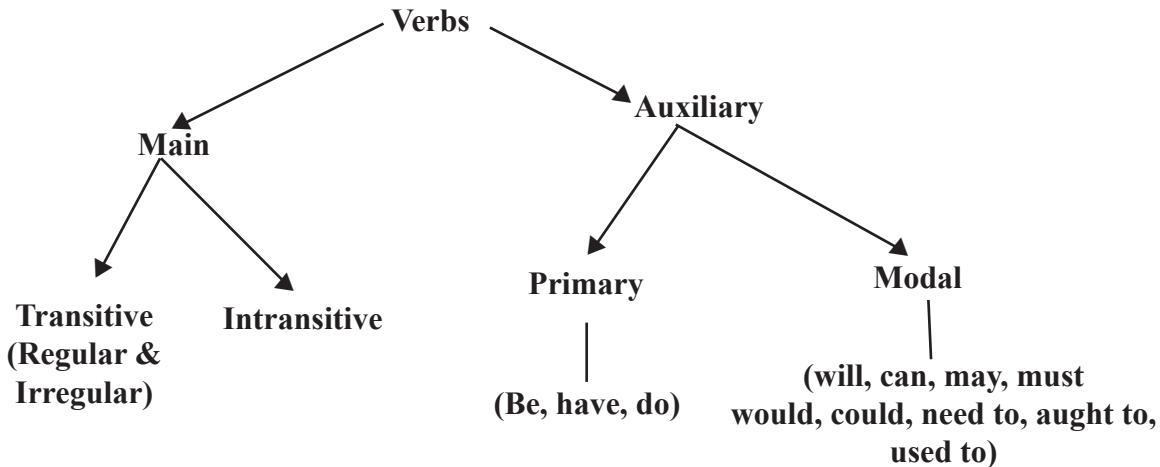
A. The following tree diagram shows the structure of a simple sentence. S – sentence, NP – noun phrase, VP – verb phrase, Det – determiner, N – noun, V – verb, PP – Prepositional phrase, P – preposition.



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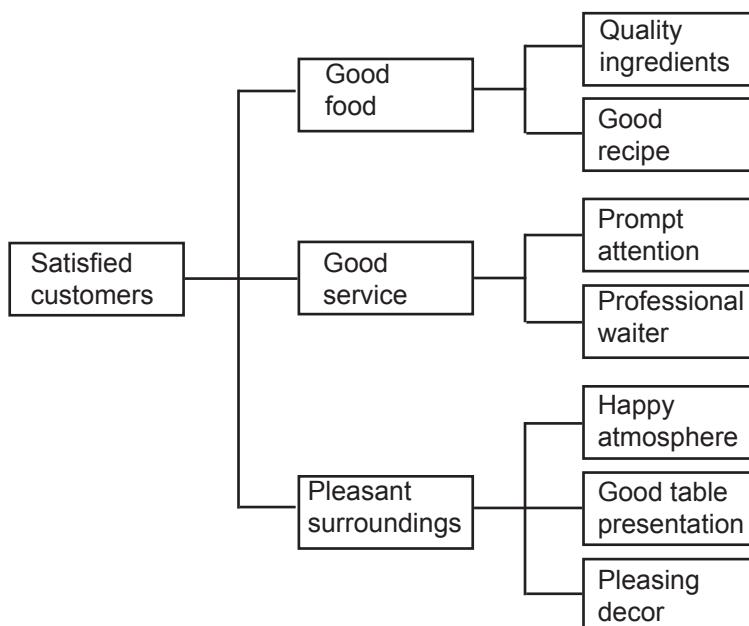
1. What are the two main subdivisions of a sentence?
2. What does the NP contain?
3. What is THE called in the diagram?
4. What sub divisions does PP have?
5. How many types of phrases do you notice in the tree diagram? What are they?

B. The following tree diagram shows types of verbs.



1. How many types of verbs are shown in the diagram?
2. HAVE is a type of ----- verb.
3. State true or false.
Transitive verbs are again divided into regular and irregular verbs.
4. A modal verb is a subdivision of a(n) ----- verb.
5. Give two examples of modal verbs from the diagram.

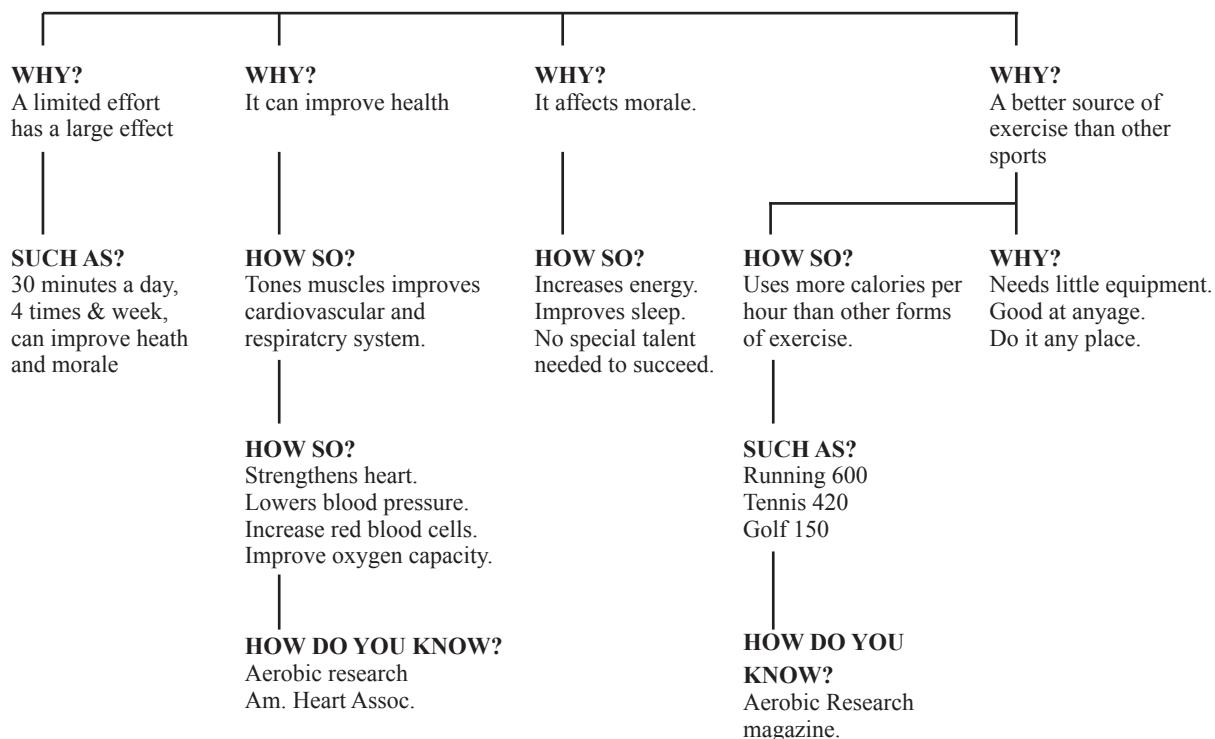
C. Here is a tree diagram showing different reasons for the satisfaction of customers.



1. What are the main reasons for the satisfaction of customers?
2. Good food depends on ----- according to the diagram.
3. State true or false.
Happy atmosphere comes under good service.
4. Write a synonym for 'prompt'.
5. What is a recipe?

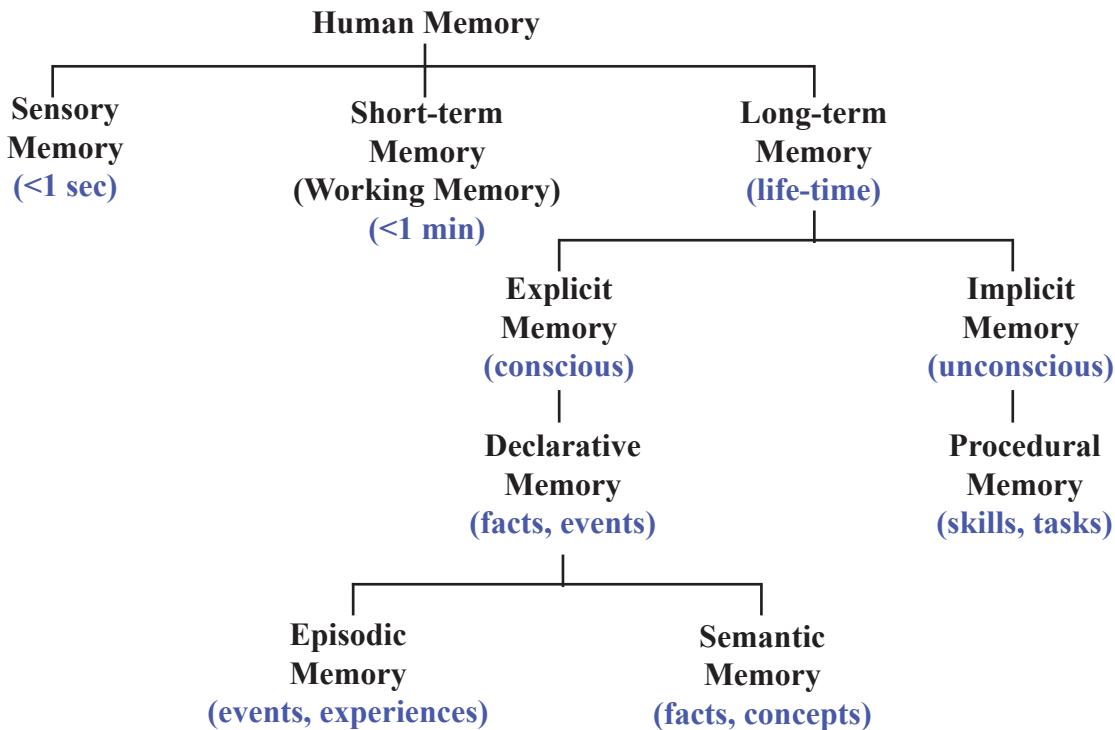
- D. The following tree diagram shows how running is a good investment of time.

Running is a good Investment of Time



1. How many reasons are given to show that running is a good investment of time?
2. Is running good for all ages people?
3. How does running affect the morale of a person?
4. How do you know that running burns 600 calories per hour?
5. Why is running considered a better source of exercise than other sports?

- E. The following tree diagram shows the different types of human memory.



1. Basically how many types of memory do we have?
2. Which of the main subdivisions has further divisions?
3. State true or false.
Unconscious memory is also known as implicit memory.
4. What comes under episodic memory?
5. Short term memory lasts for -----.

Study the following tables carefully and answer the questions that follow

- A. The following table shows the different types of boats, their number and the number of persons employed to ride the boat.

	Type of Boats	Quantity	Number of Persons Employed
1.	Tourist House Boats	825	3,300
2.	Passenger Boats	1,152	2,304
3.	Carriage Boats	685	1,037
4.	Fishing Boats	480	960
5.	Passenger Boats (Tourist Doonga)	275	825
6.	Taxi Boats	785	1,570
Total		4,202	9,996

1. How many types of boats are shown in the diagram?

2. State true or false.

The total number of persons employed is almost double to the total number of boats.

3. Maximum number of persons are employed for ---- boats.

4. Which type of boats is lowest in quantity?

5. The total number of the passenger boats is ----.

B. The following table gives information about the immigrant population from India living in the metropolitan cities of the U.S.A.

Metropolitan Area	Immigrant Population from India	% of Metro Area Population
New York-Newark-Jersey City, NY-NJ-PA	336,000	1.7%
Chicago-Naperville-Elgin, IL-IN-WI	129,000	1.4%
San Jose-Sunnyvale-Santa Clara, CA	104,000	5.4%
San Francisco-Oakland-Hayward, CA	101,000	2.2%
Washington-Arlington-Alexandria, DC-VA-MD-WV	90,000	1.5%
Dallas-Fort Worth-Arlington, TX	84,000	1.2%
Los Angeles-Long Beach-Anaheim, CA	84,000	0.6%
Houston-The Woodlands-Sugar Land, TX	74,000	1.2%
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	69,000	1.1%
Atlanta-Sandy Springs-Roswell, GA	59,000	1.1%

1. What is the table about?

2. How many metropolitan cities are listed here?

3. Which city has the maximum number of immigrant Indian population?

4. Which city has the minimum percentage of immigrant Indian population?

5. Write the antonym of immigrant.

C. The following table is about the number of farmers' suicide in different states.

FARMERS' SUICIDES

(includes those by farm labourers)

	2015	2016*	%Chg
Punjab	124	271	118.0
Haryana	162	250	54.32
Karnataka	1,569	2,079	32.50
Gujarat	301	408	35.5
Madya Pradesh	1,290	1,321	2.4
Telangana	1,400	645	-54.0
Maharastra	4,291	3,661	-15.0
Andhra Pradesh	916	804	-12.2
Chattisgarh	954	682	-28.5
Total	12,602	11,370	-9.8

Note : Total might not match as all states have not been included
Source: Parliament questions

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1. Did the number of suicides increase from 2015 to 2016 in all states?
2. Which state has the lowest number of suicides in 2016?
3. What is the place of AP in the list taking into consideration the number of suicides from top to bottom in 2015?
4. What is the source of this information?
5. State true or false.

The numbers in the above table show only the farmers' suicides in different states.

- D. The following table shows the best and worst foods for health.

The 10 Best and Worst Foods for Health and Longevity

The Best:

	Green Leafy Vegetables (e.g. kale, collard greens, mustard greens, spinach, lettuce)
	Non-Leafy Cruciferous Vegetables (e.g. broccoli, cauliflower, Brussels sprouts, cabbage)
	Berries
	Beans
	Mushrooms
	Onions
	Seeds (e.g. flax, chia, hemp, sesame, sunflower, pumpkin)
	Nuts (e.g. walnuts, pistachios, pine nuts, almonds)
	Tomatoes
	Pomegranates

The Worst:

	Sweetened Dairy Products (e.g. ice cream, low-fat ice cream, frozen yogurt)
	Trans Fat Containing Foods (e.g. stick margarine, shortening, fast foods, commercial baked goods)
	Donuts
	Sausage, Hot Dogs, and Luncheon Meats
	Smoked Meat, Barbecued Meat and Conventionally-Raised Red Meat
	Fried Foods including Potato Chips and French Fries
	Highly-salted Foods
	Soda
	White Sugar
	White Flour

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1. Give examples of foods having trans-fats in them?
2. Are sesame and sunflower seeds good for health?
3. State true or false.
Cauliflower and broccoli cause damage to our health.
4. Write down two white coloured foods from the table which are not good for our health?
5. What does longevity in this table mean?

- E. The following table is about the world's most expensive cities.

These are the world's most expensive cities

Based on the goods and services purchased by a three-person family, 2018

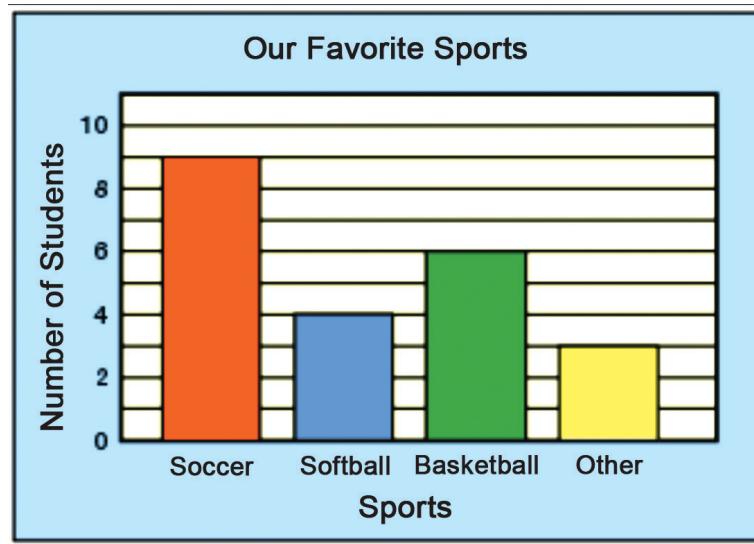
City	Excluding rent	Including rent
Zurich	116.8	104.3
Geneva	113.4	102.9
Oslo	107.8	96.9
Copenhagen	106.1	94.4
New York	100.0	100.0
Tokyo	99.5	89.7
Milan	95.4	86.1
London	92.9	87.6
Chicago	92.7	86.7
Helsinki	91.8	84.1

Source: UBS

1. Which city is the least expensive excluding rent?
2. Which city has the same expense with or without rent?
3. State true or false.
The expense is calculated based on the goods and services purchased by a five-person family.
4. Which two cities are almost the same in terms of including rent, but different excluding rent?
5. How many countries are listed in the table?

Study the following bar graphs carefully and answer the questions that follow.

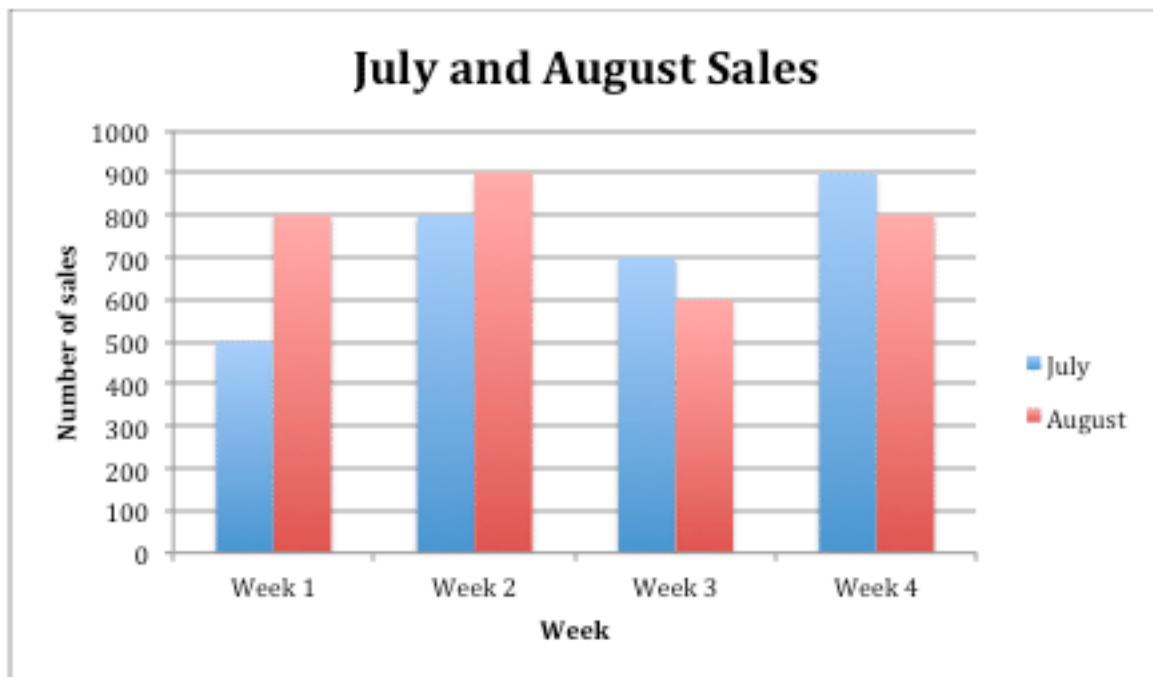
- A. The following bar graph depicts the favourite sports of a group of students.



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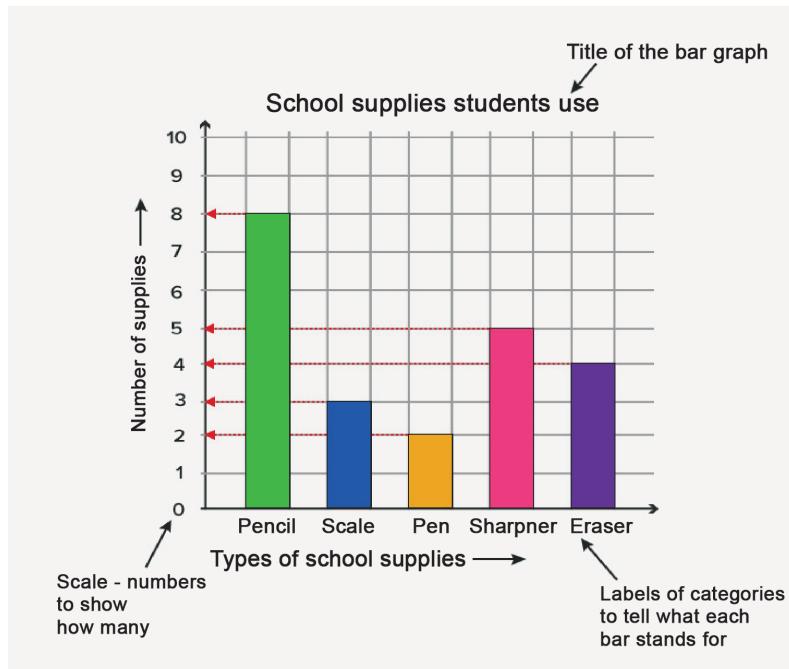
1. What does the graph depict?
2. Which is the most liked game?
3. State true or false.
The number of students who like basketball and other games is equal to the number of students who like soccer.
4. Which sport is liked by only 6 students?
5. How many students like soft ball?

- B. The following bar graph shows week-wise sales of a certain product in the months of July and August.

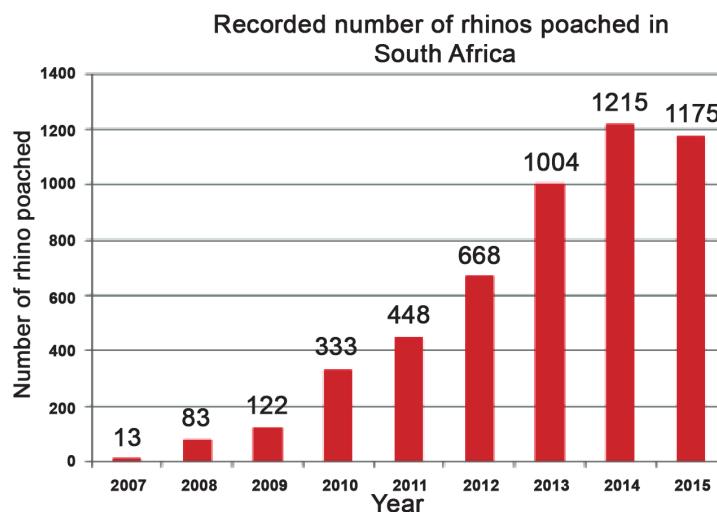


1. What does the diagram show?
2. What is the maximum sale in each month?
3. In which week and month was the sales least?
4. State true or false.
In the month of July maximum sale was done in the last week.
5. The sales of --- week in the month of July is equal to the sales of ---- week in the month of August.

- C. The following bar graph shows some school supplies used by school students.



- How many school supplies are taken into consideration?
 - Which of these school supplies used most by the students?
 - The third place from the most used to the least used is occupied by ---- in the diagram.
 - The number of scale and pen put together is equal to the number of erasers.
State true or false.
 - On the total, what is the number of all the supplies?
- D. The following bar graph shows the number of rhinoceros poached in South Africa from 2007 to 2015.

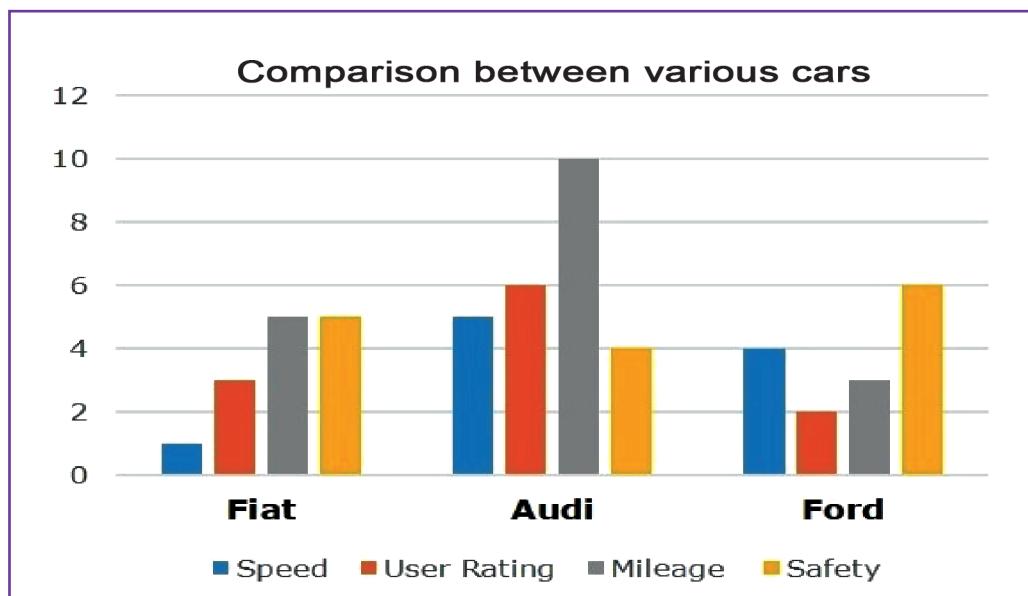


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1. In which year were the maximum rhinos poached?
2. Explain if poaching decreased or increased from 2007 to 2015?
3. During which years can we observe the maximum difference in the number of rhinos poached?
4. A person who poaches is called a ----.
5. State true or false.

The number of rhinos poached in 2014 is almost double to the number poached in 2012.

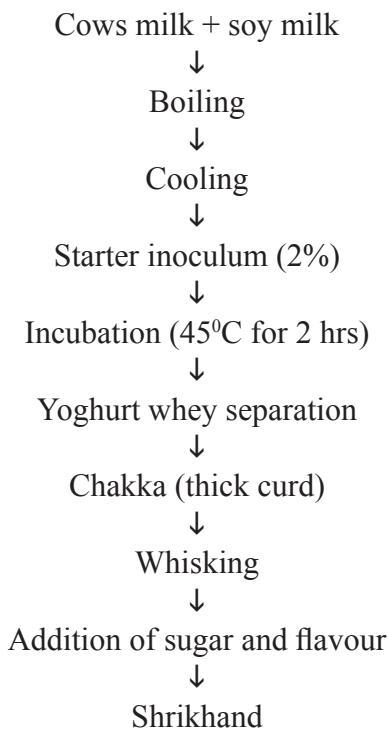
- E. The following bar graph gives us a comparison between three types of cars relating to some chosen features.



1. What is the graph about?
2. Which car has the best mileage?
3. Which is the safest car?
4. Taking all the features into consideration which car can be chosen as the best?
5. Which car has equal measure of mileage and safety features?

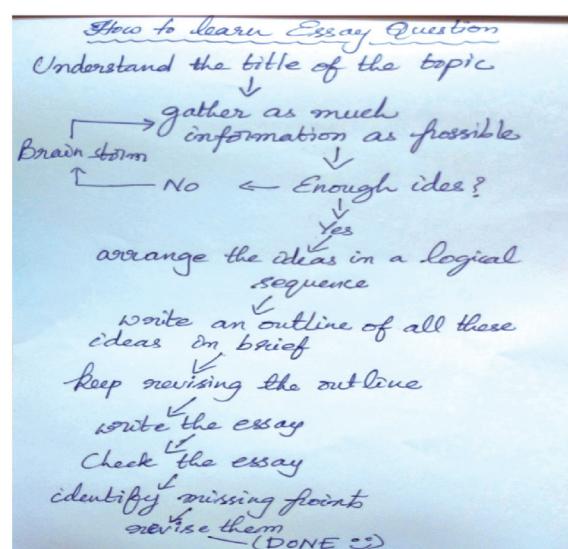
Study the following flow charts carefully and answer the questions that follow.

