

TEXT BOOK FOR  
INTERMEDIATE FIRST YEAR  
ENGLISH



# ODYSSEY - I



Board of Intermediate Education, Andhra Pradesh  
Telugu and Sanskrit Akademi, Andhra Pradesh





# INTERMEDIATE

First Year

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ENGLISH



**Board of Intermediate Education, A.P.**  
**Telugu and Sanskrit Akademi, A.P.**





## Intermediate

First Year

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## ODYSSEY - I (English)

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UNIT 1

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# The Awakening



UNIT 1

# The Awakening

**UNIT 1**  
**The Awakening**



## The Journey Begins...

Hi, we are Ammu and Abhi. We have completed our tenth class just like you. Would you like to come along with us on our journey?

1. Ammu: At last, our exams are over! Shall we go trekking to Nallamala hills?

2. Abhi: What! Nallamalla? That is dangerous!

3. Vinny: Come on, Abhi! You always think too much! Let us go. It is going to be fun!



The next morning, Ammu, Abhi, and their friends—Vinny, Sanjay, and Priya—go for the trek. Vinny spots a narrow trail. On Vinny's suggestion they split up into two groups. Vinny, Sanjay, and Priya go one way, Ammu and Abhi go in another way.

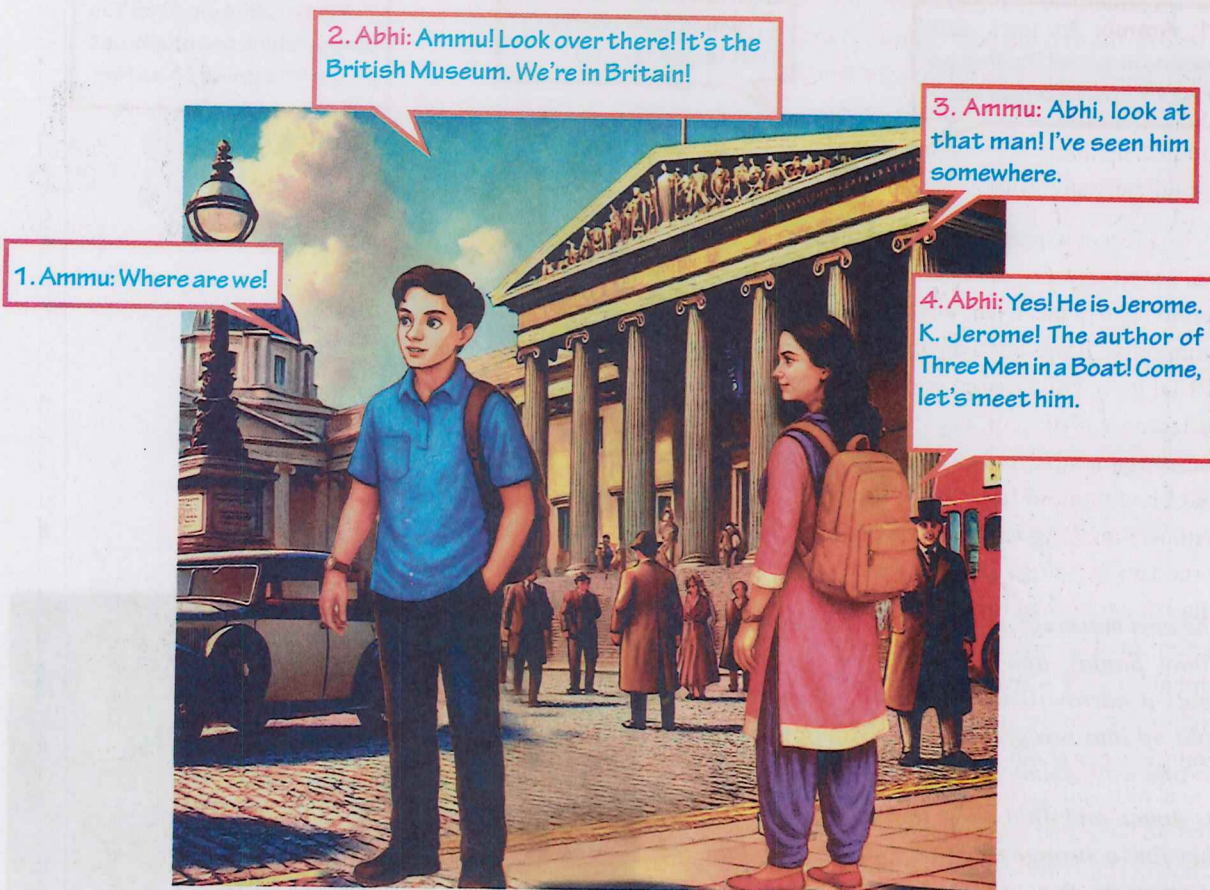
As Ammu and Abhi move through the dense forest, they find a strange machine. No one is around. Out of curiosity, they get into the machine.

The portal shuts behind them. Abhi is scared, but Ammu is excited.



Abhi starts clicking the buttons and levers. The time machine makes horrifying sounds. Suddenly the machine starts falling through darkness. Both are terrified.

The next moment, the machine stops swirling. The alarms and lights turn off. The door opens. They run out of the machine.



Ammu and Abhi:

We will meet Jerome K. Jerome, and have hilarious time with him.  
Why don't you enjoy the story along with us?



# The Malady of Overthinking

Jerome K. Jerome

## The Lesson

I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch – hay fever, I fancy it was. I got down the book, and read all I came to read; and then, in an unthinking moment, I idly turned the leaves, and began to indolently study diseases, generally.

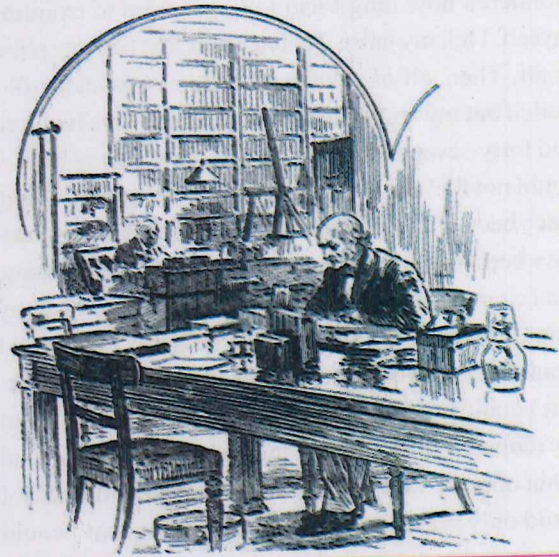
I forget which was the first distemper I plunged into – some fearful, devastating scourge, I know – and, before I had glanced half down the list of “premonitory symptoms”, it was borne in upon me that I had fairly got it. I sat for a while frozen with horror; and then, in the listlessness of despair, I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever, must have had it for months without knowing it – wondered what else I had got; turned up St. Vitus’s Dance – found, as I expected, that I had that too – began to get interested in my case, and determined to sift it to the bottom, and so started alphabetically – read up ague, and learnt that I was sickening for it, and that the acute stage would commence in about another fortnight. Bright’s disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with severe complications, and diphtheria I seemed to have been born with. I plodded conscientiously through the twenty-six letters, and the only malady I could conclude I had not got was housemaid’s knee.

I felt rather hurt about this at first – it seemed somehow to be a sort of slight. Why hadn’t I got housemaid’s knee? Why this invidious reservation?

### Pause and Ponder

**Ammu:** Jerome K. Jerome only planned to look up a small ailment, but overwhelmed himself in the end. Just like you.

**Abhi:** Yes, once I did the same. But have you ever found yourself in a similar situation?



### Pause and Ponder

**Ammu:** This is ridiculous! The narrator feels “hurt” for not having the housemaid’s knee.

**Abhi:** But why?

**Ammu:** Maybe we all want to own everything there is, even if it is a list of diseases? I want to watch all animation films, even if some of them are boring!

A man is the product of his thoughts. What he thinks he becomes - M.K. Gandhi



After a while, however, less grasping feelings prevailed. I reflected that I had every other known malady in the pharmacology, and I grew less selfish, and determined to do without housemaid's knee. Gout, in its most malignant stage, it would appear, had seized me without my being aware of it, and zymosis, I had evidently been suffering with from boyhood. There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

I sat and pondered. I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class! Students would have no need "to walk the hospitals", if they had me. I was a hospital in myself. All they need to do would be to walk round me, and, after that, take their diploma. Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I have since been induced to come to the opinion that it must have been there all the time, and must have been beating, but I cannot account for it. I patted myself all over my front, from what I call my waist up to my head, and I went a bit round each side, and a little way up the back. But I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye, and tried to examine it with the other. I could only see the tip, and the only thing that I could gain from that was to feel more certain than before that I had scarlet fever.

I walked into that reading room a happy, healthy man. I crawled out a decrepit wreck.

I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy

#### Pause and Ponder

**Abhi:** He is healthy but after reading about the diseases he feels he's a "wreck." (Laughs)

**Ammu:** Our thoughts and worries can affect how we feel physically. Haven't you ever felt worse after worrying about something?

**Abhi:** No. I think we suffer more in imagination than in reality. Don't you think so?

I'm ill; so I thought I would do him a good turn by going to him now. "What a doctor wants," I said, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundred of your ordinary, commonplace patients, with only one or two diseases each." So I went straight up and saw him, and he said: "Well, what's the matter with you?"

I said: "I will not take up your time, dear boy, with telling you what is the matter with me. Life is brief, and you might pass away before I had finished. But I will tell you what is not the matter with me. I have not got housemaid's knee. Why I have not got housemaid's knee, I cannot tell you, but the fact remains that I have not got it. Everything else, however, I have got." And I told him how I came to discover it all.

Then he opened me and looked down me, and clutched hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it – and immediately afterwards butted me with the side of his head. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out. I did not open it. I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you. Being only a chemist hampers me."



I read the prescription. It ran:

- fruit salad
- three liters of water every day.
- ten-mile walk every morning.
- bed at 10 sharp every night.
- And don't stuff up your head with things you don't understand.

I followed the directions, with the happy result – speaking for myself – that my life was preserved, and is still going on. In the present instance, going back to the liver-pill circular, I had the symptoms, beyond all mistake, the chief among them being “a general disinclination to work of any kind”. What I suffer in that way no tongue can tell. From my earliest infancy I have been a martyr to it. As a boy, the disease hardly ever left me for a day. They did not know, then, that it was my liver. Medical science was in a far less advanced state than now, and they used to put it down to laziness. “Why, you skulking little devil, you,” they would say, “get up and do something for your living, can't you?” – not knowing, of course, that I was ill.

And they didn't give me pills; they gave me clumps on the side of the head. And, strange as it may appear, those clumps on the head often cured me – for the time being. I have known one clump on the head have more effect upon my liver, and make me feel more anxious to go straight away then and there, and do what was wanted to be done, without further loss of time, than a whole box of pills does now. You know, it often is so – those simple, old-fashioned remedies are sometimes more efficacious than all the dispensary stuff.

#### Pause and Ponder

**Ammu:** What do you say about that? Is it a good idea to take things easily?

**Ammu:** Just like the doctor said. Don't stuff up your head with the things you don't understand and you can't control. Keep it cool.

## Theme Shopping for Students

Below are the key themes and objectives to learn from Jerome K. Jerome's “Malady of Overthinking.” As you understand each one, mark it off.

- Can you identify and appreciate how Jerome K. Jerome uses humour, exaggeration, and satire to highlight the absurdity of overthinking?
- Have you understood the theme of overthinking and its consequences, as well as the benefits of simplicity in problem-solving?
- Have you found parallels between the narrator's self-diagnoses and modern habits of relying on the internet for medical advice (“Dr. Google”)?
- Have you developed an understanding of new words and expressions within the humorous and exaggerated context of the story?

## About the Author

### Jerome K. Jerome

(1859–1927) was an English writer, best known for his humorous works. His most famous book, *Three Men in a Boat*, is a light-hearted account of a boating trip along the River Thames, filled with comic mishaps



and absurd situations. Jerome's writing is known for its wit, satirical style, and keen observation of human nature. He often used humour to explore the everyday struggles of life, turning even simple events into funny and memorable stories. Jerome's work continues to be celebrated for its timeless humour and ability to find laughter in life's most ordinary moments.

Dream is not that which you see while sleeping, it is something that does not let you sleep.” - APJ KALAM



## The Summary

This lesson is an extract from Jerome K. Jerome's novel *Three Men in a Boat*. In this lesson, the narrator recounts a moment of overthinking when he visited the British Museum to read about hay fever, but ended up diagnosing himself with a wide range of illnesses. After reading symptoms in a medical book, he becomes convinced that he has everything from typhoid fever to St. Vitus's Dance, even though most of these diagnoses are self-inflicted exaggerations. As he goes through the alphabet, he concludes that he has every known malady except housemaid's knee, which he takes personally.

The narrator grows increasingly concerned about his health and imagines how medical students would benefit from studying him as a "hospital in himself." However, after visiting his doctor, who provides a simple and practical prescription of fruits, water, walking, and sleep, the narrator's health miraculously improves. This passage humorously highlights how the narrator's overthinking led him to imagine serious illnesses, only for simple, old-fashioned remedies to bring him relief.

## Glossary

- **Acquisition** / ækwɪzɪʃən/ (noun): The act of gaining or obtaining something  
Usage: The acquisition of new skills is essential.
- **Ailment** / 'eɪlmənt/ (noun): A minor illness or sickness  
Usage: She stayed home due to a minor ailment.
- **Commence** / kə' mens/ (verb): To begin or start  
Usage: The ceremony will commence at noon.
- **Devastating** / 'devə.steɪtɪŋ/ (adjective): Extremely destructive or damaging  
Usage: The devastating storm left many people homeless.
- **Grasping** / 'græspɪŋ/ (adjective): Greedy or wanting more than one needs  
Usage: He was known for his grasping nature.
- **Hamper** / 'hæmpər/ (verb, noun): To hinder or obstruct  
Usage (verb): The heavy rain hampered their journey.
- **Idly** / 'aɪdli/ (adverb): Without any particular purpose or activity  
Usage: He sat idly by the window, lost in thought.
- **Indolently** / 'ɪndələntli/ (adverb): In a lazy or inactive manner  
Usage: He lounged indolently on the sofa all afternoon.
- **Induce** / ɪn'dju:s/ (verb): Caused or brought about  
Usage: The medicine induced drowsiness.
- **Invidious** / ɪn'vɪdiəs/ (adjective): Likely to arouse resentment or anger in others  
Usage: His invidious comments caused tension in the team.
- **Listlessness** / 'lɪstləsnəs/ (noun): Lack of energy or enthusiasm  
Usage: He felt a sense of listlessness during the hot afternoon.



- **Oblige** /əˈblaɪdʒ/ (verb): To do as someone asks or to be required to do something  
Usage: He felt obliged to help her.
- **Plod** /ˈplɒd/ (verb): To walk heavily or laboriously  
Usage: He plodded through the mud, exhausted.
- **Plunge** /plʌndʒ/ (verb): To dive or fall into something suddenly  
Usage (verb): He plunged into the cold water.
- **Ponder** /ˈpɒndər/ (verb): To think about carefully  
Usage: He pondered over the decision for days.
- **Reflect** /rɪˈflekt/ (verb): To think deeply  
Usage: The light reflected off the glass.
- **Scourge** /skɜː(r)dʒ/ (noun): (noun) A cause of great pain or suffering  
Usage: The disease became a scourge for the entire region.
- **Sift** /sɪft/ (verb): To examine or separate carefully  
Usage: She sifted through the files to find the information.
- **Zymosis** /zaɪˈmoʊ.sɪs/ (noun): The process of fermentation or the development of an infectious disease  
Usage: The rapid zymosis of grapes led to a strong, pungent aroma in the winery.

### Contextual Questions

Annotate the following lines in the given pattern

- a. Identify the lesson and name the writer of the given lines.
- b. Discuss the context of the lines and appreciate them critically in about 75 words.
  1. I was a hospital in myself. All they need to do would be to walk round me, and, after that, take their diploma.
  2. I walked into that reading room a happy, healthy man. I crawled out a decrepit wreck.
  3. Don't stuff up your head with things you don't understand. I followed the directions, with the happy result. . .
  4. You know, it often is so – those simple, old-fashioned remedies are sometimes more efficacious than all the dispensary stuff.

### Questions

Answer the following questions in about 150 words each

1. Comment on the title of "The Malady of Overthinking" by Jerome K. Jerome. Are maladies of overthinking limited to health? Explain your view.
2. What are the potential dangers of gaining excessive information about diseases as we have seen in "The Malady of Overthinking"?
3. In the context of academic performance and mental health, how useful is the doctor's "prescription" in "The Malady of Overthinking"?

### Creative Writing

Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!

#### If I Could Fly...

**Idea:** Imagine you could fly for one day. Write a paragraph about where you would go, what you would do, and how you would feel.

- Hints**
- If I could fly, I would \_\_\_\_\_.
  - I would see \_\_\_\_\_.
  - Along with me, I would take \_\_\_\_\_.
  - I would try \_\_\_\_\_.
  - At the end of the day, I would feel \_\_\_\_\_.

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### Vocabulary Matching

#### Overthinker's Dictionary

Sometimes, we come across words that make us pause and think—or overthink! Below are a few words you will encounter in the lesson, along with playful definitions. Match the words to their correct definitions.

Words	Meanings
1. Hypochondriac	a. A place where people go to turn a paper cut into an adventure story.
2. Exaggeration	b. Nature's way of making sure you are never dressed right.
3. Diagnosis	c. When your body decides to turn itself into a furnace, just for fun.
4. Overthinking	d. Someone who would climb a mountain just to prove their cat wrong.
5. Comedy	e. When someone refuses to share their chocolate, even though it is "for your own good."
6. Determined	f. A person who thinks every cough is a sign of doom.
7. Selfish	g. Making a five-minute task take five hours in your head.
8. Hospital	h. Turning a small ant into a giant elephant.
9. Weather	i. Finding humour in someone else's overthinking.
10. Fever	j. Guessing what is wrong and being wrong most of the time.



## The Journey Continues.....

**Abhi:** Get in the machine, Ammu. Our next destination is Paris! The Eiffel Tower!

**Ammu:** Don't overthink! Let's drive the machine straight to home!

The time machine quickly zooms through space and stops suddenly.

**Ammu:** What happened?  
Why did it stop?

**Abhi:** I too don't know.  
Maybe we came home!  
Let's see! Let's go out!



**Abhi:** Ammu! This is not Vinny's house! This is...

**Ammu:** Oh my god! Are we in a forest?

**Abhi:** (*whispering*) Ammu... Is that... a tiger?

A tiger prowls in the distance - its movements are powerful and graceful.

**Abhi:** (*pulling Ammu behind a tree*) It is looking this way! What if it comes for us?

**Ammu:** It hasn't seen us. But hey, don't you think it is... beautiful? Like someone had painted it.

**Abhi:** A painting! It is a predator, Ammu! It'll turn *us* into a painting in its den!

A soft bleat interrupts them. Behind them, a lamb grazes peacefully.

**Ammu:** Look! A lamb! So gentle, so pure...

**Abhi:** And dangerously close to the tiger!

**Ammu:** Don't you see? The tiger, fierce and fiery. The lamb, innocent, and calm. Two sides of life itself!

# I. The Lamb

## II. The Tyger

William Blake

### Poems

#### The Lamb

Little lamb, who made thee?  
Dost thou know who made thee,  
Gave thee life, and bid thee feed  
By the stream and o'er the mead;  
Gave thee clothing of delight,  
Softest clothing, wooly, bright;  
Gave thee such a tender voice,  
Making all the vales rejoice?  
    Little lamb who made thee?  
    Dost thou know who made thee?  
  
    Little lamb, I'll tell thee;  
    Little lamb, I'll tell thee:  
He is called by thy name,  
For he calls Himself a Lamb.  
He is meek, and He is mild,  
He became a little child.  
I, a child, and thou a lamb,  
We are called by his name.  
    Little lamb, God bless thee!  
    Little lamb, God bless thee!

#### The Tyger

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?  
  
In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?  
  
And what shoulder, and what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat.  
What dread hand? And what dread feet?  
  
What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp.  
Dare its deadly terrors clasp!  
  
When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?  
  
Tyger Tyger burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?



## Theme Shopping for Students

Below are the key themes and objectives to learn from William Blake's "The Lamb" and "The Tyger". As you understand each one, mark it off.

- Have you known who William Blake was, and what kind of poems he wrote?
- Can you identify how "The Lamb" represents a state of innocence, while "The Tyger" explores the complexities of experience, suggesting that creation contains both qualities?
- Have you understood the importance of lines like "Little lamb, who made thee?" and "What immortal hand or eye could frame thy fearful symmetry?"
- Can you summarise Blake's message about the complexities of creation and the interconnectedness of innocence and experience?

## About the Poet



**William Blake** (1757–1827) was an English poet, painter, and printmaker known for his unique, visionary works that explore deep themes of innocence, experience, and spirituality. A central figure in the Romantic era, Blake combined his poetic and artistic talents to create illustrated poetry collections like *Songs of Innocence* and *Songs of Experience*, where he examined the contrasts between purity and the harsher realities of life. Blake is celebrated for his imaginative style and exploration of creation's mysteries, making him one of the most influential poets of all time.

Some of Blake's most well-known poems include "The Lamb" and "The Tyger," which reflect his fascination with innocence and power, as well as *London*, which explores social injustice, and *The Chimney Sweeper*, a poem about child labour. These works, alongside his visual art, capture his deeply personal and mystical view of the world.

## Summary

William Blake's poetry offers a profound exploration of the dual forces shaping existence—innocence and experience, gentleness, and power. This contrast is vividly illustrated in "The Lamb" from *Songs of Innocence* and "The Tyger" from *Songs of Experience*. While "The Lamb" embodies purity and divine benevolence, "The Tyger" evokes awe and fear, questioning the boldness of a creator capable of crafting both. Considering these poems together deepens our understanding of creation's complexity, where tenderness and strength coexist as essential aspects of the natural and spiritual world.

In "The Lamb", Blake presents a world of childlike wonder, where creation is tender and benevolent. Structured as a simple question-and-answer, the poem likens the lamb to Jesus Christ, symbolising purity, kindness, and divine care. Through soft rhythm, repetition, and pastoral imagery, Blake conveys the nurturing aspect of creation, emphasising harmony and divine love.