A. The following flow chart is about the preparation of a sweet called Shrikhand.



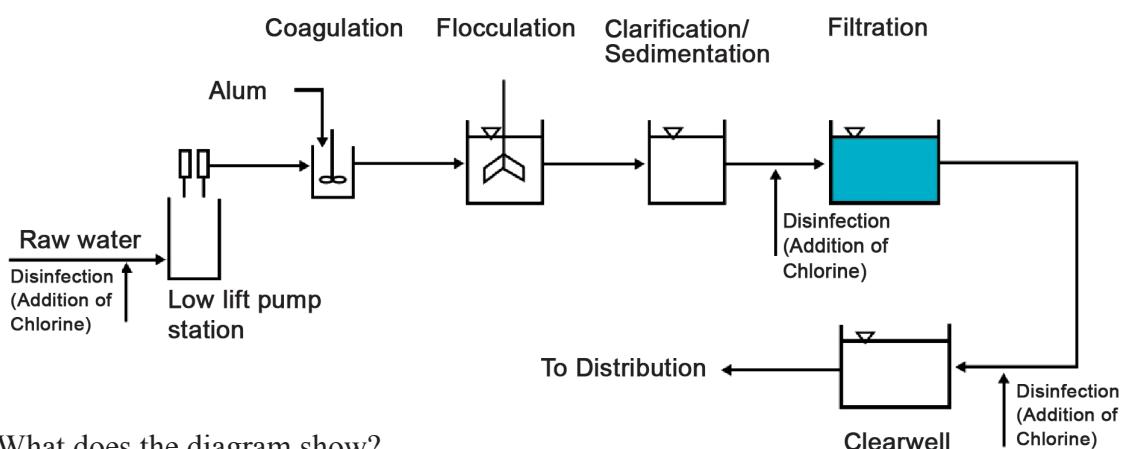
1. How many steps are involved in the preparation of Shrikhand?
2. What are the main ingredients of this sweet? Name at least three.
3. Pick another name of yogurt from the flow chart.
4. In which step is the flavour added?
5. Incubation should be done for --- hours.

B. The following flow chart is about the steps involved in learning an essay question.



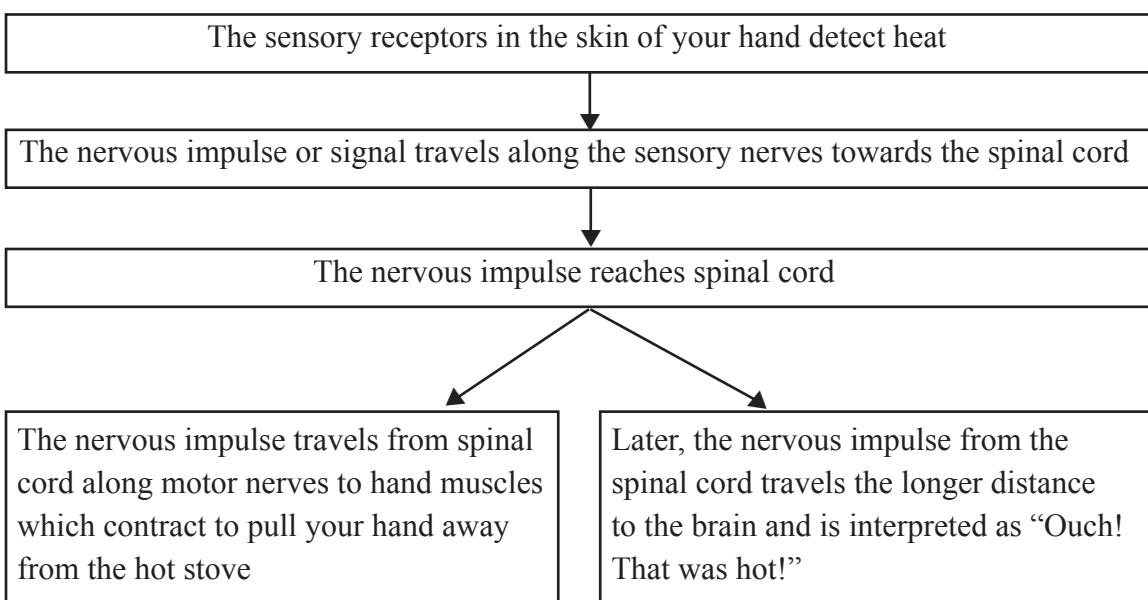
Study and Communication Skills

1. What is the first step in the process of learning an essay question?
 2. What should we do if we do not have enough ideas?
 3. What should we check in the written essay?
 4. How many steps are involved in learning an essay according to this flow chart?
 5. When should we write the essay?
- C. The following flowchart shows how water is purified before it is supplied to the public in a place.



1. What does the diagram show?
2. Which disinfectant is added twice to water?
3. What is the step called in which alum is added?
4. How many steps are there before distribution?
5. After the whole process of purification, where is water stored?

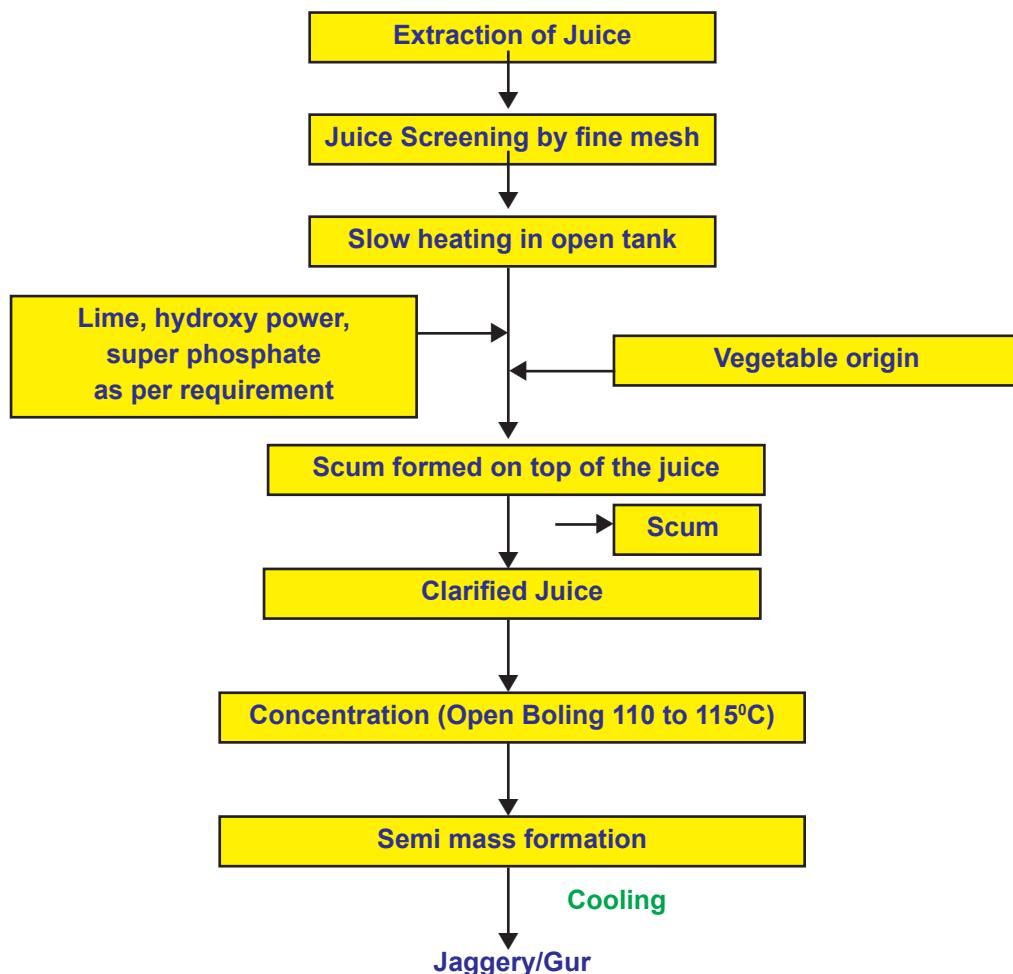
- D. The following flow chart shows how the nervous system reacts when we touch a hot stove.



1. What happens at first when we touch a hot stove?
2. Where is the impulse first carried to?
3. State true or false.
The spinal cord interprets the impulse as “Ouch! That was hot!”
4. Which nerves carry the impulse from spinal cord to hand muscle?
5. ----- sends impulse to hand muscles and brain simultaneously.

- E. The following flow chart shows the preparation of jaggery.

Flow Chart for Jaggery Manufacturing process



1. What is the flow chart about?
2. How is the juice screened?
3. When is super phosphate added to in the juice?
4. What is scum?
5. At what temperature is the clarified juice boiled?

6

THE LANGUAGE OF ADVERTISEMENTS

Language has a powerful influence over people and their behaviour. This is especially true in the fields of marketing and advertising. The choice of language to convey specific messages with the intention of influencing people is vitally important. Advertising was initially meant to make people aware of the goods available in the market. It was as simple as announcing what you have in your store or the services you offer in your premises. Over the years, advertising has evolved into a major industry that goes beyond informing, to persuading and influencing.

The sole aim of the language of advertisements is to attract the customers towards a product or convince a customer to buy a product. To achieve effective communication, the language of advertisement should be –

- Brief and simple
- Unambiguous
- Rhetorical
- Persuasive
- Devoid of technical words

Advertisements can improve our reading skills, especially to scan for specific information. We also learn interesting phrases from advertisements. Now let's check the following advertisements and see how far we can understand them to answer the questions that follow.

1. Study the advertisement and answer the questions that follow.

**Today on
WORLD CONSUMER RIGHTS DAY
I have resolved to exercise
my Consumer Rights
Today, Tomorrow and Everyday !**





I will check MRP and Insist on bill for my purchase.

To assess its Quality properly, I will make sure to know what it contains.

I will make sure that goods/service provided to me is safe.

I will choose only that which is right for me.

I will ensure that my complaint, if any, is heard properly by its seller and manufacturer.

I will seek assistance from the Consumer Forum, if my complaint is not properly redressed.

Why don't you do the same?

To locate the Consumer Forum in your Area, log on to www.ncdrc.nic.in



National Consumer Helpline No. (1800-11-4000 Toll Free)
(From BSNL/MTNL lines) or 011-27662955, 56, 57, 58 (Normal Call Charges Apply)
(9.30 am to 5.30 pm - Monday to Saturday)

Issued in public interest by :
Ministry of Consumer Affairs, Food and Public Distribution
Department of Consumer Affairs, Government of India,
Krishi Bhawan, New Delhi-110001 website : www.fcamin.nic.in

Source: Print Advertisements/ Department of consumer affairs.nic.in

1. When is world consumer rights day observed?
2. How should we locate the Consumer Forum in our area?
3. Who has issued the advertisement?
4. What are the timings to call the National Consumer Helpline number?
5. What is the only phrase which is written in a language other than English?

2. Study the advertisement and answer the questions that follow

ePASS
Electronic Payment & Application System of Scholarships

In Telangana, successfully facilitated and disbursed 90+ lakh student applications under 14 schemes, in the last 4 academic years

Hassle-free application system for Students, with transparency and accountability in scholarship process

Eliminated manual visits for verification & avoided fictitious colleges and ghost students

Track the application status at every stage

Extended to Andhra Pradesh, Jharkhand, Karnataka, Himachal Pradesh, Tripura

Online Scholarship application for various scholarships offered to students (Pre-metric & Post-metric) by various State Governments

Skoch Platinum Smart Governance Award 2017

In Top-200 Smart Governance Projects in India

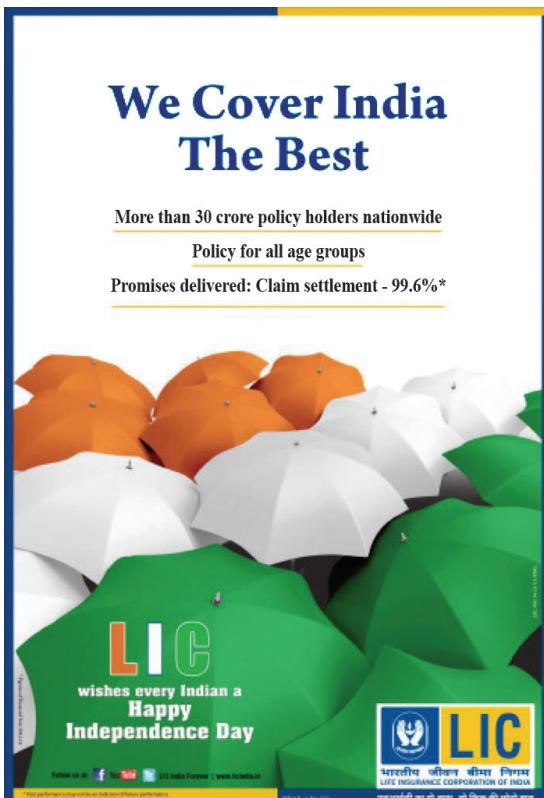
CSI-Nihilent e-Governance Award 2015-16: Appreciation under Sustenance Category

CSI-Nihilent e-Governance Award 2010-11: Award of Excellence under G2C Category.

Source: telanganapass.cgg.gov.in

1. What is the advertisement about?
2. Name one of the awards this programme has been given owing to its success rate.
3. In this programme, are manual visits necessary?
4. This programme is extended to --- states.
5. In which state is this already being implemented?

3. Study the advertisement and answer the questions that follow.



1. We cover India the Best who is 'we' in the above caption?
2. Who has issued this advertisement?
3. Write antonyms of the following words.
 - a. claim
 - b. independence
4. On which occasion has the organisation issued this advertisement?
5. How many policy holders does this organisation have nationwide?

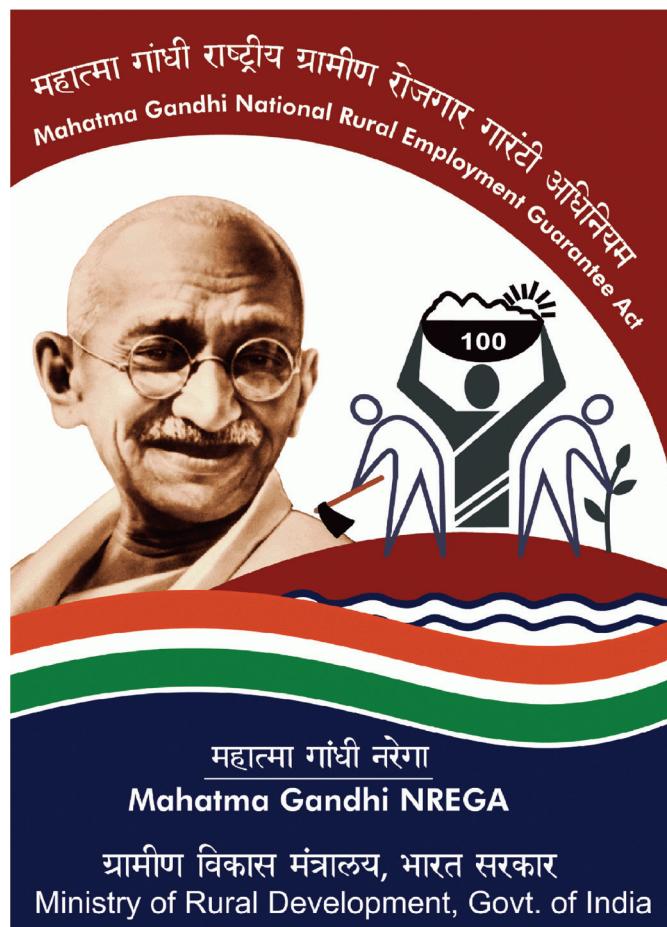
Source : Insurance-Life ad LIC independence day/afaqs.com

4. Study the advertisement and answer the questions that follow.



Source: Pakistan in surgical strikes/deccanchronicle.com

1. Name at least three countries that can be seen in the map?
 2. Which country has carried out the surgical strike?
 3. Where were the terror launch pads?
 4. How many terror launch pads were targeted?
 5. At what time did the surgical strike take place?
- 5. Study the advertisement and answer the questions that follow.**



Source: Jamshedpur.nic.in

1. Who is the national leader that can be seen in the advertisement?
2. Who has issued the advertisement?
3. Write the antonym of rural?
4. Write the verb from of 'development'.
5. What is being guaranteed in the advertisement?

Study and Communication Skills

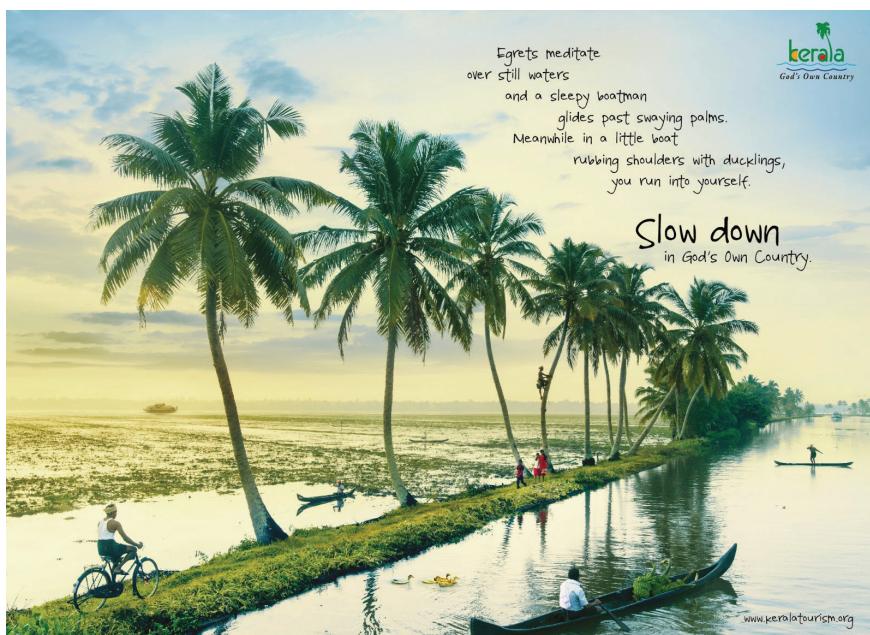
6. Study the advertisement and answer the questions that follow.



Source: swr.indianrailways.gov.in

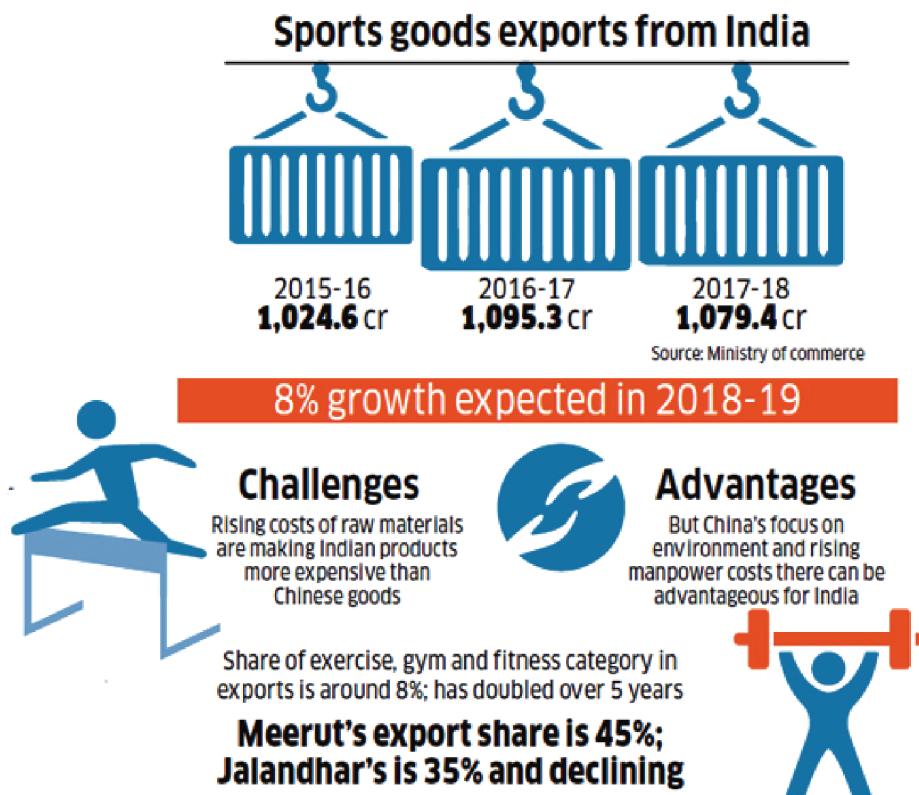
1. What is the advertisement about?
2. Who has issued this advertisement?
3. When was the Cleanliness Drive conducted?
4. Who are to be contacted for our shramdaan?
5. Write the noun form of 'charitable'.

7. Study the advertisement and answer the questions that follow.



Source:
shiningkerala.com

1. What is referred to as 'God's own country'?
 2. What is an egret?
 - a. a kind of bird
 - b. a kind of tree
 - c. a kind of boat
 3. Pick the antonym for the word 'still' from the above advertisement.
 4. Name the palms that are seen in this picture?
 5. 'Rubbing shoulders' means --- .
 - a. rubbing shoulders with others
 - b. keep company with
 - c. help others by holding shoulders
- 8. Study the advertisement and answer the questions that follow.**



Source: economictimes.indiatimes.com

1. What is the advertisement about?
2. What is the source of the information?
3. How much growth is expected in 2018-19?
4. What is the challenge being faced by India in exporting sports goods?
5. Meerut's share in the export of sports goods is more than that of Jalandhar. State true or false.

9. Study the advertisement and answer the questions that follow.

South Central Zone Cultural Centre
Ministry of Culture, Government of India

In Association With
INNOVATIVE FILM CITY, BANGLORE

Organise

Thappetgalu Nritya
(Andhra Pradesh)

Kaksar Nritya
(Chhattisgarh)

Rai Nritya
(Madhya Pradesh)

Lavani Nritya
(Maharashtra)

Pooja Kunitha
(Karnataka)

Timing : 6:30 PM onwards

Date : 13th to 15th October 2018 • Venue : Bangalore (Karnataka)

Source: sczcc.gov.in

1. Name at least two states participating in the dance festival.
2. Who are organising the dance festival?
3. Write the noun form of 'tribal'.
4. Where was this festival organised?
5. What is the tribal folk dance of Andhra Pradesh?

10. Study the advertisement and answer the questions that follow.

EDUCATE • EMPOWER
INDIA SUDAR

One more initiative of Indiasudar!

Sports coaches bring out ability by identifying needs and planning and implementing suitable training programmes. Indiasudar has planned with the help of sports coaches to nurture the interested students from Govt and Govt aided schools located in Karur Dt of Tamil Nadu on the following:

Fencing • Judo • Gymnastics

"It's always an honor to be able to represent your country at the highest level."

Every Sunday
40 students per year
Zero Rupees Fee

Monthly need
Rs. 15,000
Donations welcome!

www.indiasudar.org

Source: Project report:
indiasudar.wordpress.com

1. What are the sports mentioned in the advertisement?
2. What has Indiasudar planned to do?
3. Monthly fee for the training programme is 15000.
State true or false.
4. Find out the synonym of 'to encourage' from the advertisement.
5. How many students will be selected for the training programme per year?

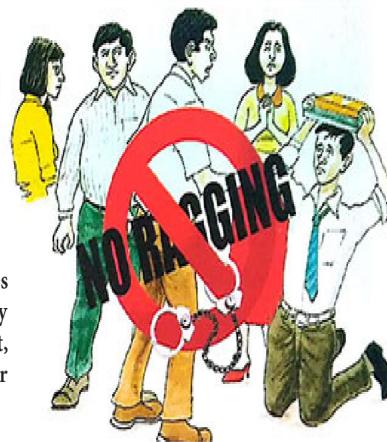
11. Study the advertisement and answer the questions that follow.

Ragging free Campus

Ragging is a Crime !

UGC vide letter no F-1-15/2009/(ACR) dated 25.02.2016 has reinforced/recognized a system of prohibition, prevention and punishment to put an END TO MENACE OF RAGGING.

WHAT IS RAGGING ? According to the Hon'ble Supreme Court of India ragging includes "disorderly behavior or treatment with fellow student whether by words, spoken or written or by an act which has effect of teasing, treating and handling with rudeness with any other student, indulging in rowdy or indecent activities, which may cause or is likely to cause physical or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student."



Some of the PUNISHMENTS for students involved directly or indirectly in Ragging and its abetment are as follows :

- | | | | |
|--|---|------------------------------|-------------------------|
| • Cancellation of Admission | • Suspension from classes | • Expulsion from the college | • Fine upto Rs. 25000/- |
| • Lodging of FIR/Police action against on offender | • Rigorous imprisonment upto 3 years (under the Court of Law) | | |

1. Mention any two offensive acts of ragging.
2. Who has defined ragging in the above advertisement?
3. Pickout the word that means encourage from the passage.
4. Write verb forms of the following words.
a. prohibition b. apprehension
5. Write down any two punishments for students involved directly or indirectly in ragging.

12. Study the advertisement and answer the questions that follow.

DEATHS ON ROADS

43% people out of 107 killed in road accidents in 2017 were two-wheeler riders, according to police data. Last year, 18 women were killed and 68 were injured. In 2016, 22 women were killed and 77 suffered injuries. Thirty-two women were killed in accidents in 2015 and 77 injured

SIKH WOMEN EXEMPTED

The traffic police have made it clear that only Sikh women wearing turbans are exempted from putting on helmets while riding two-wheelers





Should police hold more awareness drives before challaning women for not wearing helmets?

Share your view with us and your words might just make it to the pages of The Times of India. Send your view to us at chandigarh@timesgroup.com, by 4pm today

Source: timesofindia.indiatimes.com

1. How many people were killed in road accidents in 2017 according to the advertisement?
2. Who were exempted from wearing a helmet?
3. What are we asked to 'speak up' about?
4. Our views that share 'we' may be published in ----.
5. Write a synonym of 'awareness'.

13. Study the advertisement and answer the questions that follow.



TEERTHANKER MAHAVEER UNIVERSITY
(ESTABLISHED UNDER ACT NO. 30 OF 2008 OF U.P. GOVT.)
DELHI ROAD, MORADABAD (U.P.), INDIA Web. : www.tmu.ac.in

Walk-in Interview on 27th, 28th Feb, 2017 & 01th Mar, 2017

COLLEGE OF PHARMACY

Professor Associate Professor Assistant Professor Lecturer

Pharmacology
Pharmacy Practice [Pharm.D/Pharm.D{PB}] (Salary-No Constraint)

Venue: Committee Hall, 1st Floor, Administrative Block, TMU, Moradabad from 10:00 am onwards.
Bring all Relevant Documents (Original as well as Xerox) along with Update CV.

For any Queries Contact HR office - 0591-2476840, 09837004699
(between 09:30 am to 4:45 pm)

Source: tmu.ac.in

1. Where is Teerthankar Mahaveer University?
2. What was the venue of the interview?
3. Whom should we contact for any queries?
4. For which posts were the interviews conducted?
5. What is the salary offered for these posts?

14. Study the advertisement and answer the questions that follow.



1. Who issued the advertisement?
2. Who is India's largest network provider?
3. What is the motto of BSNL?
4. Name two more networks mentioned in the advertisement.
5. What is the customer care number if you call from a BSNL network?

15. Study the advertisement and answer the questions that follow.

Save Today, For a Better Tomorrow.



**Applications are invited
for
National Energy
Conservation Award 2018**

for exceptional achievement
in energy efficiency.

INDUSTRY SECTOR			
Cement	Chlor-Alkali	Drug & Pharmaceutical	Food Processing
Glass	Paper & Pulp	Plastic	Steel Re-Rolling Mills
Tyres	Heavy Engineering Industries	Mini Blast Furnace	Tea

TRANSPORT SECTOR	
Railway Stations	Metro Railway System

BUILDING SECTOR			
Hotels	Hospitals	Airport	Shopping Mall/Plazas

INSTITUTIONS		
State Designated Agencies	State PWD, CPWD & PHED	Electricity Distribution Companies (DISCOMS)

APPLIANCES	
Most Energy Efficient Appliance of the Year	

AWARDS

There will be three type of Awards (First, Second and Certificate of Merit)

**Last date for receipt of
applications is 15th October, 2018**

Eligibility criteria, instructions for participation and questionnaires can be
downloaded from www.beeindia.gov.in.



MINISTRY OF POWER
(Government of India)



dep34106/11/0011/489

Source: Ministry of Power Applications/advertgallery.com

1. What were the applications invited for?
2. What is the last date for the receipt of applications?
3. How can we find the eligibility criteria?
4. Name at least two sectors that can apply for this award.
5. Hotels and hospitals belong to ----- sector.

218

16. Study the advertisement and answer the questions that follow.

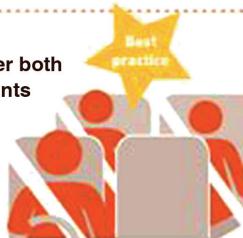
SEAT - BELTS : THE FACTS

Wearing a seat-belt reduces the risk of a fatal injury by:



Seat-belt laws should cover both front and rear seat occupants

105



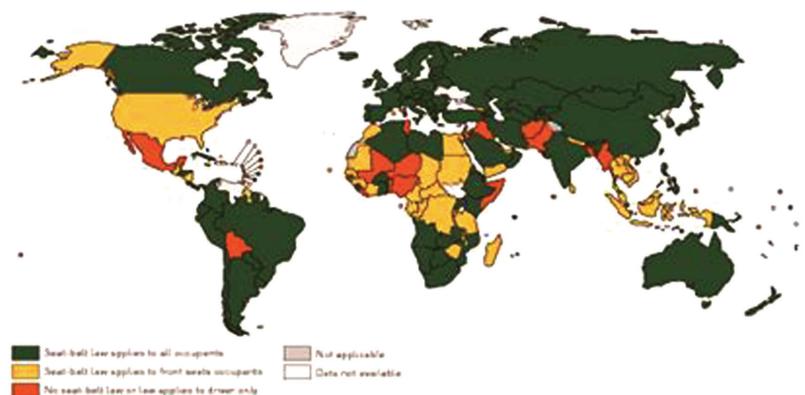
countries have good seat-belt laws in line with best practice

This covers

4.8 billion people



Seat-belt laws by country



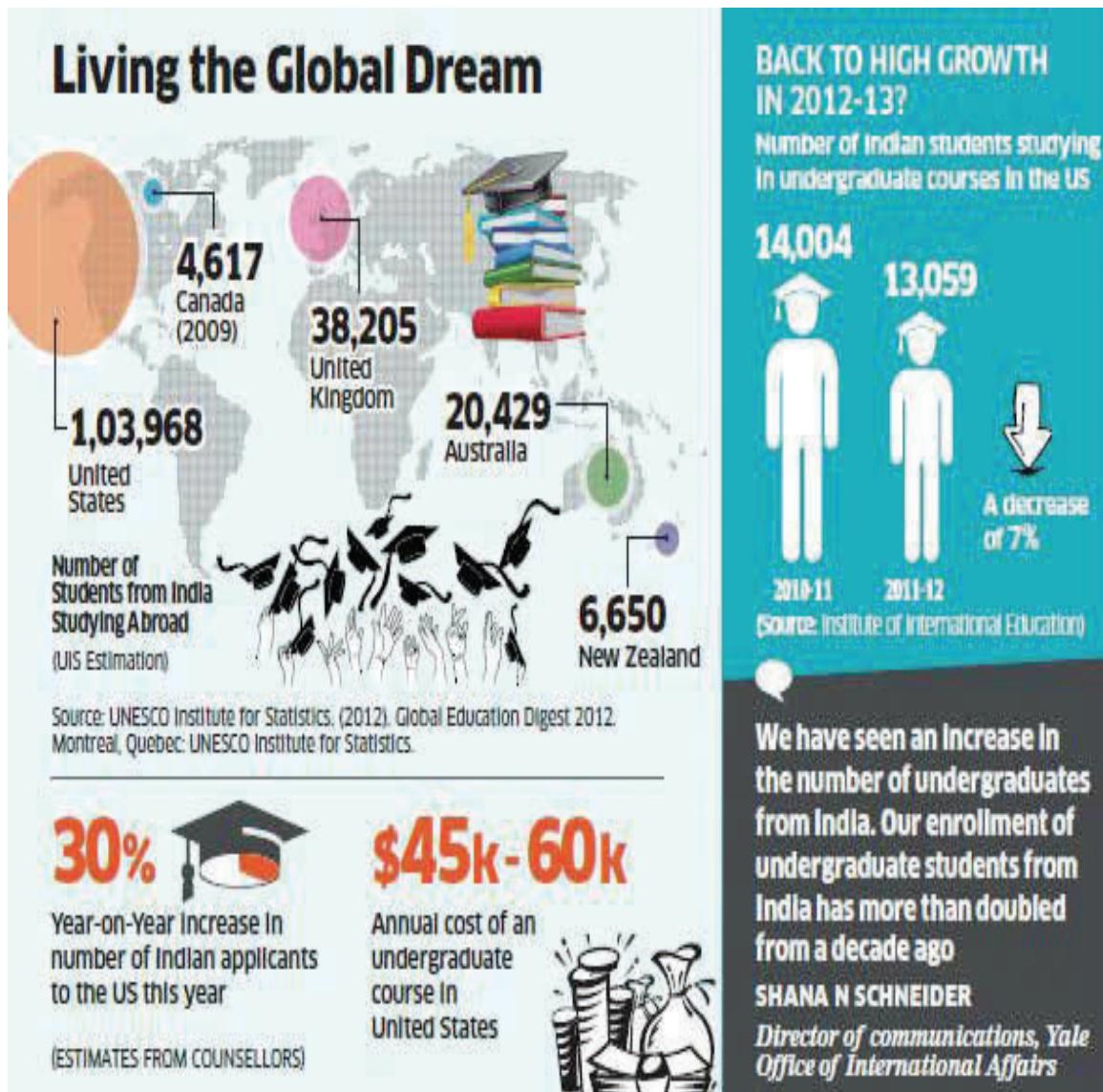
Global status report on road safety 2015
www.who.int/violence_injury_prevention/road_safety_status/2015/en/



Source: Transport Injuries/ulsafetyindex.org

1. What is the advertisement about?
2. Who has issued the advertisement?
3. How many countries have good seat belt laws?
4. How much percent of risk of fatal injury will be reduced by wearing seat belts for rear seat occupants?
5. What does the green colour in the map indicate?

17. Study the advertisement and answer the questions that follow.



Source: Admission in US Universities/ Higher Education-jJamshedsiddiqui.wordpress.com

1. What is the source of the information of the number of students from India studying abroad?
2. Did the number of Indian students studying in undergraduate courses increase or decrease from 2010 to 2012?
3. What is the annual cost of an undergraduate course in the United States?
4. How many Indian students are studying in Australia?
5. In which country are the least number of Indian students studying?

18. Study the advertisement and answer the questions that follow.

**I always use
zebra crossing to cross a road.
How do you cross a road?**



**ALWAYS FOLLOW TRAFFIC RULES &
BE A RESPONSIBLE CONSUMER !**

- Use zebra crossing to cross a road.
- Use seat belt while driving.
- Don't use mobile phone while driving.
- Wear helmet while driving two wheeler.
- Obey traffic signals.

Before we assert our right, it is our responsibility to follow rules

Issued in Public Interest by:  Ministry of Consumer Affairs, Food and Public Distribution
Department of Consumer Affairs, Government of India
Krishi Bhawan, New Delhi- 110 001 Website : www.fcamin.nic.in

For filing of complaints, consumers can also log on to www.core.nic.in

**JAGO
GRAHAK
JAGO**

For any help / clarification,
feel free to call
National Consumer Help Line
1800-11-4000
(Toll free : Monday-Saturday
9.30 am to 5.30 pm)
011-27662955-58
(Normal call charges apply)

Print Advertisements/consumeraffairs.nic.in

1. Where should we cross the road?
2. Why should we call the National Consumer Help Line according to the advertisement?
3. What is the toll free number for the National Consumer Help Line?
4. What should we do before we assert our right?
5. Write the noun form of 'assert'.

19. Study the advertisement and answer the questions that follow.

**WANT TO
GET RID OF
UNWANTED COMMERCIAL
CALLS OR SMSs?**

**MOBILE APP
“TRAI DND 2.0”
IS YOUR ANSWER**

Manage Unsolicited Commercial Communication (UCC) Easily

The app helps:

- Put your mobile number on the 'Do Not Disturb' (DND) register
- Register DND Preferences
- Change DND Preferences
- Lodge complaints about unwanted calls and SMSs
- Check status and get updates about action taken on your complaint

Available free on Google Play Store

OR DIAL 1909 TO MANAGE UCC EASILY

GET IT ON  **Google play**

Issued in Public Interest by:
Telecom Regulatory Authority of India
 (IS/ISO 9001:2008 Certified)
 Mahanagar Doorsanchar Bhavan
 Jawaharlal Nehru Marg, New Delhi-110002
 Website: www.trai.gov.in

For details, visit : <http://www.nccptrai.gov.in>

davp 06218/13/0008/1718

Source: Telecom Regulatory Authority of India/advertgallery.com

1. What is UCC?
2. How can we get rid of UCC?
3. Who has issued the advertisement?
4. Mention two ways to manage UCC through ‘TRAI DND 2.0’.
5. What does SMS stand for?
 - a. Simple mobile service
 - b. Short message service
 - c. Small message service

20. Study the advertisement and answer the questions that follow.

JAGO GRAHAK JAGO

Access to information can block the road to corruption

RTI

RATION CARD **PASSPORT** **PERMIT**
DRIVING LICENSE **GOVT. SERVICES** **ENTITLEMENTS**

Right to Information (RTI) empowers you to seek information about the status of your request. It is quite possible that invoking the RTI may, by itself, expedite resolution of your problem.

RTI-The Key to information and accountability.

How to Apply:
Just file your application with the Public Information Officer (PIO) of the concerned Department along with Fee/or submit it through the post office.

Application Fee:
Application Fee of Rs. 10/-, through Cash / Demand Draft / IPO or Banker's Cheque, if the matter relates to a Central Govt. Department. (Different for different States)

For further details about RTI, log on to www.cic.gov.in

National Consumer Help Line No.
1800-11-4000 (Toll free)
011-27662955, 56, 57, 58 (Normal Call Charges Apply)
(Monday - Saturday 9.30 a.m. to 5.30 p.m.)

Issued in Public Interest by:
Government of India
Ministry of Consumer Affairs, Food and Public Distribution
Department of Consumer Affairs,
Krishi Bhawan, New Delhi-110001, website : www.fcamin.nic.in

davp 0810113/00017112

Source: projectsjuggad.com

1. What is RTI?
2. How does RTI empower us?
3. How should we apply to find some information of a certain department?
4. How should we pay the application fee?
5. What can block the road to corruption?

21. Study the advertisement and answer the questions that follow.

BE ALERT! BE SAFE!!

Beware of Artificially Ripened Fruits

Read Food Labels for Safe & Healthy Choices

सुरक्षित आहार, स्वास्थ्य का आधार

Issued in public interest by

Ministry of Consumer Affairs, Food & Public Distribution

Department of Consumer Affairs, Government of India
Krishi Bhawan, New Delhi 110 001 Website: consumeraffairs.nic.in
National Consumer Helpline No. 1800-11-4000 (Toll Free)
SMS your name & city to 81 30009600 from your mobile
You can also log in your complaints at www.nationalconsumerhelpline.in and www.conc.nic.in (Toll Free No. 1800-11-4560)

Source: Consumers - Science Direct/sciedirect.com

1. Why should we read food labels?
2. What is fssai?
3. What should we beware of?
4. Pick the antonym of ‘naturally’ from the advertisement.
5. Find out a word in the advertisement that is synonym to ‘alert’.

22. Study the advertisement and answer the questions that follow.

POWERED BY **NPCI**

Issued in public interest

Share this with everyone you know.

So they **don't share their UPI details** with anyone.

By simply sharing this message, you can help prevent fraudulent activities.

BHIM | UPI
BHARAT INTERFACE FOR MONEY | UNIFIED PAYMENTS INTERFACE

1. Do not share your debit card details (Card number, Expiry date & CVV number)
2. Do not share any OTP that you receive
3. Do not forward SMSes to unknown numbers

Source: NPCI banking alert/ timesnownew.com

1. What information that is not to be shared with everyone?
2. What are the debit card details that we should not share with anyone?
3. What does OTP stand for?
4. Pick the word from the passage that is synonymous to ‘corrupt/cheating’?
5. Write the noun form of ‘fraudulent’?

23. Study the advertisement and answer the questions that follow.

Cut & keep this message

Unique Identification Authority of India
Planning Commission, Government of India

What is AADHAAR?

*"I've got my
Aadhaar Number.
I can tell
you something
about it."*

What is Aadhaar?
A 12 digit Unique Identification Number, issued by the Government of India.

Who can get Aadhaar?
All residents of India, including children, trans-genders and the differently-abled.

What are the benefits of Aadhaar?

- Aadhaar is valid all over India as a Proof of Identity(POI) and Proof of Address(POA).
- Aadhaar can help you open a bank account, get a mobile connection and avail LPG connection.
- In future, you would be able to access other Government and non-Government services.

Issued in Public Interest by Unique Identification Authority of India
 You can Enrol Anywhere in India | Aadhaar Enrolment is Free of Cost | You need to Enrol Only Once
www.uidai.gov.in/enrol

Source: UIDAI: Building the AADHAR for digital India/rctom.hbs.org

1. What is Aadhaar?
2. State two benefits of Aadhaar.
3. Aadhaar is a proof of identity for Indians. State true or false.
4. Who has issued the advertisement?
5. Where can we enrol for Aadhaar?

24. Study the advertisement and answer the questions that follow.

**WORLD ENERGY
CONSERVATION DAY**
14TH DEC 2015

TAKE ACTION

It is a day for building up awareness regarding

- Need for energy conservation.
- Energy efficiency.
- Frugality in energy use.

Sources of Energy

The Conventional sources of Energy includes:
Coal, petroleum, Natural Gas, Fuel woods, Hydropower, Nuclear energy

The Non-conventional sources of energy includes:
Solar Energy, Tidal Energy, Geo-thermal Energy, Wind Energy, Biogas etc.

INFOGRAPHIC

Sector 44 Noida 201301 | Ph: 0120 – 2432959 / 0120 – 4391278 | For General Enquiry info@agsn.amity.edu

Source: amityglobalschoolnoida.wordpress.com

1. When do we celebrate World Energy Conservation Day every year?
2. How many types of sources of energy are shown in the advertisement?
3. Solar energy is a type of source of energy.
4. Find out the word which is synonymous to 'save'.
5. Give two examples of conventional sources of energy.

25. Study the advertisement and answer the questions that follow.

TRAI introduces new framework for Television Sector
effective from 29th December 2018



Get control of your TV viewing experience!

Exercise your choice of channel selection immediately. Contact your service provider

MAJOR BENEFITS

Subscriber has complete freedom to select TV channels or bouquets

Pay only for those Channels that you want to view

Menu will show the price of each channel

See 'Consumer Information TV Channel' on your TV set for more information

No disruption of TV services during transition

For more information, please visit TRAI website at 'www.trai.gov.in'

Issued in Public Interest by:
Telecom Regulatory Authority of India
(IS/ISO 9001: 2015 Certified Organisation)

Source: channeltariff.trai.gov.in

1. What is the advertisement about?
2. Write down two major benefits of the new frame work of India?
3. What is the TRAI website?
4. Where can we find 'consumer information'?
5. Write a synonym of 'disruption'.

7

VOCABULARY

Now that you are familiar with roots we will learn some more words based on the ideas of the roots. First let's begin with a root word 'anthrop' which means 'human'.

Anthrop = human

Anthropology = the study of humans (logy = study)

Anthropocentric = human being as centre, giving preference to human beings

Anthropomorphic/ anthropoid = shaped like human (morph = form, oid = resembling)

Misanthrope = hater of human beings (miso = hate)

Philanthropist = one who loves human beings (phil = love)

Loqu = talk

Loquacious = of talking a lot

Colloquy = a formal talk

Soliloquy = talk by a single person, usually to oneself

Eloquent = beautifully expressive talking

Grandiloquent = of overblown, exaggerated talking

Ventriloquism = talk without moving the lips, so that it appears the voice appears to come from another source

Interlocutor = a person who takes part in dialogue or conversation

Circumlocution = talk in a roundabout way

Elocution = act of talking beautifully

(compare this root with the root 'dict')

Chron = time

Chronicle = events of time, record of events ordered by time

Chronological = time sequence

Chronic = pertaining to time, of something that continues over an extended period of time

Anachronism = wrong time, a chronological mistake, wrong dating of an event

Synchronize = happens at the same time

Chronometer = a device for measuring time, a watch or clock

Morph = shape, form

Morpheme = shape of a unit of a sound/ word

Morphology = study of morphemes, a scientific study of form and structure

Amorphous = having no fixed shape

Polymorph = change into many shapes

Ectomorph = with lean, muscular body {}(shape}

Endomorph = plump body shape {}(shape}

Mesomorph = compact and muscular shape

Graph = write

Autograph = self written, a person's own writing

Telegraph = writing from afar

Graffiti = writing on walls

Photography = the writing of pictures using light

Calligraphy = beautiful writing

Biography = writing someone's life story

Choreography = the writing of dance steps

Bibliography = writing about books used, list of books used

Cinematography = the writing of film scenes

Cartography = writing of maps, map making

Seismograph = writes (records) earth's movements

Vert = turn

Invert = turn upside down

Revert = turn back

Divert = turn form, to turn aside from a course

Avert = turn away

Vertical = turned up

Convert = thoroughly turn, to change

Extrovert = turned outwards, sociable

Introvert = turned within, a reserved person

Pervert = to thoroughly turn away from normal behaviour

Subvert = to turn against established authority, to corrupt

Advertisement = that which turns you towards a product

Study and Communication Skills

Spect = see

Spectator = one who sees an event, especially an outdoor event

Spectacular = impressive enough to be worthy of seeing

Spectacle = something which is seen, specially an exciting or extraordinary scene

Spectacles = glasses which allow weavers to see better, eyeglasses

Spectre = a ghost or phantom, which allows itself to be seen

Inspect = to look into carefully, to examine carefully

Respect = to see someone in a good way, an attitude of high regard

Suspect = seeing with mistrust

Speculate = to see something in a way that may or may not be factual, to think

Perspective = the way in which a person sees the world, a view

Despicable = an act that should not be seen, viewed with scorn

Ject = throw

Object (v) = throw in the way, to disagree with

Subject (v) = throw under, to undergo a particular experience

Reject = throw back, to refuse to accept

Inject = throw in, to push or pump into a passage

Eject = throw out

Interject = throw between, to insert something between other things

Project (v) = throw forth, to present

Deject = thrown down, dispirited

Jettison = throw out, to eject from a boat

Conjecture = to throw an unproven idea, a guess-

Trajectory = the curved path of an object thrown into space

Form = shape

Information = descriptive shape

Uniform = same shape

Deformed = out of shape

Malformed = badly shaped

Conform = thoroughly shape to others, comply with

Transform = change shape

Cruciform = shaped like a cross

Formula = mathematical shape

Anim = spirit, life

Animal = a creature that has spirit

Animate = having life

Inanimate = having no life

Magnanimous = of being great in spirit, generous

Unanimous = being of one mind

Equanimity = evenness mind, composure, emotional balance

Animosity = ill- spirited, violent hatred

Match the words in column A with their meanings in column B.

1.

- | A | B |
|----------------|--|
| 1. temporal | a. work together |
| 2. collaborate | b. one ruler |
| 3. interrupt | c. to judge before |
| 4. monarch | d. of time |
| 5. prejudice | e. burst between or among (which results in disturbing or stopping the work) |
| | f. talk by a single person, usually to oneself |
| | g. beautifully expressive talking |

2.

- | A | B |
|----------------|--|
| 1. monorail | a. to throw an unproven idea, a guess |
| 2. spectacular | b. having no fixed shape |
| 3. conjecture | c. who always thinks about self, selfish person |
| 4. amorphous | d. impressive enough to be worthy of seeing |
| 5. egoist | e. a train which uses one rail instead of two tracks |
| | f. events of time, record of events ordered by time |
| | g. time sequence |

3.

- | A | B |
|----------------|---|
| 1. eloquent | a. writing of maps, map making |
| 2. synchronize | b. a small (miniature) model of something |
| 3. microcosm | c. beautifully expressive talking |
| 4. cartography | d. throw out, to eject from a boat |
| 5. jettison | e. happens at the same time |
| | f. having no fixed shape |
| | g. a scientific study of form and structure |

4.

- | A | B |
|-------------------|--|
| 1. loquacious | a. thrown down, dispirited |
| 2. deject | b. product used to help fight against perspiration |
| 3. credible | c. of talking a lot |
| 4. antiperspirant | d. looking around carefully |
| 5. circumspect | e. that which can be believed, believable |
| | f. compact and muscular shape |
| | g. self written, a person's own writing |

5.

- | A | B |
|-----------------|---|
| 1. magnanimous | a. events of time, record of events ordered by time |
| 2. contemporary | b. seeing with mistrust |
| 3. suspect | c. belonging to the same time |
| 4. chronicle | d. say beforehand |
| 5. predict | e. of being great in spirit, generous |
| | f. the writing of pictures using light |
| | g. beautiful writing |

6.

- | A | B |
|-----------------|--|
| 1. intersection | a. one who goes against protagonist (villian) |
| 2. extempore | b. being cautious before hand |
| 3. antagonist | c. with lean, muscular body |
| 4. precaution | d. a cutting between |
| 5. ectomorph | e. no time for preparation, said or done without preparation |
| | f. the writing of film scenes |
| | g. turn upside down |

7.

- | A | B |
|-----------------|---|
| 1. malformed | a. an instrument for measuring minute distances |
| 2. bibliography | b. slave to a habit |
| 3. micrometer | c. badly shaped |
| 4. alter ego | d. writing about books used, list of books used |
| 5. addict | e. another side of oneself, a second self |
| | f. thoroughly turn to change |
| | g. turned outwards, sociable |

8.

- | A | B |
|----------------|--|
| 1. monolingual | a. a storm that comes at a certain time |
| 2. oligarchy | b. the curved path of an object thrown into space |
| 3. tempest | c. strength of character |
| 4. fortitude | d. using or knowing one language |
| 5. trajectory | e. rule by a small group of powerful people |
| | f. to turn against established authority, to corrupt |
| | g. that which turns you towards a product |

9.

- | A | B |
|--------------------|---------------------------------------|
| 1. inanimate | a. giving preference to human beings |
| 2. euphonious | b. a verbal dispute |
| 3. altercation | c. speaking of the truth |
| 4. verdict | d. having no life |
| 5. anthropocentric | e. of a good sound |
| | f. writing of maps, map making |
| | g. writes (records) earth's movements |

10.

- | A | B |
|------------------|--|
| 1. chronological | a. abnormally self absorbed |
| 2. seismograph | b. burst bank account(unable to pay one's debts) |
| 3. egomaniac | c. accurate with nothing extra |
| 4. bankrupt | d. writes (records) earth's movements |
| 5. precise | e. time sequence |
| | f. turn away |
| | g. turned up |

11.

- | A | B |
|----------------|--|
| 1. cruciform | a. talk by a single person, usually to oneself |
| 2. anachronism | b. shaped like a cross |
| 3. subaltern | c. a set of religious beliefs or principles |
| 4. creed | d. below others, a subordinate |
| 5. soliloquy | e. wrong time, a chronological mistake |
| | f. writing some one's life story |
| | g. the writing of dance steps |

12.

- | A | B |
|---------------|---|
| 1. preview | a. path in the shape of a ring/circle/orbit |
| 2. deformed | b. to make a change |
| 3. homophone | c. see before |
| 4. alteration | d. words that sound the same but are different in meaning and/or spelling |
| 5. circuit | e. out of shape |
| | f. turned within, a reserved person |
| | g. to thoroughly turn away from normal behaviour |

13.

- | A | B |
|------------------|---|
| 1. unanimous | a. hater of human beings |
| 2. misanthrope | b. bursting out (such as lava from a volcano) |
| 3. valedictorian | c. being of one mind |
| 4. erupt | d. levels of rule within a system |
| 5. hierarchy | e. one who says farewell |
| | f. one who sees an event, especially an outdoor event |
| | g. impressive enough to be worthy of seeing |

14.

- | A | B |
|--------------|--|
| 1. monopoly | a. to delay in order to gain more time to do something |
| 2. patriarch | b. ill- spirited, violent hatred |
| 3. antidote | c. control by one |
| 4. temporize | d. a ghost or phantom which allows itself to be seen |
| 5. animosity | e. to look into carefully, to examine carefully |
| | f. a male ruler over a small community |
| | g. remedy given against a poison |

15.

- | A | B |
|-------------------|---|
| 1. philanthropist | a. a calling for life's work/purpose, profession |
| 2. microbe | b. full of work |
| 3. egotist | c. a small organism/a germ |
| 4. vocation | d. always thinks and talks about self, feels superior to others |
| 5. laborious | e. one who loves human beings |
| | f. to see some one in a good way, an attitude of high regard |
| | g. seeing with mistrust |

16.

- | A | B |
|----------------|--|
| 1. interact | a. a harsh, unpleasant sound |
| 2. animate | b. beautiful handwriting |
| 3. calligraphy | c. act between |
| 4. cacophony | d. the essence of ego, personality |
| 5. egoity | e. having life |
| | f. to see something in a way that may or maynot be factual, to think |
| | g. the way in which a person sees the world, a view |

17.

- | A | B |
|---------------|--|
| 1. monotonous | a. throw between, to insert something between other things |
| 2. provoke | b. to thoroughly turn away from normal behaviour |
| 3. interject | c. one who sees an event, especially an outdoor event |
| 4. spectator | d. of using one tone only and hence boring |
| 5. pervert | e. call forth, to stir up purposefully, encourage |
| | f. an act that should not be seen, viewed with scorn |
| | g. throw in the way, to disagree with |

18.