In contrast, "The Tyger" contemplates a more formidable aspect of creation. The poem's powerful imagery and rhythmic intensity evoke a sense of awe and fear. The tiger, with its burning eyes and fearsome symmetry, raises profound questions about the creator's nature. The repetition of "Did he who made the Lamb make thee?" underscores the paradox of a divine force capable of both gentleness and ferocity. The relentless questioning leaves the mystery unresolved, deepening the reader's contemplation of creation's complexities.

Blake's poetic vision not only presents innocence and experience as contrasting states but also as complementary forces shaping existence. Together, "The Lamb" and "The Tyger" highlight the magnificence of creation, revealing how both fragility and strength emerge from the same divine source. Through rich symbolism and striking contrasts, Blake compels us to reflect on the mysteries of the world, suggesting that beauty lies in the harmony of these opposing yet interconnected forces.

### Paraphrasing "The Lamb"

**Stanza 1** The speaker poses a series of gentle, almost sacred questions to the little lamb, inviting it to reflect on the mystery of its creation. Who gave it life and shaped its delicate form? Who adorned it with soft, radiant wool to shield it from the cold? The speaker marvels at the tender voice bestowed upon the lamb, a voice that fills the fields with joy and wonder, resonating with the harmony of nature.

**Stanza 2** In a reverent tone, the speaker reveals the answer: the lamb's creator is called by the same name, "Lamb," a symbol of divine gentleness and purity. The creator's kindness and humility are reflected in the lamb itself, embodying innocence, and grace. With heartfelt blessings, the speaker venerates the lamb, recognizing it as a cherished and sacred emblem of love and divinity.

### Paraphrasing "The Tyger"

**Stanza 1** The speaker looks at the tiger, burning bright like a fire in the dark forest, and wonders who could have created such a powerful and intense creature. He is amazed by its fierce beauty and mystery.

**Stanza 2** The speaker asks where the creator might have come from. Was it from the heavens or somewhere deep and unknown? He wonders what kind of strength and skill were needed to shape the tiger, with its bold and perfect form.

**Stanza 3** He imagines the creator shaping the tiger's heart, which would need to be incredibly strong to match its fierce nature. The speaker wonders what kind of determination and courage the creator must have had to make something so intense.

**Stanza 4** The speaker questions if the creator was fearless enough to keep going, even while making such a powerful creature. Did he tremble at the tiger's fierce qualities, or did he continue confidently, with skill and bravery?



**Stanza 5** The speaker now asks if the same creator who made the innocent, gentle lamb could also have made the fierce, dangerous tiger. He is trying to understand how both gentle and terrifying creatures could come from the same hands.

**Stanza 6** The poem ends with the speaker still marveling at the boldness of the creator in making the tiger. The repeated question reflects the speaker's awe and wonder at the creator, who could form something so fearsome yet beautiful.

### Words from Old English

1. Thou – You (Singular, when used as the subject in a sentence)
2. Thee – You (Singular, when used as the object in a sentence)
3. Dost – Do
4. O'er – Over
5. Thine – Your or Yours (when used before a vowel)
6. Thy – Your or Yours (when used before a consonant)

### Glossary

- **Anvil** /ˈænvɪl/ (**noun**): A heavy iron block used for shaping metal, often by blacksmiths  
Usage: The blacksmith hammered the metal on the anvil.
- **Blaze** /bleɪz/ (**verb**): To burn brightly  
Usage: Within minutes the whole building was blazing.
- **Burning** /ˈbɜːnɪŋ/ (**adjective**): Glowing intensely; often suggests passion or intensity  
Usage: The fire was burning brightly in the dark night.
- **Fearful** /ˈfɛəfəl/ (**adjective**): Inspiring fear or awe; frightening  
Usage: The storm was a fearful sight to behold.
- **Fierce** /fɪəs/ (**adjective**): angry and aggressive in a way that is frightening  
Usage: a fierce dog.
- **Furnace** /ˈfɜːnɪs/ (**noun**): An enclosed structure for intense heat, often used for melting or forging  
Usage: The blacksmith worked in the heat of the furnace.
- **Harmony** /ˈhɑːməni/ (**Noun**): a state of peaceful existence and agreement  
Usage: They lived together in perfect harmony.
- **Immortal** /ɪˈmɔːtl/ (**adjective**): live or last forever  
Usage: He believed himself immortal.
- **Innocence** /ˈɪnəsəns/ (**noun**): Purity; the state of being free from guilt or sin  
Usage: The child is innocent.
- **Lamb** /læm/ (**noun**): A young sheep; also a symbol of innocence and purity  
Usage: The lamb wandered freely in the meadow.

- **Meek /mi:k/ (adjective):** Gentle and humble; submissive  
Usage: She had a meek and quiet personality.
- **Pasture /'pɑ:stʃə(r)/ (noun):** land covered with grass that is suitable for feeding animals on  
Usage: The cattle were put out to pasture.
- **Symmetry /'sɪmɪtri/ (noun):** Balanced and harmonious arrangement; a mirror-like balance in shape  
Usage: The artist admired the symmetry of the butterfly's wings.
- **Tender /'tendər/ (Adjective):** kind, gentle and loving  
Usage: tender words
- **Tyger /'taɪgər/ (noun):** A poetic spelling of "tiger," symbolizing power, strength, and mystery  
Usage: The tyger prowled through the dense jungle.
- **Vales /verlz/ (noun):** Valleys, often referring to lowland areas surrounded by hills or mountains  
Usage: The mist settled gently over the vales.

### Contextual Questions

Annotate the following lines in the given pattern

- a. Identify the poem and name the poet of the given lines.
- b. Discuss the context of the lines and appreciate them critically in about 75 words.
  1. He is called by thy name,  
For He calls himself a lamb.
  2. Little lamb, who made thee?  
Dost thou know who made thee?
  3. What immortal hand or eye,  
Could frame thy fearful symmetry?
  4. Did he smile his work to see?  
Did he who made the lamb make thee?

### Questions

Answer the following questions in about 150 words each

1. Compare and contrast the key qualities portrayed in "The Lamb" and "The Tyger." How does Blake use these qualities to express the theme of duality in creation?
2. In both "The Lamb" and "The Tyger," Blake explores the mysteries of creation. How does he use contrasting imagery to suggest that creation encompasses both beauty and terror?



### Creative Writing

Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!

#### A Day in a World Without Darkness

**Idea:** Imagine you are living in a world where darkness doesn't exist; where every moment is filled with unending light. Write a diary entry describing one day in such a world.

- Hints**
- The sun always shines; there's no night to rest.
  - Cities are bustling, even at midnight—time feels endless.
  - Plants grow rapidly, but some animals struggle without darkness.
  - Can we appreciate light if there's no darkness?

**Instruction:** Write at least 10 lines describing what life would feel like in a world without darkness. Reflect on how it changes routines, nature, and the way you view light itself.

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#### Vocabulary Activity

Here are twenty-two words. Look closely, and you'll find that they form eleven pairs of opposites. Can you identify the opposite pairs and list them together? Here's an example to get you started.

Mystery, Peace, Darkness, Aggression, Simplicity, Goodness, Strength, Purity, Complexity, Harmony, Innocence, Fierceness, Creation, Light, Corruption, Experience, Kindness, Conflict, Gentleness, Softness, Chaos, Destruction.

- |                                    |             |            |
|------------------------------------|-------------|------------|
| i. <u>Creation and Destruction</u> | ii. _____   | iii. _____ |
| iv. _____                          | v. _____    | vi. _____  |
| vii. _____                         | viii. _____ | ix. _____  |
| x. _____                           | xi. _____   |            |

### Engaging with the Text

#### 1. Role Play Debate: Creator of the Lamb vs. Creator of the Tyger

- **Goal:** Understand the contrasting tones of the poems.
- **How:** Divide students into two groups. One group speaks as the creator of "The Lamb," and the other as the creator of "The Tyger". Each group explains why their creation is essential, using lines from the poems.
- **Result:** Helps students explore the theme of duality in creation.

##### Pause and Ponder

**Ammu:** The tiger and the lamb are just two sides of the same coin.

**Abhi:** Two sides of the same creation!

**Ammu:** I think, in this world, nothing can exist without two sides. Even happiness is meaningless in a world without sorrow.

**Abhi:** Yes! That is what I am thinking. Opposites make life meaningful.





## The Journey Continues.....

Ammu and Abhi walk through the forest towards the Time Machine, they talk about the lamb and the tiger. Suddenly they hear a low growl echoing through the forest. They freeze. Turning back, they see the tiger—powerful, and unmistakably hungry—charging towards them, through the shadows.

1 **Abhi:** Run! (panicking) Go, Ammu! Get to the Time Machine. Lock yourself in!

2 **Ammu:** (panting, stopping to help) Take my hand, Abhi! Get up, we'll make it together!

3 **Abhi:** There's no time! Save yourself. I'll distract the tiger—go!

4 **Ammu:** I don't even know how to close this portal!

Ammu hesitates. Tears stream down her face. She runs toward the Time Machine. She stumbles into the machine, frantically pushing buttons with her hands. Outside, she hears the tiger's growls and Abhi's screams.

Suddenly, the Time Machine comes to life. Lights blink, and with a shudder, the machine vanishes into the void. The Time Machine stops after a while. Ammu steps out of the machine, hoping to see Abhi—safe and sound. But the sight before her is not a forest. Ammu desperately tries to start the machine, but it needs charge. Charge needs time. Ammu steps out of the machine.

1 **Ammu:** (mumbling) Is this India? This looks like an Indian marketplace.

2 **RK Narayan:** Who are you, child? You seem to be all alone.

4 **RK:** Friendship! Ah! I think I know a little about friendship and loyalty. Come, I'll show you something.

3 **Ammu:** My... my friend... He is still out there! I've left him in danger! I am not a good friend!



# The Blind Dog

R.K. Narayan

## The Story

It was not a very impressive or high-class dog; it was one of those commonplace dogs one sees everywhere—colour of white and dust, tail mutilated at a young age by God knows whom, born in the street, and bred on the leavings and garbage of the marketplace. He had spotty eyes and undistinguished carriage and needless pugnacity. Before he was two years old, he had earned the scars of a hundred fights on his body. When he needed rest on hot afternoons, he lay curled up under the culvert at the eastern gate of the market. In the evenings he set out on his daily rounds, loafed in the surrounding streets and lanes, engaged himself in skirmishes, picked up edibles on the roadside and was back at the Market Gate by nightfall.

This life went on for years. And then a change in his life occurred. A beggar, blind in both eyes, appeared at the Market Gate. An old woman led him up there early in the morning, seated him at the gate, and came up again at midday with some food, gathered his coins and took him home at night.

The dog was sleeping nearby. He was stirred by the smell of food. He got up, came out of his shelter and stood before the blind man, wagging his tail and gazing expectantly at the bowl, as he was eating his sparse meal. The blind man swept his arms about and asked, 'Who is there?' At which the dog went up and

licked his hand. The blind man stroked its coat gently tail to ear and said, 'What a beauty you are. Come with me.' He threw a handful of food, which the dog ate gratefully. It was perhaps an auspicious moment for starting a friendship. They met every day there, and the dog cut off much of its rambling to sit up beside the blind man and watch him receive alms morning to evening. In course of time, observing him, the dog understood that the passers-by must give a coin, and whoever went away without dropping a coin was chased by the dog; he tugged the edge of their clothes by his teeth and pulled them back to the old man at the gate and let go only after something was dropped in his bowl. Among those who frequented this place was a village urchin, who had the mischief of a devil in him. He liked to tease the blind man by calling him names and by trying to pick up the coins in his bowl. The blind man helplessly shouted and cried and whirled his staff. On Thursdays this boy appeared at the gate, carrying on his head a basket loaded with cucumber or plantain.

Every Thursday afternoon it was a crisis in the blind man's life. A seller of bright-coloured but doubtful perfumes with his wares mounted on a wheeled platform, a man who spread out cheap storybooks on a gunnysack, another man who carried coloured ribbons on an elaborate frame - these were the people who usually gathered under the same arch. On a Thursday when the young man appeared at the eastern gate one of them remarked, 'Blind fellow! Here comes your scourge.'

'Oh, God, is this Thursday?' he wailed. He swept his arms about and called, 'Dog, dog, come here, where

### Pause and Ponder

**RK:** Why do you think the dog chose to stay with the blind man instead of being free?

**Ammu:** Because he is kind and friendly?



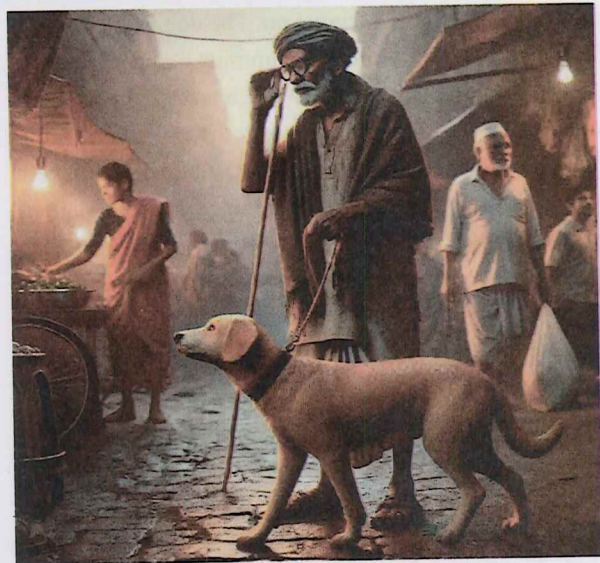
are you?' He made the peculiar noise which brought the dog to his side. He stroked his head and muttered, 'Don't let that little rascal.' At this very moment the boy came up with a leer on his face.

'Blind man! Still pretending you have no eyes. If you are really blind, you should not know this either.' He stopped, his hand moving towards the bowl. The dog sprang on him and snapped his jaws on the boy's wrist. The boy extricated his hand and ran for his life. The dog bounded up behind him and chased him out of the market.

'See the mongrel's affection for this old fellow,' marvelled the perfume-vendor. One evening at the usual time the old woman failed to turn up, and the blind man waited at the gate, worrying as the evening grew into night. As he sat fretting there, a neighbour came up and said, 'Sami, don't wait for the old woman. She will not come again. She died this afternoon.'

The blind man lost the only home he had, and the only person who cared for him in this world. The ribbon-vendor suggested, 'Here, take this white tape,' he held a length of the white cord which he had been selling, 'I will give this to you free of cost. Tie it to the dog and let him lead you about if he is really so fond of you.'

Life for the dog took a new turn now. He came to take the place of the old woman. He lost his freedom completely. His world came to be circumscribed by the limits of the white cord which the ribbon-vendor had spared. He had to forget wholesale all his old life - all his old haunts. He simply had to stay on forever at the end of that string. When he saw other dogs, friends or foes, instinctively he sprang up, tugging the string, and this invariably earned him a kick from his master. 'Rascal, want to tumble me down - have sense.' In a few days the dog learnt to discipline his instinct and impulse. He ceased to take notice of other dogs, even if



they came up and growled at his side. He lost his own orbit of movement and contact with his fellow creatures.

To the extent of this loss his master gained. He moved about as he had never moved in his life. All day he was on his legs, led by the dog. With the staff in one hand and the dog-lead in the other, he moved out of his home - a corner in a choultry veranda a few yards off the market: he had moved in there after the old woman's death. He started out early in the day. He found that he could treble his income by moving about instead of staying in one place. He moved down the choultry street, and wherever he heard people's voices he stopped and held out his hands for alms. Shops, schools, hospitals, hotels - he left nothing out. He gave a tug when he wanted the dog to stop, and shouted like a bullock-driver

#### Pause and Ponder

**RK:** What would you do if you are freed from a bad relationship like this?

**Ammu:** I'll be very happy and I won't look back.

**RK:** Very good. But you should also heal yourself first.



when he wanted him to move on. The dog protected his feet from going into pits, or stumping against steps or stones, and took him up inch by inch on safe ground and steps. For this sight people gave coins and helped him. Children gathered round him and gave him things to eat. A dog is essentially an active creature who punctuates his hectic rounds with well-defined periods of rest. But now this dog (henceforth to be known as Tiger) had lost all rest. He had rest only when the old man sat down somewhere. At night the old man slept with the cord turned around his finger. 'I can't take chances with you—' he said. A great desire to earn more money than ever before seized his master, so that he felt any resting a waste of opportunity, and the dog had to be continuously on his feet. Sometimes his legs refused to move. But if he slowed down even slightly his master goaded him on fiercely with his staff. The dog whined and groaned under this thrust. 'Don't whine, you rascal. Don't I give you your food? You want to loaf, do you?' swore the blind man. The dog lumbered up and down and round and round the marketplace with slow steps, tied down to the blind tyrant. Long after the traffic at the market ceased, you could hear the night tabbed by the far-off wail of the tired dog. It lost its original appearance. As months rolled on bones stuck up at his haunches and ribs were relieved through his fading coat.

The ribbon-seller, the novel-vendor and the perfumer observed it one evening when business was slack, and held a conference among themselves. 'It

rends my heart to see that poor dog slaving. Can't we do something?' The ribbon-seller remarked, 'That rascal has started lending money for interest - I heard it from the fruit-seller—he is earning more than he needs. He has become a very devil for money.' At this point the perfumer's eyes caught the scissors dangling from the ribbon-rack. 'Give it here,' he said and moved on with the scissors in hand.

The blind man was passing in front of the eastern gate. The dog was straining the lead. There was a piece of bone lying on the way and the dog was straining to pick it up. The lead became taut and hurt the blind man's hand, and he tugged the string and kicked till the dog howled. It howled, but could not pass the bone lightly; it tried to make another dash for it. The blind man was heaping curses on it. The perfumer stepped up, applied the scissors and snipped the cord. The dog bounced off and picked up the bone. The blind man stopped dead where he stood, with the other half of the string dangling in his hand. 'Tiger! Tiger! Where are you?' he cried. The perfumer moved away quietly, muttering, 'You heartless devil! You will never get at him again! He has his freedom!' The dog went off at top speed. He nosed about the ditches happily, hurled himself on other dogs and ran round and round the fountain in the Market Square barking, his eyes sparkling with joy. He returned to his favourite haunts and hung about the butcher's shop, the tea-stall and the bakery.

The ribbon-vendor and his two friends stood at the Market Gate and enjoyed the sight immensely as the blind man struggled to find his way about. He stood rooted to the spot, waving his stick; he felt as if he were hanging in mid-air. He was wailing. 'Oh, where is my dog? Where is my dog? Won't someone give him back to me? I will murder it when I get at it again!' He groped about, tried to cross the road, came near being run over by a dozen vehicles at different points, tumbled and

#### Pause and Ponder

**RK:** How do you think the dog feels about this new life?

**Ammu:** He is making a lot of sacrifices for him, is it necessary?

**RK:** Attachment and loyalty are powerful than freedom. It is very hard to let go off attachment, even if it hurts.



struggled and gasped. 'He'd deserve it if he was run over, this heartless blackguard—' they said, observing him. However, the old man struggled through and with the help of someone found his way back to his corner in the choultry veranda and sank down on his gunnysack bed, half-faint with the strain of his journey.

He was not seen for ten days, fifteen days and twenty days. Nor was the dog seen anywhere. They commented among themselves: 'The dog must be loafing over the whole earth, free and happy. The beggar is perhaps gone forever.' Hardly was this sentence uttered when they heard the familiar tap-tap of the blind man's staff. They saw him again coming up the pavement - led by the dog. 'Look! Look!' they cried. 'He has again got at it and tied it up.' The ribbon-seller could not contain himself. He ran up and said, 'Where have you been all these days?'

'Know what happened!' cried the blind man. 'This dog ran away. I should have died in a day or two, confined to my corner, no food, not an anna to earn—

imprisoned in my corner. I should have perished(died) if it continued for another day. But this thing returned.'

'When? When?'

'Last night. At midnight as I slept in bed, he came and licked my face. I felt like murdering him. I gave him a blow which he will never forget again,' said the blind man. 'I forgave him, after all a dog! He loafed as long as he could pick up some rubbish to eat on the road, but real hunger has driven him back to me, but he will not leave me again. See! I have got this,' and he shook the lead: it was a steel chain this time.

Once again there was the dead, despairing look in the dog's eyes. 'Go on, you fool,' cried the blind man, shouting like an ox-driver. He tugged the chain, poked with the stick, and the dog moved away on slow steps. They stood listening to the tap-tap going away.

'Death alone can help that dog,' cried the ribbon-seller, looking after it with a sigh. 'What can we do with a creature who returns to his doom with such a free heart?'

#### Pause and Ponder

**Ammu:** The dog is stupid. Why did it return?

**RK:** It's not stupid. It is trapped. And it isn't brave enough to survive by itself.

**Ammu:** I guess it's not easy to break toxic relationships.

**RK:** Yes! Sometimes it is not easy at all.

**Ammu:** How will I know I'm not with wrong people?





## Theme Shopping for Students

Below are the key themes and objectives to learn from R.K. Narayan's "The Blind Dog". As you understand each one, mark it off.

- Who is R. K. Narayan? Where was he born? What are some of his important works other than "The Blind Dog"?
- Can you summarise the key events of the story and the central characters, especially the relationship between the blind beggar and his loyal dog?
- Have you understood how acts of kindness and compassion influence the characters' lives and relationships in the story?
- Can you examine the dog's loyalty and its desire for freedom, discussing the balance between companionship and independence?
- Can you relate this story with the relationships you have with your peers and friends, and understand what is a healthy relationship, and what is not?

## About the Author



**R.K. Narayan** (1906–2001) was a celebrated Indian author known for his English-language novels. He graduated from the University of Mysore and gained fame with his book *Swami and Friends*. His stories, set in the fictional town of Malgudi, explore

themes like tradition vs. modernity and family life in India, and are written with humour and simplicity. Narayan helped introduce Indian literature in English to the world and is one of India's most respected novelists. He received several prestigious awards, including the Padma Bhushan and Padma Vibhushan, along with the Sahitya Academy Award. His well-known works include *The Guide*, *The Vendor of Sweets*, *Malgudi Days*, and the story *The Missing Mail*.

## Summary

The short-story "The Blind Dog," written by R. K. Narayan explores the relationship between a blind beggar and his loyal dog, showcasing the pure and selfless love of animals, and the moral frailty of human beings in comparison with them. At first, their bond reflects the well-known saying that a dog is man's best friend. The beggar feeds the dog, and in return, the dog assists him, guiding him through the marketplace and helping him earn a living. The dog's loyalty is unwavering, going beyond simple companionship to becoming the beggar's eyes and protector. Its actions, driven by trust and love, highlight how even an animal can display qualities of devotion and care that often surpass human behaviour.

However, as the story unfolds, the beggar begins to exploit the dog's loyalty. What was once a partnership turns into an unfair, painful, and a toxic relationship. The dog, tied by its survival instincts and trust, sacrifices its freedom and well-being to serve the beggar. Despite its exhaustion and suffering, it continues to stay by the beggar's side, demonstrating a depth of love that contrasts sharply with the beggar's selfishness. The dog's actions remind us of the pure, unconditional love animals offer, even when it is not deserved. Though the helplessness of the dog is understood through the act of its running away, it comes back without appreciating its freedom enough.

The title, "The Blind Dog," carries a profound double meaning. While it refers to the beggar's physical blindness, it also symbolises his inability to recognise the dog's suffering and the moral blindness in exploiting such a faithful companion. The story ultimately reveals the darker aspects of human nature and elevates the dog as a symbol of true love and loyalty, making it a powerful critique of how humans often fail to reciprocate the pure devotion of animals.



## Glossary

- **Auspicious** /ɔ:ˈspiʃəs/ (adjective): Conducive to success; favourable  
Usage: They chose an auspicious date for the wedding.
- **Choultry** /ˈtʃaultri/ (noun): A rest house or inn in India  
Usage: The travellers stayed at a choultry for the night.
- **Circumscribe** /ˈsɜ:rkəmskraɪb/ (adjective): Restricted or limited  
Usage: His activities were circumscribed by strict rules.
- **Elaborate** /ɪˈləbəreɪt/ (adjective): detailed and complicated  
Usage: He gave an elaborate description of his trip.
- **Fret** /fret/ (verb): To worry or be anxious  
Usage: Don't fret over the small details.
- **Goad** /gəʊd/ (verb): To provoke or annoy someone  
Usage: He was goaded into making a decision.
- **Jostle** /ˈdʒɔ:sl/ (verb): To push or shove roughly  
Usage: The crowd began to jostle for a better view.
- **Leer** /lɪr/ (verb): To look with a sidelong glance with malicious intent  
Usage: He leered at her from across the room.
- **Mongrel** /ˈmʌŋgrəl/ (noun): A dog of no definable type or breed  
Usage: The mongrel wagged its tail happily.
- **Mutilate** /ˈmju:tlɪt/ (verb): To severely damage or disfigure  
Usage: The ancient statue was mutilated beyond recognition.
- **Pugnacity** /pʌɡˈnæsɪti/ (noun): A readiness to fight or argue  
Usage: His pugnacity often got him into trouble.
- **Ramble** /ˈræmbl/ (adjective): Lengthy and confused  
Usage: His speech was long and rambling.
- **Rend** /rend/ (verb): To tear something into pieces  
Usage: The tragic news seemed to rend their hearts.
- **Scourge** /skɜ:rdʒ/ (noun): A cause of great suffering  
Usage: The plague was a scourge that devastated Europe.
- **Skirmish** /ˈskɜ:rmɪʃ/ (noun): A minor fight or clash  
Usage: The soldiers had a brief skirmish at dawn.
- **Slack** /slæk/ (adjective): loose, not tight  
Usage: The rope was slack and needed to be tightened.
- **Sparse** /spɑ:rs/ (adjective): Thinly dispersed or scattered  
Usage: The vegetation was sparse in the desert.
- **Staff** /stæf/ (noun): a walking stick.  
Usage: The old man used his staff to help him walk.
- **Treble** /ˈtrebəl/ (verb): to multiply by three  
Usage: She trebled her income in just two years.
- **Urchin** /ˈɜ:rtʃɪn/ (noun): A mischievous, poorly dressed young child  
Usage: The little urchin darted through the streets.

### Essay Questions

Answer the following questions in about 300 words

1. How does the relationship between the blind beggar and the dog evolve throughout the story, and what does this transformation reveal about themes of loyalty, exploitation, and freedom?
2. In which way is the dog's situation an example of an abusive relationship? How does the title "The Blind Dog" symbolize the emotional blindness in their relationship?

### Creative Writing

Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!

#### 1. A Day in Their Shoes

**Idea:** Imagine you are a sanitary worker at your college. Write a journal entry describing your day—your work, thoughts, and feelings. Reflect on the challenges you face and what keeps you motivated.

- Hints**
- **Morning:** Start early, clean classrooms, empty trash bins, pick up leftover snacks and papers.
  - **School Activity:** Teachers spill coffee, students litter, run on freshly mopped floors.
  - **Evening:** Tidy up the lunch area, pick up forgotten belongings, sanitize and mop the whole college.
  - **Challenges:** Repetitive tasks, feeling unacknowledged, exhaustion by the end of the day.
  - **Joy:** A simple "thank you," or seeing the college spotless brings quite satisfaction.

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#### 2. The Lost Animal

**Idea:** Imagine an animal that got separated from its home. Write a story about its journey to find its way back. Describe its emotions, the challenges it faces, and how it eventually gets home—or perhaps find a new place to call home.

- Hints**
- **First** – Getting lost – fear, confusion, and loneliness – what the animal feels after realizing it's lost.



- **But** – Finding strength – the animal uses its instincts, learns to survive, and meets new creatures along the way.
- **Then** – Facing obstacles – hunger, wild animals, harsh weather, or dangerous forests – how the animal overcomes these challenges.
- **Later** – Meeting helpful friends – other animals who either guide or help the lost animal.

### Write your own story

Can you write a story of your own with the help of the title and the key-words given in the box below? Discuss among yourselves and your teacher, and write a story of your own, and compare it with R. K. Narayan's.

#### Your 'Blind Dog'

Market, Beggar, Dog, Loyalty, Master, Freedom, Companion, Stick, Abuse, Obedience, Sympathy

### My Story

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*Ammu bids farewell to R. K. Narayan. Back in the Time Machine, Ammu finds a Time Travel Manual and goes through it.*

**Ammu:** This button and this gear might take me back to the forest.

*She presses the buttons and pulls the levers.*

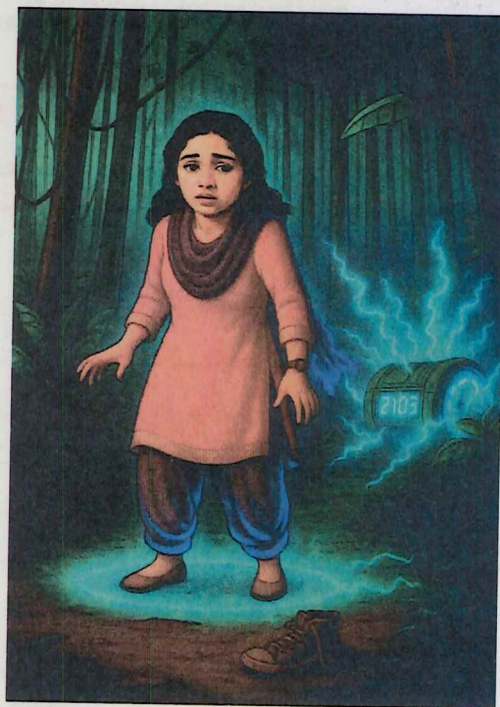
**Ammu:** (Speaks to herself) I should do this for Abhi! I should save him.

The time machine starts and stops after a moment. Ammu opens the door and steps out.

**Ammu:** Wow! Heavens! I did it! The forest! (She looks around and finds no one.) Abhi! I'm back! Where are you? Abhi!

While searching the forest, she identifies the spot where Abhi tripped. There is blood. Beside the blood stains, she finds a familiar object lying in the grass. It's Abhi's torn shoe.

**Ammu:** (Screams, crying) Abhi!





UNIT 2

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# Metamorphosis

# Metamorphosis

## UNIT 2 Metamorphosis



Ammu looks around the spot, worried. She runs in all directions until she gets too tired. When she stops, she sees a man coming out of the darkness of the forest. The man is old and tall.

1

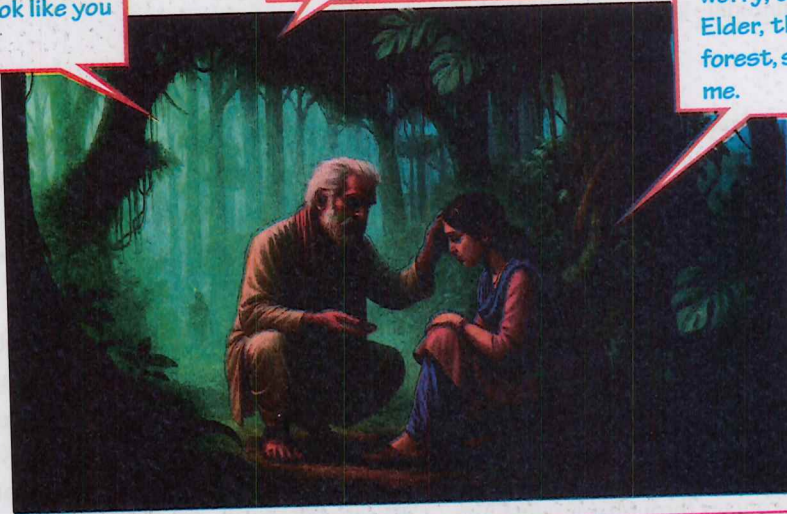
**The man:** You look like you are lost, child.

2

**Ammu:** My... My friend... Abhi...

3

**The man:** Oh, the boy? Don't worry, child. He is safe. Our Elder, the protector of the forest, saved him. Come with me.



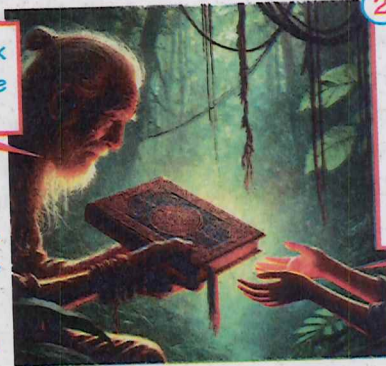
The man takes Ammu to his forest village. Inside a straw hut, Abhi is sleeping on a cot made of jute. He is a little hurt from the escape. The villagers applied some herbal medicine to his wounds. Ammu and Abhi feel extremely happy to see each other. Ammu helps Abhi to recover. Before leaving, they go to thank the protector of the forest.

1

**Ammu and Abhi:** We thank you for helping us. It's time for us to go home.

2

**The Elder:** We are all the children of Mother Earth. It is our duty to help one another. We will give you food and water for your journey. Take this book too, as a gift. May the Elements of the Earth be with you.



Ammu opens the book. The first page says: "If we protect Nature, Nature protects us."

**Abhi:** What's that you are reading from the book, Ammu?

**Ammu:** Chief Seattle's Letter.

**Abhi:** Come on, let's read it.

Motivation is like fire - unless you keep adding fuel to it, it dies - Shiv Khera



## Chief Seattle's Letter

Chief Seattle

(This letter emerged in the mid-1850s during a period of rapid U.S. expansion. At the time, the U.S. government, under President Franklin Pierce, was pressuring Native American tribes in the Pacific Northwest to relinquish their lands to accommodate settlers moving westward.)

### The Lesson

"The President in Washington sends word that he wishes to buy our land. But how can you buy or sell the sky? The land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them?

Every part of the earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every meadow, every humming insect. All are holy in the memory and experience of my people. We know the sap which courses through the trees as we know the blood that courses through our veins. We are part of the earth and it is part of us. The perfumed flowers are our sisters. The bear, the deer, the great eagle, these are our brothers. The rocky crests, the dew in the meadow, the body heat of the pony, and man all belong to the same family.

The shining water that moves in the streams and rivers is not just water, but the blood of our ancestors. If we sell you our land, you must remember that it is sacred. Each glossy reflection in the clear waters of the lakes tells of events and memories in the life of my people.

The water's murmur is the voice of my father's father. The rivers are our brothers. They quench our thirst. They carry our canoes and feed our children. So, you must give the rivers the kindness that you would give any brother.

If we sell you our land, remember that the air is precious to us, that the air shares its spirit with all the life that it supports. The wind also gives our children the spirit of life. So, if we sell our land, you must keep it apart and sacred, as a place where man can go to taste the wind that is sweetened by the meadow flowers.

Will you teach your children what we have taught our children? That the earth is our mother? What befalls the earth befalls all the sons of the earth. This we know: the earth does not belong to man, man belongs to the earth. All things are connected like the blood that unites us all. Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself. One thing we know: our God is also your God. The earth is precious to him and to harm the earth is to heap contempt on its creator.

#### Pause and Ponder

**Ammu:** Our generation and our leaders have a lot to learn from Chief Seattle.

**Abhi:** Yes! Look how he treats nature as Mother! In the race towards technology, we are going far from nature!

#### Pause and Ponder

**Ammu:** Abhi, look how much he loves all the creatures of nature! He genuinely wants all the trees, animals, and rivers be safe and healthy.

**Abhi:** And he calls all of us as brothers. He cares for all humans too.



Your destiny is a mystery to us. What will happen when the buffalo are all slaughtered? The wild horses tamed? What will happen when the secret corners of the forest are heavy with the scent of many men and the view of the ripe hills is blotted with talking wires? Where will the thicket be? Gone! Where will the eagle be? Gone! And what is to say goodbye to the swift pony and then hunt? The end of living and the beginning of survival.

When the last red man has vanished with this wilderness, and his memory is only the shadow of a cloud moving across the prairie, will these shores and forests still be here? Will there be any of the spirit of my people left?

We love this earth as a newborn loves its mother's heartbeat. So, if we sell you our land, love it as we have loved it. Care for it, as we have cared for it. Hold in your mind the memory of the land as it is when you receive it. Preserve the land for all children, and love it, as God loves us.

As we are part of the land, you too are part of the land. This earth is precious to us. It is also precious to you. One thing we know - there is only one God. No man, be he Red man or White man, can be apart. We ARE all brothers after all."

## Theme Shopping for Students

Below are the key themes and objectives to learn from "Chief Seattle's Letter". As you understand each one, mark it off.

- Have you learnt how Indigenous tribes live sustainably and respect nature through traditional practices?
- Who is Chief Seattle? Do you understand his view of nature?
- Have you explored the contributions of Indian environmentalists?
- Can you explain why biodiversity is essential for a balanced ecosystem?
- Have you ever thought of practical solutions to reduce waste and protect the environment?

### About the Author

**Chief Seattle** Chief Seattle (also known as Seathl), was a respected leader of the Suquamish and Duwamish tribes who lived on the islands of the Puget Sound in what is now Washington State. As a young warrior, Chief Seattle was known for his courage and daring leadership. The present seaport city of Seattle is named after this native leader.





## The Summary

Chief Seattle's speech, often mistakenly referred to as "Chief Seattle's Letter," is a deeply emotional and thoughtful response to the U.S. government's request to buy the land of his tribe. Though no official written record of his words exists, the speech was later transcribed and adapted by various authors. In it, he speaks about the spiritual connection his people have with the land and expresses his sorrow over losing not just their home but also their way of life.

Chief Seattle explains that, for his people, the Earth is not something to own or use carelessly. Every part of nature—rivers, trees, animals, and mountains—is considered sacred and alive. He compares these elements of nature to family members, and emphasises that harming them is like harming oneself. He points out that the white settlers see land as a resource to buy and sell, but for Native Americans, it is a gift that sustains all life and deserves respect.

A key message in the letter is about interconnectedness. Chief Seattle warns that everything in nature is connected, like a web. If one part is damaged, the entire web suffers. He believes that the white settlers' lack of respect for nature will lead to environmental destruction, which will hurt everyone, including the settlers themselves.

Despite his sadness, Chief Seattle acknowledges that change is inevitable. He mourns the loss but hopes the settlers will treat the land with respect and remember its sacredness. His words carry a universal message: humans must live in harmony with nature, or they will face the consequences of their actions.

The letter is more than a historical document; it is a timeless reminder of the importance of protecting the environment and honouring the natural world. It teaches us to be mindful of our actions and to care for the Earth, not just for ourselves but for future generations.

## Glossary

- **Ancestors /ˈænsɛstə(r)z/ (noun):** People in one's family who lived a long time ago  
Usage: His ancestors had come to Andhra Pradesh from Telangana.
- **Blot /blɒt/ (noun):** A stain  
Usage: He tried to remove the blot from his shirt.
- **Befall /brˈfɔːl/ (verb):** To happen to, especially something bad  
Usage: We prayed that no harm would befall the travellers.
- **Contempt /kənˈtɛmpt/ (noun):** The feeling that a person or a thing is worthless  
Usage: She spoke with contempt in her voice.
- **Crest /krest/ (noun):** The top of a hill/mountain  
Usage: He stood on the crest of the hill, surveying the land.



- **Meadow** /ˈmedəʊ/ (noun): A field of grass, often for hay  
Usage: The cows grazed peacefully in the meadow.
- **Murmur** /ˈmɜːmə(r)/ (noun): A low, continuous sound  
Usage: She could hear the murmur of the river as she fell asleep.
- **Prairie** /ˈpreəri/ (noun): A large open area of grassland.  
Usage: The prairie stretched as far as the eye could see.
- **Precious** /ˈpreʃəs/ (adjective): Of great value; not to be wasted or treated carelessly  
Usage: Her grandmother's ring was her most precious possession.
- **Quench** /kwentʃ/ (verb): To satisfy thirst  
Usage: A glass of water will quench your thirst.
- **Slaughter** /ˈslɔːtər/ (noun): The killing of animals for food or a large-scale killing  
Usage: The slaughter of innocent civilians shocked the world.
- **Thicket** /ˈθɪkt/ (noun): A dense group of bushes or trees  
Usage: They lost their way in the thicket.
- **Vanish** /ˈvæniʃ/ (verb): To disappear suddenly  
Usage: The magician made the rabbit vanish.
- **Wilderness** /ˈwɪldərnɪs/ (noun): An uncultivated, uninhabited region  
Usage: The wilderness was teeming with wildlife.

### Contextual Questions

Annotate the following lines in the given pattern

- a. Identify the lesson and name the writer of the given lines.
- b. Discuss the context of the lines and appreciate them critically in about 75 words.
  1. If we do not own the freshness of the air and the sparkle of the water, how can you buy them?
  2. The earth does not belong to man, man belongs to the earth.
  3. The earth is precious to him and to harm the earth is to heap contempt on its Creator.
  4. One thing we know - there is only one God. No man, be he Red man or White man, can be apart. We are all brothers after all.

### Questions

Answer the following questions in about 150 words each

1. How does Chief Seattle describe the relationship between Native Americans and Nature?
2. Chief Seattle mentions that "all things are connected." How does this concept apply to environmental issues today?
3. How are Chief Seattle's words relevant to current discussions about climate change and environmental responsibility?

### Creative Writing

Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!

#### Letter to the Future

**Idea:** Write a letter to future generations describing the current state of the environment. Think about issues like pollution, climate change, and the loss of natural habitat. What kind of changes do you hope for by the time they are alive? What steps should they take to protect the planet? How can they help reduce waste, save water, and protect animals?

- Hints**
- **First** – Describe the current environmental problems: pollution, deforestation, melting ice, etc.
  - **But** – Express hope for change and the power of future actions.
  - **Then** – Share your hopes for a cleaner, healthier world.
  - **Later** – Give advice on reducing waste, conserving water, and supporting sustainable practices.
  - **Finally** – Encourage future generations to stay strong and keep protecting for the Earth.

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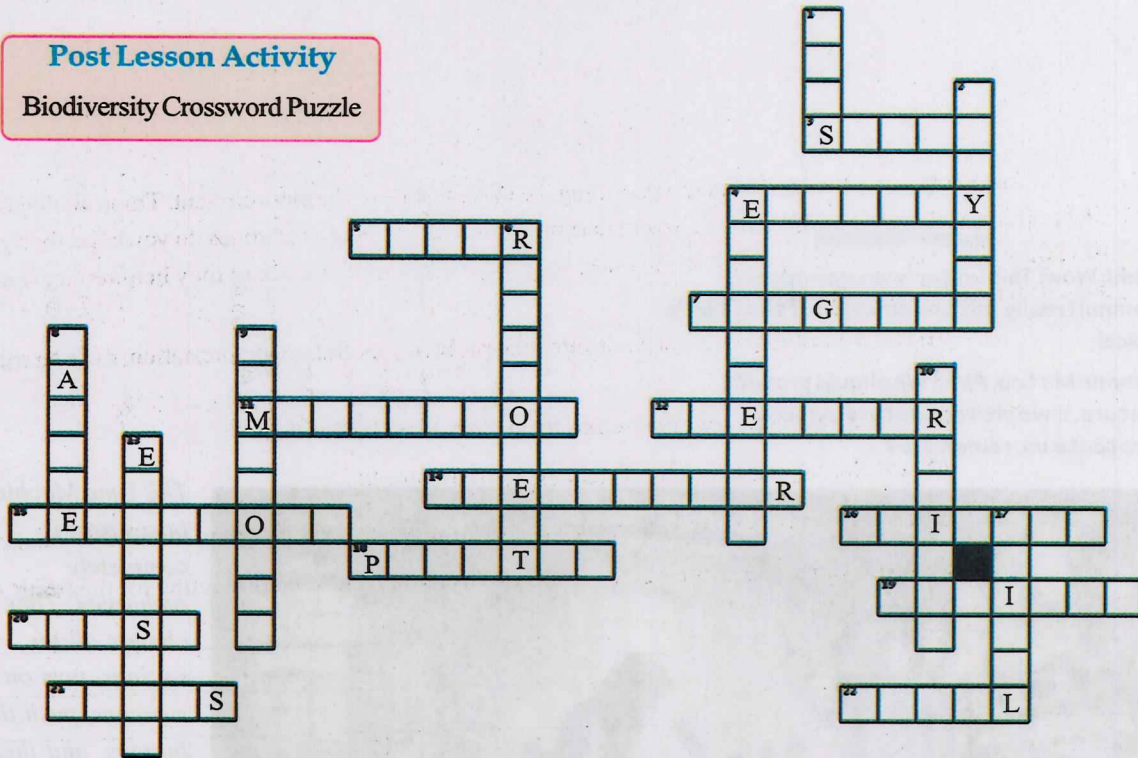
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**Post Lesson Activity****Biodiversity Crossword Puzzle**

Follow the following clues and complete the puzzle

**ACROSS**

3. What do trees provide to keep areas cool
4. Study of ecosystems and their relationships
5. A large flowing body of water
7. Coastal trees that protect against erosion and storms
11. Seasonal movement of animals for survival
12. An animal that hunts others for food
14. Type of ecosystem found in rivers and lakes
15. To break down naturally into organic matter
16. Overall weather patterns in a region
18. Material we should reduce to save the planet
19. The natural home or environment of an animal or plant
20. Common plant in fields, eaten by herbivores
21. Lungs of the Earth, providing oxygen and homes for animals
22. A marine organism that forms reefs

**DOWN**

1. Important pollinators for plants and crops
2. A way to reuse materials and reduce waste
4. Threatened by extinction
6. Dense forest receiving high rainfall
8. Everything around us, from air to water, animals to plants
9. Mutual relationship between two species
10. An environment near the equator with lush biodiversity
13. A community of interacting organisms and their environment
17. A living creature in an ecosystem



Abhi: Wow! This letter is an eye-opener,  
Ammu! I really felt the emotion of the Chief's  
voice!