- | A | B |
|-------------------|--|
| 1. polymorph | a. self centred |
| 2. symphony | b. a device for measuring time, a watch or clock |
| 3. egocentric | c. talk in a roundabout way |
| 4. chronometer | d. change into many shapes |
| 5. circumlocution | e. group of instruments which sound together |
| | f. throw out, to eject from a boat |
| | g. same shape |

19.

- | A | B |
|----------------|---|
| 1. equanimity | a. turned outwards, sociable |
| 2. irrevocable | b. evenness mind, composure, emotional balance |
| 3. superego | c. one who loves human beings |
| 4. alternate | d. of talking a lot |
| 5. extrovert | e. skip one and take the other, succeeding by turns |
| | f. cannot be called back, changeless |
| | g. the part of the mind that is self-critical |

20.

- | A | B |
|---------------|---|
| 1. morpheme | a. an act that should not be seen, viewed with scorn |
| 2. tempo | b. shape of a unit of a sound/ word |
| 3. archive | c. belief in single god |
| 4. monotheism | d. timing / a frequency |
| 5. despicable | e. historical documents kept safe by rulers of a government |
| | f. happens at the same time |
| | g. a device for measuring time, a watch or clock |

21.

- | A | B |
|--------------|--|
| 1. antipathy | a. feeling against someone/something, dislike of something or someone |
| 2. interrupt | b. to see something in a way that may or may not be factual, to think |
| 3. speculate | c. turn upside down |
| 4. invert | d. compact and muscular shape |
| 5. mesomorph | e. burst between or among (which results in disturbing or stopping the work) |
| | f. a person who takes part in a dialogue or conversation |
| | g. talk in a roundabout way |

22.

- | A | B |
|----------------|--|
| 1. perspective | a. a calling away from a job, hence a hobby or pastime |
| 2. colloquy | b. the way in which a person sees the world, a view |
| 3. avert | c. living only one, as against marrying someone |
| 4. monk | d. turn away |
| 5. avocation | e. a formal talk |
| | f. to throw an unproven idea, a guess |
| | g. the curved path of an object thrown in to space |

23.

- | A | B |
|------------------|--|
| 1. disrupt | a. pertaining to time, of something that continues over an extended period of time |
| 2. spectacle | b. study of morphemes, a scientific study of form and structure |
| 3. chronic | c. talk without moving the lips |
| 4. morphology | d. something which is seen, specially an exciting or extraordinary scene |
| 5. ventriloquism | e. bursting apart (there by to throw into confusion or disorder) |
| | f. throughly shape to others, comply with |
| | g. change shape |

24.

- | A | B |
|---------------|--|
| 1. incredible | a. call on for inspiration |
| 2. contradict | b. throw out |
| 3. invoke | c. say against |
| 4. eject | d. a system where there is no rule |
| 5. anarchy | e. that which cannot be believed, unbelievable |
| | f. shaped like a cross |
| | g. mathematical shape |

25.

- | A | B |
|---------------|--|
| 1. revoke | a. bursting away (sudden, curt) |
| 2. abrupt | b. recall, bring to mind |
| 3. spectacles | c. call back, withdraw, cancel |
| 4. evoke | d. going against being social |
| 5. antisocial | e. glasses which allow weavers to see better, eyeglasses |
| | f. having no life |
| | g. of being great in spirit, generous |

26.

- | A | B |
|---------------|--|
| 1. irrupt | a. to work out a problem/ fully worked out |
| 2. fortify | b. calling a long way, loud voice |
| 3. matriarch | c. burst in, to enter forcibly uninvited |
| 4. elaborate | d. to make strong |
| 5. vociferous | e. a female rule over a small community |
| | f. a creature that has spirit |
| | g. having life |

27.

- | A | B |
|-------------------|--|
| 1. circumnavigate | a. burst bank account (so unable to pay one's debts) |
| 2. monologue | b. turned within, a reserved person |
| 3. spectre | c. to go around |
| 4. introvert | d. a ghost or phantom |
| 5. bankrupt | e. speech by one |
| | f. being of one mind |
| | g. evenness mind, emotional balance |

28.

- | A | B |
|--------------------|--|
| 1. graffiti | a. of overblown, exaggerated talking |
| 2. polymorph | b. plump body shape |
| 3. endomorph | c. having human characteristics |
| 4. grandiloquent | d. writing on walls |
| 5. anthropomorphic | e. change into many shapes |
| | f. to delay in order to gain more time to do something |
| | g. a storm that comes at a certain time |

29.

- | A | B |
|-------------------|--|
| 1. monarch | a. the writing of film scenes |
| 2. elocution | b. the study of humans |
| 3. interlocutor | c. act of talking beautifully |
| 4. anthropology | d. single ruler |
| 5. cinematography | e. a person who takes part in dialogue or conversation |
| | f. a worker hired for a short period of time |
| | g. thoroughly burst morals |

30.

- | A | B |
|-----------------|---|
| 1. revert | a. having a choice |
| 2. anthropoid | b. the writing of dance steps |
| 3. alternative | c. shaped like human |
| 4. choreography | d. turn form, to turn aside from a course |
| 5. divert | e. turn back |
| | f. to make strong |
| | g. strength of character |

8

DESCRIBING A PROCESS

What is a Process?

A process is a set of different steps/stages on how something is made or how it works. It can also be defined as a series of actions or steps taken in order to achieve a particular end.

Types of process:

A process can be natural or man-made. For example, the food that is prepared in the plant is a result of photosynthesis which is a natural process. The process of digestion in our body is also a natural one. Processes like cooking food, collecting honey are man-made.

Description of a Process

To describe a process one should follow a set of instructions, arranged in a sequence to achieve the desired result. We can use process writing for making others follow a specific way of doing something to achieve a particular end.

Let us read the following example where you washed the dirty cotton clothes and shared the experience with your friend. It would be like this:

First, I **collected and soaked** white cotton clothes in boiling water and **added** soap solution to them.

Then, I **took** out and **beat** with fists or a stick. Later, I **rinsed** them in running water until the water **washed** off the soap content. Then I **squeezed** and **hung** them for drying.

In the above description, the **past tense** is used and the process is written in **active voice**.

If you write the same process in your book. Think, what changes do you have to make? As you have to write in a book that which is used to give information to others, you use **present tense** and **passive voice**. In passive voice, the doer of the action is not given importance. As the importance of the description is on washing clothes, we give emphasis on the object, not on the doer of the action. Now, look at the changes that are made to the above description when it is written down in a book with passive voice.

All the dirty white cotton clothes **are collected and soaked** in boiling water and soap solution. They **are taken** out and beaten with fists or stick. Then they **are rinsed** in running water until the soap content **is washed** off. Then they **are squeezed** and **hung** for drying.

Here, we see another example of the procedure of making lemonade.

At first, slice a lemon into two equal halves.

Then, squeeze the slices in a squeezer.

Next, collect the juice in a mug or in a half litre cup.

Finally, add chilled water, sugar and stir the mixture.

Study and Communication Skills

The above description is clearly defined with exact sequence of events. This sequence makes the reader/listener quite comfortable in understanding the process with clarity. We find the above description in correct order with **present tense** and **active voice**. We also find words **at first**, **then**, **next** and **finally** at the beginning of each sentence. Such words are linking words from sentence to sentence. Such words are called Sequence Markers/ Sequence Words. They help in describing the process in order.

The following words/phrases are some examples of sequence markers.

First	Next	Then	After that	Later
Now	At first	Besides	Soon	Meanwhile
Thus	While	As a result of	Because of	To begin with
Similarly	Likewise	Still	However	In addition
Furthermore	Consequently	To conclude	Second	Finally

Exercise 1

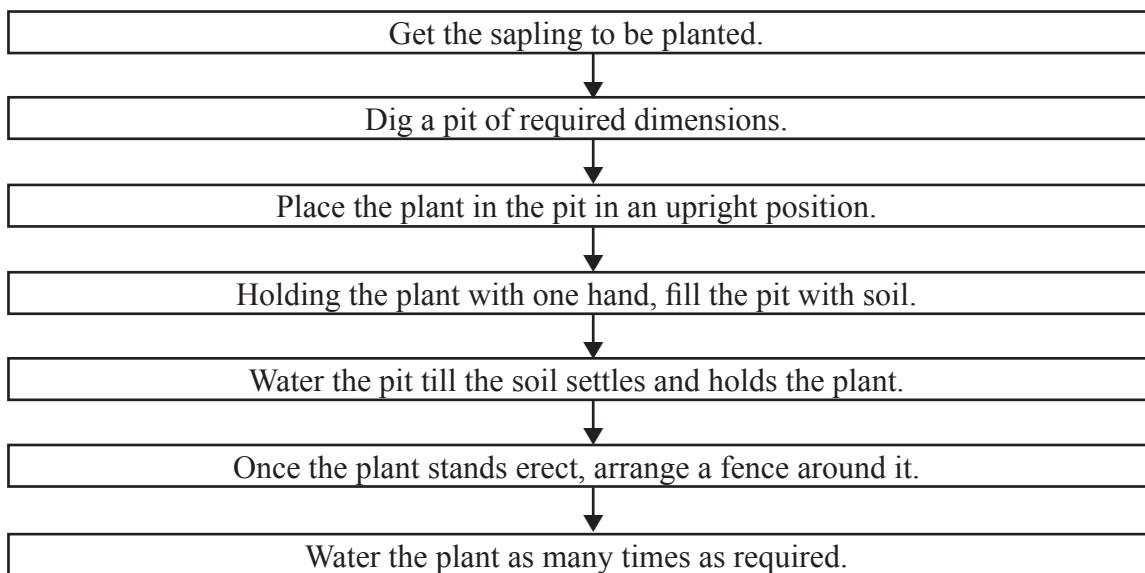
Read the process of making noodles. Insert sequence markers in the blanks using above words/phrases at the beginning of each sentence observing the tense and voice.

- _____, boil 500 ml of water in a container.
_____, add noodles and taste makers.
_____, mix finely chopped vegetables after steaming them separately.
_____, cook the mixed stuff for only two minutes.
_____, serve it hot.

Combine the above sentences now to make a meaningful paragraph.

Exercise 2

Look at the given flow chart and describe the process of planting a sapling.



First of all, _____

Exercise

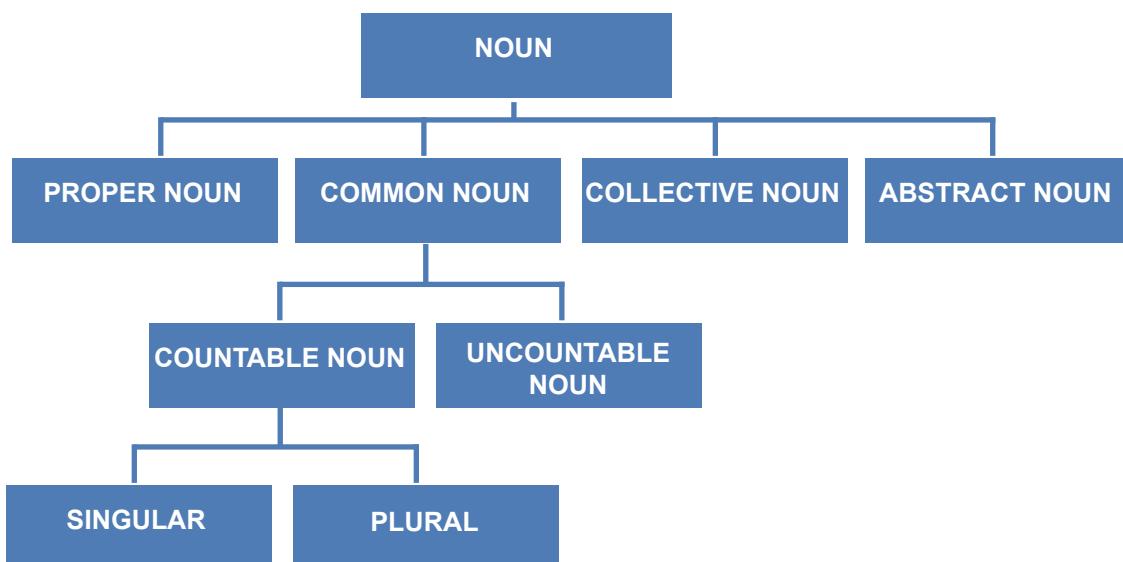
- a) Describe the process of making tea for two people.
- b) Describe the process of paying electricity bill online.
- c) Explain in a sequence the way you celebrated a festival you like most.
- d) Write a paragraph about an ideal daily routine.
- e) Describe the process of applying for a job.
- f) Narrate in a sequence the steps involved in making vegetable fried rice. (Get the recipe from someone if you do not know!)
- g) You wanted to go to Tirupati by bus. You have an Android mobile with you. How can you book a ticket online using the APSRTC website on your mobile?
- h) Describe the process of making sprouts.
- i) Write the process of withdrawing money from an ATM.
- j) Describe the process of creating a Gmail account.
- k) Narrate the process of getting a driving licence.
- l) Describe the process of making red bricks.
- m) Describe the process of how you get ready for college regularly.
- n) Describe the process of casting your vote in elections.

9

NOTE MAKING

The process of grasping knowledge, nowadays, is vast and unlimited. We get much information from sources like books, journals, newspapers and the internet. But our memory does not permit us to store so much information altogether.

Suppose you are given a task to learn types of nouns and you need to present it in the class the next day. Do you learn every sentence given in the paragraph? Certainly not. Because you may not be able to remember every sentence from the paragraph and repeat the same in the class. You read the content, simply write the important points, and present it in class with success. Your idea may be like this:



You could present the topic successfully by briefing the important points and shaping it into a neat tree diagram as shown above. Also in our daily lives, it is not possible to memorize everything. To overcome this difficulty, noting down important details is necessary. These notes help us when required. The noting down of useful and important concepts and points is called NOTE MAKING. Note making can be defined as a systematic method of writing down quickly, briefly and clearly the important points of a text. It is a productive skill which integrates both reading and writing. Effective note makers are efficient learners. Effective note making is a skill that each person should develop over time.

Note making helps us in

- ✓ Keeping information handy whenever we require
- ✓ Recollecting and recalling past events that are read
- ✓ Organising ideas and making connections

- ✓ Delivering of speeches for debates/discussion, writing an essay and revising lessons before examinations
- ✓ Understanding the text better, enhancing the confidence to revise the thing whenever we want

How to make notes

1. Read the target passage carefully at least twice. If you cannot figure it out, read it again for the third time. Understand the gist of the passage. This is called **skimming**.
(People often use the skimming skill when they have lots of material to read in a limited amount of time. While skimming, you make a distinction between main points and sub points, facts versus opinions, relevant and irrelevant, explicit and implicit.)
2. While reading the extract, underline the important key sentences. It helps in the formation of the titles and subtitles. This is called **scanning**. Usually you may find the title at the beginning or at the end of the paragraph. The main title should be short and apt to the extract.
3. Main points and central idea should be rephrased in points. Repeated words and phrases are to be removed. Extra examples, articles, prepositions and are omitted.
4. Make a rough note of all important and main points to be included and then give them a logical sequence like:
 - a) Main heading: I, II, III, IV, etc.
 - b) Sub Heading: a, b, c, d, etc.
 - c) Sub-sub heading: i, ii, iii, iv, etc.
5. Do not write full sentences. Use standard abbreviations and symbols wherever necessary.
 - i) Capitalize first letters of words
e.g: U.P., USA, USSR, UK
 - ii) Common abbreviations
e.g.: Sc. (Science), Geog. (Geography), Mr, Mrs, Dr, Govt
 - iii) Write the first few and last few letters of a word with an apostrophe in between.
e.g. : can't (cannot), w'out(without), wrt'g (writing).
 - iv) Use the first letters of the phrases
Kilogram-Kg
Cubic Centimetre-cc
Atomic Mass Unit-AMU
Per annum-PA
Curriculum Vitae-CV

Study and Communication Skills

v) Use the first few letters of words or phrases like:

Approximately-Approx.

Difference-Diff

Professor-Prof

Assistant-Asst

Reference-Ref

vi) Use of symbols

@-At the rate of

%-Percentage

+ve-Positive

= Equal to

^ Insert, etc.

vii) Generally used abbreviations

e.g. - Example

viz - Namely

i.e.-That is

Note Do not get over - enthusiastic with abbreviations. You should not abbreviate every word. As a general rule the heading should not be abbreviated. You may use abbreviations in subheadings.

6. You can also use different kinds of formats depending on the theme of the passage. It could be serial or sequential such as flow chart, pie chart, bar chart.
7. The notes you have prepared must make sense when it is read again.

Let us see some examples and make notes

- I) Research has shown that the human mind can process words at the rate of about 500 per minute, whereas a speaker speaks at the rate of about 150 words a minute. The difference between the two at 350 is quite large. So a speaker must make every effort to retain the attention of the audience and the listener should also be careful not to let his mind wander. Good communication calls for good listening skills. A good speaker must necessarily be a good listener.

Listening starts with hearing but goes beyond. Hearing, in other words is necessary, but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. While listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Listening is to be understood as the total process that involves hearing

with attention, being observant and making interpretations. Good communication is essentially an interactive process. It calls for participation and involvement. It is quite often a dialogue rather than a monologue. It is necessary to make it abundantly clear that one is interested in knowing what the other person has to say.

Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times the speaker may or may not be coherent, articulate and well-organised in his thoughts and expressions. He may have it in his mind and yet he may fail to marshal the right words while communicating his thought. Nevertheless a good listener puts him at ease, helps him articulate and facilitates him to get across the message that he wants to convey. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrance to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and the message.

NOTES

GOOD LISTENING/ART OF LISTENING

1. Research
 - 1.1 human mind processes 500wpm
 - 1.2 speaker speaks 150 wpm
 - 1.3 difference between the 2
2. A good speaker/ Good **commun.** / **listng.**
 - 2.1 must retain attention of audience
 - 2.2 stop not to let mind wander
 - 2.3 must be a good listener
3. Listening / Requirement of Listening/ listening skills
 - 3.1 hearing with attention
 - 3.2 being observant
 - 3.3 making **interpts.**
 - 3.4 concentration
 - 3.5 participation
4. A Good Listener / Good Listening – An Art/ Traits of Good Listening
 - 4.1 gets much more from speaker
 - 4.2 knows how to prompt and persuade

Study and Communication Skills

- 4.3 puts speaker at ease
- 4.4 helps him articulate
- 4.5 facilitates speaker to convey thoughts
- 5. Effective listening/ Barriers to Good Listening
 - 5.1 barriers – **phy.** /psychological
 - 5.2 physical-hindrance to hearing
 - 5.3 psy.-interpretations & evaluation

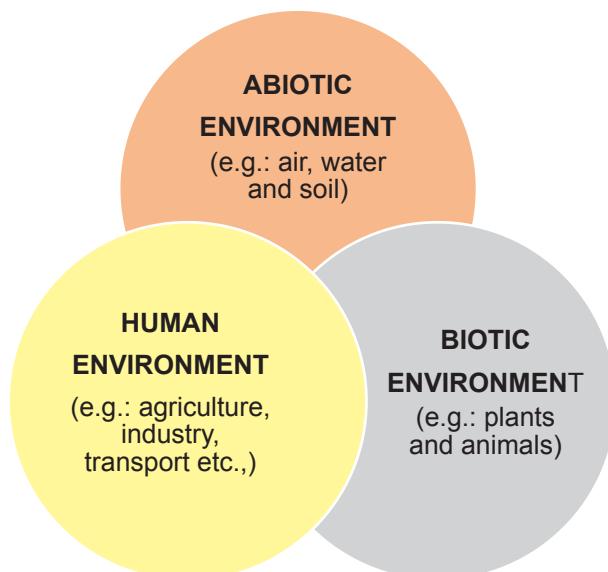
II) On the basis of origin, geographical elements can be broadly classified into two groups-natural elements and human-made elements.

The natural elements such as mountains, rivers, vegetation, animals, etc., are created by nature. This is called natural environment. It includes the biotic and abiotic components. The biotic components comprise plants and animals whereas the abiotic components comprise air, water and soil.

The human elements such as agriculture, industries, settlements, means of transport, etc., are created by human beings. Therefore, it is called human-made environment. Human beings develop these features to live comfortably in their environment.

The two types of environments interact with one another. They change in course of time from place to place. These changes take place due to natural processes and human activities.

ELEMENTS OF ENVIRONMENT



EXERCISE

- 1) Women empowerment has become the buzzword today with women working alongside men in all spheres. They profess an independent outlook, whether they are living inside their home or working outside. They are increasingly gaining control over their lives and taking their own decisions with regard to their education, career, profession and lifestyle.

With steady increase in the number of working women, they have gained financial independence, which has given them confidence to lead their own lives and build their own identity. They are successfully taking up diverse professions to prove that they are second to none in any respect.

But while doing so, women also take care to strike a balance between their commitment to their profession as well as their home and family. They are playing multiple roles of a mother, daughter, sister, wife and a working professional with remarkable harmony and ease. With equal opportunities to work, they are functioning with a spirit of team work to render all possible co-operation to their male counterparts in meeting the deadlines and targets set in their respective professions.

Women empowerment is not limited to urban, working women but women in even remote towns and villages are now increasingly making their voices heard loud and clear in society. They are no longer willing to play a second fiddle to their male counterparts. Educated or not, they are asserting their social and political rights and making their presence felt, regardless of their socio-economic backgrounds.

While it is true that women, by and large, do not face discrimination in society today, unfortunately, many of them face exploitation and harassment which can be of diverse types: emotional, physical, mental and sexual. They are often subjected to rape, abuse and other forms of physical and intellectual violence.

Women empowerment, in the truest sense, will be achieved only when there is attitudinal change in society with regard to womenfolk, treating them with proper respect, dignity, fairness and equality. The rural areas of the country are, by and large, steeped in a feudal and medieval outlook, refusing to grant women equal say in the matters of their education, marriage, dress-code, profession and social interactions.

Let us hope, women empowerment spreads to progressive as well as backward areas of our vast country. (<https://www.indiacelebrating.com/article/article-on-women-empowerment/>)

- 2) Sleep serves multiple purposes that are essential to your brain and body. Let's break down some of the most important ones. The first purpose of sleep is restoration. Every day, your brain accumulates metabolic waste as it goes about its normal neural activities. While this is completely normal, too much accumulation of these waste products has been linked to neurological disorders such as Alzheimer's disease. Alright, so how do

we get rid of metabolic waste? Recent research has suggested that sleep plays a crucial role in cleaning out the brain each night. While these toxins *can* be flushed out during waking hours, researchers have found that clearance during sleep is as much as two-fold faster than during waking hours.

During sleep, brain cells actually shrink by 60 percent, allowing the brain's waste-removal system—called the glymphatic system—to essentially “take out the trash” more easily. The result? Your brain is restored during sleep, and you wake up refreshed and with a clear mind. The second purpose of sleep is memory consolidation. Sleep is crucial for memory consolidation, which is the process that maintains and strengthens your long-term memories. Insufficient or fragmented sleep can hamper your ability to form both concrete memories (facts and figures) and emotional memories. Finally, sleep is paramount for metabolic health. Studies have shown that when you sleep 5.5 hours per night instead of 8.5 hours per night, a lower proportion of the energy you burn comes from fat, while more comes from carbohydrate and protein. This can predispose you to fat gain and muscle loss. Additionally, insufficient sleep or abnormal sleep cycles can lead to insulin insensitivity and metabolic syndrome, increasing your risk of diabetes and heart disease. (*From an Internet Article by James Clear on 'The Science of Sleep: A Brief Guide on How to Sleep Better Every Night'*)

- 3) There are many different kinds of musical instruments. They are divided into three main classes according to the way that they are played. For example, some instruments are played by blowing air into them. These are called wind instruments. In some of these the air is made to vibrate inside a wooden tube, and these are said to be of the woodwind family. Examples of woodwind instruments are the flute, the clarinet and the bassoon. Other instruments are made of brass, the trumpet and the horn, for example. There are also various other wind instruments like such as the mouth organ and the bagpipes.

Some instruments are played by banging or striking them. One obvious example is the drum, of which there are various kinds. Instruments like this are called percussion instruments.

The last big group of musical instruments are the ones which have strings. There are two main kinds of stringed instrument those in which the music is made by plucking the strings, and those where the player draws a bow across the strings. Examples of the former are the harp and the guitar. Examples of the latter are the violin and the cello.

- 4) Have you ever driven somewhere and realised when you arrived that you couldn't really remember anything about the journey? Or have you ever eaten a whole packet of biscuits when you were planning to only have one? Or have you stayed up much later than you planned, or even all night, watching 'just one more' episode of a TV series? All of these are examples of mindlessness. When we live this way, we are not fully awake and not fully living our lives.

When we are mindful, we are more conscious of our thoughts, our actions and what is happening around us. We might notice a beautiful sunset or really listen carefully to what a friend is saying, rather than planning what we're going to say next. We are also more aware of our own feelings and our thoughts. Jon Kabat Zinn, who has done a lot to make mindfulness popular, says mindfulness is: 'Paying attention, on purpose, in the present moment, and without judging.' So we are consciously deciding what to pay attention to, we are not worrying about the past or planning for the future and we are not trying to control or stop our thoughts or feelings – we're just noticing them. For most people life is getting busier and busier. Technology means that we always have something to do and there isn't much opportunity to just 'be'. People are often doing two or three things at the same time: texting while watching TV, or even looking at their phone while walking along the pavement. People are working longer hours and bringing work home. All this can make us stressed, and mindfulness can be a way of reducing this stress.

Research shows that mindfulness reduces stress and depression. It can help you to concentrate, have a better memory and to think more clearly. It can also help people to manage pain better and to improve their sleep, and it can even help you lose weight because you won't eat that whole packet of biscuits without thinking! Mindfulness Day is celebrated on 12 September, so maybe that would be a good day to try a few mindfulness techniques and see if they make a difference. But, of course, you can try these on any day of the year.

A very simple technique that you could try right now is to close your eyes for a couple of minutes and count how many sounds you can hear. This will help to focus you on what is happening right now. Another technique is to focus on a piece of food, typically a raisin. Instead of eating it without thinking, slow down. Look carefully at it and notice how it feels in your fingers. Smell it. Then put it on your tongue and taste it. Only then start to eat it slowly, noticing how it feels and how it tastes. Both of these techniques force you to slow down and focus on the present moment, and there are plenty of other ideas you can find online if you want to try mindfulness for yourself. (https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Magazine-Mindfulness_0.pdf)

- 5) Yoga is good for the mind and body. Regular practice of yoga helps people to improve their balance and stamina. Although you won't really get out of breath, like you might playing football or running, it does help to keep your heart healthy and you can lose weight. It can also help with back pain.

The breathing taught in yoga can help people to reduce stress and anxiety. There are lots of different possible breathing patterns you can do. Yoga also improves concentration and helps people to sleep better, so it's great for anyone who's under pressure at work or in their studies.

Study and Communication Skills

There are lots of different types of yoga, so you can choose what suits you best. Hatha Yoga is often good for beginners, because you hold each position for a few breaths. In Vinyasa Yoga you change position much more quickly and you might get out of breath. It's quite challenging if you haven't done much yoga before. Bikram Yoga is sometimes called 'hot yoga', because the room must be heated to around 40 degrees. As well as these and other more traditional forms of yoga, there are also some more unusual modern forms of yoga. For example, you might enjoy 'laughter yoga', where people do breathing exercises and laugh about nothing in particular – laughing is very good for your health. Or what about 'Aeroyoga', where you do yoga while you are hanging from the ceiling? It's supposed to be very good for your back. Or 'Doga', where you do yoga together with your pet dog?