Ammu: Me too, Abhi! We should protect  
nature. If we protect nature, nature  
protects us, remember?



*The Time Machine  
beeps as it is  
completely  
recharged. They  
change all the  
settings, turn on the  
switches, push the  
buttons, and then,  
pull the lever. The  
time machine zooms  
through time. When  
the Time Machine  
stops, Ammu and  
Abhi look out of the  
window.*

Ammu: Is this a room? It's very dark.

Abhi: (*Whispers*) Hey Ammu! Check the calendar  
on the wall. 1875!

Ammu: God! What's all this!

Abhi: Look! A man is sitting in a chair downstairs,  
and is writing something. Let's see what it is.



# Invictus

William Ernest Henley

## Poem

Out of the night that covers me,  
    Black as the pit from pole to pole,  
I thank whatever gods may be  
    For my unconquerable soul.  
In the fell clutch of circumstance  
    I have not winced nor cried aloud.  
Under the bludgeonings of chance  
    My head is bloody, but unbowed.  
Beyond this place of wrath and tears  
    Looms but the Horror of the shade,  
And yet the menace of the years  
    Finds and shall find me unafraid.  
It matters not how strait the gate,  
    How charged with punishments the scroll,  
I am the master of my fate,  
    I am the captain of my soul.

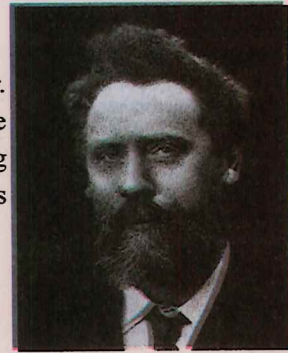
## Theme Shopping for Students

Below are the key themes and objectives to learn from William Ernest Henley's "Invictus". As you understand each one, mark it off.

- ☐ Have you known who William Ernest Henley was, and what significant life experiences, like his health struggles, influenced his perspective?
- ☐ Have you understood how Henley's personal challenges shaped the themes and tone of "Invictus"?
- ☐ Can you explain the main themes of resilience, self-mastery, and inner strength in the poem?
- ☐ Have you understood the significance of phrases like "bloody, but unbowed" and "captain of my soul"?
- ☐ Can you summarize Henley's overall message about courage and personal responsibility in your own words?

## About the Poet

**William Ernest Henley** (1849–1903) was an English poet, critic, and editor. He is best known for his poem “Invictus,” which he wrote while recovering from the amputation of his leg due to tuberculosis. Henley’s resilience in the face of suffering and his belief in individual strength and self-determination are central themes in his work.



## Summary

“Invictus” by William Ernest Henley is a powerful poem about strength, courage, and determination in the face of difficulties. The title “Invictus” means “unconquered” in Latin, which reflects the main idea of the poem — that no matter how hard life gets, the speaker refuses to be defeated.

In the first stanza, the speaker talks about being surrounded by darkness and pain. Even though life is difficult and full of suffering, the speaker remains strong and does not lose hope. The “night” mentioned in the poem symbolizes the difficult and painful times in life, but the speaker says that he is not afraid because of his inner strength.

In the second stanza, the speaker explains that he has faced many challenges and hardships. Life has hurt him, but he has not bowed down to these difficulties. The phrase “bloody, but unbowed” means that even though circumstances have hurt him, he refuses to give up or lose his spirit.

In the third stanza, the speaker says that even though the future is uncertain and scary, he will face it bravely. The “Horror of the shade” represents the fear of death and the unknown, but the speaker says he will not let this fear control him.

In the final stanza, the speaker proudly declares that he is the “master of his fate” and the “captain of his soul.” This means that he is in control of his own life and decisions. No matter how hard life gets, he will stay strong and determined, without letting fate or bad luck define him.

The message of “Invictus” is about inner strength and courage. It teaches that even when life is difficult and painful, we have the power to choose how we respond and overcome those hurdles. The speaker reminds us that we can face any challenge with determination and remain unconquered.



## Glossary

- **Bludgeonings** /ˈblʌdʒənɪŋz/ (noun): Hard hits or blows; represents life's challenges  
Usage: The bludgeonings of life can be tough to handle.
- **Captain of my soul** /ˈkæptɪn əv maɪ soul/ (Phrase): Being in control of one's own life and choices  
Usage: She believes she is the captain of her soul, steering her own path.
- **Charge with** /tʃɑːʒ wɪð/ (phrasal verb): Given responsibility or duty  
Usage: She was charged with leading the project.
- **Circumstance** /ˈsɜː.kəm.stæns/ (noun): The situation or conditions  
Usage: She overcame her difficult circumstances to succeed.
- **Horror** /ˈhɔːrər/ (noun): A strong feeling of fear or shock  
Usage: The horror of the situation left them speechless.
- **Invictus** /ɪnˈvɪktəs/ (adjective): Unconquered; unable to be beaten  
Usage: He felt invictus after overcoming his fears.
- **Loom** /luːm/ (verb): Appears or comes into view, often in a large way  
Usage: The mountain looms in the distance, impressive and majestic.
- **Menace** /ˈmenɪs/ (noun): A threat or danger  
Usage: The dark clouds were a menace to the picnic plans.
- **Pit** /pɪt/ (noun): A deep hole; symbolizes suffering  
Usage: She felt as if she were in a pit of despair.
- **Scroll** /skrəʊl/ (noun): A long piece of paper with writing; symbolizes fate  
Usage: The ancient scroll contained secrets of the past.
- **Strait** /streɪt/ (noun): A difficult situation; narrow or limited options  
Usage: He found himself in a strait when he lost his job.
- **Unbowed** /ʌnˈbaʊd/ (adjective): Not defeated; standing tall  
Usage: She remained unbowed despite the difficulties.
- **Unconquerable** /ʌnˈkɒŋkərəbəl/ (adjective): Impossible to defeat or overcome  
Usage: Her unconquerable spirit inspired everyone around her.
- **Wince** /wɪns/ (verb): To make a slight movement of pain or discomfort; to flinch  
Usage: He winced when he accidentally stubbed his toe.
- **Wrath** /ræθ/ (noun): Intense anger; strong feelings of being upset  
Usage: The wrath of the storm frightened everyone.

### Contextual Questions

Annotate the following lines in the given pattern

- a. Identify the lesson and name the poet of the given lines.
- b. Discuss the context of the lines and appreciate them critically in about 75 words.
  1. Out of the night that covers me,  
Black as the pit from pole to pole.
  2. In the fell clutch of circumstance  
I have not winced nor cried aloud.

3. I am the master of my fate,  
I am the captain of my soul.
4. I thank whatever gods may be  
For my unconquerable soul.

### Questions

Answer the following questions in about 150 words each

1. How does the speaker's journey from darkness and struggle to self-mastery reflect the theme of resilience in the face of adversity?
2. In what ways does "Invictus" illustrate the importance of personal responsibility and inner strength in shaping one's destiny?

### Creative Writing

Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!

#### Invincible Hope

**Idea:** Imagine that someone you care about has failed in their exams, and is feeling sad and hopeless. Encourage and inspire them to stay strong and to have hope

- Hints**
- Start with: "Dear friend, I know things are hard, but you are strong."
  - Say: "Remember when you \_\_\_\_\_?"
  - Give advice: "Take one step at a time, and I'm here for you."
  - End with: "I believe in you!"

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1  
Ammu: What is this fog? The pollution? It's suffocating! It feels worse than our times!

2  
Abhi: In 1875, London is notorious for its pollution. It is! (Silence) Ammu, come, let's go home now.

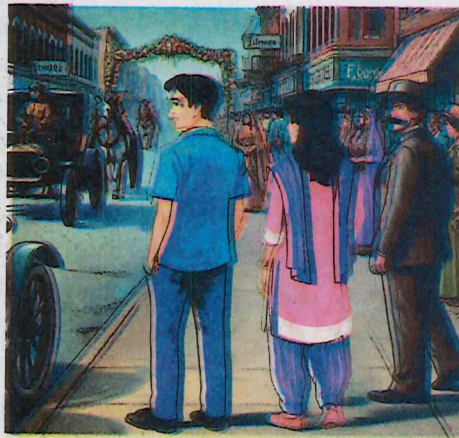
3  
Ammu: Yes, let us go now! I miss home!



*Abhi turns on the time machine. The machine makes noise for a long time and stops.*

1  
Ammu: Where are we now? God! Not definitely home. How many more stories does this machine want us to learn!

2  
Abhi: This does not seem like the 21<sup>st</sup> century, Ammu. There's the American flag. Maybe we are in America, and in the past! Hey look, a wedding procession!



5  
O. Henry: It's the wedding of none other than Jimmy Valentine! Don't tell me you've never heard of the legendary tale of Jimmy Valentine. If you haven't, you're in for a treat! Allow me the pleasure

4  
Abhi: I'm Abhi, and this is Ammu. We're from India. Our vehicle's battery died, so we stopped here. It is being repaired. And... Whose wedding is this?

3  
Henry: (Coming from behind) Well, hello there, young man and young lady. I'm O. Henry. You don't look like you're from Elmore. Did you happen to come for the wedding, perhaps?



## A Retrieved Reformation

O. Henry

### The Story

A GUARD CAME to the prison shoe-shop, where Jimmy Valentine was assiduously stitching uppers, and escorted him to the front office. There the warden handed Jimmy his pardon, which had been signed that morning by the governor. Jimmy took it in a tired kind of way. He had served nearly ten months of a four-year sentence. He had expected to stay only about three months, at the longest. When a man with as many friends on the outside as Jimmy Valentine had is received in the "stir" it is hardly worthwhile to cut his hair.

"Now, Valentine," said the warden, "you'll go out in the morning. Brace up, and make a man of yourself. You're not a bad fellow at heart. Stop cracking safes, and live straight."

"Me?" said Jimmy, in surprise. "Why, I never cracked a safe in my life."

"Oh, no," laughed the warden. "Of course not. Let's see, now. How was it you happened to get sent up on that Springfield job? Was it because you wouldn't prove an alibi for fear of compromising somebody in extremely high-toned society? Or was it simply a case of a mean old jury that had it in for you? It's always one or the other with you innocent victims."

"Me?" said Jimmy, still blankly virtuous. "Why, warden, I never was in Springfield in my life!"

"Take him back, Cronin!" said the warden, "and fix him up with outgoing clothes. Unlock him at seven in the morning, and let him come to the bull-pen. Better think over my advice, Valentine."

At a quarter past seven on the next morning Jimmy stood in the warden's outer office. He had on a suit of the villainously fitting, ready-made clothes and a pair of the stiff, squeaky shoes that the state furnishes to its discharged compulsory guests.

The clerk handed him a railroad ticket and the five-dollar bill with which the law expected him to rehabilitate himself into good citizenship and prosperity. The warden gave him a cigar, and shook hands. Valentine, 9762, was chronicled on the books "Pardoned by Governor," and Mr. James Valentine walked out into the sunshine.

Disregarding the song of the birds, the waving green trees, and the smell of the flowers, Jimmy headed straight for a restaurant. There he tasted the first sweet joys of liberty in the shape of a broiled chicken and a bottle of white wine—followed by a cigar a grade better than the one the warden had given him. From there he proceeded leisurely to the depot. He tossed a quarter into the hat of a blind man sitting by the door, and boarded his train. Three hours set him down in a little town near the state line. He went to the cafe of one Mike Dolan and shook hands with Mike, who was alone behind the bar.

"Sorry we couldn't make it sooner, Jimmy, me boy," said Mike. "But we had that protest from Springfield to buck against, and the governor nearly balked. Feeling all right?"

"Fine," said Jimmy. "Got my key?"



He got his key and went upstairs, unlocking the door of a room at the rear. Everything was just as he had left it. There on the floor was still Ben Price's collar-button that had been torn from that eminent detective's shirt-band when they had overpowered Jimmy to arrest him.

Pulling out from the wall a folding-bed, Jimmy slid back a panel in the wall and dragged out a dust-covered suit-case. He opened this and gazed fondly at the finest set of burglar's tools in the East. It was a complete set, made of specially tempered steel, the latest designs in drills, punches, braces and bits, jimmies, clamps, and augers, with two or three novelties, invented by Jimmy himself, in which he took pride. Over nine hundred dollars they had cost him to have made at—, a place where they make such things for the profession.

In half an hour Jimmy went downstairs and through the cafe. He was now dressed in tasteful and well-fitting clothes, and carried his dusted and cleaned suit-case in his hand.

"Got anything on?" asked Mike Dolan, genially.

"Me?" said Jimmy, in a puzzled tone. "I don't understand. I'm representing the New York Amalgamated Short Snap Biscuit Cracker and Frazzled Wheat Company."

This statement delighted Mike to such an extent that Jimmy had to take a seltzer-and-milk on the spot. He never touched "hard" drinks.

A week after the release of Valentine, 9762, there was a neat job of safe-burglary done in Richmond, Indiana, with no clue to the author. A scant eight hundred dollars was all that was secured. Two weeks after that a patented, improved, burglar-proof safe in Logansport was opened like a cheese to the tune of fifteen hundred dollars, currency; securities and silver untouched. That began to interest the rogue-catchers. Then an old-

fashioned bank-safe in Jefferson City became active and threw out of its crater an eruption of bank-notes amounting to five thousand dollars. The losses were now high enough to bring the matter up into Ben Price's class of work. By comparing notes, a remarkable similarity in the methods of the burglaries was noticed. Ben Price investigated the scenes of the robberies, and was heard to remark:

"That's Dandy Jim Valentine's autograph. He's resumed business. Look at that combination knob—jerked out as easy as pulling up a radish in wet weather. He's got the only clamps that can do it. And look how clean those tumblers were punched out! Jimmy never has to drill but one hole. Yes, I guess I want Mr. Valentine. He'll do his bit next time without any short-time or clemency foolishness."

Ben Price knew Jimmy's habits. He had learned them while working on the Springfield case. Long jumps, quick get-aways, no confederates, and a taste for good society—these ways had helped Mr. Valentine to become noted as a successful dodger of retribution. It was given out that Ben Price had taken up the trail of the elusive cracksman, and other people with burglar-proof safes felt more at ease.

One afternoon Jimmy Valentine and his suit-case climbed out of the mail-hack in Elmore, a little town five miles off the railroad down in the black-jack country of Arkansas. Jimmy, looking like an athletic young senior just home from college, went down the board side-walk toward the hotel.

A young lady crossed the street, passed him at the corner and entered a door over which was the sign "The Elmore Bank." Jimmy Valentine looked into her eyes, forgot what he was, and became another man. She lowered her eyes and colored slightly. Young men of Jimmy's style and looks were scarce in Elmore.



Jimmy collared a boy that was loafing on the steps of the bank as if he were one of the stockholders, and began to ask him questions about the town, feeding him dimes at intervals. By and by the young lady came out, looking royally unconscious of the young man with the suit-case, and went her way.

"Isn't that young lady Miss Polly Simpson?" asked Jimmy, with specious guile.

"Naw," said the boy. "She's Annabel Adams. Her pa owns this bank. What'd you come to Elmore for? Is that a gold watch-chain? I'm going to get a bulldog. Got any more dimes?"

Jimmy went to the Planters' Hotel, registered as Ralph D. Spencer, and engaged a room. He leaned on the desk and declared his platform to the clerk. He said he had come to Elmore to look for a location to go into business. How was the shoe business, now, in the town? He had thought of the shoe business. Was there an opening?

The clerk was impressed by the clothes and manner of Jimmy. He, himself, was something of a pattern of fashion to the thinly gilded youth of Elmore, but he now perceived his shortcomings. While trying to figure out Jimmy's manner of tying his four-in-hand he cordially gave information.

Yes, there ought to be a good opening in the shoe line. There wasn't an exclusive shoe-store in the place. The dry-goods and general stores handled them. Business in all lines was fairly good. Hoped Mr. Spencer would decide to locate in Elmore. He would find it a pleasant town to live in, and the people very sociable.

Mr. Spencer thought he would stop over in the town a few days and look over the situation. No, the clerk needn't call the boy. He would carry up his suit-case, himself; it was rather heavy.

Mr. Ralph Spencer, the phoenix that arose from Jimmy Valentine's ashes—ashes left by the flame of a sudden and alterative attack of love—remained in Elmore, and prospered. He opened a shoe-store and secured a good run of trade.

Socially he was also a success, and made many friends. And he accomplished the wish of his heart. He met Miss Annabel Adams, and became more and more captivated by her charms.

At the end of a year the situation of Mr. Ralph Spencer was this: he had won the respect of the community, his shoe-store was flourishing, and he and Annabel were engaged to be married in two weeks. Mr. Adams, the typical, plodding, country banker, approved of Spencer. Annabel's pride in him almost equalled her affection. He was as much at home in the family of Mr. Adams and that of Annabel's married sister as if he were already a member.

One day Jimmy sat down in his room and wrote this letter, which he mailed to the safe address of one of his old friends in St. Louis:

*Dear Old Pal:*

*I want you to be at Sullivan's place, in Little Rock, next Wednesday night, at nine o'clock. I want you to wind up some little matters for me. And, also, I want to make you a present of my kit of tools. I know you'll be glad to get them—you couldn't duplicate the lot for a thousand dollars. Say, Billy, I've quit the old business—a year ago. I've got a nice store. I'm making an honest living, and I'm going to marry the finest girl on earth two weeks from now. It's the only life, Billy—the straight one. I wouldn't touch a dollar of another man's money now for a million. After I get married I'm going to sell out and go West, where there won't be so much danger of having old scores brought up against me. I tell you, Billy, she's*



*an angel. She believes in me; and I wouldn't do another crooked thing for the whole world. Be sure to be at Sully's, for I must see you. I'll bring along the tools with me.*

*Your old friend,  
Jimmy.*

### Pause and Ponder

**Ammu:** Did you read that letter, Abhi? Jimmy really changed!

On the Monday night after Jimmy wrote this letter, Ben Price jogged unobtrusively into Elmore in a livery buggy. He lounged about town in his quiet way until he found out what he wanted to know. From the drug-store across the street from Spencer's shoe-store he got a good look at Ralph D. Spencer.

"Going to marry the banker's daughter are you, Jimmy?" said Ben to himself, softly. "Well, I don't know!"

The next morning Jimmy took breakfast at the Adamses. He was going to Little Rock that day to order his wedding-suit and buy something nice for Annabel. That would be the first time he had left town since he came to Elmore. It had been more than a year now since those last professional "jobs," and he thought he could safely venture out.

After breakfast quite a family party went downtown together—Mr. Adams, Annabel, Jimmy, and Annabel's married sister with her two little girls, aged five and nine. They came by the hotel where Jimmy still boarded, and he ran up to his room and brought along his suit-case. Then they went on to the bank. There stood Jimmy's horse and buggy and Dolph Gibson, who was going to drive him over to the railroad station.

All went inside the high, carved oak railings into the banking-room—Jimmy included, for Mr. Adams's

future son-in-law was welcome anywhere. The clerks were pleased to be greeted by the good-looking, agreeable young man who was going to marry Miss Annabel. Jimmy set his suit-case down. Annabel, whose heart was bubbling with happiness and lively youth, put on Jimmy's hat, and picked up the suit-case. "Wouldn't I make a nice drummer?" said Annabel. "My! Ralph, how heavy it is. Feels like it was full of gold bricks."

"Lot of nickel-plated shoe-horns in there," said Jimmy, coolly, "that I'm going to return. Thought I'd save express charges by taking them up. I'm getting awfully economical."

The Elmore Bank had just put in a new safe and vault. Mr. Adams was very proud of it, and insisted on an inspection by everyone. The vault was a small one, but it had a new, patented door. It fastened with three solid steel bolts thrown simultaneously with a single handle, and had a time-lock. Mr. Adams beamingly explained its workings to Mr. Spencer, who showed a courteous but not too intelligent interest. The two children, May and Agatha, were delighted by the shining metal and funny clock and knobs.

While they were thus engaged Ben Price sauntered in and leaned on his elbow, looking casually inside between the railings. He told the teller that he didn't want anything; he was just waiting for a man he knew.

Suddenly there was a scream or two from the women, and a commotion. Unperceived by the elders, May, the nine-year-old girl, in a spirit of play, had shut Agatha in the vault. She had then shot the bolts and turned the knob of the combination as she had seen Mr. Adams do.

The old banker sprang to the handle and tugged at it for a moment. "The door can't be opened," he groaned. "The clock hasn't been wound nor the combination set."



Agatha's mother screamed again, hysterically.

"Hush!" said Mr. Adams, raising his trembling hand. "All be quite for a moment. Agatha!" he called as loudly as he could. "Listen to me." During the following silence they could just hear the faint sound of the child wildly shrieking in the dark vault in a panic of terror.