Whatever kind of yoga you choose, there are definitely some health benefits, and you should have fun too. (<https://learnenglish.britishcouncil.org/sites/podcasts/.../LearnEnglish-Magazine-Yoga.pdf>)

- 6) Is it possible for the colour of a uniform to affect the outcome of a sports match? British anthropologists (scientists who study human behaviour) think so. In 2004, researchers studied the results of Olympic competitions in boxing, tae-kwon-do, and wrestling. These sports were great to study because uniform colours were randomly assigned. In each sport, contestants wearing red had a slight advantage. Those with red uniforms won a little more than half the time. Was this a matter of chance? Or did red uniforms suggest danger and strength to opponents? Many scientists have studied "the red effect." Some have found that the colour of wrestler's uniforms may affect a referee's scoring. But nobody knows for sure. It's not clear what effect red has on players, opponents, referees, and fans, or if it has any effect at all. It's a great question to ask. And until it's answered, you can be sure there will be many teams who are pinning their hopes on red.
- 7) Anything printed and bound in book size can be called a book, but the quality or mind distinguishes the value of it. What is a book? This is how Anatole France describes it: "A series of little printed signs essentially only that. It is for the reader to supply himself the forms and colours and sentiments to which these signs correspond. It will depend on him whether the book be dull or brilliant, hot with passion or cold as ice. Or if you prefer to put it otherwise, each word in a book is a magic finger that sets a fibre of our brain vibrating like a harp string and so evokes a note from the sounding board of our soul. No matter how skilful, how inspired the artist's hand, the sound it makes depends on the quality of the strings within ourselves. "Until recently books were the preserve of a small section-the urban upper classes. Some, even today, make it a point to call themselves *intellectuals*. It would be a pity if books were meant only for intellectuals and not for housewives, farmers, factory workers, artisans and, so on.

In India there are first-generation learners, whose parents might have been illiterate. This poses special challenges to our authors and to those who are entrusted with the task of disseminating knowledge. We need much more research in the use of language and the development of techniques by which knowledge can be transferred to these people without transmission loss.

Publishers should initiate campaigns to persuade people that a good book makes a beautiful present and that reading a good book can be the most relaxing as well as absorbing of pastimes. We should aim at books of quality no less than at quantitative expansion in production and sale. Unless one is constantly exposed to the best, one cannot develop a taste for the good. (*From Kendriya Vidyalaya Sangathan, Guwahati Region, Study Material English (core) Class IX.pdf*)

- 8) Television is considered a vast media for communication. Television is at the same time considered a media running in everyone's home carrying misinformation. Likewise, there are so many debates on the advantages and disadvantages of television. Strictly speaking, this is true. Television carries the news from one corner of the world to another at the same time it carries so many unwanted programs. The educational programs in television are innumerable. Lots of programs are available on Science and Technology. Current news is made available with audio and visuals through television. Many learning programs and social programs are also telecasted in many channels. This will be a great way to induce/motivate people to know and excel in their field of expertise. Women at home rely on television as their best companion. Women today at home cannot imagine a day without television. They can also find television as a medium to bring everyone in the family together for some time. Many animated programs and cartoon channels are telecasted for kids and children. Programs that are informative and teach them easily are also available in such channels. This also occupies the children when they are done with their assignments! For people who work the whole day, Television is a big stress buster. Watching various channels, fun programs and songs would give them great relief.

Children start to become addicts to Television. This ultimately spoils their studies. Another great disadvantage is that watching Television for long hours might disturb a person's sleep cycle, routine and severely affect one's health too. The advertisements telecasted in TV's attract people to change their brands, increase their needs and wants; most important is children start pestering for stuff that are telecasted on Television. Though television played a vital role in carrying news and information across the world, after the advent of computers and internet, it has considerably lost its importance in the society. (<https://whatistheurl.com/television-advantages-and-disadvantages-essay/>)

- 9) The process of study involves four operations- perception, comprehension, retention and retrieval. In other words, you should first perceive what is relevant to your needs and select only those areas which are important. You cannot study everything available

in every book you can lay your hands on. Once you have decided on areas, which are important, you have to read and understand — or comprehend the material that you have selected — for no learning can take place without comprehension. What is not understood is not learnt. Comprehension is thus imperative in the process of learning. However, mere comprehension is not enough. What one understands now, may also be easily forgotten later. Hence, you, as a student, have to make special efforts to retain what you comprehend. You also have to retrieve all that you learn throughout the year at the time of examination. (*Certificate in Communication Skills: Study Skills - Note making and Summarizing, Writing Skills, IGNOU*)

- 10) There are four important types of heart diseases. Firstly, congenital heart disease, which is present at birth; an example of this is the so-called 'blue baby'. It accounts for 2 per cent of all heart diseases. The second type, rheumatic, is quite common in some 30 to 40 per cent of all heart cases. It is caused by an infection of the throat which, if untreated, causes damage to the heart. The symptoms are a chronic sore throat, painful joints and high fever. This disease is widespread in many developing countries, due to poor living conditions and overcrowding.

High blood pressure is also an important cause of heart disease, of the third type, hypertensive, and accounts for some 15 to 25 per cent of all heart cases. It is believed that among other factors such as stress and smoking, a higher salt intake in the diet leads to blood pressure.

Degenerative heart disease, commonly known as Ischaemic heart disease, is the cause of heart attacks, and is one of the most important health problems among adults throughout the world. Ischaemic heart disease is due to blocking of the two blood vessels which supply blood to the heart muscle. At birth they are wide open, but in a diseased state one or more of these vessels is completely blocked, leading to defective blood supply to various points of the heart. This results in the well-known symptom of pain on emotional or physical stress called angina. What causes this is the laying down of a fatty substance, called cholesterol, in the wall of the artery, which gradually blocks the vessel and may close it completely.

How does cholesterol get into the blood? It results partly from a diet rich in fats of animal origin, such as butter, cream, cheese, rich cuts of beef, ham and bacon, egg yolk, and saturated cooking fats, such as ghee. (*Based on the Heart in Sarah Freeman, Study Strategies in English.*)

- 11) Breast Abscess is a collection of pus in the mammary gland, usually in a woman who is lactating (producing milk). Breast abscesses develop if acute mastitis (inflammation of the breast, usually due to infection) is not treated promptly with antibiotic drugs. They occur most commonly during the first month after a woman's first delivery. II) The initial

symptoms are the acute mastitis: the breasts become increasingly tense and tender, and the woman may also develop fever and chills. The abscess develops in one area, which becomes very firm, red and extremely painful. III) Simple analgesic drugs, such as paracetamol, provide some relief. The abscess is treated by surgical incision and drainage of the pus under general anaesthesia. Breast infections can be prevented by clearing and drying the breasts carefully after each feed. Breast abscesses are less likely to occur if the breasts are emptied regularly, making engorgement (overfilling) and the development of mastitis less likely. (*From A complete Family Health Encyclopaedia: the British Medical Association; 1996*).

- 12) Edible oils are an important constituent of Indian diet. Besides being a source of energy, they add a special flavour to food and provide a lubricating action to body-tissues. In recent years, their associations with different human diseases and their adulteration have become a health problem for people. A variety of cooking oil are commonly used in different parts of the country. The major sources are groundnut oil (14,00,000 tonnes), mustard oil (6,00,000 tonnes) and sesame and coconut oil (1,50,000 tonnes). Sunflower oil (1,00,000 tonnes), safflower oil (25,000 tonnes) and soya bean oil (10,000 tonnes) have also become popular. Groundnut and sesame oil are common in the west coast and central India; coconut oil in the south; mustard oil in Bengal, Bihar and Orissa in the east, and Kashmir in the north. The annual per capita consumption of edible oil in the country was about 6 kg in 1984, which is lower than the world average of 11 kg and the average of 26 kg in developed countries. It is higher in the high socio-economic status group due to their use of fried preparations. It is however desirable that the daily intake of fat should not contribute more than 15%- 20% calories in the diet. (*From Science Reporter, September 1987*)
- 13) The chordates are a large and highly diverse animal group, which comprises vertebrates or animals with backbones (often referred to as the higher chordates), as well as a group of animals which lack vertebrae but which resemble vertebrates in other important respects. These are referred to as protochordates or lower chordates. The vertebrates are divided into five classes: fishes, amphibians, reptiles, birds and mammals. Each of these five classes can be further subdivided into smaller groups: for example, mammals can be classified into 18 groups, known as orders. Examples of orders are marsupials (such as kangaroos), primates (including man and monkeys) and carnivores (including dogs and cats). The class of reptiles consists of five orders: examples of these are crocodilians including crocodiles and alligators) and squamata, examples of which are snakes and lizards. *From: Larousse Encyclopedia of Animal Life (Hamlyn)*
- 14) The economic system of any country is largely dependent upon the efficiency of its transport system. Without the help of a good transport system, the expansion in national and international trade would never take place. Broadly, the means of transport both for

purposes of trade and social activity can be classified into three main divisions: land, water and air. We are, here, concerned with transport for trade. Of all the forms of transport, road transport has shown the greatest growth in recent years. Road transport is also used as a complementary means of transport. Roads are indispensable links for carrying goods and people to and from railway stations, ports and airports.

Transport by road may be both vehicular and non-vehicular. Non-vehicular transportation includes both animal and man. Animals such as horse, mules and yaks are frequently used for carrying goods and passengers in hilly areas. Camel is the only means of transport in desert areas. Man is also sometimes used to carry goods. In hilly areas, porters and coolies carry goods on their backs and heads. This type of transport is generally used when animals, carts or vehicles cannot be used. Vehicular transport in developing countries includes the ancient bullock carts, as well as the modern automobiles. The invention of the automobiles has been of great significance to modern industry and commerce because of their high speed and low cost per kilometre. The introduction of the railways has been vital in the growth of industrialization. Railways are useful in carrying heavy and bulky goods over long distances. They are especially favoured because, unlike other modes of transport, they are unaffected by weather conditions.

Water transport is one of the oldest forms of cargo transport. Though it is slow, it is the cheapest form of transport. Water transport includes inland transport and ocean transport. Inland waterways are rivers and canals. While rivers are "naturally" created, canals are artificial waterways. Inland waterways are not always reliable. Sometimes rivers change their course abruptly, which may cause dislocation of traffic. In times of drought they may run dry. Ocean or sea transport is very important for the growth of foreign trade of any country, especially as it is cheaper than air transport. It is particularly useful for carrying bulky goods over long distances, especially when time is not the essential factor.

The greatest advantage of air transport is that it has reduced the time and distance barrier to a great extent. However, air transport is the costliest means of transport because of the high cost of planes, their operation and maintenance. It is generally used rather sparingly for carrying light freight.

- 15) Rabies is a disease transmitted to man by the bite of rabid animals, particularly dogs. The virus is carried by the bloodstream to the central nervous system and the brain. The symptoms of rabies can take from a few days to about six months to appear. The symptoms include thirst with revulsion for water when the patient is offered it. In fact, the patient has difficulty in swallowing liquids. A rabies victim dies a very painful death, following high fever, paralysis and convulsions. (*From Study Skills - Note making and Summarizing, Writing Skills, IGNOU Certificate in Communication Skills/pdf*)
- 16) The two forerunners of modern man, bearing several human features, were the Neanderthal and Cro-Magnon men. While the former suddenly disappeared, the latter evolved into

modern man. With his prominent chin, high-bridged nose, and small, even teeth, the Cro-Magnon man could well be mistaken for a present-day human being. The Neanderthal man, however, was different in many ways. Although his brain was as large as modern man's, it was enclosed in an unusually large skull. The face was distinguished by a massive jaw with large front teeth, probably required for eating raw meat. The Neanderthal man was rather short, about one and a half meters in height. With regard to eating habits, the Neanderthal man remained quite primitive. Since he was a skilled hunter, he ate the flesh of the animals he hunted and killed. The women gathered wild fruit, which also formed part of their diet. The Cro-Magnon man was also a skilful hunter, but at a later stage cultivated his crops and even raised animals. The Cro-Magnon man was the first artist in the world. There were several cave paintings, stone engravings and carved figures which bear this out. He attempted to create his daily life through his art. The Neanderthal man attempted this too, but his drawings of the tools he used and the animals he hunted were rather crude. (egyankosh.ac.in/bitstream/123456789/10710/1/Unit-22.pdf)

- 17) Earthworms are the answer for every garden problem, according to Harold John Weigel. They can increase crop production, turn and freshen soil, and produce faster growth. Simply take care of the earthworms, and the earthworms will take care of the garden. Weigel is extremely enthusiastic about earthworms. They are tremendous creatures, "the intestines of the Earth," Weigel says quoting Charles Darwin. Weigel is so excited about the benefits of worms that he is writing a book about them. He gardens using thousands of earthworms. He has persuaded his wife to put worms in her houseplant pots. He even suggests eating worms, which he claims, are 70 per cent protein. He has dreams of armies of earthworms helping to replace topsoil in the 74 country. It is a fact, he says, that topsoil is disappearing every year through erosion. Wind and water carry away the soil and nature needs centuries to replace it.

Within one year, one thousand earthworms and their descendants can change approximately one ton of organic matter into one of the higher yield growing materials known, according to Weigel. Worms eat organic material and produce what is known as worm castings. If 1,000 pounds of earthworms are working on one acre of land every twenty-four hours, they will produce 1,000 pounds of castings that function as high-grade topsoil. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces such as wind and rain. Planting garden in worm castings offers plants more than just all the necessary nutrients. For example, castings are very porous, and water flows easily through them. They are very absorbent, being able to hold water easily. In addition, worms tend to be happiest around the roots of plants. Water can then flow directly to roots through the worm channels. The worms create a planting area of even consistency. Thus, the earthworms act as natural ploughs. Worms offer all these benefits, yet they make few demands. They need only moisture, darkness and food from the soil. Wiegels gets his information on the benefits of earthworms from books and

- from the Worm Growers Association. That little-known group, which is active in many states, suggests that commercial farmers reintroduce earthworms in place where they have been killed through the use of synthetic fertilizers and other gardening chemicals.' (*From Zukowski-Faust, J. Johnson, S.S and Atkinson, C.S. Between the Lines, Copyright © 1983 by Holt, Rinehart and Winston Inc., reprinted by permission of the publisher.*)
- 18) Aging is defined as the process of progressive deterioration in the structure and function of the cells, tissues and organs of the organism as it grows older. The area of developmental biology which is concerned with the study of the processes of aging is known as gerontology. We still do not know enough about the process and causes of aging, although many theories have been proposed to explain this phenomenon. Some biologists suggest that adverse changes in the environment are the causes of aging in the organisms. Others believe that aging is an intrinsic genetic property of the cells of an organism. According to a compromise theory, aging is due to an interaction between hereditary factors (genes) and the environment. We know, for example, that domestication of animals increases their life span. Another theory proposes that the cells and organisms with a high rate of metabolism age more rapidly and die sooner than those with a relatively lower rate of metabolic activity.
- A more recently proposed immunity theory of aging suggests that the decline and disappearance of the thymus gland by late middle age in man is the primary cause of aging. With the disappearance of this gland, the defences of the body against foreign invasion weakens, and, at the same time, the number of defective, abnormal and harmful cells produced in the body itself goes up. This results in increasing damage and destruction of the tissues.
- While each theory of aging is supported by some evidence, none of them comprehensively explains this phenomenon. A theory which explains aging in all kinds of organisms can be formulated only when more facts are known about aging processes in a variety of species living under different conditions. (*Adapted from Biology, a textbook for Higher Secondary Schools, Classes XI-XII, NCERT.*)
- 19) Although we cannot see it, taste it, or smell it, the air that surrounds the earth is vital for life. It provides the gases needed for human, animal and plant life. Of these gases, oxygen makes up about 21 percent and nitrogen about 78 per cent of the volume of dry air. Other gases, such as argon, carbon dioxide, hydrogen, neon, krypton and xenon, comprise the remaining one per cent. The amount of water vapour and its variation in amount and distribution is of great importance in weather changes. The atmosphere has no definite upper limits, but gradually thins until it becomes imperceptible. However, the atmosphere has three well-defined layers. The layer of air next to the earth, which extends upwards for about ten miles, is known as the troposphere. Most of the air and water vapour are in the troposphere. It is the warmest part of the atmosphere because most of the solar radiation

is absorbed by the earth's surface, which warms the air immediately surrounding it. The temperature decreases by about 11.20°C for every mile as one travels upwards through the troposphere. Most of the features that govern our weather, including most clouds and wind systems, occur in the troposphere. Strong winds moving at more than 160 kms an hour are located at the upper levels of the troposphere. These are known as JET STREAMS and are important to pilots of jet aircrafts who fly in this zone.

Above the troposphere to a height of about 50 miles is a zone called stratosphere. The stratosphere is separated from the troposphere by a zone of uniform temperature called the tropopause. Within the lower portions of the stratosphere is a layer of ozone gases which filters out most of the ultraviolet rays from the sun. If this zone was not there, the full blast of the sun's ultraviolet light would burn our skins, blind our eyes, and eventually result in our destruction. Within the stratosphere, the temperature and atmospheric composition are relatively uniform.

The ionosphere extends to a height of 300 miles above the earth. The air, here, is extremely rarefied. It is called the ionosphere because it consists of electrically charged particles called ions, thrown from the sun. The northern lights (aurora borealis) originate within this highly charged portion of the atmosphere. Its effect upon weather conditions, if any, is as yet unknown. (*Adapted from Caxon Atlas of the Earth*)

- 20) Like rivers, trees are our natural wealth. Trees prevent erosion or washing away of the soil. The thick roots of the trees absorb large quantity of water, hence reduce the danger of the flood by checking the flow of water. Trees provide a home for wild animals they produce many kinds of timber. To keep the air clean, trees are needed. We must grow more and more trees in and around our houses. "Grow more Trees" is a programme, patronized by the Indian govt. Under this programme, we plant new trees every year. This scheme has a great significance cutting down trees has resulted in the imbalance of environment. Trees are important not only to human beings but also to birds and animals. Their branches give shelter to millions of birds, and the forests support the life of wild animals. (mpbse.nic.in/12th/english-gen/english-gen-2.pdf)

10

CURRICULUM VITAE

Estimates show that India has more than 50% of its population below the age of 25 and more than 65% below the age of 35. It is expected that, in 2020, the average age of an Indian will be 29 years. This is an impressive figure, isn't it? To build a powerful nation with this younger generation, the state and central governments are focussing on creating better employment opportunities for the youth. So youth should grab the opportunity to get a good employment thereby improving the standards of both their lives and that of the country.

➤ **Let us look at the newspaper advertisement**

WALK-IN-INTERVIEW

NCL Industries Ltd., Hyderabad, a 35 years old listed company engaged in the manufacturing of Cement and Building Materials, is looking for young & bright candidates for the following positions in Rayalaseema Region.

Area Sales Manager (Kurnool)
Qualification: MBA (Sales & Marketing) / Graduate in any stream with minimum of 8 years' experience in sales.

Sales Officer(Tirupati, Anantapur& Kadapa)
Qualification: MBA (Sales & Marketing) / Graduate in any stream with minimum of 3 years' experience in sales.

Skills: Should be quite conversant with local markets and a self driven go-getter.

Interested candidates are advised to appear for the interview with latest resume and photograph.

Date of Interview: 24.04.2019, Time: 10 am to 4 pm

Venue:
M/s NCL Industries Ltd., HC No.8-125, D.No.39A, Adj. Gayathri Nursing Home, Near BSNL Tel. Exchange, TUDA Plots, RC Road, Tirupati - 517501

Contact Number: 9121207180

Email ID: careers@nclind.com www.nclind.com

We come across such advertisements regularly in various newspapers. But when you go straight away to the employer to face an interview, you may lose the opportunity to get the job. Hence it is necessary to give the details of your education, work experience, etc. in a good format to the employer beforehand to be called for an interview. Such formats are called Curriculum Vitae/Resume.

Why do we need CV/Resume?

Generally, a prospective company spends more money on advertising. Why does it spend much? As the saying goes “first impression is the best impression”, advertising is a marketing technique to grab the attention of the public to promote their products or ideas in order to get profit. Likewise, a good job seeker uses his skills and techniques to attract the attention of a

prospective employer by advertising himself in the form of a good CV/Resume. It is a powerful tool to make a good impression on the employer which can boost up the chances of getting a job. So it is worth spending time and effort in preparing a CV/Resume while presenting yourself in this competitive world. Thereby, the chances of getting an interview will be increased.

Now let us know the difference between a CV and a Resume:

CVs and resumes both have similar purposes that provide key information about your skills, experiences, education, and personal qualities that show you as the ideal candidate. Curriculum vitae, often called a CV, tends to be used more for scientific, teaching and research positions than a *resume*. Thus, CVs tend to provide great detail about academic and research experiences, where Resumes tend toward brevity and restricted to one or two pages, CVs demand completeness. Unlike Resumes, there is no set format for CVs. CVs do not have the one-page rule of Resumes, you need to walk the line between providing a good quality of depth to showcase your qualifications and attract potential employer interest.

The below table shows the clear division between a CV and a Resume.

	Curriculum Vitae (CV)	Résumé
Origin and Definition	Latin, “course of one’s life”	French, “to summarize”
Goal	Describe accomplishments with great detail; focus on how these relate to career plans	Describe accomplishments briefly; leaving out extra details
Primary Function	-Comprehensive list of accomplishments; -applications for academic positions or jobs associated with colleges/universities, advanced research, fellowship, etc.	-Brief list of accomplishments; -applications for jobs in industry.
Length	Long (2 pages or more)	Short (1-2 pages)

» **While writing a CV/Resume keep these points in view**

1. The draft must be relevant to the position you are applying for.
2. The information must be precise and up to the point.
3. Update your profile whenever you apply for different jobs.
4. The aim of your CV/Resume is to show the reader at a glance your profile and convince him/her that you are the candidate they are looking for.
5. The employer bases his/her opinion when he goes through your CV/Resume. In order to make your CV/Resume impressive you need to prepare it every time you apply for a job keeping in view of the requirement for that position.

6. Do not use the same CV/Resume for two different jobs as they may not require the same qualifications and experience.

➤ **Sequence generally followed in a Resume**

a) The Heading	Name, Address, Age, Date of Birth, Telephone/Mobile No, Email ID
b) Objective	State a clear practical objective related to the job
c) Education	Educational qualifications are always written in reverse chronological order. Begin with the most recent degree. The other exams you have passed will follow in a descending order.
d) Work Experience	Give details of previous work experience; the name of the company, job title, length of service, role and responsibilities you took in the previous work. If you are a fresh graduate and not having the work experience you can state your skills and qualities you might have developed in school or college by participating in extra-curricular activities.
e) Strengths	Strengths talk about your attitude. Include the strengths which are required for the job you are applying. e.g. Good communication skills are essential for a Manager in a Business firm.
f) Other details	Provide information regarding other things such as number of languages known, hobbies towards the end of the Resume.
g) References	Names and addresses of at least two references(if required)
h) Cover Letter	Resume should be covered with a cover letter. It should reflect your confidence and should contain the success you have achieved or problems you have solved, related to the type of work for which you are applying. It should not be more than one page long and written in a standard business letter format.

Sample Resume

Now prepare a Resume based on the above format. In this Resume, Dandi Deepa is applying for the position of Area Sales Manager in the reputed NCL Company based on the newspaper advertisement given at the beginning of this section.

DANDI DEEPA

45/24, Teachers Colony
Venkata Ramana Colony Road No.-4
KURNOOL-518003
Mobile: 8500012340
kdeepa@gmail.com

OBJECTIVE

A position as Area Sales Manager in a reputed company.

EDUCATION

2009-2011

MBA (Sales & Marketing)
Sri Padmavati Mahila Visvavidyalayam, Tirupati, 81% aggregate.

2006-2009

B.Com(General)
Silver Jubilee College (Autonomous), Kurnool, 76% aggregate

2004-2006

Intermediate (C.E.C), Board of Intermediate Education, AP
Govt. Junior College (Town), Kurnool, 82.5% aggregate

2004

SSC, Board of Secondary Education, AP
Govt. Girls High School, Kurnool, 80% aggregate

WORK EXPERIENCE

2011-2016

Worked as Sales Officer for five years in XYZ Company, Vijayawada.

2016-Present

Working as Area Sales Manager for three years in Abhiram Industries, Ananthapuramu

STRENGTHS

Good communication skills, Problem solving and Managerial skills, Good motivator and co-ordinator.

ADDITIONAL INFORMATION

Languages known: English, Telugu and Hindi

Hobbies: Reading books and listening to music

Father's Name: Sri Dandi Gopal Rao

References: Available on Request

DECLARATION

I hereby declare that the details furnished above are true and correct to the best of my knowledge and belief and I undertake to inform you of any changes therein, immediately.

Place: Kurnool

D.Deepa

Date: 23 April 2019

SIGNATURE

A cover letter which is to be sent with the CV/Resume of Dandi Deepa is given below

DANDI DEEPA

45/24, Teachers Colony
Venkata Ramana Colony Road No.-4
KURNOOL-518003
Mobile: 8500012340
kdeepa@gmail.com

23 April 2019

The Manager
M/s NCL Industries Ltd.,
Gayathri Nursing Home, Near BSNL Tel.Exchange
TUDA Plots, RC Road, Tirupati-517501

Dear Sir

APPLICATION FOR AREA SALES MANAGER

In response to your advertisement in the Eenadu newspaper of April 23, 2019 for the post of Area Sales Manager, I am enclosing my resume for your consideration. I feel I have the required qualifications and skills for the position in your industry.

I completed my academics with good percentage. Moreover, my work experience in the area you have asked for is very effective and always I worked for the benefit of the companies and proved myself worthy in the positions I held.

I am excited to see your job listed in the newspaper. I have been looking for exactly this position, and I think that my work experience and related skills will be an excellent match for your needs.

You can call me for an interview on any day convenient to you.

With best regards

Yours faithfully

D. Deepa

(DANDI DEEPA)

Attachments: Resume, letters of recommendation and application

Activity

Prepare a Resume on your own, in the space provided, based on the Advertisement given below

- Wanted a young and dynamic candidate to work as a tourist guide at Hampi. Must be a graduate with good academic record. Bachelor's degree in Tourism Management with five years field experience is a must. Good communication skills in English and French is compulsory. Send in your detailed CV within 10 days to Department of Tourism, Bengaluru, Karnataka.

OBJECTIVE

EDUCATION

WORK EXPERIENCE

STRENGTHS

ADDITIONAL INFORMATION

DECLARATION

Place:

Date:

Signature

Note Add a covering letter to the above Resume.