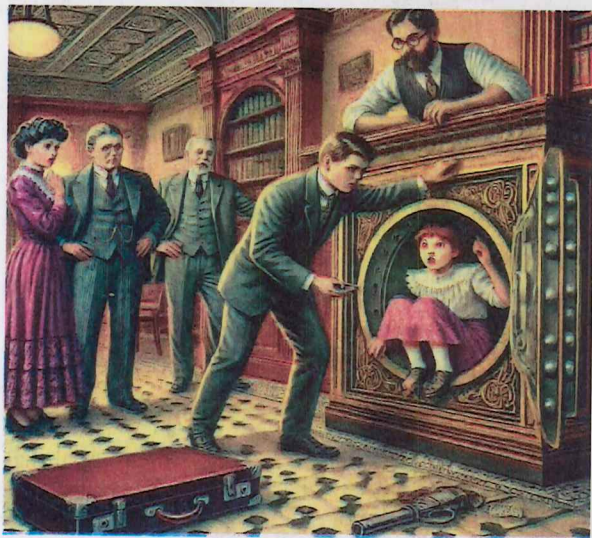
"My precious darling!" wailed the mother. "She will die of fright! Open the door! Oh, break it open! Can't you men do something?"

"There isn't a man nearer than Little Rock who can open that door," said Mr. Adams, in a shaky voice. "My God! Spencer, what shall we do? That child—she can't stand it long in there. There isn't enough air, and, besides, she'll go into convulsions from fright."

Agatha's mother, frantic now, beat the door of the vault with her hands. Somebody wildly suggested dynamite. Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing. To a woman nothing seems quite impossible to the powers of the man she worships.

"Can't you do something, Ralph—try, won't you?"

He looked at her with a queer, soft smile on his lips and in his keen eyes.



"Annabel," he said, "give me that rose you are wearing, will you?"

Hardly believing that she heard him aright, she unpinned the bud from the bosom of her dress, and placed it in his hand. Jimmy stuffed it into his vest-pocket, threw off his coat and pulled up his shirt-sleeves. With that act Ralph D. Spencer passed away and Jimmy Valentine took his place.

"Get away from the door, all of you," he commanded, shortly.

He set his suit-case on the table, and opened it out flat. From that time on he seemed to be unconscious of the presence of anyone else. He laid out the shining, queer implements swiftly and orderly, whistling softly to himself as he always did when at work. In a deep silence and immovable, the others watched him as if under a spell.

In a minute Jimmy's pet drill was biting smoothly into the steel door. In ten minutes—breaking his own burglarious record—he threw back the bolts and opened the door.

Agatha, almost collapsed, but safe, was gathered into her mother's arms.

Jimmy Valentine put on his coat, and walked outside the railings toward the front door. As he went he thought he heard a far-away voice that he once knew call "Ralph!" But he never hesitated.

At the door a big man stood somewhat in his way.

"Hello, Ben!" said Jimmy, still with his strange smile. "Got around at last, have you? Well, let's go. I don't know that it makes much difference, now."

And then Ben Price acted rather strangely.

"Guess you're mistaken, Mr. Spencer," he said. "Don't believe I recognize you. Your buggy's waiting for you, ain't it?"

And Ben Price turned and strolled down the street.



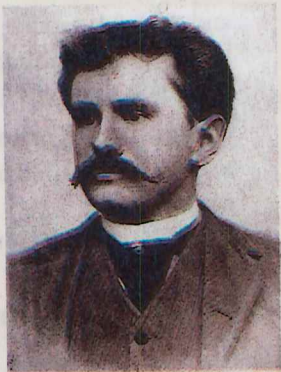
## Theme Unlock for Students

Below are the key themes and objectives to learn from O. Henry "A Retrieved Reformation". As you understand each one, mark it off.

- Can you think about what it takes for a person to change their ways and why it might be difficult?
- Have you ever reflected on how love and trust can inspire transformation in someone's life?
- Can you identify instances in real life or fiction where someone got a second chance and made the most of it?
- Have you thought about the role of forgiveness in resolving conflicts and building relationships?
- Can you talk about how small choices can lead to significant transformations?

### About the Author

**O. Henry** (1862–1910), whose real name was William Sydney Porter, was an American short story writer known for his wit, wordplay, and twist endings. His works often depict ordinary people in extraordinary situations, blending humour with deeper reflections on human nature. A master storyteller, O. Henry wrote over 300 short stories, many of which explore themes of love, sacrifice, and redemption. Despite facing personal challenges, including imprisonment for embezzlement, he used his experiences to craft stories that continue to captivate readers worldwide.



## Summary

"A Retrieved Reformation" is one of O. Henry's most celebrated short stories, first published in 1903. Set in a small town in America, the story highlights themes of redemption, love, and the transformative power of second chances. It follows Jimmy Valentine, a skilled safecracker who is released from prison after serving a sentence for burglary. Despite the warden's advice to reform, Jimmy returns to his old habits and commits several burglaries soon after his release.

While on the run, Jimmy arrives in the small town of Elmore, Arkansas, where he meets Annabel Adams, the daughter of the local banker. Falling in love with Annabel, Jimmy decides to abandon his criminal past and start a new life. He assumes a new identity as Ralph D. Spencer and opens a successful shoe store in Elmore. Over time, he gains the respect of the townspeople and becomes engaged to Annabel.

Jimmy's past catches up with him when Ben Price, a detective familiar with Jimmy's methods, arrives in town, determined to arrest him. On the day Jimmy is planning to leave for Little Rock to buy his wedding suit, a crisis occurs at the bank. Annabel's young niece accidentally locks her sister in the new vault, which cannot be opened without a combination or time lock.

Realizing the girl's life is in danger, Jimmy is faced with a difficult choice. He decides to use his safecracking skills to open the vault and save the child, even though it will expose his true identity and likely lead to his arrest. After successfully opening the vault and saving the girl, Jimmy prepares to turn himself in to Ben Price. Moved by Jimmy's selfless act and his evident transformation, Ben Price decides to let him go, pretending not to recognise him, thus allowing Jimmy to continue his new life.

The story highlights themes of redemption, the redemptive power of love, and the possibility of starting anew for anyone and everyone.



## Glossary

- **Alibi** /'ælibaɪ/ (noun): A claim or proof that one was elsewhere when a crime occurred  
Usage: He presented an alibi to prove he was not at the scene of the crime.
- **Anguish** /'æŋɡwɪʃ/ (noun): Severe mental or physical pain or suffering  
Usage: She was in great anguish after hearing the heartbreaking news.
- **Beamingly** /'bi:miŋli/ (adverb): Smiling brightly or happily  
Usage: The proud mother smiled beamingly at her child's graduation ceremony.
- **Brace Up** /breɪs ʌp/ (Phrasal Verb): To strengthen oneself or prepare for something difficult  
Usage: Brace up! We've got a lot of work ahead.
- **Chronicle** /'krɒnɪkl/ (verb): Recorded in a factual and detailed way  
Usage: The journalist chronicled the events of the war in his memoir.
- **Collapse** /kə'ləps/ (verb): Fell down or gave way suddenly  
Usage: The old building collapsed after the heavy rain.
- **Commotion** /kə'məʊʃn/ (noun): A state of noisy confusion or disturbance  
Usage: The sudden commotion in the classroom startled the teacher.
- **Compromising** /'kɒmprəmaɪzɪŋ/ (adjective): Exposing someone to suspicion or risk of disgrace  
Usage: He was caught in a compromising situation at work.
- **Convulsions** /kən'vʌlʃnz/ (noun): Sudden, violent, uncontrollable movements of the body  
Usage: The patient experienced convulsions before being rushed to the hospital.
- **Courteous** /'kɜ:tɪəs/ (adjective): Polite and respectful in behaviour  
Usage: The receptionist was courteous and helpful to all visitors.
- **Crooked** /'kruːkd/ (adjective): Dishonest or illegal; also means bent or twisted out of shape  
Usage: The crooked politician was exposed in a corruption scandal.
- **Elusive** /ɪ'lu:sɪv/ (adjective): Difficult to find, catch, or achieve  
Usage: The solution to the puzzle remained elusive despite their efforts.
- **Fastened** /'fɑ:snd/ (verb): Securely attached or closed  
Usage: She fastened her seatbelt before the car started moving.
- **Frantic** /'fræntɪk/ (adjective): Wild or panicked due to fear or worry  
Usage: He made a frantic search for his lost wallet.
- **Genially** /'dʒi:niəli/ (adverb): In a friendly and cheerful manner  
Usage: He greeted everyone genially at the party.
- **Groaned** /grəʊnd/ (verb): Made a low sound of pain, discomfort, or displeasure  
Usage: The injured man groaned as he tried to stand up.
- **Panic** /'pæntɪk/ (noun): Sudden, overwhelming fear  
Usage: The fire alarm caused panic among the office workers.
- **Pardon** /'pɑ:dn/ (noun): Forgiveness for a mistake or wrongdoing  
Usage: The president granted a pardon to the convicted criminal.
- **Plodding** /'plɒdɪŋ/ (adjective): Moving or working slowly and steadily  
Usage: He kept plodding through the dense forest despite his exhaustion.



- **Protest** /ˈprəʊtest/ (noun): A statement or action expressing disapproval or objection  
Usage: The students staged a protest at the entrance gate of the university.
- **Rehabilitate** /ri:(h)əˈbɪlɪteɪt/ (verb): Restore someone to normal life through training or therapy  
Usage: The program aims to rehabilitate prisoners into society.
- **Retribution** /retrɪˈbjʊ:ʃn/ (noun): Punishment inflicted as vengeance for a wrong or crime  
Usage: The villain faced retribution for his actions in the end.
- **Retrieved** /rɪˈtri:vd/ (verb): To get or bring something back from a place or condition  
Usage: The lost document was finally retrieved from the damaged computer.
- **Reformation** /refərˈmeɪʃn/ (noun): The process of improving or correcting what is wrong, corrupt, or unsatisfactory. It often refers to a complete transformation or significant change in character or structure.  
Usage: The reformation of the criminal led to his becoming an honest man.
- **Sentence** /ˈsentəns/ (noun): The punishment assigned to a convicted person by a court  
Usage: The judge announced a five-year sentence for the accused.
- **Shrieking** /ˈʃri:kɪŋ/ (verb): Making a loud, high-pitched cry  
Usage: The children were shrieking with laughter as they played.
- **Squeaky** /ˈskwi:ki/ (adjective): Making a high-pitched, shrill sound  
Usage: The old door opened with a loud, squeaky noise.
- **Trail** /treɪl/ (noun): A path or track  
Usage: The hikers followed the mountain trail to the summit.
- **Vault** /vɔ:lt/ (noun): A secure room used for storing valuables, such as in a bank  
Usage: The gold bars were safely locked away in the bank vault.
- **Virtuous** /ˈvɜ:tʃuəs/ (adjective): Having or showing high moral standards  
Usage: He was admired for his virtuous character and honesty.

### Essay Questions

**Answer the following questions in about 300 words each**

1. Write a detailed character sketch of Jimmy Valentine, highlighting his evolution from a skilled criminal to a reformed gentleman.
2. What moral lessons can be drawn from “A Retrieved Reformation”? How does the story convey the ideas of redemption, forgiveness, and the possibility of change?

### Creative Writing

Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!

#### 1. An Apology Letter to Yourself

**Idea:** Write a letter to yourself, apologise for something you regret, like not studying properly for an exam. In the letter, explain why you are sorry, and promise to do better in future. Reflect on how you can improve and what steps you'll take to make things right.

- Hints**
1. Dear Me, I'm writing to apologize for ....
  2. I feel I didn't give my best effort, and ....
  3. I will make a plan to study ....
  4. I will ask teachers for help ....
  1. I will try harder and ....

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#### 2. The Magic Door

**Idea:** Imagine you find a magic door in your home. This door leads to an amazing world filled with magical creatures, strange landscapes, or fantastic objects. Write a story about what you find behind the door. What do you see, hear, and feel? Is there anything that surprises you? How does this adventure change you?

- Hints**
1. I accidentally found a magical door in my grandparents' house ....
  2. As the door opened, I saw .... (describe creatures, objects, or landscapes)
  3. I could hear .... (describe sounds like birds singing, wind blowing, or magical noises)
  4. I found several creatures and animals facing a problem .... (describe a problem that is faced by many creatures and animals in that world).
  5. I wanted to help them by .... (describe how you helped them and made it a better world).



### Classroom Activity

#### Debate on Moral Dilemma

Divide the class into two groups. One group argues that Ben Price was right to let Jimmy go because he had genuinely reformed and deserved a second chance. The other group argues that Price should have arrested Jimmy to uphold the law and ensure justice. Encourage students to use evidence from the story to support their arguments. After the debate, hold a class discussion on forgiveness versus accountability and its relevance in real life.

**Ammu and Abhi:** Thanks, Mr. Henry. We won't forget this story.

**O. Henry:** As will I, my friends. The tales we carry in our hearts often reveal the best parts of ourselves. Treasure them. They'll guide you when you need them most.

**Ammu:** You put things beautifully, Mr. Henry. And, I think it is time for us to leave.

**O. Henry:** Ah, but you mustn't leave just yet! It wouldn't do to miss Jimmy's wedding. Come now, my young friends, let's find you some proper attire for the occasion, and I shall have the pleasure of introducing you to the groom himself!

**Ammu:** A new dress?!





**UNIT 3**

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**Brave New World**

UNIT 3  
Brave New World

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**Brave New World**



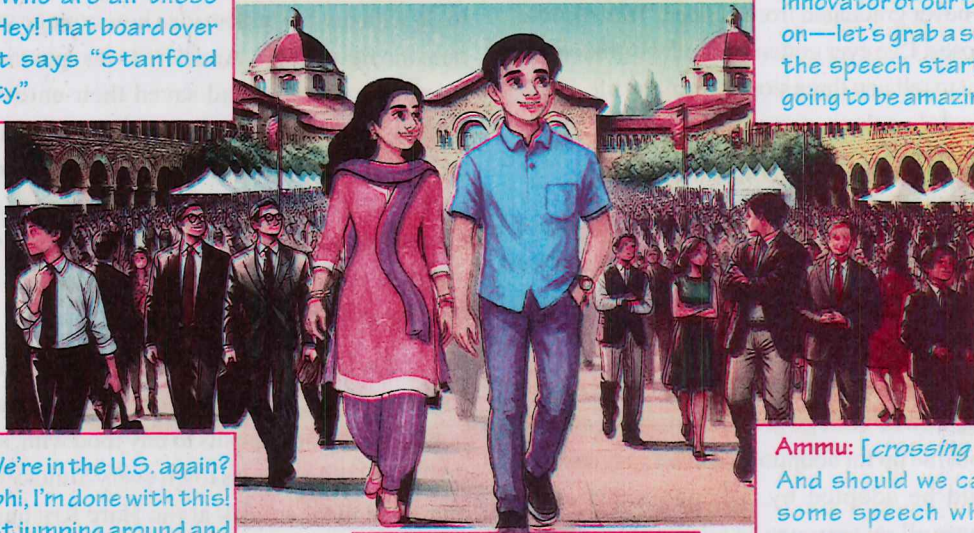
*Ammu and Abhi bid farewell to O. Henry after wishing Jimmy Valentine and Annabel. They get into the time machine, and try their luck one more time*

1

**Abhi:** Where are we now, Ammu? Who are all these people? Hey! That board over there. It says "Stanford University."

5

**Abhi:** Ammu, we can't miss it! He is the greatest innovator of our time! Come on—let's grab a seat before the speech starts. This is going to be amazing!



2

**Ammu:** We're in the U.S. again? Oh no! Abhi, I'm done with this! We're just jumping around and never getting home.

4

**Ammu:** [crossing her arms] And should we care about some speech when we're stuck here and not home? Is it that important?

**Abhi:** [points to a banner nearby] Wait, look! Did you see that? "Steve Jobs: Commencement Speech, 2005." Ammu, he's the man behind the iPhone!

3

*They walk into the hall—Ammu still muttering—but a spark of curiosity flickers in her eyes as Abhi's excitement pulls her along.*



# You've Got to Find What You Love

Steve Jobs

## The Lesson

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out, they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings

were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So, I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room so I slept on the floor in friends' rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes,

### Pause and Ponder

**Abhi:** Wow! It really takes a lot of hard work and perseverance to achieve greatness.

**Ammu:** Yes! We should never give up. We should always be patient and find ways to achieve our goals.



I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But 10 years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backward 10 years later.

Again, you can't connect the dots looking forward; you can only connect them looking backward. So, you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4,000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew, we hired someone who I thought

was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So, at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down — that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so, I decided to start over.

*I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.* The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most

#### Pause and Ponder

Abhi: Wow! Steve Jobs turned a failure into success!

Ammu: Yes! That is why we should believe in what we can do!



successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure — these things just fall away in the face of death, leaving only what is truly important. Remembering

that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

**Pause and Ponder**

**Abhi:** Ammu, we also shouldn't waste our time. It is really precious!

**Ammu:** Yes, Abhi! We should stay focused on our goals every single day!



No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now, the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma—which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a

fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960s, before personal computers and desktop publishing, so it was all made with typewriters, scissors and Polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: It was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

## Theme Shopping for Students

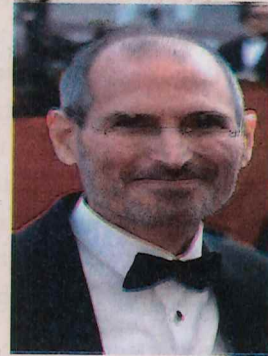
Below are the key themes and objectives to learn from Steve Jobs' "You've Got to Find What you Love". As you understand each one, mark it off.

- ☐ Can you reflect on what it means to truly love what you do and why it matters?
- ☐ Have you thought about how passion and perseverance can help overcome challenges?
- ☐ Can you identify examples of people who turned their passion into a career or significant achievement?
- ☐ Have you considered the role of failure and how it can lead to learning and success?
- ☐ Are you prepared to explore what inspires you and think about your own dreams?



## About the Speaker

**Steve Jobs** (1955–2011) was a visionary entrepreneur, innovator, and co-founder of Apple Inc. Renowned for revolutionizing the technology industry, Jobs introduced groundbreaking products like the Macintosh computer, iPhone, and iPad. His influence extended to animation through Pixar, producing Oscar winning hits like Toy Story. Known for his creativity and resilience, Jobs overcame personal and professional challenges, leaving a legacy of innovation and inspiration. His iconic 2005 Stanford commencement speech “You’ve Got to Find What You Love,” reflects his philosophy of passion, perseverance, and following one’s heart.



## The Summary

Steve Jobs delivered his iconic commencement speech, “You’ve Got to Find What You Love” at Stanford University on June 12, 2005. In this inspiring address, Jobs shares pivotal moments from his life, including his decision to drop out of college, his experiences with failure, and his journey to success. He shares valuable life lessons for the graduates through three impactful stories from his life, each conveying important life lessons.

The first story is about “connecting the dots.” He explains that dropping out of college allowed him to follow his curiosity, leading him to a calligraphy class that later influenced the design of the first Macintosh computer’s typography interfaces. He emphasizes that while it’s hard to see how events connect looking forward, they make sense looking back.

The second story is about “love and loss.” Steve Jobs recounts being fired from Apple, the company he co-founded, which initially felt devastating but eventually led to a period of immense creativity. He started two successful companies, NeXT and Pixar, and later returned to Apple. This experience taught him the importance of loving what you do, as passion can drive success even in the face of setbacks.

The third story focuses on “death.” After a cancer diagnosis, Steve Jobs reflected on the importance of living each day as if it were the last. He stresses that remembering the inevitability of death helps clarify what truly matters in life. His advice to the audience is to follow their hearts, trust their intuition, and not to be afraid to take risks.

The speech concludes with Steve Jobs’ wish for the audience to “Stay Hungry. Stay Foolish,” encouraging them to continually seek new opportunities and remain curious and adventurous.



## Glossary

- **Awful** /'ɔ:fl/ (**adjective**): Extremely bad or unpleasant  
Usage: The food tasted awful, but I had to eat it to be polite.
- **Baton** /'bætn/ (**noun**): A thin stick used by a conductor to direct an orchestra or by relay runners during a race. Here, it symbolizes responsibility, legacy, or leadership being handed down from one generation to the next.  
Usage: After years of leadership, he felt it was time to hand over the baton to someone with fresh ideas.
- **Calligraphy** /kə'liɡrəfi/ (**noun**): Decorative handwriting or handwritten lettering  
Usage: She learned calligraphy to improve her artistic skills.
- **Destiny** /'destɪni/ (**noun**): The events that will necessarily happen to a person in the future; fate  
Usage: He believed it was his destiny to become an artist.
- **Devastating** /'devəstɜ:tɪŋ/ (**adjective**): Highly destructive or damaging; causing extreme distress  
Usage: The Hud Hud cyclone had a devastating impact on Visakhapatnam city.
- **Diagnosis** /daɪəg'nəʊsɪs/ (**noun**): The identification of the nature of an illness or problem through examination  
Usage: Early diagnosis can save lives.
- **Diverge** /dar'vɜ:dʒ/ (**verb**): To separate from another route, especially a main one, and go in a different direction  
Usage: Their opinions began to diverge over time.
- **Dogma** /'dɒgmə/ (**noun**): A set of principles laid down by an authority as incontrovertibly true  
Usage: The book challenges traditional dogma.
- **Dorm room** /dɔ:m ru:m/ (**noun**): A room in a dormitory where students live and sleep  
Usage: The dorm room was small but convenient.
- **Embarrassment** /ɪm'bærəsmənt/ (**noun**): A feeling of self-consciousness, shame, or awkwardness  
Usage: He flushed with embarrassment after forgetting his lines.
- **Endoscope** /'endəskəʊp/ (**noun**): An instrument used to examine the interior of a body organ  
Usage: The surgeon used an endoscope for the procedure.
- **Entrepreneurs** /ɒntrəprə'nɜ:z/ (**noun**): People who organise and operate businesses, taking financial risks  
Usage: Entrepreneurs play a key role in the economy.
- **Fascinating** /'fæsnertɪŋ/ (**adjective**): Extremely interesting or captivating  
Usage: The book provides a fascinating insight into history.
- **Fonts** /fɒnts/ (**noun**): Styles or designs of text characters in printing or digital documents  
Usage: She experimented with different fonts for the poster.
- **Got fired** /ɡɒt 'faɪəd/ (**Phrasal Verb**): To lose one's job due to being dismissed  
Usage: He got fired for consistently arriving late.
- **Intuition** /ɪntju'ɪʃən/ (**noun**): The ability to understand something instinctively without conscious reasoning  
Usage: Her intuition told her something was wrong.
- **Naively** /naɪ'i:vli/ (**adverb**): In a way that shows a lack of experience, wisdom, or judgment  
Usage: She naively believed every word he said.