Exercises

I. Prepare Curriculum Vitae in response to the following advertisements

1. ICMR-NIRT, Chennai, requires Data Entry Operator with good knowledge of MS-Office, Mail Wizard. Good communication skills and good presentation skills with two years of experience are other requirements. Apply with a detailed CV.
2. Applied technology, Vijayawada is looking for Chief Accountant who shall manage the finance department with good coordination skill. Must be a graduate in finance and accountancy with minimum 10 + years of experience. Walk-in-interview with your Resume at 44/A2, Birla Compound, Vijayawada on 25th May between 10 a.m. and 1 p.m.
3. Work as HR executive and earn comfortable salary. You should be a graduate with 25 years of age with 2 years of experience in the concerned field. Mail your CV to aasaraedu@gmail.com.
4. KBR group is looking for a dynamic and rewarding Electrical Engineers to work for them. Must be an engineering graduate. Post-graduation in engineering is preferable. Should have at least 5 years of experience. Mail your detailed CV to recruit@kbr.com.
5. Want to teach CBSE students with good income? Then CS Academy, Erode, Tamilnadu is looking for qualified, experienced and enthusiastic teachers to teach English in CBSE pattern. Experience in CBSE or International schools is preferred. Apply with a detailed CV and mail to jobs.erd@csacademy.in.
6. Shanthi Ram General Hospital requires Nurses to work in their hospital. Young and enthusiastic women candidates completed graduation in nursing can apply. Good communication skills and skill in individualized care are essential. Apply and send your detailed resume to Shanthi Ram General Hospital, Opp. R.G.M. engineering College, Nandyal, Kurnool (Dt.)
7. Priya Construction Company requires store keeper with attractive salary. Candidates with Intermediate and 2 years of project experience may apply for the post. Send your resume to Priya Construction Company, Boyalapalem Village, Yedlapadu Mandal, Guntur (Dt.)
8. Wanted creative content writers for a reputed company in Vijayawada. Candidate with Post-graduation may apply. Good fluency in English and internet skills are required. Salary negotiable. Mail your resume to web.vijawada@gmail.com
9. CIL Insurance Company requires Sales Managers presenting good salary and incentives. Candidates with graduation with 2 years of experience in insurance sector are preferred. Walk in interview with your updated resume to the office on 28th June between 11 a.m. and 5 p.m.

Study and Communication Skills

10. Urgently required receptionist for Hotel Sourya, Kakinada. Minimum qualification bachelor's degree. Good looking and good communication skills besides fluency in English are essential. Interested candidates may walk in interview with the detailed CV on 5th May at Hotel Sourya, Kakinada.

II. Prepare Resume based on the information given below

1. M. Suman Karthik- aged 28 years- M.A(English) B.Ed., -good communication and problem solving skills- -M.A from S.V.University, Tiruati-72%. B.A(Adv. English)- Govt. Degree College (Autonomous), Ananthapuramu- 76%- B.Ed-S.K.University, Ananthapuramu- Intermediate (HEC)- Govt.Junior College, Ananthapuramu-teacher in English for three years- applying for Junior Lecturer in English post- St. Joseph's Junior College, Ongole.
2. Pocha Sumalatha - aged 22 years- B.Sc.(CS)- 79% marks- Govt.Degree College, Visakhapatnam- Intermediate(MPC)-88%- Govt. Junior College, Anakapalli-SSC-90%- Govt. high School, Anakapalli- applying for the post of System Analyst- Mozaic Software Company, Visakhapatnam.

11

COMPLETING A FORM

Introduction

There are different stages of life from birth to the last breath. We grow into infants, then enter boyhood/girlhood and then into youth, adulthood and old age. During these periods of growth we join school then enter college, later in a university or any other institute for higher studies. Ultimately we get a job for a secure and comfortable life. To take an admission in a school or in a college or in a university or to get a job in one's career, one should fill different types of forms. Similarly, to debit or credit money, we need to fill certain forms to fulfil our needs.

Let us see a sample form given below:



AADHAAR ENROLMENT / CORRECTION FORM

Aadhaar Enrolment is free and voluntary. Correction within 96 hours of enrolment is also free. No charges are applicable for Form and Aadhaar Enrolment. In case of Correction provide your EID, Name and only that field which needs Correction.

In case of Correction provide your EID No here:

Please follow the instructions overleaf while filling up the form. Use capital letters only.

Guidelines to fill a form

1. Select the right form to fill.
2. Before filling a form, read the instructions carefully that comes along with the application form. Fill the application with BLACK/BLUE ink according to the instructions. Use BLOCK LETTERS/CAPITALS wherever necessary. This is to make the information very clear and easy to read or easy to scan by a computer.
3. Go through the form once cautiously and keep all the essential information with you before you start filling the form, so that you can fill the information quickly and easily.
4. Make a photocopy of the original form and fill it first, before filling up original application form, to avoid mistakes. Moreover, it is very helpful for your future reference if you keep an extra copy.
5. Sometimes when filling out an application form you might not have all the details. It is better to put a small line where the instruction in the form is **don't leave a blank**.
6. When you have a form with boxes to fill in make sure to fill one letter/number in each box and leave a box space between each word.
7. When you have to enter the date in the boxes, make sure the order in which it needs to be done. In some forms, DDMMYYYY format is used. In some other MMDDYYYY format is used.
8. Tick (✓) appropriate boxes if applicable and if not put an X mark.
9. Give exact address including mobile/landline number and exact PINCODE so that the correspondence could be accurate.
10. Paste a photograph exactly in the column provided, if asked. Make sure you use a recent colour/ black and white photograph of correct size. Paste a passport or stamp size whichever is asked for. If you are filling an ONLINE form, make sure to upload a photograph of required size and dimension by scanning it.
11. Sign in the application form in the relevant box provided, strictly in the space provided without the signature touching the boundaries so that it can be scanned neatly. If it is to be signed online, first sign it on a neat white paper and then scan it from a scanner to fit the signature in the column provided for it in the online application form
12. If there is something on the form you do not understand, ask for help.

For convenience we can divide forms into two categories:

- 1) Online forms
- 2) Offline forms

1) Online forms

We see different types of forms that are to be filled online. Nowadays the educational institutions, universities and job recruiting agencies are following the process of online form filling for the intake of candidates. Such trend comes in vogue with the change of time and technology. The use of computer and the introduction of android mobile phones made this thing possible. This type of online form filling saves time, money, and it is safe and secure from tampering. There are many times you are asked to fill an online form.

For example

- ❖ Applying for a passport
- ❖ Applying for an entrance test (e.g. EAMCET, POLYCET, UG/PGCET)
- ❖ Applying for jobs (e.g. UPSC, APPSC, DSC)
- ❖ Applying for a subscription (e.g. subscribing for a newspaper or magazine)
- ❖ Applying for voter id
- ❖ Signing up for an email id

Look at and fill in the online form given below:

Name

Choose your username

Create a password

Confirm your password

Birthday

Gender

Mobile phone

Your current email address

Location

Next step

2) Offline forms

BANK FORMS

Money is kept in a saving account in a bank or post office for the purpose of safety as well as for the interest that is accrued. While opening an account in a bank, certain documents such as proof of identity and address need to be submitted, along with photos, introducer's signature and, preferably, a copy of the PAN card. A stipulated minimum balance must be maintained in the account. A higher balance is mandatory if cheque book facility is availed of. Money can be withdrawn from the account and also deposited, whenever required. The transactions are recorded in a passbook issued to the customer. Some banks, however, give print-outs only.

Large scale reforms have been undertaken in the banking sector over the last few years. The customer today enjoys facilities which were unheard in the past. With the introduction of CORE Banking, a customer can draw money, not only from the branch where he has an account, but from any other branch of the bank too. Similarly, he can even deposit cheques in any branch of the bank and not just the home branch. ATMs and Internet Banking too have changed the face of banking. Today, because of centralized computerized banking, all account numbers, new as well as existing ones, are of 10 digits or more. The format of some of the pay-in-slips' and other bank forms has changed, reflecting the new changes that have been introduced in banking.

A) WITHDRAWING MONEY

- By Withdrawal Form - The depositor has to go personally to the bank. The withdrawal form must always be accompanied by the passbook.

Study closely the filled in form and attempt the exercise. Remember to write 'only' after writing the amount in words.

 आनंदा बैंक Andhra Bank (भारत सरकार का उपक्रम / A Govt. of India Undertaking)		अपरक्रान्ति समाशोधन में देय नहीं Not Negotiable. Not Payable in Clearing कंप. सं. Comp. No. 11103									
अशोक नगर शाखा ब्रांच ASHOK NAGAR SHAKHA Branch		नकद CASH अंतरण TRANSFER टोकन नं. Token No.					लेनदेन आईडी Tran ID :				
बचत बैंक आहरण पर्ची SAVINGS BANK WITHDRAWAL FORM सं. No.: KT		468707 Date : 12-07-2019									
खातेदार (रो) के नाम Name(s) of Account Holder(s)		N. ANUPAMA									
खाता सं. Account Number		0 2 9 3 1 0 0 0 1 2 9 9 7 - 0 0									
कृपया स्वयं को/आपको Please pay Self/Your Self for the purpose of _____ के लिए											
रुपया Rupees FIVE THOUSAND मात्र अदा करें only.											
नकदी भुगतान के लिए "नकद भुगतान करें" स्टाप्स लगाइए / Affix PAY CASH Stamp for cash payment ₹ 5000/- प्रविष्टी की गई Entered दर्ज किया गया Posted सत्यापन किया गया Verified											
ऑपरेटर/अधिकारी Operator/Officer ऑपरेटर/अधिकारी Operator/Officer आईडी नं. ID No.: सत्यापन अधिकारी Verifying Officer आईडी नं. ID No. :											
नोट : यह चेक नहीं है। यह आहरण पर्ची खाता-शाखा में ही देय है। सभी लेनदेन के लिए खातेदार को आहरण पर्ची को पासबुक के साथ स्वयं प्रस्तुत करना चाहिये। अन्यथा भुगतान नहीं किया जाएगा। Note : This is not a cheque. This Withdrawal Form is payable only at the Account Branch. For all transactions the account holder should personally submit the Withdrawal Form along with the relative passbook. Otherwise payment will be refused.											

Exercise

You are Mr. Ahmed Hussain. You have a savings bank account in Gandhi Nagar branch of Andhra Bank. Your Account No. is 105672349873214. Withdraw an amount of Rs.1500/- by filling the SB withdrawal form.

 आन्ध्रा बैंक Andhra Bank (भारत सरकार का उपक्रम / A Govt. of India Undertaking) शाखा Branch			अपरक्रान्ति. समाशोधन में देय नहीं Not Negotiable. Not Payable in Clearing			कंप. सं. Comp. No. 11103	
			नकद	अंतरण	टोकन नं.	लेनदेन आईडी	
			CASH	TRANSFER	Token No.	Tran ID	
						दिनांक Date :	
बचत बैंक आहरण पर्ची SAVINGS BANK WITHDRAWAL FORM सं. No.:KT			468707				
खातेदार (रो) के नाम Name(s) of Account Holder(s)							
खाता सं. Account Number							
कृपया रखये को/आपको Please pay Self/Your Self for the purpose of _____ के लिए							
रुपया Rupees						मात्र अदा करें only.	
नकदी भुगतान के लिए "नकद भुगतान करें" स्टाम्प लगाइए / Affix PAY CASH Stamp for cash payment						₹	
प्रविष्टी की गई Entered	दर्ज किया गया Posted	सत्यापन किया गया Verified			खातेदार (रो) के हस्ताक्षर / अंगूठा निशान Signature(s) / Thumb Impression(s) of the account holder(s)		
ऑपरेटर/अधिकारी Operator/Officer आईडी नं. ID No.:	ऑपरेटर/अधिकारी Operator/Officer आईडी नं. ID No.:	सत्यापन अधिकारी Verifying Officer आईडी नं. ID No.:					
<small>नोट : यह चेक नहीं है, यह आहरण पर्ची खाता शाखा में ही देय है, सभी लेनदेन के लिए खातेदार को आहरण पर्ची को पासबुक के साथ रखये प्रस्तुत करना चाहिये, अन्यथा भुगतान नहीं किया जाएगा।</small> <small>Note : This is not a cheque. This Withdrawal Form is payable only at the Account Branch. For all transactions the account holder should personally submit the Withdrawal Form along with the relative passbook. Otherwise payment will be refused.</small>							

ii) Withdrawal by Cheque:

- 1) Self
- 2) Bearer
- 3) Account payee

Study the filled in cheque and attempt the exercise that follows:

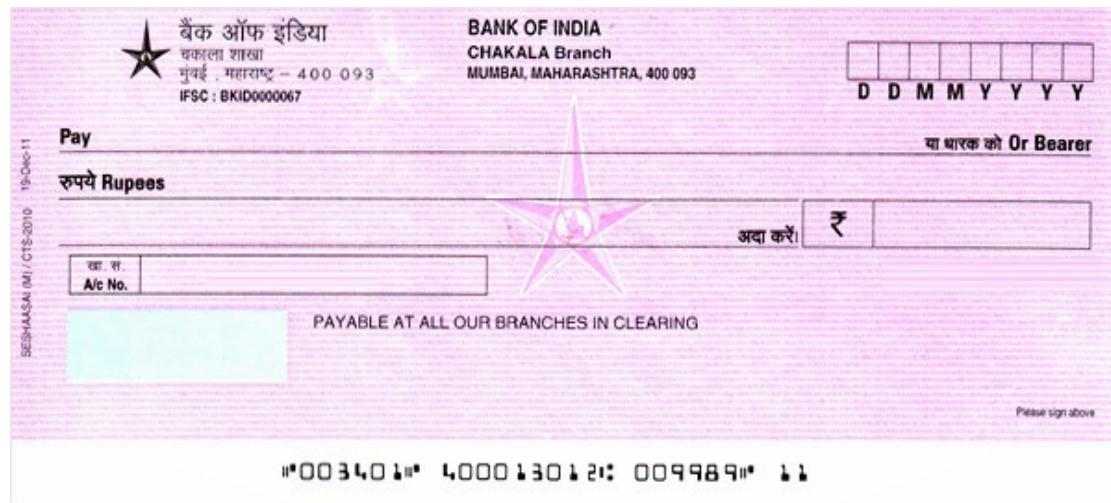


Study and Communication Skills

Exercise

You are Mr. Johnson D'Souza. Your Account No. is 100029035676.

- Issue today the crossed cheque in the name of Ms. Mary Mohanthy for Rupees thirty five thousand four hundred. Fill in the relevant details and sign the cheque.
- Use the same format and issue today a bearer cheque to Ms. Shameem Rehman for Rupees six thousand nine hundred only.
- Use the same format and draw personally Rupees fifteen thousand today.



B) DEPOSITING MONEY

When you deposit money in the Savings Bank Account you have to take a SAVINGS BANK ACCOUNT PAY-IN-SLIP and enter the details. The slip has two parts. The smaller one is called the counter foil which is returned to you as a record after the transaction is completed. The longer slip is retained by the bank. If the deposit is made through a cheque/DD the details are to be entered in the pay-in-slip.

ICICI Bank SAVINGS/खाता संख्या CURRENT/ आवृत्ति <input checked="" type="checkbox"/> ACCOUNT NUMBER/ खाता संख्या CREDIT CARD NUMBER/ क्रेडिट कार्ड नंबर PAN No. of account Holder*/ पैन खाता धारक की संख्या Name of Account Holder / खाताधारक का नाम		DEPOSIT SLIP/ जमा पर्वी										Date / तारीख 05-06-2019				
		3	4	1	0	0	0	1	2	2	4	4	0	Account holder's Branch/GIPSON COLONY खाता धारक की शाखा:		
1) CONTACT NO./ संपर्क संख्या													2) CONTACT NO./ संपर्क संख्या			
9 8 8 4 4 2 2 0 1 5																
R. SAMPATH KUMAR																
BANK / बँक Note: Please use separate deposit slip for CASH DEPOSIT, LOCAL, OUTSTATION & ICICI BANK CHEQUES. For cash deposit of Rs. 50,000/- & more, Please mention your PAN No. in your account. Customer should pay/deposit cash at the designated counters only		BANK / बँक			BRANCH / शाखा		CHEQUE NO./ बँक नंबर		DENO / 2000X 500X 100X 50X 20X 10X 5X		PIECES / टुकड़े 1500 3 1500 00		Rs.//-			
Rupees in Words / शब्दों में रुपये		ONE THOUSAND FIVE HUNDRED ONLY													TOTAL / रुपये 1500 00	
		केवल/ ONLY														
FOR OFFICE USE /															SIGNATURE OF DEPOSITOR/ जमाकर्ता के हस्ताक्षर	
TRANSACTION ID./ लेनदेन आईडी		OFFICER'S SIGN./ अधिकारी हस्ताक्षर		VERIFYING OFFICER/ की पुष्टि करने के अधिकारी								<i>R. Sampath Kumar</i>				
Note: Please use separate deposit slip for CASH DEPOSIT, LOCAL, OUTSTATION & ICICI BANK CHEQUES. For cash deposit of Rs. 50,000/- & more, Please mention your PAN No. in your account. Customer should pay/deposit cash at the designated counters only															ध्यान दें: नकद जमा, स्थानीय, बाहरी और अंदोरा आईडी बैंक चेकों के लिए अलग से जमा पर्वी का उपयोग करें। रुपये की नकदी जमा करने के लिए 10 लाख और उससे अधिक प्राह्लक को जमा से फँड के जोत प्रदूषित करने के लिए है। * रुपये की नकदी जमा के लिए 50,000/- और अधिक, कृपया आपने खाते में अपने पैन नंबर का उल्लेख करें। प्राह्लक नामित काउंटर पर भुगतान करना चाहिए। जमा नकदी केवल	

Exercise

Deposit (today) an amount of ₹4800/- in the Savings Account of Mr. Ramana Gupta whose Savings Bank account No. is 022010011002715 (in ₹ 2000/- and ₹ 100/- denomination). His mobile no is 7500210345.

Andhra Bank Counterfoil		Date
Branch		
Name of A/c Holder		
A/c No. [REDACTED]		
Deposited Cash/Tendered Cheques/DDs etc to the credit of the above said A/c		
Instalment For [REDACTED]		
Rupees [REDACTED]		
Only [REDACTED]		
Details of Cash/Chq/DD ₹ [REDACTED]		
12-02-2019		
TOTAL [REDACTED]		
Cashier [REDACTED]	Authorized-Signatory [REDACTED]	Round Stamp [REDACTED]
Note : Cheques are subject to Realization		

Andhra Bank		Use separate slips for Cash, Tr, Clearing & Outstation Cheques Pay-in-Slip CA/SB/OD/CC/Loan accounts	
Branch		Comp. No. 11104 D D M M Y Y Y Y Date	
Name of A/c Holder		Nature of A/c with Branch	
ACCOUNT NUMBER		For Office Use Only Tran ID. No.	
PAN No.: or Form 60/61 as applicable to be submitted		Instalment For	
Bank & Branch		Chq/DD No.	Date
Rupees		Amount	₹
Only [REDACTED]		CASH DEPOSIT DENOMINATION	
Deposited Cash / Tendered Cheques / DDs etc to the credit of the above said account		Notes	No. ₹
Rupees		2000 X	
Only [REDACTED]		500 X	
Entered by with ID No. : [REDACTED]		200 X	
Posted / Verified by with ID No. : [REDACTED]		100 X	
Note : 1) For Cash Deposits ₹ 10 lacs and above please submit a declaration in the prescribed format about source of funds. 2) "Bank is committed to implement BCSBI codes"		50 X	
		20 X	
		10 X	
		5 X	
		Coins	
		TOTAL	
Instant Credit Required Yes <input type="checkbox"/> No <input type="checkbox"/>		Phone : [REDACTED]	
Deposited by [REDACTED]			

C) APPLICATION FOR A DEMAND DRAFT

The Demand Draft is drawn in favour of an institution or person or a business firm to whom the payment is to be made. It is necessary to mention the place where the DD is payable, the total payment for the draft includes the amount for which the DD is taken and the commission (also called Exchange).

Study closely the filled in Draft application form' and attempt the exercise which follows.

Syndicate Bank		Application for DD/MT/TT/PO (Prevailing rules shall apply)	
ग्राहक की रिकाउट पर्सी / Customer's Record Slip		दिनांक Date 09 03 2019	
शाखा / Branch तारीख / Date		अदाकारी शाखा शा.प्र.क्र. / Drawee Br. BIC [REDACTED]	
मां.ङ्ग./दा.अं./ता.अं./पु.आ. / DD/MT/TT/PO on		जमा आड. शा. सं. Number of Cr. IBA [REDACTED]	
शाखा पर / Branch		Lakshmi Nagar	
Favouring		शाखा पर लिखें / Branch.	
के पक्ष में			
रकम / Amount	₹	पै. / Ps.	
विविध / Exchange			
विविध/ता.प्र. /			
Miscellaneous/Tel. Chg.			
कुल / Total			
रुपय (शब्दों में) / Rupees (in words)			
मात्र / only			
मात्र / Only			
आवेदक का नाम / Name of applicant: D. Manohar		स्था.शा.स./सा.सु.र.स. / PAN / GIR No. (₹ 50,000/- और उससे अधिक राशि के लिए)	
पता / Address: Bradi peta, 2nd line, Guntur		(For ₹ 50,000/- & above)	
आवेदक के हस्ताक्षर और दूरभाष सं. / Signature of Applicant & खातांची / Cashier		संचापित / Verified	
Telephone No. 8884465652		ग्राहित हस्ताक्षरकर्ता / Authorised Signatory	

Scanned with CamScanner

Exercise

You are Mr. K. Sudheendra, resident of Kacheri Street, Tekkali. Apply (today) for a DD Rs.5500 (in Rs.500/- & Rs.50/-denomination) to be paid towards admission fee to The Registrar, Andhra University, Visakhapatnam- payable at Andhra University Campus Branch, Visakhapatnam.

The exchange to be paid as commission for Rs.5500 is Rs.50/-.

 आन्ध्रा बँक Andhra Bank शाखा/BRANCH मांग ड्राफ्ट आदायगी आदेश आवेदन फार्म DEMAND DRAFT / PAY ORDER APPLICATION FORM ड्राफ्ट नं. Draft No. _____ दिनांक/Date _____ ड्राफ्ट Draft On _____ पर के पक्ष में In Favour of _____ ₹ के लिए for Rupees _____ only _____ ड्राफ्ट / अ.आ. _____ ₹ _____ विनियम Exchange _____ जोड़ Total _____ कैशियर / Cashier _____ अधिकारी / Officer _____ (खड़ लाल / Rubber Stamp) <small>संस्कार 6/2/2017</small>		 आन्ध्रा बँक Andhra Bank मांग ड्राफ्ट आदायगी आदेश आवेदन फार्म DEMAND DRAFT / PAY ORDER APPLICATION FORM नक्श/Cash अंतर्ला/Transfer मां.ड्र.सं. / D.D. No. _____ शाखा / BRANCH दिनांक/ Date _____ ड्राफ्ट/अ.आदेश / Wanted DEMAND DRAFT / PAY ORDER On _____ शाखा / Branch पर In Favour of _____ के पक्ष में चाहिए ₹ / for Rupees _____ only मात्र के लिए _____ ड्राफ्ट / अ.आ. _____ ₹ _____ विनियम Exchange _____ जोड़ Total _____ कैशियर / Cashier _____ अधिकारी / प्रबंधक Officer / Manager _____ <small>लोकाल अधिकारी के हस्ताक्षर /Scrolling Officer's Signature</small> <table border="1"> <thead> <tr> <th>नोट Notes No.</th> <th>सं. सं. ₹</th> </tr> </thead> <tbody> <tr> <td>2000 x</td> <td></td> </tr> <tr> <td>1000 x</td> <td></td> </tr> <tr> <td>500 x</td> <td></td> </tr> <tr> <td>100 x</td> <td></td> </tr> <tr> <td>50 x</td> <td></td> </tr> <tr> <td>20 x</td> <td></td> </tr> <tr> <td>10 x</td> <td></td> </tr> <tr> <td>5 x</td> <td></td> </tr> </tbody> </table> <small>जोड़ / Total _____</small> <small>आवेदक के हस्ताक्षर / Applicant's Signature</small> नाम NAME _____ खाता सं. A/c No. _____		नोट Notes No.	सं. सं. ₹	2000 x		1000 x		500 x		100 x		50 x		20 x		10 x		5 x	
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D) DEPOSITING CASH IN A POST OFFICE ACCOUNT

Money can be saved in a Post Office also under different schemes. One of them is 'Post Office Savings Bank' in which money can be deposited and withdrawn as we do in a bank.

Study the filled in 'Post Office Savings Bank' form and attempt the exercise that follows.

 डाकघर बचत बँक POST OFFICE SAVINGS BANK Type of A/c SB/RD/MIS/TD/PPF LAWYER PETA डाक घर/Post Office. खाता संख्या/ Account No. 1234655430 दिनांक/Date 16-04-2019 के नाम प्रदत्त/Paid into the credit of नाम/Name V. LAKSHMI DEVI रुपये/Rupees (in words) NINE HUNDRED ONLY नकद/वैक/By cash/Cheque No. _____ दिनांक/Date _____ drawn on _____ बँक के विवरण/(Bank name) _____ दण्ड टक्का/Including default fee of Rs./आग्रह जमा पर छूट/taking into account rebate of Rs. _____ जमा के पृष्ठ चात बकाया/(Balance after transaction) DLT. _____ <small>द्राय/Deposited by V. Lakshmidevi</small> <small>बचत बँक सहायक का हस्ताक्षर Sing of the accepting official</small> <small>Scanned with CamScanner</small>		Denomination नोट Notes रकम/Amount 2000 x = 500 x 1 = 500 100 x 4 = 400 50 x = 20 x = 10 x = 5 x = 2 x = 1 x = सिक्के/Coins= कुल/Total: 900
--	--	---

Exercise

You are Mr. Rami Reddy. Your employer Mr. Rama Mohan has asked you to deposit Rs.3400/- (in Rs.2000 and Rs.100 denomination) in his Post Office Savings Account in Kadapa post Office. His account No. is 1200563. Fill in the form and deposit the money.

		डाकघर बचत बैंक POST OFFICE SAVINGS BANK Type of A/c SB/RD/MIS/TD/PPF → ①		एस. बी. -103/S.B-103 																													
खाता संख्या/ Account No. ② के नाम प्रदत्त/Paid into the credit of नाम/Name ⑤ रुपये/Rupees (in words) ⑥ नकद/चैक/By cash/Cheque No. बैंक के विवरण /(Bank name) दण्ड रकम//Including default fee of Rs./आगिन जमा पर छूट/taking into account rebate of Rs. जमा के पश्चात बकाया//(Balance after transaction) DLT.		दिनांक/Date ④ दिनांक/Date drawn on दिनांक/Date ⑧ बचत बैंक सहायक का हस्ताक्षर Sing of the accepting official.		Denomination <table border="1"> <thead> <tr> <th>नोट</th> <th>सं.</th> </tr> <tr> <th>Notes</th> <th>No.</th> </tr> </thead> <tbody> <tr> <td>रकम/Amount</td> <td></td> </tr> <tr> <td>2000 x</td> <td>=</td> </tr> <tr> <td>500 x</td> <td>= ⑨</td> </tr> <tr> <td>100 x</td> <td>=</td> </tr> <tr> <td>50 x</td> <td>=</td> </tr> <tr> <td>20 x</td> <td>=</td> </tr> <tr> <td>10 x</td> <td>=</td> </tr> <tr> <td>5 x</td> <td>=</td> </tr> <tr> <td>2 x</td> <td>=</td> </tr> <tr> <td>1 x</td> <td>=</td> </tr> <tr> <td colspan="2">सिक्के/Coins=</td> </tr> <tr> <td colspan="2">कुल/Total: ⑩</td> </tr> </tbody> </table>		नोट	सं.	Notes	No.	रकम/Amount		2000 x	=	500 x	= ⑨	100 x	=	50 x	=	20 x	=	10 x	=	5 x	=	2 x	=	1 x	=	सिक्के/Coins=		कुल/Total: ⑩	
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5 x	=																																
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कुल/Total: ⑩																																	

E) WITHDRAWING MONEY FROM A P.O. ACCOUNT

You are Ms. Savithri. You have a post office savings bank account in Markapuram post office. You have sent Mr.Murali as a messenger to withdraw (today) an amount of Rs.1500 from your account. Your account No. is 1214563478.