- **Poetic touch** /pəʊ'etk tʌtʃ/ (**noun**): A quality of beauty or artistic sensitivity in writing or expression  
Usage: Her speech had a poetic touch that captivated the audience.
- **Relent** /rɪ'lent/ (**verb**): To become less severe or give in after resistance  
Usage: After hours of negotiation, he finally relented.
- **Renaissance** /rɪ'neɪsəns/ or /'renəsɑːns/ (**noun**): A revival or renewed interest in something; also refers to the European cultural movement from the 14th to the 17th century  
Usage: The city experienced a renaissance in arts and culture.
- **Scary** /'skeəri/ (**adjective**): Causing fear or fright  
Usage: The movie was so scary I couldn't sleep.
- **Sedated** /sɪ'detɪd/ (**adjective**): Under the influence of a sedative, calm, or tranquilized  
Usage: The patient was sedated before the operation.
- **Stumble** /'stʌmbl/ (**verb**): (Here) To come across or encounter something by chance, often unexpectedly (or) To trip or lose balance momentarily; also to falter in speech or action  
Usage: He stumbled into a new hobby when a friend invited him to a painting class.
- **Subtle** /'sʌtl/ (**adjective**): Delicate or understated; not immediately obvious  
Usage: The design has a subtle charm.
- **Tumour** /'tju:mə/ (**noun**): An abnormal growth of tissue, which may be benign or malignant  
Usage: The tumour was detected during a routine check-up.

### Contextual Questions

Annotate the following lines in the given pattern

- a. Identify the lesson and name the writer of the given lines.
- b. Discuss the context of the lines and appreciate them critically in about 75 words.
  1. You can't connect the dots looking forward; you can only connect them looking backward.
  2. Sometimes life hits you in the head with a brick. Don't lose faith.
  3. Your time is limited, so don't waste it living someone else's life.
  4. Stay Hungry. Stay Foolish.

### Questions

Answer the following questions in about 150 words each

1. Why did Steve Jobs drop out of college, and how did it influence his future?
2. What did Steve Jobs learn from being fired from Apple, and how did it change his life?
3. What lesson about life and death does Steve Jobs convey in "You've Got to Find What You Love," and how does it relate to his advice on living a fulfilling life?



## Creative Writing

Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!

### Interviewing Inspiration

**Idea:** Imagine interviewing someone who inspires you—a famous figure, a family member, or a fictional character. Write a creative conversation exploring their journey to success. Include details about the setting to make it vivid and engaging.

- Hints**
1. What inspired you to follow your passion?
  2. Who supported you the most on your journey?
  3. Were there tough moments in your journey? How did you overcome them?
  4. What is the best piece of advice you've ever received?
  5. What advice would you give to someone who's still searching for their passion?

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### Classroom Activity

#### Read and Research

Polaroid cameras, Macintosh computers, and Google are just a few revolutionary inventions mentioned in Steve Jobs' speech, "You've Got to Find What You Love". These innovations have significantly changed the world in their respective times. But what about the inventions that transformed the 19th, 20th, and 21st centuries?

Let's dive into history and technology to explore these groundbreaking creations. You can check an encyclopedia or—let's be real—just Google it on the very smartphones in your hands (an invention worth celebrating in itself!). Below, the first two for each century are done for you. The rest is up to your curiosity!

#### 19th Century

1. **Telephone** – Invented by Alexander Graham Bell, it revolutionized long-distance communication.
2. **Light Bulb** – Thomas Edison's creation brightened homes and workplaces across the world.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**20th Century**

1. **Internet** – The ultimate game-changer for global information exchange and connectivity.

2. **Aeroplanes** – Opened the skies for faster travel and trade.

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**21st Century**

1. **Smartphones** – Compact devices combining communication, computing, and entertainment.

2. **Artificial Intelligence (AI)** – Driving progress in fields ranging from healthcare to automation.

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



**Ammu:** Wow, Abhi! The speech is very inspiring! We have to figure out what we love and work hard to make it happen.

**Abhi:** Yes! Growth starts when we accept where we are and strive for where we want to be. But now let us go home!

They nod and step into the machine. Abhi presses the buttons, Ammu pulls the lever, and with a crackling burst of static, they disappear into the unknown.

1

**Abhi:** Did we make it back home? [spotting a banner] "Central Hall, Southampton. Poetry Recitation by Brian Bilston and Henry Normal." This is England!

5

**Abhi:** [sighing but smiling] All right, all right. You're too passionate to argue with. Let's go see what your Bilston guy is all about.

2

**Ammu:** [lighting up] Brian Bilston?! He's the "Poet Laureate of Twitter." His poems are funny, clever, and so relatable. Brian Bilston is huge!

3

**Abhi:** Poetry? Really, Ammu? You want to stop for poems now?

4

**Ammu:** Yes, Abhi! Poetry is the food of the soul. Maybe this event will inspire us. This might be the dots Steve Jobs was talking about!



They walk into the hall, with Ammu excitedly leading the way while Abhi follows, curious to see what the world of poetry has to offer.



# Refugees

Brian Bilston

## Poem

They have no need of our help  
So do not tell me  
These haggard faces could belong to you or me  
Should life have dealt a different hand  
We need to see them for who they really are  
Chancers and scroungers  
Layabouts and loungers  
With bombs up their sleeves  
Cut-throats and thieves  
They are not  
Welcome here  
We should make them  
Go back to where they came from  
They cannot  
Share our food  
Share our homes  
Share our countries  
Instead let us  
Build a wall to keep them out  
It is not okay to say  
These are people just like us  
A place should only belong to those who are born there  
Do not be so stupid to think that  
The world can be looked at another way  
(Now, read the poem from bottom to top!)

### Pause and Ponder

**Ammu:** Is he your favourite poet? Look how he is talking. Look what he is saying! He is asking us to let all the refugees die!

**Abhi:** Ammu, wait!

### Pause and Ponder

**Abhi:** See! In reverse! It is Brian!

**Ammu:** Wow! I've never read a poem like this! Just great! I feel sorry for judging fast. This is a truly great poem! I love this!

### Flipping Perspectives, Finding Humanity: The Power of Turning Things Around

Did you observe how a clever flip in perspectives changed the entire meaning of the poem? Brian Bilston's brilliance lies in showing us two completely opposite viewpoints using the same words. It reminds us how powerful our thoughts and attitudes can be, turning *fear* into *understanding* and *walls* into *welcome*. By reversing the lines, the poem transforms hate into humanity, reminding us that kindness and understanding can change how we see the world.



## Theme Shopping for Students

Below are the key themes and objectives to learn from Brian Bilston's "Refugees". As you understand each one, mark it off.

- Have you understood who refugees are and empathize with their struggles?
- Can you identify how the poem shows both biased opinions and compassionate views about refugees?
- Have you recognized how prejudice and fear create stereotypes about refugees?
- Have you observed how the reverse reading of the poem highlights themes of hope and solidarity?
- Can you think about our responsibility to help others and decide whether to build walls or open doors?
- Can you explore how poetry and language shape our thoughts and feelings?
- Have you understood how global issues like war, persecution, and inequality force refugees to flee their homes? Can you reflect on the importance of global solidarity in addressing these challenges?

## About the Poet

**Brian Bilston**, born Paul Millicheap on June 14, 1970, in Birmingham, England, is a British poet and author. He is known for writing funny and easy-to-understand poems. Bilston became famous on Twitter, where he shared his clever poems that mix humour with important ideas about society.

His poems often talk about topics like who we are, social issues, and everyday life. He uses simple words to talk about big ideas in ways that make us think. Bilston's poems also play with the way they are written, encouraging readers to look at things from new angles.

Bilston has written three poetry books: *You Took the Last Bus Home* (2016), *Alexa, What Is There to Know About Love?* (2021), and *Days Like These: An Alternative Guide to the Year in 366 Poems* (2022). His first novel was *Diary of a Somebody* (2019). You can follow and engage with Brian Bilston on X (formerly Twitter) at @brian\_bilston.



## Summary

The poem "Refugees" is from Brian Bilston's book *You Took the Last Bus Home*. It is a powerful and moving poem that Bilston wrote after hearing about refugees drowning in the Mediterranean Sea and seeing the contrasting reactions to this tragic event on social media. The poem is his response to the widespread negative opinions about refugees and his attempt to turn those feelings of hate into something more positive.

Bilston uses a special technique in the poem to show the two very different responses he saw to the refugee crisis. The poem has two sides: one side shows the negative and prejudiced view, while the other side brings out a more compassionate and empathetic perspective. The reversed structure allows the reader to experience these contrasting views, making the poem not only about its content but also about how we can change our outlook based on perspective.

When you read the poem from top to bottom, it shows a harsh, xenophobic view of refugees. Words like "chancers," "scroungers," and "thieves" are used to describe them, portraying them as threats and burdens. This side of the poem reflects the fear and prejudice that many people have towards refugees, often seeing them as outsiders who do not deserve help. This attitude is common when people view refugees through the lens of fear or misunderstanding, believing that they are a threat to their way of life.

However, when the poem is read from bottom to top, it transforms into a message of empathy and shared humanity. The harsh words are replaced with a sense of understanding. The refugees are seen as people in need, not as threats, and the poem reminds us that they could be just like us if life had dealt a different hand. By flipping the poem, Bilston challenges us to see the refugees as individuals who deserve our help and compassion. This change in perspective is a powerful reminder of how important it is to rethink our assumptions and biases.

In a world where fear and hatred often dominate discussions about refugees, "Refugees" asks us to pause, reflect, and remember our shared humanity.

## Glossary

- **Chancers** /ˈʃɑːnsə(r)z/ (noun): A person who exploits any opportunity to further their own ends  
Usage: He is a hypocrite and a political chancer.
- **Haggard** /ˈhæɡəd/ (adjective): Looking exhausted and unwell, especially from fatigue, worry, or suffering  
Usage: She was pale and haggard.
- **Layabouts** /ˈleɪəbəʊts/ (noun): A person who habitually does little or no work; an idler  
Usage: How would you get mixed up with that layabout?
- **Loungers** /ˈlaʊndʒərz/ (noun): A person spending time lazily or in a relaxed way  
Usage: The loungers on the road catcalled at him.
- **Scroungers** /ˈskraʊndʒə(r)z/ (noun): A person who borrows from or lives off others, e.g., beggars  
Usage: I would like to work to prove I am not a scrounger.



### Contextual Questions

**Annotate the following lines in the given pattern**

- a. Identify the poem and name the poet of the given lines.
- b. Discuss the context of the lines and appreciate them critically in about 75 words.
  1. So do not tell me  
These haggard faces could belong to you or me.
  2. They really are  
Chancers and Scroungers  
Layabouts and Loungers
  3. Instead let us share our countries  
Share our homes  
Share our food
  4. The world can be looked at another way  
Do not be so stupid to think that  
A place should only belong to those who are born there.

### Questions

**Answer the following questions in about 150 words each**

1. How does the title "Refugees" reflect the dual message of the poem?
2. Why did Brian write this poem and what effect does the poem's reversible structure has on the readers understanding of the message?

### Creative Writing

**Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!**

#### Refugee's Journal Entry (One Day)

**Idea:** Write a journal entry from the perspective of a refugee. Imagine their struggles, hopes, and emotions as they experience a day in their uncertain journey.

- Hints**
- "Today, I woke up in a crowded shelter . . . . ."
  - "We have very little food today, and I feel so weak . . . . ."
  - "I can't stop thinking about my home . . . . ."
  - "In this refugee camp, we are all afraid about . . . . ."
  - "But, I try to stay hopeful, hoping that one day we will find a place where . . . . ."

### Class Room Activities

#### Exploring Perspectives in Poetry

**1. Role-Play Debate (Empathy vs. Prejudice)**

Divide the class into two groups to debate contrasting perspectives on refugees, using the two versions of the poem (*Refugees*) to support their arguments.

**2. Poem Analysis (Group Work)**

In small groups, analyse a section of the poem to explore its language, tone, and meaning, then share insights on how the perspectives change when read in reverse.



Ammu and Abhi sit inside the time machine, thinking about the poetry recital.

**Abhi:** Wow, Ammu! That was such an amazing event! Ammu... You seem emotional.

**Ammu:** I am thinking about the poem *Refugees*, Abhi. It's heartbreaking. I hope Brian's poem touches the hearts of many more people.

**Abhi:** It will, Ammu. I am sure his poems make this world a better place. Shall we see where this machine takes us next? Who knows what lesson awaits!

*As Abhi starts the time machine, static fills the air and they disappear once more.*

*The Time Machine stops after a very long time. When the doors open, they find themselves in a dense forest. In the sky, they see huge beasts flying, and from far away, they see the heads of giant creatures towering above the trees.*

*Ammu shivers with fear.*

**Ammu:** Abhi, are they...?

*Abhi stares at the sky with his mouth half-open in disbelief.*

**Abhi:** (Faintly) Dinosaurs!

*They hear a huge roar behind the Time Machine, and the ground shakes like an earthquake. Abhi tries to recharge the engine quickly while Ammu looks out of the window. A dinosaur, as big as a mountain, charges toward them.*

**Ammu:** (Loud shriek) Abhi! Run! Leave all of this! Run!

*Ammu pulls Abhi out of the time machine. They hide behind a huge tree. The charging dinosaur stomps over the time machine and the machine breaks into several pieces. Ammu and Abhi fall to the ground. Ammu is crying, and Abhi has tears in his eyes. They are trembling.*

**Ammu:** (Sobbing) Abhi! Are we going to die here?

**Abhi:** (Silence)

**Ammu:** Is there no other way to escape from here?

**Abhi:** There is!

**Ammu:** What is it, Abhi?

**Abhi:** We need another time machine. Someone should come here with another time machine. There is no other way.





# A Sound of Thunder

Ray Bradbury

## The Story

The sign on the wall seemed to quaver under a film of sliding warm water. Eckels felt his eyelids blink over his stare, and the sign burned in this momentary darkness:

**TIME SAFARI, INC.  
SAFARIS TO ANY YEAR IN THE PAST.  
YOU NAME THE ANIMAL  
WE TAKE YOU THERE.  
YOU SHOOT IT.**

Eckels waved a check for ten thousand dollars to the man behind the desk.

"Does this safari guarantee I come back alive?"

"We guarantee nothing," said the official, "except the dinosaurs." He turned. "This is Mr. Travis, your Safari Guide in the Past. He'll tell you what and where to shoot. If he says no shooting, no shooting. If you disobey instructions, there's a stiff penalty of another ten thousand dollars, plus possible government action, on your return."

"Unbelievable," Eckels breathed, the light of the Machine on his thin face. "A real Time Machine." He shook his head. "Makes you think, If the election had gone badly yesterday, I might be here now running away from the results. Thank God Keith won. He'll make a fine President of the United States."

"Yes," said the man behind the desk. "We're lucky. If Deutscher had gotten in, we'd have the worst kind of dictatorship. There's an anti-everything man for you, a militarist, anti-Christ, anti-human, anti-intellectual. People called us up, you know, joking but not joking.

Said if Deutscher became President they wanted to go live in 1492. Of course it's not our business to conduct Escapes, but to form Safaris. Anyway, Keith's President now. All you got to worry about is—"

"Shooting my dinosaur," Eckels finished it for him.

"A Tyrannosaurus Rex. The Tyrant Lizard, the most incredible monster in history. Sign this release. Anything happens to you, we're not responsible. Those dinosaurs are hungry."

Eckels flushed angrily. "Trying to scare me!"

"Frankly, yes. We don't want anyone going who'll panic at the first shot. Six Safari leaders were killed last year, and a dozen hunters. We're here to give you the severest thrill a real hunter ever asked for. Traveling you back sixty million years to bag the biggest game in all of Time. Your personal checks still there. Tear it up."

Mr. Eckels looked at the check. His fingers twitched.

"Good luck," said the man behind the desk. "Mr. Travis, he's all yours."

They moved silently across the room, taking their guns with them, toward the Machine, toward the silver metal and the roaring light.

First a day and then a night and then a day and then a night, then it was day night day night.

A week, a month, a year, a decade! A.D. 2055. A.D. 2019. 1999! 1957! Gone! The Machine roared.



They put on their oxygen helmets and tested the intercoms. Eckels swayed on the padded seat, his face pale, his jaw stiff. He felt the trembling in his arms and he looked down and found his hands tight on the new rifle. There were four other men in the Machine. Travis, the Safari Leader, his assistant, Lesperance, and two other hunters, Billings and Kramer. They sat looking at each other, and the years blazed around them.

"Can these guns get a dinosaur cold?" Eckels felt his mouth saying.

"If you hit them right," said Travis on the helmet radio. "Some dinosaurs have two brains, one in the head, another far down the spinal column. We stay away from those. That's stretching luck. Put your first two shots into the eyes, if you can, blind them, and go back into the brain." The Machine howled. Time was a film run backward. Suns fled and ten million moons fled after them. "Think," said Eckels.

The Machine slowed and stopped. The sun stopped in the sky. The fog that had enveloped the Machine blew away and they were in an old time, a very old time indeed, three hunters and two Safari Heads with their blue metal guns across their knees.

"Christ isn't born yet," said Travis, "The Pyramids are still in the earth, waiting to be cut out and put up. Remember that. Alexander, Caesar, Napoleon, Hitler none of them exists." The man nodded.

"That" Mr. Travis pointed "is the jungle of sixty million two thousand and fifty-five years before President Keith."

He indicated a metal path that struck off into green wilderness, over streaming swamp, among giant ferns and palms. "And that," he said, "is the Path, laid by Time Safari for your use. It floats six inches above

the earth. Doesn't touch so much as one grass blade, flower, or tree. It's an antigravity metal. Its purpose is to keep you from touching this world of the past in any way. Stay on the Path. Don't go off it. I repeat. Don't go off. For any reason! If you fall off, there's a penalty. And don't shoot any animal we don't okay."

"Why?" asked Eckels.

"We don't want to change the Future. We don't belong here in the Past. The government doesn't like us here. We have to pay big graft to keep our franchise. A Time Machine is finicky business. Not knowing it, we might kill an important animal, a small bird, a roach, a flower even, thus destroying an important link in a growing species."

"That's not clear," said Eckels. "All right," Travis continued, "say we accidentally kill one mouse here. That means all the future families of this one particular mouse are destroyed, right?"

"Right"

"And all the families of the families of the families of that one mouse! With a stamp of your foot, you annihilate the first one, then a dozen, then a thousand, a million, a billion possible mice!"

"So, they're dead," said Eckels. "So what?"





### Pause and Ponder

*Ammu: Oh my god! How fragile the eco-system is! That is why we should be very careful in preserving our ecology!*

"So what?" Travis snorted quietly. "Well, what about the foxes that'll need those mice to survive? For want of ten mice, a fox dies. For want of ten foxes a lion starves. For want of a lion, all manner of insects, vultures, infinite billions of life forms are thrown into chaos and destruction. Eventually it all boils down to this: fifty-nine million years later, a caveman, one of a dozen on the entire world, goes hunting wild boar or sabertoothed tiger for food. But you, friend, have stepped on all the tigers in that region. By stepping on one single mouse. So, the caveman starves. And the caveman, please note, is not just any expendable man, no! He is an entire future nation. From him would have sprung ten sons. From them one hundred sons and daughters, and thus onward to a civilization. Destroy this one man, and you destroy a race, a people, an entire history of life. It is comparable to slaying some of Adam's grandchildren. The stomp of your foot, on one mouse, could start an earthquake, the effects of which could shake our earth and destinies down through Time, to their very foundations. With the death of that one caveman, a billion others yet unborn are throttled in the womb. So be careful. Stay on the Path. Never step off!"

"I see," said Eckels. "Then it wouldn't pay for us even to touch the grass?"

"Correct. Crushing certain plants could add up infinitesimally. A little error here would multiply in sixty million years, all out of proportion. Of course, maybe our theory is wrong. Maybe Time can't be changed by us. Or maybe it can be changed only in little subtle ways. A dead mouse here makes an insect imbalance there, a population disproportion later, a bad harvest further on, a depression, mass starvation, and finally, a change in

social temperament in far-flung countries. Or some subtle change occurs. Who knows? Who really can say he knows? We don't know. We're guessing. But until we do know for certain whether our messing around in Time can make a big roar or a little rustle in history, we're being careful. This Machine, this Path, your clothing and bodies, were sterilized, as you know, before the journey. We wear these oxygen helmets so we can't introduce our bacteria into an ancient atmosphere."

"How do we know which animals to shoot?"

"They're marked with red paint," said Travis. "Today, before our journey, we sent Lesperance here back with the Machine. He came to this particular era and followed certain animals."

"Studying them?"

"Right," said Lesperance. "I track them through their entire existence, noting which of them lives longest. Very few. How many times they mate. Not often. Life's short. When I find one that's going to die when a tree falls on him, or one that drowns in a tar pit, I note the exact hour, minute, and second. I shoot a paint bomb. It leaves a red patch on his side. We can't miss it. Then, we meet the Monster not more than two minutes before he would have died anyway. This way, we kill only animals with no future. You see how careful we are?" "Everyone on his feet!" said Travis sharply. They were ready to leave the Machine.

The jungle was high and the jungle was broad and the jungle was the entire world forever and forever. Sounds like music and sounds like flying tents filled the sky, and those were pterodactyls soaring with cavernous grey wings, gigantic bats of delirium and night fever.

Eckels, balanced on the narrow Path, aimed his rifle playfully.

"Stop that!" said Travis. "Don't even aim for fun, blast you! If your guns should go off"



Eckels flushed. "Where's our Tyrannosaurus?"

Lesperance checked his wristwatch. "Up ahead, in sixty seconds. Look for the red paint! Don't shoot till we give the word. Stay on the Path. Stay on the Path!"

They moved forward in the wind of morning.

"Strange," murmured Eckels. "Up ahead, sixty million years, Election Day over. Keith made President. Everyone celebrating. And here we are, a million years lost, and they don't exist. The things we worried about for months, a lifetime, not even born or thought of yet."

"Ah," said Travis.

Everyone stopped.

Travis raised his hand. "Ahead," he whispered. "In the mist. There he is. There's His Royal Majesty now."

The jungle was wide and full of twittering's, rustlings, murmurs, and sighs.

Suddenly it all ceased, as if someone had shut a door.

Silence.

A sound of thunder.

Out of the mist, one hundred yards away, came Tyrannosaurus Rex.

"It," whispered Eckels. "It...."

"Sh!"

It came on great oiled, resilient, striding legs. It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker's claws close to its oily reptilian chest. Each lower leg was a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, sheathed over in a gleam of pebbled skin like the mail of a terrible warrior. Each thigh was a ton of meat, ivory, and

steel mesh. And from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys, while the snake neck coiled. And the head itself, a ton of sculptured stone, lifted easily upon the sky. Its mouth gaped, exposing a fence of teeth like daggers. Its eyes rolled, ostrich eggs, empty of all expression save hunger. It closed its mouth in a death grin. It ran, its pelvic bones crushing aside trees and bushes, its taloned feet clawing damp earth, leaving prints six inches deep wherever it settled its weight.

"Why, why," Eckels twitched his mouth. "It could reach up and grab the moon."

"Sh!" Travis jerked angrily. "He hasn't seen us yet."

"It can't be killed," Eckels pronounced this verdict quietly, as if there could be no argument. The rifle in his hands seemed a toy gun. "We were fools to come. This is impossible."





"Shut up!" hissed Travis.

"Nightmare."

"Turn around," commanded Travis. "Walk quietly to the Machine. We'll remit half your fee."

"I didn't realize it would be this big," said Eckels. "I miscalculated, that's all. And now I want out."

"It sees us!"

"There's the red paint on its chest!"

The Tyrant Lizard raised itself. Its armored flesh glittered like a thousand green coins. The coins, crusted with slime, steamed. In the slime, tiny insects wriggled, so that the entire body seemed to twitch and undulate, even while the monster itself did not move. It exhaled. The stink of raw flesh blew down the wilderness.

"Get me out of here," said Eckels. "It was never like this before. I was always sure I'd come through alive. I had good guides, good safaris, and safety. This time, I figured wrong. This is too much for me to get hold of."

"Don't run," said Lesperance. "Turn around. Hide in the Machine."

"Yes." Eckels seemed to be numb. He looked at his feet as if trying to make them move. He gave a grunt of helplessness.

"Eckels!"

He took a few steps, blinking, shuffling.

"Not that way!"

The Monster, at the first motion, lunged forward with a terrible scream. It covered one hundred yards in six seconds. The rifles jerked up and blazed fire. A windstorm from the beast's mouth engulfed them in the stench of slime and old blood. The Monster roared, teeth glittering with sun.

The rifles cracked again, Their sound was lost in shriek and lizard thunder. The great level of the reptile's tail swung up, lashed sideways. Trees exploded in clouds of leaf and branch. The Monster twitched its jeweler's hands down to fondle at the men, to twist them in half, to crush them like berries, to cram them into its teeth and its screaming throat. Its boulderstone eyes leveled with the men. They saw themselves mirrored. They fired at the metallic eyelids and the blazing black iris, like a stone idol, like a mountain avalanche, Tyrannosaurus fell.

The men flung themselves back and away. The body hit, ten tons of cold flesh and stone. The guns fired.

The Monster lashed its armored tail, twitched its snake jaws, and lay still. A fount of blood spurted from its throat. Somewhere inside, a sac of fluids burst. Sickening gushes drenched the hunters. They stood, red and glistening.

The thunder faded.

The jungle was silent. After the avalanche, a green peace. After the nightmare, morning.

Billings and Kramer sat on the pathway and threw up. Travis and Lesperance stood with smoking rifles, cursing steadily. In the Time Machine, on his face, Eckels lay shivering. He had found his way back to the Path, climbed into the Machine.

Travis came walking, glanced at Eckels, took cotton gauze from a metal box, and returned to the others, who were sitting on the Path.

"Clean up."

They wiped the blood from their helmets. They began to curse too. The Monster lay, a hill of solid flesh. Within, you could hear the sighs and murmurs as the furthest chambers of it died, the organs malfunctioning, liquids running a final instant from pocket to sac to spleen, everything shutting off, closing up forever. It was like



standing by a wrecked locomotive or a steam shovel at quitting time, all valves being released or levered tight. Bones cracked~ the tonnage of its own flesh, off balance, dead weight, snapped the delicate forearms, caught underneath. The meat settled, quivering.

Another cracking sound. Overhead, a gigantic tree branch broke from its heavy mooring, fell. It crashed upon the dead beast with finality.

"There." Lesperance checked his watch. "Right on time. That's the giant tree that was scheduled to fall and kill this animal originally." He glanced at the two hunters. "You want the trophy picture?"

"What?"

"We can't take a trophy back to the Future. The body has to stay right here where it would have died originally, so the insects, birds, and bacteria can get at it, as they were intended to.

Everything in balance. The body stays. But we can take a picture of you standing near it."

They let themselves be led along the metal Path. They sank wearily into the Machine cushions.

Eckels sat there, shivering. "I'm sorry," he said at last.

"Get up!" cried Travis.

Eckels got up.

"Go out on that Path alone," said Travis. He had his rifle pointed, "You're not coming back in the Machine. We're leaving you here!"

Lesperance seized Travis's arm. "Wait"

"Stay out of this!" Travis shook his hand away. "This fool nearly killed us. But it isn't that so much, no. It's his shoes! Look at them! He ran off the Path. That ruins us! We'll forfeit! Thousands of dollars of insurance! We guarantee no one leaves the Path. He left it. Oh,

the fool! I'll have to report to the government. They might revoke our license to travel. Who knows what he's done to Time, to History!"

"Take it easy, all he did was kick up some dirt."

"How do we know?" cried Travis. "We don't know anything! It's all a mystery! Get out of here, Eckels!"

Eckels fumbled his shirt. "I'll pay anything. A hundred thousand dollars!"

Travis glared at Eckels' checkbook and spat. "Go out there. The Monster's next to the Path. Stick your arms up to your elbows in his mouth. Then you can come back with us."

"That's unreasonable!"

"The Monster's dead, you idiot. The bullets! The bullets can't be left behind. They don't belong in the Past~ they might change anything. Here's my knife. Dig them out!"

"You didn't have to make him do that," said Lesperance.

"Didn't I? It's too early to tell." Travis nudged the still body. "He'll live. Next time he won't go hunting game like this. Okay." He jerked his thumb wearily at Lesperance. "Switch on. Let's go home."

1492. 1776. 1812.

They cleaned their hands and faces. They changed their caking shirts and pants. Eckels was up and around again, not speaking. Travis glared at him for a full ten minutes.

"Don't look at me," cried Eckels. "I haven't done anything."

"Who can tell?"



"Just ran off the Path, that's all, a little mud on my shoes what do you want me to do get down and pray?"

"We might need it. I'm warning you, Eckels, I might kill you yet. I've got my gun ready."

"I'm innocent. I've done nothing!"

1999.2000.2055.

The Machine stopped.

"Get out," said Travis.

The room was there as they had left it. But not the same as they had left it. The same man sat behind the same desk. But the same man did not quite sit behind the same desk. Travis looked around swiftly. "Everything okay here?" he snapped.

"Fine. Welcome home!"

Travis did not relax. He seemed to be looking through the one high window.

"Okay, Eckels, get out. Don't ever come back." Eckels could not move.

"You heard me," said Travis. "What're you staring at?"

Eckels stood smelling of the air, and there was a thing to the air, a chemical taint so subtle, so slight, that only a faint cry of his subliminal senses warned him it was there. The colors, white, grey, blue, orange, in the wall, in the furniture, in the sky beyond the window, were . . . were . . . And there was a feel. His flesh twitched. His hands twitched. He stood drinking the oddness with the pores of his body. Somewhere, someone must have been screaming one of those whistles that only a dog can hear. His body screamed silence in return. Beyond this room, beyond this wall, beyond this man who was not quite the same man seated at this desk that was not quite the same desk . . . lay an entire world of streets

and people. What sort of world it was now, there was no telling. He could feel them moving there, beyond the walls, almost, like so many chess pieces blown in a dry wind . . .

But the immediate thing was the sign painted on the office wall, the same sign he had read earlier today on first entering. Somehow, the sign had changed:

**TYME SEFARI INC.**

**SEFARIS TU ANY YEER EN THE PAST.**

**YU NAIM THE ANIMALL.**

**WEE TAEK YU THAIR.**

**YU SHOOT ITT.**

#### *Pause and Ponder*

**Abhi:** Oh no! Eckles killed a butterfly! The world will change very much!

**Ammu:** Abhi, maybe that is why it is called as the Butterfly Effect! Even the smallest actions can impact our environment very, very much!

Eckels felt himself fall into a chair. He fumbled crazily at the thick slime on his boots. He held up a clod of dirt, trembling, "No, it can't be. Not a little thing like that. No!"

Embedded in the mud, glistening green and gold and black, was a butterfly, very beautiful and very dead.

"Not a little thing like that! Not a butterfly!" cried Eckels.

It fell to the floor, an exquisite thing, a small thing that could upset balances and knock down a line of small dominoes and then big dominoes and then gigantic dominoes, all down the years across Time. Eckels' mind whirled. "It couldn't change things. Killing one butterfly couldn't be that important! Could it?"



His face was cold. His mouth trembled, asking: "Who . . . who won the presidential election yesterday?"

The man behind the desk laughed. "You joking? You know very well. Deutscher, of course! Who else? Not that fool weakling Keith. We got an iron man now, a man with guts!" The official stopped. "What's wrong?"

Eckels moaned. He dropped to his knees. He scrabbled at the golden butterfly with shaking fingers.

"Can't we," he pleaded to the world, to himself, to the officials, to the Machine, "can't we take it back, can't we make it alive again? Can't we start over? Can't we?"

He did not move. Eyes shut, he waited, shivering. He heard Travis breathe loud in the room~ he heard Travis shift his rifle, click the safety catch, and raise the weapon.

There was a sound of thunder.

## Theme Shopping for Students

Below are the key themes and objectives to learn from Ray Bradbury's "A Sound of Thunder". As you understand each one, mark it off.

- ☐ Who was Ray Bradbury, and what aspects of his life and period influenced his writing of speculative fiction?
- ☐ What is the Butterfly Effect, and how does it illustrate the idea that small actions can have significant consequences?
- ☐ How does the story explore the delicate balance of ecology and the interconnectedness of all living things?
- ☐ Can you explain the theme of responsibility and the importance of making thoughtful choices, especially when dealing with advanced technology?
- ☐ How does 'time travel' in the story represent both opportunity and danger?
- ☐ Do you understand how the author uses foreshadowing and imagery to create suspense and emphasise the fragility of the natural world?
- ☐ Can you summarise Bradbury's message about humanity's role in protecting the environment and respecting the power of nature in your own words?



## About the Author



**Ray Bradbury** (1920–2012) was an American writer, best known for his works of science fiction, fantasy, and horror. His imaginative and thought-provoking stories often explore themes of technology, censorship, and human nature. Bradbury's writing is characterized by its poetic style, vivid imagery, and deep reflection on society's values and future. His most famous works include *Fahrenheit 451*, a dystopian novel about a future where books are banned, and *The Martian Chronicles*, a collection of short stories about humanity's colonization of Mars. Bradbury's work, including "A Sound of Thunder," often examines how small actions can have profound consequences, urging readers to think critically about their choices and their impact on the world. He remains one of the most influential writers of the 20th century.

## Summary

"A Sound of Thunder" by Ray Bradbury is a science fiction short story about a man named Eckels who participates in a time-travel safari to the distant past, where hunters can kill dinosaurs. The safari is highly regulated to avoid altering the future. Hence, the participants must stay on a floating path and shoot only animals marked for death. However, when Eckels panics at the sight of a massive Tyrannosaurus rex, he stumbles off the path, accidentally crushing a butterfly.

At the end, Eckels and his fellow hunters return to the present after their ill-fated time-travelling safari. However, upon stepping back into their own time, Eckels immediately senses something is off. The air feels subtly different, and the office has an unfamiliar smell. When he glances at the sign in the time safari office, he realises that the language and spelling have changed — words appear distorted and foreign. Panic grips Eckels as he begins to understand that his actions in the past, especially his brief misstep off the path, have altered the future in profound ways.

The chilling confirmation of the change comes when Eckels learns that the presidential election result has reversed: a previously progressive candidate has lost, and a tyrannical, authoritarian figure has been elected. This shift implies a darker, more oppressive society in the altered present. When Eckels realizes the full impact of his mistake, he is overcome with horror and regret.

Travis, the safari guide, is furious with Eckels, understanding the enormity of what has happened. As punishment, he lifts his gun, and the story ends with a final 'sound of thunder.' Although Bradbury leaves the ending open to interpretation, this ominous noise strongly implies that Travis has shot Eckels whose careless action permanently changed the world. The story concludes on this note of irreversible consequence, underscoring the theme of responsibility and the potential dangers of meddling with nature and time.



## Glossary

- **Annihilate** /əˈnaɪəleɪt/ (verb): to destroy; to put an end to  
Usage: Nuclear bombs can annihilate whole cities.
- **Caveman** /ˈkeɪvman/ (noun): a prehistoric human who lived in caves  
Usage: He played the role of caveman in my play.
- **Delirium** /dəˈlɪriəm/ (noun): a disordered state of mind or consciousness  
Usage: He mumbled in delirium all night.
- **Fondle** /ˈfɒndl/ (verb): to touch or caress intimately  
Usage: She fondled her puppies.
- **Expendable** /ekˈspendəb(ə)l/ (adjective): of relatively little significance, and therefore be able to be destroyed  
Usage: He was a small and expendable part of the army.
- **Incredible** /ɪnˈkredəbəl/ (adjective): not credible: that cannot be believed; beyond belief  
Usage: I felt he made an incredible discovery.
- **Malfunction** /malˈfʌŋkʃn/ (verb): to function badly  
Usage: There is a software malfunctioning in the desktop.
- **Quaver** /ˈkweɪvə/ (verb): to vibrate, tremble  
Usage: He spoke in a quavering tone.
- **Remit** /rəˈmɪt/ (verb): to allow to remain unpaid  
Usage: The case was remitted to the high court.
- **Resilient** /rəˈzɪliənt/ (adjective): tending to recover quickly  
Usage: He is resilient and calm in nature.
- **Revoke** /rɪˈvəʊk/ (verb): to annul, repeal or to cancel  
Usage: The judge revoked his driving license.
- **Sterilize** /ˈsterəlaɪz/ (verb): to render free from micro-organisms  
Usage: Doctors advise people to sterilize their hands.
- **Throttle** /ˈθrɒtl/ (verb): to choke; suffocate; to kill  
Usage: New Delhi is being throttled by air pollution.
- **Verdict** /ˈvɜːdɪkt/ (verb): a decision on an issue of fact in a civil or criminal case or judgement  
Usage: The jury took a long time to reach its verdict.
- **Wriggle** /ˈrɪɡl/ (verb): to twist or turn the body  
Usage: Children wriggled out of their wet clothes.

## Essay Questions

Answer the following questions in about 300 words each

1. How does the butterfly effect influence the outcome of the story? In what ways does Eckels' single mistake demonstrate the power of small actions on the future?
2. What does the story suggest about human responsibility toward the environment and the natural world?

### Creative Writing

Using the hints provided, write at least ten lines, expanding the ideas into complete sentences. Be creative!

#### One Day with Tomorrow's Technology

**Idea:** Imagine waking up one day in the future, surrounded by incredible new technologies that make life exciting, fun, and easier. Think about how your day would look with these inventions. Write a simple story about *one day of your life* with these futuristic technologies.

**Hints:** Gadgets – Pet robot to clean your room – A shirt that changes colour with mood – Flying backpacks to go to college – A pen that takes notes by itself – A fridge that prepares the best food – A holo-playground – At home, an A.I robot to explain tricky concepts – A pillow that tracks your dreams

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#### Pre-Lesson Activities

Dear teacher, encourage teamwork, creativity, and critical thinking while bringing environmental consciousness and futuristic dreams to life in a collaborative classroom setting!

##### Activity 1: Discussion – The Butterfly Effect

*Small ecological changes can lead to huge, global consequences.*

###### 1. Discussion Starter:

- The teacher explains the concept of the “butterfly effect” and provides examples, like how cutting down a single tree can impact a forest ecosystem.

###### 2. Cause-and-Effect Chain:

- Students form groups and create a chain of events that could occur if a minor ecological change happens (e.g., removing one species from a habitat).
- Groups present their chains to the class.

##### Activity 2: Debate – What Inspires What?

*Does sci-fi inspire technology, or does technology inspire sci-fi?*

###### 1. Divide into Two Teams:

- One team argues how sci-fi authors pave the way for new inventions.
- The other team explains how existing technology shapes the imagination of sci-fi writers.

Science without religion is lame, religion without science is blind - Albert Einstein



## 2. Guided Debate:

- With the teacher moderating, let each team present their arguments.
- Do your own research, and take the help of the Handbook to learn the Sci-Fi works in which writers such as Jules Verne – predicting moon landings or Ray Bradbury – foreseeing voice assistants.

## Puzzle

### The One Piece – The Ultimate Answer

Dear student,

One day, while exploring an old, forgotten science lab, you stumbled upon a mysterious machine. Covered in dust and adorned with intricate controls, it looked like something out of a science fiction tale. As you examined it closer, you noticed an inscription: *Temporal Adventures Inc.* Curiosity overtook caution, and you reached for a button labelled *Activate*. Was it a time machine? Could it still work? Only one way to find out! When you pressed the button, the machine hummed to life, and a low, captivating voice started to speak:

*“Hello, adventurer! You’re back! I knew you’d return for The One Piece. I’m Captain Chronos, the keeper of time. Your mission is to reactivate this ancient machine. But first, you must solve three puzzles. Each will lead you to a piece of the ultimate code. Take the help of your lesson A Sound of Thunder and gather all the three codes. You’ll unlock the secrets of the ages. Here are your tests:*

1. The First Piece: Crossword Puzzle
2. The Second Piece: Double Puzzle
3. The Third Piece: Hidden Message Puzzle

*When you’ve collected all three pieces, they’ll come together to form the secret code. Grab the Cipher Book, decode their meanings, and reveal the final clue. Are you ready? There’s no turning back now—onward to glory!”*

### The Cipher Book

All the code words are derived from an ancient language, and their meanings are safeguarded in the cipher book. Beware, adventurer, for the words have the power to manifest worlds!

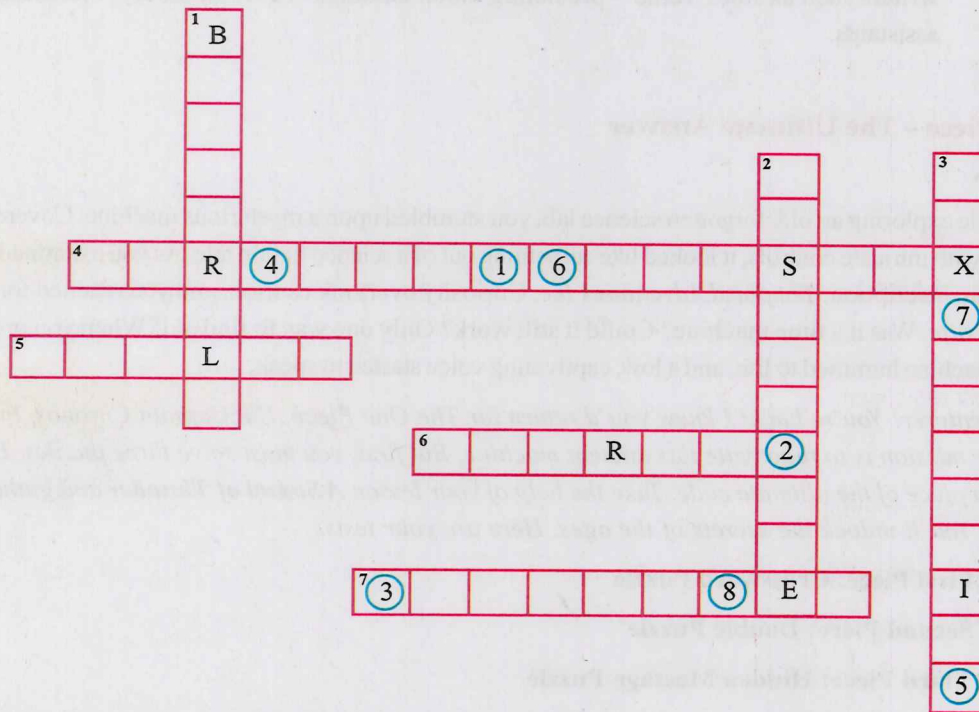
कर्तव्य (Kartavya) – Duty	संघर्ष (Sangharsha) - Struggle
सदानाथ (Sadanath) - Practice	मुक्ति (Mukti) - Liberation
सत्य (Satya) – Truth	सद्यते (Sadyathe) - Possible
सर्वम् (Sarvam) - Everything	विजय (Vijaya) - Victory
ज्ञानम् (Gyanam) - Knowledge	आनन्द (Ananda) - Joy
शान्ति (Shanti) - Peace	सदानाथ (Sadanath) - The Eternal Lord
धैर्यम् (Dhairyam) - Courage	बल (Bala) - Strength
प्रेम (Prema) - Love	योग (Yoga) - Union

Winners see the gain, losers see the pain – Shiv Khara

## The First Piece

### The Cryptic Crossroad

Solve the cryptic puzzle below to uncover the first word of the code.



#### Across

4. The name of the dinosaur that the hunters killed.
5. The name of the hunter who went out of the path.
6. The country where Ray Bradbury was born
7. The name of the presidential candidate that lost in the beginning and won in the ending.

#### Down

1. The insect that was killed in the past.
2. The name of the assistant of Travis, the safari leader.
3. The number of years the hunters travelled back in time.

The Code    1 2 3 4 5 6 7 8



## The Second Piece

## Double Puzzle

Decode the following scrambled phrases to reveal the second word:

1. Het Nduso fo Dtruhne

[illegible]

2. Ftyeulr**bt** Fceeft

								4							8				
--	--	--	--	--	--	--	--	---	--	--	--	--	--	--	---	--	--	--	--

3. Yats no eht Ahpt

[illegible]

- #### 4. Xisty Lliomni Sryea

[illegible]

5. Ew Eegutnar Aoghnit

6. Odgo Kcul

The Code: 1 2 3 4 5 6 7 8

## The Third Piece

### The Hide and Seek

This is a maze of letters. Below the grid are the meanings of the words you need to find in the maze. Find all the words and cancel them in the maze. The first six of the remaining words is your code.