		WITHDRAWAL FORM (SB-7)	
PASSBOOK MUST ACCOMPANY THIS FORM APPLICATION SIDE (To be filled by depositor)		PAYMENT ORDER (For office use only)	
Name of Post Office Date Type of account - SB/RD/TD/MIS/PPF/NSS/SCSS/PPF etc. Account No.		Date Pay Rs. (in figures) (In words) Date Stamp Signature of Postmaster NATURE OF WITHDRAWAL (Please Tick) Interest RD Half withdrawal Any other (Please specify) Please pay to self/messenger (whose name and signature are given below) the sum of Rs. (In figures) Rs. (In words) Balance after withdrawal Rs. (in figures)	
Signature or thumb impression of depositor Name of Messenger Signature of Messenger Signature or thumb impression of depositor Required only if payment is required through messenger)		Acquittance (To be filled by depositor / Messenger) Received Rs. (both in words and figures) Date Signature or thumb impression Initial of PA Initial of APM Date	

F) RAILWAY RESERVATION FORM

The railway reservation form is filled with relevant details to reserve seats or berths to perform journey by train. Indian railways introduced IRCTC that handles the catering, tourism and on-line ticketing operations for passengers introduced a mobile application through which one can reserve ticket online.

While filling in a railway reservation form, the details of the stations you desire to travel must be properly entered. The train number and name must also be written in the given column.

Study the filled in reservation form and attempt the exercise that follows:

RAILWAY RESERVATION / CANCELLATION REQUISITION FORM

If you are a Medical Practitioner Please tick () in Box Dr. <input checked="" type="checkbox"/> (You could be of help in an emergency) If you want Sr. Citizen concession, please write Yes/No in box NO (if yes, please carry a proof of age during the journey to avoid inconvenience of penal charging under extant Railway Rules)					
Do you want to be upgraded without any extra charge? Write _____ Yes/No in the box. (If this option is not exercised, full fare paying passengers may be upgraded automatically)					
Train No & Name: 18464, PRASANTHI EX. Class: SLEEPER Station From: VIJAYANAGARAM Boarding At: VIJAYANAGARAM		Date of Journey: 12/10/2019 No.of Berth / Seat: 4 Station To: BENGALURU CANT Reservation Upto: BENGALURU CANT			
S.No.	Name in Block Letters (not more than 15 chars)	Sex (M/F)	Age	Concession / Travel Authority No.	Choice if any
1	Dr. M. APPALA NAYUDU	M	49		Lower / Upper Berth Veg / Non-veg Meal for Rajdhani / Shatabdi Express only
2	M. PARVATHI	F	45		
3	M. PRIYANKA	F	20		
4	M. SAI LIKESH	M	15		
CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)					
S.No.	Name in Block Letters	Sex	Age		

ONWARD / RETURN JOURNEY DETAILS

Train No & Name _____ Date _____
 Class _____ Station From _____ To _____
 Name of Applicant _____
 Full Address _____


 Signature of the Applicant

FOR OFFICE USE ONLY

S.No. of Requisition _____ PNR No. _____
 Berth/Seat No. _____ Amount Collected _____

Signature of Reservation Clerk

- Note: 1. Maximum permissible passengers are 6 per requisition.
 2. One person can give one requisition form at a time.
 3. Please check your ticket and balance amount before leaving the window.
 4. Forms not properly filled or in illegible forms shall not be entertained.
 5. Choice is subject to availability.

Exercise

Reserve two berths for the following persons by Rayalaseema express (Train Number 17429) from Hyderabad to Tirupati on 04.04.2019 by Sleeper class. 1. Dr. Vijay Kumar (Age: 38 yrs.) 2. Smt. Anusha (Age: 34yrs) 3. Master Nihal (Age: 3yrs). The name and address of the applicant are: Mr. Vijay Kumar, H.No. 242-5, Vidya Nagar, Tirupati.

RAILWAY RESERVATION / CANCELLATION REQUISITION FORM						CM257
<p>If you are a Medical Practitioner Please tick () in Box (You could be of help in an emergency)</p>						Dr. <input type="checkbox"/>
Train No & Name _____			Date of journey _____			
Class _____			No of Berth/Seat _____			
Station from _____			To _____			
Boarding at _____			Reservation upto _____			
S.No.	Name in Block letter(not more than 15 chars)	Sex (M/F)	Age	Concession/Travel Authority No.	Choice if any	
1					Lower/Upper berth	
2					Veg./Non-veg. Meal for Rajdhani/ Shatabdi	
3						
4						
5						
6						
CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)						
S.No.	Name in Block Letters			Sex	Age	
1						
2						
ONWARD/RETURN JOURNEY DETAILS						
Train No. & Name					Date _____	
Class _____		Station from:			To	_____
Name of applicant _____						
Full Address _____ _____						
Telephone No., _____		Signature of the Applicant/Representative			Time _____	
FOR OFFICE USE ONLY						
S.No. of Requisition _____		PNR No. _____				
Berth/Seat No. _____		Amount collected _____				
Signature of Reservation Clerk _____						

G) APPLICATION FOR BUS PASS

APPLICATION FOR BUS PASS

ANDHRA PRADESH STATE ROAD TRANSPORT CORPORATION

Application Form for Student Concessional Bus/Pass/ General Bus Ticket/ Physically Handicapped Bus Pass

Name of the applicant S/O, D/O

Age Residential address

journey particulars from To

(in case of student Bus Passes Only).

I do hereby apply for a student Concessional Bus Pass/ General Bus Ticket/ Physically Handicapped Bus Pass subject to the Rules and Regulations of APSRTC by paying the requisite charges..

I certify that the particulars are true and correct.

Signature of Applicant.

CERTIFICATE OF THE HEAD OF THE SCHOOL / COLLEGE (in case of students)

I hereby certify that Sri/Kum./Smt

is a bonafide student of studying in class

His/Her date of birth is as per this Office Records.

Students Concessional Bus Pass/ General Bus Ticket/ Physically Handicapped Bus Pass may be issued.

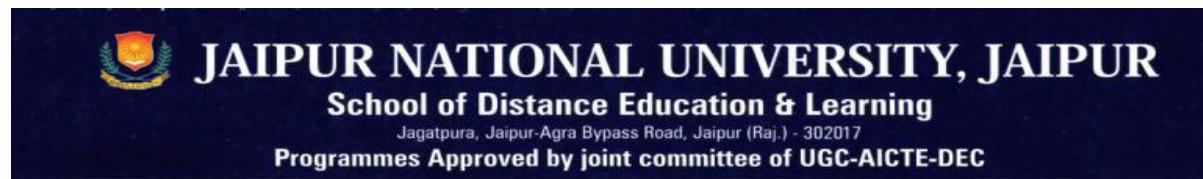
Admission No.

*Signature of the Head of the
School/College with Office Seal.*

Station Date

NOTE Physically handicapped person shall submit a certificate issued by a Government Medical Officer not below the Rank of Civil Assistant Surgeon, indicating the nature of disability, i.e Blind, Deaf & Dumb or Lane.

H) APPLICATION FOR ADMISSION TO A UNIVERSITY COLLEGE



ADMISSION-CUM-EXAMINATION FORM

Note: All entries must be filled by the candidate himself / herself in capital letters.

Programme Name :	Specialization (Wherever applicable):	 <small>Paste your latest passport size photograph.. Avoid use of pin or stapler.</small>
Lateral Entry <input type="checkbox"/> Session: 		
January <input type="checkbox"/>	Calendar Year Batch	
July <input type="checkbox"/>	Academic Year Batch	

(Put a Tick mark ✓ in the appropriate box.)

(Fill information below as per Secondary School Marksheets Only)

Name of the Candidate Father's Name Mother's Name Mobile: E-mail:Date of Birth (Attach proof of age): Nationality: INDIAN Others Specify Name.....

D D M M Y Y Y Y

Male Female Category: GEN OBC SC ST SBC Others Urban Rural Married Unmarried Widow Emp. Un-emp.

(Put a Tick mark ✓ in the appropriate box.)

Educational Qualifications :

S. N.	EXAMINATION	BOARD / UNIVERSITY	YEAR	% MARKS	SUBJECTS
1	10th (Secondary)				
2	10 + 2 (Senior Secondary)				
3	Graduation				
4	Post Graduation				
5	Any Other Qualification				

Attach self attested Photocopy of Marksheets

DECLARATION BY THE CANDIDATE

I hereby declare that the information furnished in this form is true to the best of my knowledge and belief. I understand that my candidature is liable to be cancelled by the University if any information given above by me is found incorrect or misleading, at any stage. I shall abide by the norms of territorial jurisdiction of the University.

Signature of the Candidate

D) DONATION FORM

Donation Form Template

Donation Form

I would like to support the children development campaign started by your organization

My Donation is: **Rs. 500/-**

I am Paying By: Cheque Cash Visa MasterCard

Card #: **51000100063828**

Expiry Date: **03/2023**

Signature: *N. Vidyapathi*

Name: **N. VIDYAPATHI**

Address: **H.No. 15-48, Weaver's Colony, Ananthapuramu**

City: **ANANTHAPURAMU** Postal Code: **515002**

Please Don't Acknowledge My Donation Publicly
 Please Mail My Tax Receipt

Contact Address

Street address with city, state and zip cod



SUBSCRIPTION FORM

The Equator Line

SUBSCRIPTION FORM

Yes, I want to subscribe to The Equator Line for 1 year for ₹100.*

PERSONAL DETAILS

Please complete this order form, detach and return to the address

Mr Mrs Ms Other title

First name **DANDEBOINA** Last name **PARVATHI DEVI**

Address **1-113, VISWASAI APARTMENT, DOCTOR'S COLONY**
CHITTOOR

City **CHITTOOR** Pin **517001**

Telephone **9393575787** Mobile **9393575787**

Email

Pay via Cheque / DD **CHEQUE**

Cheque No./DD No. **223464** of **SBI**

(Payable to The Equator Line Pvt. Ltd.)

Date : **26/02/2019** Bank : **SBI MAIN BRANCH, CHITTOOR**

*Please add another ₹ 700 for overseas subscriptions.

The Equator Line Pvt. Ltd.
16 Community Centre, 3rd Floor, Panchsheel Park, New Delhi 110017
www.theequatorline.co.in | info@equator.net.in | 011 40503956

Exercises

Read the information given above each of the following forms. Then fill in the forms by writing your answers against the numbers given in blanks.

1. Mr. Kiran went to the Treasury Branch of SBI to deposit an amount of Rs.22500/- (10 notes of 2000/- and 5 notes of 500/-) in Chandrasekhar's account on 2 Jan, 2019. Mr. Chandrasekhar holds an SB account in that branch with account No. 10878827556 and his mobile number is 9441844435.

2. Mr. Mahaboob Basha has an SB account in V.R.Colony Brach of Andhra Bank, Nellore bearing account No. 022310011000778. His father Mr. Abdul Sattar went to Kavali Branch of Andhra Bank on 12th February 2019 and credited online an amount of Rs.2500/- (5 notes of 500/- denomination) in Mahaboob Basha's account.

3. Ms. Meenakshi Aakula went to Main Branch of Andhra Bank, Rajampet on 28th August 2019 for purchasing a demand draft for rupees 3500 (in 7 notes of 500/- denomination) in favour of the Director, SV University, Tirupati to be payable at SVU branch of AB. The exchange to be paid is Rs.20/-(1 note of 20/- denomination).

 आन्ध्रा बँक Andhra Bank 1 शाखा/BRANCH मांग ड्राफ्ट आदायगी आदेश आवेदन फार्म DEMAND DRAFT / PAY ORDER APPLICATION FORM ड्राफ्ट नं. Draft No. 2 विनांक/Date 2 ड्राफ्ट Draft On 3 पर के पक्ष में In Favour of 4 ₹ के लिए for Rupees 5b only ड्राफ्ट / अ.आ. 5a बिनियम्य Exchange 6 जोड़ Total 7 कैशियर / Cashier अधिकारी / Officer (रबड़ चोहर / Rubber Stamp) Sunnivasa 16/2/2017 क्र. सं. Comp. No. 81101		 आन्ध्रा बँक Andhra Bank मांग ड्राफ्ट आदायगी आदेश आवेदन फार्म DEMAND DRAFT / PAY ORDER APPLICATION FORM मांग. ड्र. सं. / D.D. No. _____ नकद/Cash अंतरा/Transfer _____ छोलिंग अधिकारी के लालकार /Scrolling Officer's Signature नोट सं. 5a ₹ 2000 x _____ 1000 x _____ 500 x _____ 8 100 x _____ 50 x _____ 20 x _____ 9 10 x _____ 5 x _____ ड्राफ्ट / अ.आ. 5a जोड़ / Total 7 बिनियम्य Exchange 6 जोड़ Total 7 कैशियर / Cashier अधिकारी / प्रबंधक Officer / Manager अधिकारी के हस्ताक्षर / Applicant's Signature नाम NAME 10 खाता नं. A/c No. _____	
---	--	--	--

4. Mr. V. Pranav wants to withdraw (today) an amount of Rs.12000/- from his savings bank account bearing A/C No. 10755677822 with SBI, Market yard Branch, Vijayawada. His mobile No. is 8500002143.

Name of the Account Holder (s).....		①	
 STATE BANK OF INDIA		SAVINGS BANK WITHDRAWAL FORM	
Note : This form is not a Cheque. Payment will be refused If The pass book is not produced with this form. This payment will be made only at the Home Branch.		Date..... ②	
Account Holder		③	
Please pay self / Ourselves..... ④	 Rupees. ⑤	
Mobile/ Tel No. ⑥		only	
Signature(s) of the Acconut Holders(s) ⑦			
FOR OFFICE USE			
Passed by	Signature	Passed by	Signature
SWO		PASSING OFFICER	

Study and Communication Skills

5. Mr. Rajesh Kumar wants to subscribe to the Textile Magazine for a period of two years. He is enclosing a Cheque for the mentioned amount bearing No.244261 dated 12.06.2019. He lives at H.No. 124/2-B, Prakash Nagar, Narasaraopet.-522601. His mobile No. is 944164901 and his mail Id is rkumar1995@gmail.com.

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1

I/We would like to subscribe to **THE TEXTILE MAGAZINE** as per the details given below

5 years (60 issues) - ₹ 1500*

3 years (36 issues) - ₹ 1000*

2 years (24 issues) - ₹ 800*

1 year (12 issues) - ₹ 500*

Name: _____

2

Company Name: _____

3

Designation: _____

4

Address: _____

5

Tel: _____

6

E-mail: _____

7

Cheque/ D.D./ M.O. No.: _____

8

drawn on: _____

9

for Rs. _____

10

in favour of '**GOPALI & Co**' is enclosed.

**Please add ₹ 50/- for non-Chennai cheques. Please mention subscription number in case of renewal*

Mail this form to - **Gopali & Co.**, Quanta Zen Building, No.38, (old No. 2) Thomas Road, 2nd Street, off. South Boag Road, T.Nagar, Chennai – 600 017. **Phone:** +9144 24330979 /42024951. **E-mail:** textile.magazine@gmail.com

6. Ms. Kalluri Sandhya Rani studying Intermediate second year (M.P.C) in Govt. Junior College (Town), Kurnool wants to apply for Student Concessional Bus Pass. Her date of birth is 19-07-2003. Her father's name is Kalluri Prakash. She wants to travel from Kadumur to Kurnool every day.

APPLICATION FOR STUDENT BUS PASS	FREE SUPPLY (RTC-2B2/R)
 ANDHRA PRADESH STATE ROAD TRANSPORT CORPORATION	
<p>1. NAME OF THE STUDENT (Maximum 20 Characters): Name <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Surname <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 1</p> <p>2. Father's/Mother's Name: (Maximum 20 Characters): Name <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Surname <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 2</p> <p>3. Date of Birth: <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> D <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> D <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> M <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Y <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Y <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Y <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Y 3</p> <p>4. Sex: <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 5 M <input style="width: 20px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> F</p> <p>5. Type of Pass: <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 4</p> <p>6. Bus Pass Code: <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 6</p> <p>7. Institution Code <input style="width: 50px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Institution Name: <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 7</p> <p>8. Course Code: <input style="width: 50px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Course Name: <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 8</p> <p>9. Admission No.: <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 9</p> <p>10. Route Particulars: From <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> To <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> 10</p> <p>Via <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/></p> <p>11. Residential Address: H.No. <input style="width: 50px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Street <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Village <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Mandal <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> District <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Pin Code <input style="width: 50px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/> Cell No. <input style="width: 50px; height: 15px; border: 1px solid black; border-radius: 10px; text-align: center; border-bottom: none;" type="text"/></p>	
<p>I hereby declare that the particulars given above are true and correct. I will abide by the rules & regulations of APSRTC governing issue of Bus Passes.</p> <p>10 10 Signature of the Candidate.</p>	
BONAFIDE CERTIFICATE	
<p>I hereby certify that Sri / Kum / Smt. is a bonafide student of (Name of the institution) studying (Name of the course) with Admission No & Roll No His / Her Date of Birth is (DD/MM/YY) as per office records and the course will be completed by (DD/MM/YY). Educational Institute Recognition Code No (As per the D.E.O. records). Course Code No for the Academic year</p>	
Date: Place:	Signature of Head of the Institution with Seal.

Study and Communication Skills

7. Ms Lisa D/O Mr Leo lives in Surat. She wanted to donate her organs after her death. Hence she approached Donate Life Trust on 8th March 2019 to fill in a Registration form. Her date of birth is 08/08/1995. Her mobile No. is 1234567890 and her father's is 9123456789



"Donate Life"
An initiative for organ donation

Opp. IDBI Bank, Nr. Kasanagar, Katargam, Surat-395 004. Gujarat, India.
Phone No. : +91-75730 11101/03/06/07
Email : info@donatelife.org.in | Web : www.donatelife.org.in
Donate Life Trust :    
Download Donate Life Trust Mobile App :  | 
Toll Free Number : 1800 233 1944

BODY & ORGAN DONOR REGISTRATION FORM

Form No. :

1 Full Name : (First Name) (Father's Name) (Last Name)

2 Address :

3 Mob. No.: E-mail : 4

5 Gender : Male Female 6 Date of Birth :/.....

I want to donate my : Body Organ 7

Blood Group:

Contact Details of Family Members :

Sr. No.	Name	Relation	Email	Phone/Mob. No.
8				

9 Date : 10 Signature :

Receiver's Signature :
&
Full Name :

Answers

Nondetailed Text

Answers to Comprehension passages.

- I.** 1. Aunt Polly
 2. Because she couldn't realize that Tom tricked her by saying 'Oh! Aunt Polly, look behind you!'
 3. True
 4. Tom is Aunt Polly's sister's son
 5. Four including himself. Aunt Polly, Sid and Mary.
- II.** 1. Painting the fence 2. No 3. Ben 4. An apple 5. C. Tom is cunning
- III.** 1. To church 2. Black beetle 3. Because he felt bored in the church
 4. Because the beetle bit it. 5. Because they laughed silently
- IV.** 1. To the graveyard 2. Because he stopped to talk to Huck 3. Wizard
 4. At eleven o'clock in the night. 5. Blond is a pale yellowish or golden brown colour
- V.** 1. False 2. Dr. Robinson, Injun Joe, and Muff Potter
 3. He cuts bodies and studies them 4. Huck's father 5. Whisper
- VI.** 1. Injun Joe 2. Injun Joe
 3. Yes. Because he said, "He was a young man and he had a future. Oh! This is terrible."
 4. No 5. Because he drank whisky
- VII.** 1. It is in the Mississippi river, about three miles south of St. Petersburg
 2. Tom, Huck and Joe Harper 3. As an adventure/ to be and do everything they want
 4. Pirates attack and rob ships at sea. 5. C. a flat structure of wood used as a boat.
- VIII.** 1. Tom, Huck and Joe's 2. Because they were attending funeral
 3. Tom's plan was to surprise everyone by being present at their funeral
 4. Because they thought that Tom, Huck and Joe had died.
 5. Because he had no family.
- IX.** 1. Tom and Huck 2. Muff was in jail on the accusation that he killed Dr. Robinson
 3. a. Muff is cornered as criminal 3. b. To enquire about the death of doctor
 4. Yes 5. Because Tom knows the truth
- X.** 1. They were afraid 2. To hide their bag of silver coins 3. There was real treasure
 4. A box 5. Terror
- XI.** 1. Because they were lost in the cave 2. Because no one invited him for birthday picnics
 3. That night Huck was interested in Injun Joe's treasure
 4. To hurt the widow 5. False
- XII.** 1. Because he knew that two men wanted to kill Widow Douglas
 2. No. They both escaped.
 3. a. He saved the widow's life. b. He had new friends, Mr. Welsh and his family
 4. c. Because they came to know that Tom and Becky were lost. 5. Courage

Word Stress

Exercise I

1.	a'bout	2.	aca'demic	3.	'adverse	4.	'aeroplane
5.	a'fraid	6.	a'mong	7.	a'pology	8.	a'round
9.	a'tmosphere	10.	be'ginning	11.	'calendar	12.	'character
13.	'cinema	14.	'college	15.	'comment	16.	com'parison
17.	compe'tition	18.	con'dition	19.	con'sider	20.	con'sumer
21.	confi'dential	22.	con'fusion	23.	con'tinue	24.	'conscious
25.	con'solidate	26.	con'venient	27.	conver'sation	28.	coope'ration
29.	'country	30.	'criticize	31.	'dais	32.	'dangerous
33.	de'cision	34.	de'scribe	35.	de'velopment	36.	'dialogue
37.	'dictionary	38.	di'rection	39.	dis'cuss	40.	edu'cation
41.	elec'tricity	42.	en'courage	43.	en'venvironment	44.	e'vent
45.	'everybody	46.	e'xam	47.	e'xperiment	48.	'expert
49.	'failure	50.	'genuine	51.	'government	52.	'grammar
53.	guaran'tee	54.	'holiday	55.	hy'pocrisy	56.	i'dea
57.	i'mmediate	58.	im'portant	59.	in'struct	60.	infor'mation
61.	inter'mEDIATE	62.	in'telligent	63.	intro'duction	64.	'kilometer
65.	la'boratory	66.	'library	67.	'literature	68.	'minister
69.	'nation	70.	ne'cessity	71.	ob'jection	72.	o'pinion
73.	'parliament	74.	par'ticipate	75.	per'form	76.	'petrol
77.	po'lite	78.	possi'bility	79.	pre'fer	80.	pronunci'ation
81.	'question	82.	re'markable	83.	re'peat	84.	ro'mantic
85.	'signal	86.	se'curity	87.	'sportsman	88.	'strategy
89.	'student	90.	su'ggestion	91.	sur'veive	92.	tech'nique

93. 'television	94. 'theatre	95. 'tourism	96. 'trophy
97. um'brella	98. under'standing	99. uni'versity	100. 'welcome

Exercise II

1. 'prevalent	2. 'agony	3. in'trepid	4. cele'bration
5. 'laughter	6. 'amputated	7. 'business	8. 'suffering
9. pro'found	10. 'preacher	11. 'conflict	12. 'comrade
13. be'tray	14. 'pageant	15. 'subtle	16. 'keystone
17. 'ruin	18. 'crescograph	19. 'misery	20. 'reflex
21. 'sojourner	22. in'cessantly	23. comman'deer	24. ma'lignant
25. recre'ation	26. 'impulse	27. 'woodland	28. no'bility
29. inspir'ation	30. 'modern	31. 'study	32. de'light
33. 'ornament	34. 'natural	35. inte'llectual	36. 'comment
37. 'architect	38. 'builder	39. 'structure	40. a'scending
41. se'cure	42. se'cret	43. 'splendor	44. 'tempest
45. tri'unphant	46. in'domitable	47. a'chievement	48. re'search
49. 'demonstrated	50. te'legraphy		

Reading Comprehension

1. The mind
2. solve a crossword puzzle or build an atom bomb
3. b
4. delusion
5. destruction
1. pleasure or fulfilment, validation, security, love, strength
2. just like the beggar in the passage me never opened the treasure box until told, we never look inside ourselves.
3. A
4. Depression
5. Inside ourselves/ within ourselves
1. an endangered species is an animal, plant or any other kind of wildlife that is likely to face extinction in its natural habitat
2. Global warming is a form of climate change caused by increased levels of carbon dioxide and other greenhouse gases that become trapped in the atmosphere
3. live off
4. This results in a shorter feeding season for the polar bear.
5. True

4. 1. The pupil
2. The iris
3. False
4. Concave
5. The retina
5. 1. Taxila, Nalanda
2. Arts, culture, philosophy, religion, medicine, law, martial sciences
3. The United States of America
4. The revenue from foreign students
5. Aggression
6. 1. Nutrition is the process of how people get the food that is needed to grow strong and healthy along with obtaining the necessary vitamins and nutrients to help bodies grow and function.
2. A child will not grow as tall and as strong as they could be.
3. 5
4. C
5. Cabbage, Potato, Cauliflower, Tomato, Brinjal, Bitter gourd, Snake gourd, Bottle gourd etc. (any three options)
7. 1. Bob Ballard
2. 1985
3. Largely because of the horror that took place that night with 1522 passengers and crew losing their lives
4. Maiden
5. April 15, 1912
8. 1. B
2. Social life, family time, participation in sports and other activities
3. To reinforce what is learnt at school and ultimately help the students learn the subject better.
4. False
5. World is becoming increasingly competitive
9. 1. To attend a conference
2. Perplexed, bewildered
3. To catch 65 number bus/ to catch a bus to the Charminar
4. Yes
5. True
10. 1. Genetic modification (GM) is the science by which the genetic material of a plant is altered, perhaps to make it more resistant to pests or killer weeds, or to enhance its nutritional value.
2. GM
3. Skirmishes
4. In Europe
5. Large number of opponents in Europe

11. 1. Craig and Peyton West
 2. False
 3. Some 200 miles away from Serengeti
 4. Leonine
 5. Estimation
12. 1. Nerve tonic/French wine Cola – Ideal Nerve Tonic
 2. Carbonated water, sugar, acid and flavourings
 3. Because of the presence of high amounts of sugar and phosphoric acid
 4. Coca Cola
 5. Fade/ short-lived
13. 1. 3, Iron man of India, Bismark of India, Patron Saint
 2. Due to extensive diversity and multiple cultures and languages
 3. Because he was instrumental in the unification of 555 princely states and setting up a democratic federal set up in the country
 4. Indian Administrative Services
 5. C
14. 1. 33%
 2. The divine can be attained through work
 3. The food we eat, the clothes we wear, the shelter we live in, and luxuries of comfort
 4. Sanctity
 5. Work is worship/the divine can be attained through work
15. 1. They expected the revelation of a great universal truth that would enable them to create wealth, health and purpose for the world but instead they were given a menial task that made no sense to them at all.
 2. They were glad that they had diamonds. They were sad that they had not gathered enough shells.
 3. Events
 4. Expectation/ prediction/forecast
 5. True
16. 1. Two, chaotic packers and the military meticulous packers
 2. False
 3. Meticulous
 4. B
 5. Internal
17. 1. A tiger
 2. The tiger
 3. It had thought that human beings were sturdy and fearless.
 4. Placidity
 5. Timid/ cowardly

18. 1. Pragmatism is the study of 'invisible' meaning, or how we recognize what is meant even when it isn't actually said (or written).
2. shared assumptions and expectations
3. explanation/simplification/clarification/evaluation
4. invisible
5. the influence of context
19. 1. Duke Frederick
2. To make amends to Rosalind for the injustice
3. B
4. Thinking it would amuse Rosalind
5. Amendment
20. 1. Desire, belief and expectation
2. The narrator used to watch cranes and seagulls soar into flight and longed to fly
3. C
4. Teacher
5. The narrator/ Abdul Kalam
21. 1. Chinese
2. True
3. Because it has 35 cases
4. Because of the influenced by the uniqueness of the characters of Chinese script and their pronunciation.
5. When it is similar to our first language. Yes.
22. 1. 4, Coinage, Barrowing, compounding, Blending
2. bandicoot (from Telugu pandikokku), bamboo (from Kannada bambu)
3. Coinage
4. False
5. C. Coinage
23. 1. Our-self image is the blueprint which determines exactly how we will behave, who we will mix with, what we will try and what we will avoid; our every thought and every action stem from the way we see ourselves.
2. – a. how much we like the world and how much we like living in it and b. exactly how much we will accomplish in life.
3. To change the way we think and talk about ourselves.
4. When we hate ourselves, we hate everybody else. When we love being who we are, the rest of the world is wonderful.
5. The picture we have of ourselves is coloured by our experiences, our successes and failures, the thoughts we have had about ourselves and other people's reactions to us.

24. 1. He was born on 22 December 1887, in Erode, Tamil Nadu
 2. Enigmatic, befuddled
 3. G. H. Hardy
 4. arithmetic geometry and number theory
 5. because he mastered trigonometry by the age of 12 and exhibited wonderful knowledge at a very young age.
25. 1. Fires burn mineral-storing parts of plants into ash. Rain or snow dissolves the ash into the soil, providing essential minerals to the soil. (or) forest fires can produce nutrient-rich soil.
 2. the National Park Service at Bandelier National Monument in New Mexico
 3. pine trees cannot reproduce without the help of fire. Their cones will not open and release seeds unless heated.
 4. Strong winds and hot weather caused the fire go out of control.
 5. Many natural forest fires are started by lightning.
26. 1. Indus / Sindhu
 2. Because they had difficulty in pronouncing the initial s in Sindhu
 3. Jambudvipa (the continent of jambu tree) or Bharatavarsha (the land of the sons of Bharata, a legendary emperor
 4. Muslim invaders/ Muslims
 5. Punjab means five rivers. It is watered by the five great tributaries of the Indus – the Jhelum, Chenab, Ravi, Sutlej, and Beas

Interpretation of Non-verbal Information

Pie charts

- A. 1. The amount of water we use for different purposes
 2. Toilet 3. Six (6) 4. 13.7%
 5. American Water Works Association, Research Foundation
- B. 1. The major sources of energy for our requirement in India
 2. True 3. Coal 4. Six (6) 5. Electricity produced with water
- C. 1. The recommended diet for a normal, healthy person.
 2. Fruit 3. True
 4. Milk, curd, buttermilk, ghee, cheese, paneer etc. 5. 18%
- D. 1. Languages in the Indian subcontinent spoken in the US
 2. 12/ more than 12 3. Hindi/Urdu 4. Fifth position 5. Sri Lanka
- E. 1. Marissa's exercise time each week 2. Walking 3. 20%
 4. Swimming and bowling 5. Jogging

Tree Diagrams

- A. 1. NP and VP 2. Determiner and noun 3. Determiner
4. Preposition and noun phrase
5. Three (3), noun phrase, verb phrase and prepositional phrase
- B. 1. Six types (6) 2. Primary auxiliary 3. True 4. Auxiliary
5. Will, can, may, must, would, could etc.
- C. 1. Good food, good service, good surroundings 2. Quality ingredients and good recipe
3. False 4. Quick, fast, immediate, instant, speedy
5. Recipe – a set of instructions for preparing food dishes
- D. 1. Four (4) 2. Yes
3. Increases energy improves sleep, no special talent needed to succeed
4. From Aerobic Research Magazine
5. Needs little equipment, good at any age, do it any place
- E. 1. Three (3) 2. Long-term memory 3. True
4. Events and experiences 5. Less than one minute/ < 1 min

Tables

- A. 1. Six (6) 2. False 3. Tourist House boats
4. Passenger boats (tourist doonga) 5. $1152+275 = 1427$
- B. 1. The immigrant population from India living in metropolitan cities of US.
2. Ten (10) 3. New York 4. Los Angeles
5. Emigrant, native, non immigrant
- C. 1. No 2. Haryana 3. Sixth place 4. Parliament questions 5. False
- D. 1. Stick margarine, shortening, fast foods, commercial baked foods
2. Yes 3. False 4. White sugar, white flour 5. Long life/ having long life
- E. 1. Helsinki 2. New York 3. False 4. Milan and Chicago 5. Ten (10)

Bar graphs

- A. 1. The favourite sports of a group of students 2. Soccer 3. True
4. Basket ball 5. Four (4)
- B. 1. Week-wise sales of a certain product in the months of July and August
2. July – 900, August – 900 3. 1st week of July
4. True 5. 4th week, 2nd week
- C. 1. Five (5) 2. Pencil 3. Eraser 4. False 5. 22
- D. 1. 2014
2. Poaching increased from 2007 to 2014 and decreased a bit in 2015.
3. 2012 to 2013 4. Poacher 5. True
- E. 1. Comparison between three types of cars relating to some chosen features
2. Audi 3. Ford 4. Audi 5. Fiat

Flow charts

- A. 1. Ten (10)
2. Cow's milk, soy milk, sugar, inoculum, yoghurt, whey, chakka, flavour 3. Curd
4. 9th step/ last but one step 5. Two hours
- B. 1. Understand the title of the topic
2. Brain storm/ brain storm and gather as much information as possible
3. Identify the missing points 4. Twelve (12)
5. After revising the outline
- C. 1. How water is purified before it is supplied to the public in a place.
2. Chlorine 3. Coagulation 4. Six (6) 5. Clear well
- D. 1. The sensory receptors in the skin of your hand detect heat.
2. The impulse is first carried to the spinal cord.
3. False 4. Motor nerves 5. Spinal cord
- E. 1. Jaggery manufacturing process/ the preparation of jaggery
2. With a fine mesh 3. While slow heating in open tank is being done
4. Scum is a layer of dirt/ impurity/ a layer of impurities that accumulates at the surface of a liquid
5. 110 degrees to 115 degrees C

The Language of Advertisements

- 1. 1. 15th march 2. log onto www.ncdrc.nic.in
3. Ministry of Consumer Affairs, Food and Public Distribution, Department of Consumer Affairs, Govt. of India.
4. 9.30 am to 5.30 pm, Monday to Saturday 5. Jago Grahak Jago
- 2. 1. It is about Electronic Payment and Application system of scholarships
2. CSI Nihilent e-Governance Award/ 2010-11: Award of Excellence under G2C category
CSI Nihilent e-Governance Award/ 2015-16: Appreciation under sustenance category
3. no 4. AP, Jharkhand, Karnataka, Himachal Pradesh, Tripura 5. Telangana
- 3. 1. LIC 2. LIC 3. a. disclaim, b. dependence
4. Independence day 5. more than 30 crore policy holders
- 4. 1. India, China, Pakistan, Afghanistan 2. India
3. terror launch pads were in range of 2 to 3 km from LOC
4. five states 5. midnight to 4.30 am
- 5. 1. Mahatma Gandhi 2. Ministry of Rural Development 3. urban
4. develop (v) 5. rural employment
- 6. 1. joining hands with Railways in Cleanliness Drive 2. Indian Railways
3. 22nd September, 2018 4. Station director/ Station manager of the nearest railway station
5. Charity

Key

7. 1. Kerala 2. a. A kind of bird 3. swaying 4. coconut palms
5. b. keep company with
8. 1. Sports goods exports from India 2. Ministry of Commerce 3. 8% growth
4. rising cost of raw materials are making Indian products more expensive than Chinese goods
5. True
9. 1. Karnataka, Andhra Pradesh, Chhattisgarh, Madhya Pradesh, (Any two options)
2. South Central Zone Cultural Centre, Ministry of Cultural, Govt. Of India in association with Innovative film city, Bangalore (Karnataka)
3. tribe 4. Bangalore (Karnataka) 5. Tappetagallu nritya
10. 1. Fencing, Judo, Gymnastics
2. Indiasudar has planned with the help of sports coaches to nurture the interested students from Govt. and Govt. Aided Schools located in Karur Dt. of Tamilnadu.
3. False 4. nurture 5. 40 students
11. 1. disorderly behaviour or treatment with fellow student by words spoken or written/ or by an act which has effect of teasing/ treating and handling with rudeness with any other students / indulging in rowdy or indecent activities
2. The Honourable Supreme Court of India. 3. abetment 4. a. prohibit b. apprehend
5. 1. cancellation of admission 2. suspension from classes
12. 1. 107 killed in road accidents in 2017 2. sikh women
3. the police should hold more awareness drives before challaning women for not wearing helmets
4. The Times of India 5. consciousness/ understanding/ realization
13. 1. Delhi road, Moradabad, U.P. , India
2. Committee Hall, 1st floor, Administrative Block, TMV, Moradabad
3. HR Office 4. Professor/ Associate Professor/ Assistant Professor/ Lecturer
5. salary – no constraint
14. 1. West Bengal Telecom 2. BSNL 3. Connecting India faster
4. Reliance and Tata Docomo 5. 1503
15. 1. Applications are invited for National Energy Conservation Award 2018 for exceptional achievement in energy efficiency
2. 15th October 2018 3. can be downloaded from www.beeindia.gov.in
4. Industry sector/ Transport sector/ Building sector (any two of these)
5. Building sector
16. 1. It is an awareness programme about wearing seat belts
2. World Health Organization 3. 105 4. upto 75%
5. seat belt law applies to all occupants

17. 1. UNESCO Institute for Statistics (2012) Global Education Digest 2012
Montreal Quebec UNESCO Institute for statistics
2. decreased/ a decrease of 7%
3. \$ 45k – 60k 4. 20429 5. Canada
18. 1. at Zebra crossing 2. for any help/ clarification 3. 1800-11-4000
4. We should be responsible to follow rules/ It's our responsibility to follow rules.
5. Assertion
19. 1. Unsolicited Commercial Communication
2. with a mobile app “TRAI DND 2.0”
3. Telecom Regulatory Authority of India (TRAI)
4. 1. Put your mobile number on the DND (do not disturb) register
2. Register DND preferences
5. b. short message service
20. 1. Right to Information 2. It empowers us to seek information
3. Just file the application with the Public Information Officer (PIO) of the concerned department along with fee/ or submit it through the post office.
4. Application fee of Rs. 10/- through cash/ Demand Draft/ Banker's Cheque
5. Access to Information
21. 1. We should read food labels for safe and healthy choices
2. Food Safety and Standards Authority of India
3. We are asked to beware of artificially ripened fruits 4. artificially 5. beware
22. 1. Do not share the UPI details with anyone
2. card number, expiry date and cvv number 3. one time password 4. fraudulent
5. fraud
23. 1. A 12 digit Unique Identification Number issued by the Govt. of India
2. 1. Aadhaar is valid all over India as a Proof of Identity (POI) and Proof of Address (POA)
2. It can help to open a bank account, get a mobile connection, and avail LPG connection.
3. True
4. Unique Identification Authority of India, Planning Commission, Govt. of India
5. Anywhere in India
24. 1. Dec 14th 2. two types 3. Non-Conventional Sources of energy
4. Conservation 5. Coal/ Petroleum/ Natural gas
25. 1. About a new frame work for Television Sector introduced by TRAI
2. a. Subscriber has complete freedom to select TV channels or bouquets
b. Pay only for those channels that you want to view
3. www.trai.gov.in
4. On Consumer Information TV Channel
5. disturbance, upset, confusion, interruption, suspension

Vocabulary

- | | | | | | | | | | | | | | | | |
|------------|------|------------|------|------------|------|------------|------|------------|------|------------|------|------------|------|------------|------|
| 1. | 1. d | 2. | 1. e | 3. | 1. c | 4. | 1. c | 5. | 1. e | 6. | 1. d | 7. | 1. c | 8. | 1. d |
| 2. | a | 2. | d | 2. | e | 2. | a | 2. | c | 2. | e | 2. | d | 2. | e |
| 3. | e | 3. | a | 3. | b | 3. | e | 3. | b | 3. | a | 3. | a | 3. | a |
| 4. | b | 4. | b | 4. | a | 4. | b | 4. | a | 4. | b | 4. | e | 4. | c |
| 5. | c | 5. | c | 5. | d | 5. | d | 5. | d | 5. | c | 5. | b | 5. | b |
| 9. | 1. d | 10. | 1. e | 11. | 1. b | 12. | 1. c | 13. | 1. c | 14. | 1. c | 15. | 1. e | 16. | 1. c |
| 2. | e | 2. | d | 2. | e | 2. | e | 2. | a | 2. | f | 2. | c | 2. | e |
| 3. | b | 3. | a | 3. | d | 3. | d | 3. | e | 3. | g | 3. | d | 3. | b |
| 4. | c | 4. | b | 4. | c | 4. | b | 4. | b | 4. | a | 4. | a | 4. | a |
| 5. | a | 5. | c | 5. | a | 5. | a | 5. | d | 5. | b | 5. | b | 5. | d |
| 17. | 1. d | 18. | 1. d | 19. | 1. b | 20. | 1. b | 21. | 1. a | 22. | 1. b | 23. | 1. e | 24. | 1. e |
| 2. | e | 2. | e | 2. | f | 2. | d | 2. | e | 2. | e | 2. | d | 2. | c |
| 3. | a | 3. | a | 3. | g | 3. | e | 3. | b | 3. | d | 3. | a | 3. | a |
| 4. | c | 4. | b | 4. | e | 4. | c | 4. | c | 4. | c | 4. | b | 4. | b |
| 5. | b | 5. | c | 5. | a | 5. | a | 5. | d | 5. | a | 5. | c | 5. | d |
| 25. | 1. c | 26. | 1. c | 27. | 1. c | 28. | 1. d | 29. | 1. d | 30. | 1. e | | | | |
| 2. | a | 2. | d | 2. | e | 2. | e | 2. | c | 2. | c | | | | |
| 3. | e | 3. | e | 3. | d | 3. | b | 3. | e | 3. | a | | | | |
| 4. | b | 4. | a | 4. | b | 4. | a | 4. | b | 4. | b | | | | |
| 5. | d | 5. | b | 5. | a | 5. | c | 5. | a | 5. | d | | | | |

MODEL QUESTION PAPER**Part-I****Time: 3 Hours****English Paper-II****Max Marks: 100****SECTION – A****I. Annotate ANY TWO of the following in 10-15 lines each** **2x4=8**

1. Every work must necessarily be a mixture of good and evil; yet we are commanded to work incessantly.
2. You don't become a better person because you are suffering; but you become a better person because you have experienced suffering.
3. His mind immediately returned to the children. How could he shut his doors against them?
4. Walking the anaesthetized tree immediately took root in its new place.

II. Annotate ANY TWO of the following in 10-15 lines each. **2x4=8**

1. Without me cold the hearthstone stands,
Nor could the precious children thrive.
2. Books! Tis a dull and endless strife,
Come, hear the woodland linnet
3. Some books are to be tasted, others to be swallowed,
and some few to be chewed and digested.
4. To that same lot, however mean or high,
Toward which Time leads me, and the will of Heav'n:

III. Answer ANY TWO of the following questions in 10-15 lines each **2 x 4 = 8**

1. How did J.C. Bose record the heart beats of a plant?
2. What were the views of Dr. Baranard's father about suffering? In what way did Barnard's views differ from his father?
3. Explain the things that guide the conduct of human being according to Vivekanand?
4. What were the lessons that Narayana Murthy feels we should learn from the west?

IV. Answer ANY TWO of the following questions in 10-15 lines each **2 x 4 = 8**

1. The poem 'Any Woman' is a celebration of the glory of womanhood. Illustrate.
2. Why are people generally afraid of fate? How did Sarojini Naidu challenge such a fearful fate?
3. Why does Wordsworth consider Nature to be a good teacher?
4. 'Time and Tide wait for no man' is an old saying. Explain this with reference to the poem "On His Having Arrived at the Age of Twenty- Three"?

V. Answer ANY ONE of the following questions in about 25 lines

1 x 8 = 8

1. What are the turning points in the story 'The Adventures of Tom Sawyer'?
2. Write a character sketch of Tom Sawyer.
3. Give a character analysis of Huckleberry Finn.

SECTION – B

VI. Read the following passage carefully and answer the questions that follow 5x1=5

The Titanic, is in its watery grave. It is a great museum of human history and is at risk of being lost forever because of curious voyagers and treasure hunters, fears Bob Ballard, who first discovered the remains of the iconic ship in 1985. Famous for discovering the great ship, Ballard is a former US Navy Officer and a professor of oceanography. He presented a documentary called "Save the Titanic" on the 100th anniversary of the sinking of the great ship – April 15, 1912. The ship and her fate continue to fascinate, largely because of the horror that took place that night, with 1,522 passengers and crew losing their lives. Ballard says, "The story has all the ingredients to make it timelessly fascinating. You have this revolutionary ship that's unsinkable and carrying a cross section of people in society. And then it goes and hits an iceberg and sinks on its maiden journey. It's an irony personified in history."

1. Who discovered the Titanic ship?
2. When were the remains of the iconic ship discovered?
3. Why does the ship fascinate people even today?
4. Pick out the word from the passage that means "being a first occurrence or event".
5. The Titanic sank on -----

VII. Read the following passage carefully and answer the questions that follow 5 x 1 = 5

First he robbed the dead doctor. Then he put the bloody knife into Muff's right hand. A few minutes passed and Muff moved a little and opened his eyes. He pushed the doctor's body away. He looked at the knife in his hand. 'What – what happened, Joe?' he asked slowly. Injun Joe said, 'Something very bad, Muff. Why did you kill him?' 'I didn't kill him!' said Muff. He was very confused, 'I drank too much whisky last night. I don't remember anything! Tell me, Joe. What happened?' 'You fought with the doctor. He hit you on the head and you fell to the ground. Then you got up, took your knife and killed him,' said Injun Joe. 'I don't understand, Joe. I never fought with a knife. I didn't want to kill Dr. Robinson. He was young and he had a future. Oh, this is terrible! It was the whisky,' cried Muff, 'Joe, don't tell anyone, please'. 'I won't tell anyone, Muff. But now you must leave this graveyard quickly. Go!' said Injun Joe.

1. Who killed the doctor?
2. Who robbed the dead doctor?
3. Do you think Muff regretted killing the doctor? Support your answer with a sentence or two from the passage?
4. Did Injun Joe keep his promise he gave to Muff?
5. Why did Muff believe that he killed the doctor though he remembers that he did not fight with a knife?

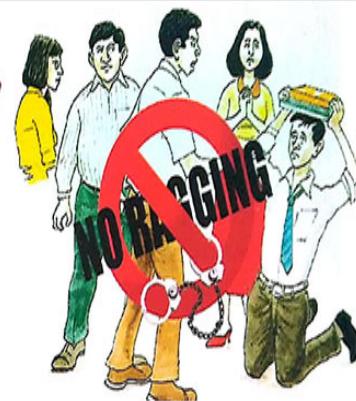
VIII. Study the advertisement and answer the questions that follow

5x1=5

Ragging free Campus**Ragging is a Crime !**

UGC vide letter no F-1-15 / 2009 / (ACR) dated 25.02.2016 has reinforced / recognized a system of prohibition, prevention and punishment to put an END TO MENACE OF RAGGING.

WHAT IS RAGGING ? According to the Hon'ble Supreme Court of India ragging includes “disorderly behavior or treatment with fellow student whether by words, spoken or written or by an act which has effect of teasing, treating and handling with rudeness with any other student, indulging in rowdy or indecent activities, which may cause or is likely to cause physical or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student.”



Some of the PUNISHMENTS for students involved directly or indirectly in Ragging and its abetment are as follows :

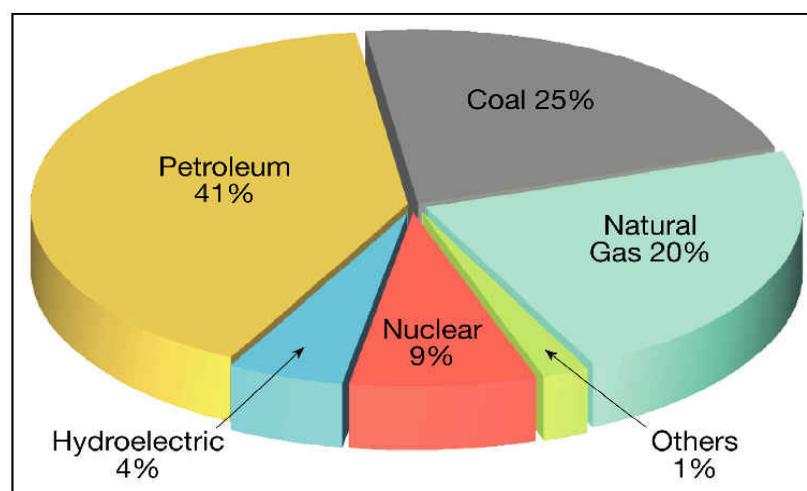
- Cancellation of Admission • Suspension from classes • Expulsion from the college • Fine upto Rs. 25000/-
- Lodging of FIR / Police action against on offender • Rigorous imprisonment upto 3 years (under the Court of Law)

1. Mention any two offensive acts of ragging.
2. Who defined ragging in the above advertisement?
3. Pick the word that means encourage from the passage.
4. Answer True or False :
The victim of ragging is a fresher or a junior student.
5. Write down any two punishments for students involved in ragging.

IX. Study the Pie Chart carefully and answer the questions that follow

5x1=5

Major sources of energy for our requirement in India.



1. What does the pie chart show?

2. State true or false.

Natural gas and coal put together is almost equal to our major source of energy.

3. What is the second major source of energy in our country?

4. How many sources of energy are taken into consideration?

5. What is hydroelectric power?

SECTION - C

X. Write a letter to your friend describing the college Annual Day celebrations conducted recently in your college **1 x5= 5**

Hints Annual Day— colourful decorations in college premises- speech by Chief Guest and the principal- Message by seniors-Prize distribution – Cultural Programmes.

OR

Write a letter to the Editor of a local News paper complaining about the bad condition of roads and drains in your area

Hints Resident of Ambedkar colony, Vijayawada -roads damaged -pot holes are formed- man holes are displaced- difficult for travellers during night times- request for publish this in news paper.

XI. Write a short paragraph of about 8 lines describing the process of preparing vegetable fried rice **1x5=5**

OR

Write a short paragraph of about 8 lines describing the process of withdrawing money from ATM

XII. Prepare a Curriculum Vitae in response to the following advertisement **1x5=5**

M.Suman Karthik-aged 28 years- MA(English) B.Ed.,- good communication and problem solving skills- M.A.from S.V.University,Tirupati,72% marks-B.A.(Adv. English) from Govt. Degree College, Ananthapuramu, 76% marks- B.Ed, S.K. University, Ananthapuram- Intermediate (HEC),Govt.Junior College, Ananthapuram- Worked as a teacher in English for three years- Apply for the post of Junior Lecturer in English in St. Joseph Junior college, Ongole.

XIII. Fill in the Bank Credit Form based on the following information: (It is not necessary to draw the form. Write the numbers 1 to 10 and the corresponding answers) **10 x ½ = 5**

Credit (today) an amount of Rs.15000/- (In Rs.2000x5, 500x10 notes denomination) in the savings account of P.Harinath whose Saving Bank Account no. is 0598101001044 in Andhra Bank S.V.University Branch, Tirupathi

SAVINGS BANK ACCOUNT PAY-IN-SLIP		Cash	Transfer
 Andhra Bank 1 Branch Date 2			
PAID IN TO THE Credit of .		Scrolling Officer's Signature	
S.B Account No 3		Notes / No.	Rs.
Name 4		2000x 7	Ps.
Rupees 5		500x 8	
/ Only		200x	
Rs. 6		100x	
		50x	
		20x	
		10x	
		5x	
		2x	
		1x	
		/Coins	
		/Others	
		/ Total 9	
Rubber Stamp	Officer / Manager	Deposited by 10	Mobile No.

XIV. Imagine you are a customer and have gone to Big- C, a mobile show room to buy a new mobile phone. Construct a dialogue between yourself and the shop keeper

1x5=5

OR

The principal is complaining to the parent about the poor performance of the student. Construct a telephonic conversation between the principal and the parent

XV. Read the following passage and make notes:

1x5=5

Yoga is good for the mind and body. Regular practice of yoga helps people to improve their balance and stamina. Although you won't really get out of breath, like you might playing football or running, it does help to keep your heart healthy and you can lose weight. It can also help with back pain.

The breathing taught in yoga can help people to reduce stress and anxiety. There are lots of different possible breathing patterns you can do. Yoga also improves concentration and helps people to sleep better, so it's great for anyone who's under pressure at work or in their studies.

There are lots of different types of yoga, so you can choose what suits you best. Hatha Yoga is often good for beginners, because you hold each position for a few breaths. In Vinyasa Yoga you change position much more quickly and you might get out of breath. It's quite challenging if you haven't done much yoga before. Bikram Yoga is sometimes called 'hot yoga', because the room must be heated to around 40 degrees. As well as these and other more traditional forms of yoga, there are also some more unusual modern forms of yoga. For example, you might enjoy 'laughter yoga', where people do

breathing exercises and laugh about nothing in particular – laughing is very good for your health. Or what about ‘Aeroyoga’, where you do yoga while you are hanging from the ceiling? It’s supposed to be very good for your back. Or ‘Doga’, where you do yoga together with your pet dog?

Whatever kind of yoga you choose, there are definitely some health benefits, and you should have fun too.

XVI. Match the words with their meanings/definitions

5 x 1 = 5

A

1. Chronological
2. Seismograph
3. Egomaniac
4. Bankrupt
5. Precise

B

- a. a harsh, unpleasant sound
- b. burst bank account(unable to pay one's debts)
- c. accurate with nothing extra
- d. writes (records) earth's movements
- e. time sequence
- f. abnormally self-absorbed
- g. slave to a habit

XVII. Mark the stress for ANY FIVE of the following words

5 x 1 = 5

- 1) celebration
- 2) keystone
- 3) academic
- 4) intellectual
- 5) recreation
- 6) survive
- 7) cosmopolitan
- 8) tempest
- 9) university
- 10) indomitable