E	S	A	R	E	V	A	M	V	I	N	N	C	M	X
D	L	C	E	B	T	U	N	W	O	O	V	U	M	K
N	L	G	Z	W	Y	A	U	R	I	J	I	X	B	E
H	M	A	G	R	Y	Z	L	S	V	R	Q	Q	L	K
J	G	N	Q	I	C	G	S	I	I	Q	U	O	Z	W
I	E	O	A	J	R	E	O	L	H	Q	O	O	C	V
N	X	H	P	M	R	W	E	W	W	I	S	X	M	E
C	P	I	B	P	E	D	Z	E	L	D	N	O	F	R
R	E	O	E	I	K	V	L	C	Q	B	K	N	G	D
E	N	D	B	U	W	N	A	D	U	U	O	H	A	I
D	D	T	J	K	J	Q	R	C	G	U	A	B	N	C
I	A	D	E	Z	I	L	I	R	E	T	S	V	Z	T
B	B	R	E	S	I	L	I	E	N	T	I	M	E	R
L	L	L	X	U	A	M	F	K	D	Y	B	A	E	R
E	E	J	T	H	R	O	T	T	L	E	D	G	E	B

- To destroy; to put an end to: \_\_\_\_\_
- That cannot be believed: \_\_\_\_\_
- To vibrate, tremble: \_\_\_\_\_
- Of relatively little significance: \_\_\_\_\_
- A prehistoric human who lived in caves: \_\_\_\_\_
- To choke: \_\_\_\_\_
- To render free from micro-organisms: \_\_\_\_\_
- A disordered state of mind or consciousness: \_\_\_\_\_
- Tending to recover quickly: \_\_\_\_\_



10. A decision on an issue of fact: \_\_\_\_\_

11. To allow to remain unpaid: \_\_\_\_\_

12. To twist or turn the body: \_\_\_\_\_

13. To touch or caress intimately: \_\_\_\_\_

The Code: 1 2 3 4 5 6

### The One Piece

Lay down your three codes here and decipher them into English using the cipher book.

### The Codes

\_\_\_\_\_

### The Translation

\_\_\_\_\_

Now, complete the One Piece using the above words.

\_\_\_\_\_ is \_\_\_\_\_ with \_\_\_\_\_

*Ahoy, adventurer! At last! You have not just found the One Piece of the machine, but the One Piece of life itself! Nothing can stop you now! Keep the code at heart. Remember, those are the magical words that open every door in your life! Go on! Find more adventures!*

Ammu and Abhi sneak into the back of Travis's time machine and hide there. Later, the hunting party returns, and the machine hums to life. Soon they are all back in 2055. The hunters celebrate briefly, but the mood shifts when they realize that Eckles killed a butterfly. They watch as Travis kills Eckles. They shudder with fear. They remain silent until they are all alone and then step out into a vast hall. In the hall, dozens of time machines are lined neatly in rows. Among all of them, only one glows with life, humming with energy.

Abhi: Ammu, let's go. Slowly. [pointing] Look over there! That machine is active. Maybe we can use it to go home.

Ammu: [nervously] Is it safe? Or should we wait?

Abhi: There's no other way, Ammu. Did you see Travis? He killed Eckles without a second thought. We can't wait for help. Let's go.

As they approach the active machine silently, Abhi peers through its window. His eyes widen in shock and surprise.

Abhi: [whispering] Ammu, look! That's Vinny! What is she doing here?

Inside, their friend Vinny is involved in a mysterious task, working with the controls of the active time machine. Her expression is serious, and her hands move quickly over buttons and switches.

Before Ammu and Abhi can react, a sharp sting-bullet hits Ammu's neck. Her vision blurs as she falls on the ground, asleep.

Abhi: [spinning around] Ammu!

Behind them stands a figure in a long coat and hat, holding a strange, futuristic injection gun. His eyes gleam with authority and intelligence

Abhi: [terrified] Who are you?!

The man steps forward, and his face is illuminated by the light of the glowing machine.

Man: I am Ray Bradbury. Time Police and the Keeper of all Time Machines. And you two have caused quite the disturbance.

Ray Bradbury points his gun at Abhi. Abhi stares in disbelief, his heart pounding as he realizes the enormity of the situation



(To be continued...)



ODYSSEY - I

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# Grammar Galaxy

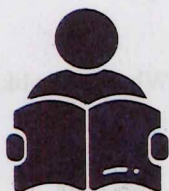
Odyssey - I

# Grammar Galaxy

ODYSSEY - I  
Grammar Galaxy



# Reading Comprehension



## **Note to the Student**

Reading comprehension is an essential skill that helps you understand and analyse texts effectively. This section provides several passages and exercises for practice which will enhance your comprehension abilities. Read carefully, think critically, and answer concisely.

## **What is Reading Comprehension?**

Reading comprehension refers to the process of grasping and understanding ideas, information, and underlying messages presented in written texts. It involves a careful study of the text, recognizing both literal and implicit meanings.

## **Essential Knowledge and Skills for Good Comprehension**

- Good comprehension requires a range of different knowledge and skills:
- Vocabulary and background knowledge
- Integration and inference skills
- Understanding language structure/connections
- Knowledge and use of text structure
- Comprehension monitoring.

## **The Power of Reading and Effective Comprehension Strategies**

Reading is a vital tool for learning, expanding our knowledge, and broadening our perspectives. It's a complex process that involves physical, intellectual, and emotional engagement. Effective reading requires more than just scanning words on a page; it demands critical thinking, analysis, and comprehension.

**Read the following passages and see how the questions that follow are answered.**

### **The Tale of Farmer**

A farmer's horse ran away, and his neighbors said, "What bad luck!"

The farmer replied, "Maybe."

The next day, the horse returned with two wild horses. The neighbors exclaimed, "What good luck!"

The farmer replied, "Maybe."

Later, the farmer's son tried to ride one of the wild horses but fell and broke his leg. The neighbors lamented, "What bad luck!"

The farmer replied, "Maybe."

Soon after, soldiers came to recruit young men for war, but they left the farmer's son because of his broken leg. The neighbors celebrated, "What good luck!"

The farmer simply said, "Maybe."

This parable shows that life is unpredictable and that it's wise to reserve judgment. What seems like bad luck may turn into good fortune, and vice versa.

1. What does the parable show?

**Ans.** The parable shows that life is unpredictable and that it's wise to reserve judgment.

2. What is a synonym for the word "fortune"?

**Ans.** Luck

3. What was the consequence of the farmer's son trying to ride one of the wild horses?

**Ans.** He fell and broke his leg.

4. What part of speech is the word "reserve" in the passage?

**Ans.** Verb

5. Why did the soldiers leave the farmer's son when they came to recruit young men for war?

**Ans.** Because of his broken leg.

### ■ Echo Chamber ■

Do you know how your social media feed often shows things that match your interests or opinions? Did you ever wonder why that happens? You may think it's just showing you what you like. Correct! Algorithms are designed to show you content that you're likely to agree with or enjoy, based on what you've liked or shared in the past. This can create an echo chamber, where you mostly see opinions that match yours and don't get exposed to other points of view. Do you think that could be a problem? It might make you think everyone agrees with you, even if they don't. It can make it harder to understand other people's opinions or even realize that there are other perspectives. It's important to step outside that echo chamber by seeking out different ideas, even if you disagree with them. It helps you think critically and grow as a person. How do you think we could do that together?

Maybe we could follow some different kinds of accounts or read news from various sources? That's a great idea. Let's explore different view points so we can talk about them. It'll make all of us better at understanding the world!

1. What is an echo chamber?

**Ans.** An echo chamber is where you mostly see opinions that match yours.

2. Why does social media often show content that matches our interests?

**Ans.** Algorithms are designed to show you content that you're likely to agree with or enjoy, based on what you've liked or shared in the past.



3. State True or False: Understanding different viewpoints helps us understand the world better.

**Ans.** True.

4. What effect can echo chambers have on our thinking?

a) Narrow-minded                      b) Broad-minded                      c) Open to new ideas

**Ans.** a

5. Identify the part of speech of the word "various" in the phrase "various sources."

**Ans.** Adjective

### Try the following

#### Hero-worshipping

Hero-worshipping is part of societies. Those heroes might be film stars, political leaders, sports stars or other persons. Hero-worshippers display passionate admiration and imitation of their 'heroes'. Hero-worshipping is a human quality that shows that a person is overawed by the personality cult. A hero becomes a demigod for him. His hero's positive attributes become his guiding and inspiring principles and he becomes blind to the hero's negative traits and weaknesses

The instinct of hero worship springs from an internal inferiority complex. The result is that they are distanced from reality and live in a dream world of their own. It thus becomes the biggest stumbling block in the progress of persons indulging in it. This plain passion often lands us in a cloud of illusion.

However, with rational thinking and perseverance we can produce more heroes rather than more hero-worshippers.

1. What do hero-worshippers typically display towards their heroes?
2. State True or False: A hero-worshipper becomes blind to the hero's negative traits and weaknesses.
3. According to the passage, from where does the instinct of hero worship spring?
4. What is the ultimate result of indulging in hero-worshipping?
5. What two qualities do we need to cultivate in order to produce more heroes rather than more hero-worshippers?

## Disability and Pity

As someone with a disability, I'd like people to know there's a line between kindness and pity. It's a realization I've come to after a lifetime of struggling with my disability. There are a few of the barriers I face every single day. I will continue to face them for the rest of my life. This is my reality. But it's not these barriers that get under my skin. I'm a smart, educated, ambitious person, yet many people can't see past my disability. Don't get me wrong: I've never been bullied. It's actually the opposite – I'm repeatedly pitied. At least once a day, I can see pity in the eyes or voice of someone I interact with.

The same can't be said for a woman who insisted on praying over my head to God. She prayed that God should take away my disability and fix me. That situation was embarrassing and uncalled for. I didn't ask for her pity, nor did I ask for her prayers to "fix" me. I don't pity myself and neither should you. We all love to be shown kindness, but unless someone asks for pity, don't give it. Pity makes us feel less than others or not enough.

1. How does pitying make someone feel?
2. What can people see if they look past the writer's disability?
3. State True or False: Disabled people are often bullied, and it is problematic for them.
4. According to the passage, what is more meaningful than pity?
5. As per the passage, what do disabled people want?
  - a) Pity
  - b) Dignity and respect
  - c) Charity

## Change Starts from Home

Why do we expect girls to come home early? Because we let boys roam around till late in the evening. Why do we expect girls to learn cooking? Because we never bother to teach our boys how to cook. Why do we expect our girls to be humble and gentle? Because we tell boys to be strong and bold.

Discrimination starts at home. It begins in the way we raise our children, in the expectations we set, and the roles we assign. A million homes make up a city, and a thousand cities make up a nation. But as we move from home to society, the discrimination multiplies, spreading far and wide.

It wears many faces—catcalling, eve-teasing, harassment, stalking, abuse, domestic violence, and worse. The unfortunate reality is that these forms of discrimination are not just limited to one part of society; they touch lives everywhere, often in ways we don't even notice.

The journey of change has to start with us. If we want to create a world where girls aren't held back by outdated expectations, we need to start questioning and reshaping the norms in our own homes. It's not just about raising girls right—it's about raising boys to respect, appreciate, and support them as equals. Only then can we hope for a society that truly stands for fairness, respect, and equality.



1. What role can we play to reduce discrimination, according to the passage?
2. State True or False: Raising our girls in the right way is enough to change society.
3. Where does discrimination often begin, as suggested in the passage?
4. How does the passage suggest that discrimination spreads from one place to another?
5. What are some examples of discrimination mentioned in the passage?

## Exercise

Read the following passages carefully and answer the questions that follow.

### 1 Social Media

Instagram is the worst social media network for mental health and wellbeing, according to a recent survey. It was associated with high levels of anxiety, depression, bullying, sleep quality and body image and FOMO, or the “fear of missing out.”

There were certainly some benefits associated with social networking for example, self-expression, community building and emotional support.

However, young people who spend more than two hours a day on social networking sites are more likely to report psychological distress. “Seeing friends constantly on holiday or enjoying nights out can make young people feel like they are missing out while others enjoy life,” the #Status Of Mind report states. “These feelings can promote a ‘compare and despair’ attitude.”

Social media posts can also set unrealistic expectations and create feelings of inadequacy and low self-esteem. This may explain why Instagram, where personal photos take centre stage, received the worst scores for body image and anxiety. As one survey respondent wrote, “Instagram easily makes girls and women feel as if their bodies aren’t good enough as people add filters and edit their pictures in order for them to look ‘perfect’.”

The more social networks a young adult uses, the more likely he or she is to report depression and anxiety.

#### Tips to reduce social media consumption

1. Set time limits
  2. Turn off notifications
  3. Replace social media with hobbies like reading, playing, exercising
1. According to the passage, what is the likely outcome for a young adult who uses multiple social networks?
  2. List two tips to reduce social media consumption mentioned in the passage.
  3. According to a recent survey, which social media network is worst for mental health and wellbeing?
  4. What does the term FOMO stand for?
  5. State True or False: Young people who spend more than two hours a day on social networking sites are less likely to report psychological distress.



## 2 Atomic Habits

A habit is an act that you perform automatically by instinct. Like when you walk into a dark room, you instinctively turn on a light switch, right? Habits are actions you don't even have to think about, which is why you might not realize how a small daily action can have a powerful effect on your life.

We don't typically notice tiny changes because the impact is not seen immediately. The impact may not be seen for months, or even years, but the results can be enormous. For instance, eating a plate of panipuri certainly won't make you unhealthy; however, if you eat a plate of panipuri every week, then you'll likely see a change in weight over the course of a year. Similarly, going to gym one day won't immediately make you in shape. Instead, it's small habits over time that compound into major results.

While many people believe that making big changes is the key to success, it's the small things we do each day that have the biggest impact on our lives. Our small daily habits will affect the person we become in the future, so it's critical that we adopt healthy habits to ensure we live long, successful lives. Luckily, there are many tips and tricks to help you implement new habits today. When you can make your habits an attractive, easy, and satisfying experience, you'll be more likely to keep up with them.

### Questions

1. What makes it more likely for someone to keep up with new habits?
2. According to many people, what is believed to be the key to success?
3. To live long and successful lives, what do we need to adopt?
4. Why don't we typically notice the impact of tiny changes?
5. State TRUE or FALSE: Eating a plate of panipuri certainly won't make you unhealthy; however, if you eat a plate of panipuri every week, then you'll likely see a change in weight over the course of a year.

## 3 Cyber Safety

More than 175,000 children go online for the first time every day – a new child every half second – UNICEF said today. Digital access exposes these children to a wealth of benefits and opportunities, but also to a host of risks and harms, including access to harmful content, sexual exploitation and abuse, cyberbullying, and misuse of their private information,

UNICEF says, the children should keep things like your full name, age, address, phone number, college name, and even small details about your family private. It's exciting to meet new people online, but always remember: if you haven't met them in real life, don't share personal details, photos, or your location with them. And if anyone ever makes you feel uncomfortable, tell your parent/teacher right away. If you see a link, pop-up, or message from someone you don't know, don't click on it. Sometimes, these things can take you to places that can harm your device or steal your information. It's fun to share photos, but remember: once you post something online, it's hard to take it back. Only share things you'd be comfortable with everyone (including strangers) seeing.



## Questions

1. Whom can you tell if anyone makes you feel uncomfortable?
2. What is the name of the organization that cautions children to be safe online?
3. What might happen if you click on a link or message from someone you don't know?
4. According to UNICEF, how many children go online every day?
5. State True or False: Once you post something online, it's easy to take it back.

#### 4 Social Democracy

We must not to be content with mere political democracy. We must make our political democracy a social democracy as well. Political democracy cannot last unless there lies at the base of it social democracy. What does social democracy mean? It means a way of life which recognises liberty, equality and fraternity as the principles of life. These principles of liberty, equality and fraternity are not to be treated as separate items in a trinity. They form a union of trinity in the sense that to divorce one from the other is to defeat the very purpose of democracy. Without equality, liberty would produce the supremacy of the few over the many. Equality without liberty would kill individual initiative. Without fraternity equality and liberty will be no deeper than coats of paint."

## Questions

1. How can political democracy last, according to the passage?
2. State True or False: The principles of liberty, equality, and fraternity are to be treated as separate items in a trinity.
3. What does social democracy mean?
4. Without fraternity, what would be the outcome of liberty and equality?
5. What would happen if equality existed without liberty?

#### 5 Peer Pressure and Substance Abuse

Peer pressure is a risk factor for drug use, including alcohol use or smoking, among both children and adults. A teen is vulnerable to peer pressure when he feels that peer acceptance is important to them, or if he is sensitive to rejection. Teens may willingly choose to use drugs/alcohol to fit in and avoid rejection or look 'cool'.

How to resist peer pressure: When feeling pushed to participate in something you don't want, employ these tips to avoid the activity or leave the situation altogether. Such as making eye contact, and refusing to participate in a polite but firm voice. This should be enough to cause a real friend to back off. Or say you can't participate because of responsibilities you need to attend to later or the next day. If all fail leave the situation if their pressure continues. If this group of friends continues to force you to engage in the behaviour you aren't interested in, then they may not be the friends you want to spend time with. These types of social situations can be draining at best and dangerous at worst, leading to unwanted drinking or drug use.



1. State True or False: If someone is forcing you to try drugs/alcohol, they are not your friends.
2. What should one do if peer pressure continues even after saying no?
3. Why may teens willingly choose to use drugs/alcohol?
4. Write one tip to avoid peer pressure.
5. If you say no to drug use, who will back off?

## 6 Physical Activity

Physical inactivity is the fourth leading cause of death worldwide. It's also associated with chronic illness and disability.

Recent research estimates that the world could see close to half a billion new cases of major chronic diseases by 2030 if people don't get more active.

Regular physical activity helps to prevent and manage many chronic diseases. Popular ways to be physically active include walking, running, cycling, and playing sports.

The World Health Organisation (WHO) recommends that children and adolescents (5-17 years old) get an average of at least 60 minutes per day of moderate to vigorous intense physical activity.

This should incorporate vigorous aerobic activities, as well as those that strengthen muscle and bone, at least three days a week. It's also recommended that children spend no more than two hours a day on recreational screen time.

Physical activity can also boost mental health and academic performance.

1. What does the World Health Organisation recommend for children and adolescents?
2. What is the fourth leading cause of death worldwide?
3. How many hours a day should children spend on recreational screen time?
4. What does recent research suggest if people don't get more active?
5. According to the paragraph, what is physical inactivity associated with?

## 7 Unity in Diversity

Indian National Army (INA) was founded by Subhas Chandra Bose. It was an organization formed with the aim of securing India's independence, with the spirit of unity across diverse backgrounds. This chapter in Indian history highlights the power of unity in diversity as a defence against divisive external pressures; however the British captured INA and conducted trials for the officers.

The British prosecuted three INA officers: Shah Nawaz Khan, a Muslim; Gurbaksh Singh Dhillon, a Sikh; and Prem Sahgal, a Hindu; reflecting the natural diversity of the INA itself, which embraced people from all regions and faiths. This diversity, rather than dividing public opinion, became a powerful symbol of unity. Indians across religious and regional lines rallied in solidarity with the officers, viewing their struggle as a representation of the nation's dream for freedom and dignity. The trials sparked



mass protests and reignited the collective drive toward a shared national identity, highlighting the strength of unity in the face of external challenges, reinforcing unity as an instrument for change.

## Questions

1. Who were the three INA officers prosecuted by the British?
2. What was the aim of the Indian National Army?
3. Who founded the Indian National Army?
4. State True or False: The INA officers were from only one religious community.
5. According to the paragraph, what is the best defence against divisive external pressures?

## 8 The Stonecutter's Wish

Once, there was a humble stonecutter who spent his days carving stones from a mountain. One day, he envied a wealthy merchant and wished to be rich. Instantly, he became a merchant, surrounded by wealth.

Soon, he noticed a king commanding respect and power. He wished to be a king. His wish was granted, and he felt powerful until the sun's heat made him uncomfortable. "The sun is stronger than a king," he thought, and he became the sun.

As the sun, he noticed a thick cloud blocking his rays. "The cloud is mightier than the sun," he decided and became a cloud. But then the wind blew him apart, so he wished to be the wind.

The wind rushed mightily across the land until it came upon an immovable mountain. "The mountain is stronger than I am!" he realised, and he became a mighty, unyielding stone.

One day, a stonecutter began chipping away at him. Only then did he understand: he had always been the most powerful thing, just as he was.

This parable teaches us to appreciate ourselves and recognise our unique value without envy.

## Questions

1. Why did the stonecutter wish to be the wind?
2. What is the moral of the parable?
3. State True or False: We have always been the most powerful thing, just as we are.
4. Why did the stonecutter want to be a king?
5. What was the stonecutter's first wish?

## 9 Khejri Massacre

In 1730, the desert of Rajasthan turned red when Amrita Devi, a Bishnoi woman, bravely stood in front of the king's soldiers to protect the sacred Khejri trees. She hugged a tree and said, "If saving this tree costs my life, it is worth it." With those words, her head fell to the ground.

But her sacrifice didn't stop there. Ten, twenty, thirty—more people stepped forward, and their heads fell too. Yet the Bishnoi villagers didn't stop. Fifty, ninety, one hundred—they kept coming, standing strong. Men, women, children, and elders all hugged the trees, refusing to give up. One hundred and fifty, two hundred, two hundred and fifty-five—still, the soldiers kept swinging their swords.



Three hundred, three hundred and fifty—yet the Bishnois didn't back down. Their courage was stronger than their fear. When the king heard what was happening, he rushed to the scene. Seeing the villagers' bravery, he was moved.

The king stopped the destruction and promised to protect the Khejri trees forever. Their sacrifice inspired the modern Chipko movement.

## Questions

1. Which modern movement in India was inspired by the sacrifice of the Bishnois?
2. Who promised to protect the Khejri trees after witnessing the Bishnois' sacrifice?
3. How many Bishnois sacrificed their lives to protect the trees?
4. Who was the Bishnoi woman who stood against the king's soldiers to save the trees?
5. What did Amrita Devi say before sacrificing her life?

## 10 Mountain Man

In the hot hills of Bihar, Dashrath Manjhi faced a terrible loss when his wife fell on a mountain path and couldn't get to the hospital in time. Her death filled him with a strong determination. He stood before the huge mountain that blocked his village from the nearest town and decided to break it with just a hammer and chisel.

With every strike of his tools, pieces of rock fell. Neighbours laughed and called him crazy, but Dashrath kept going. "This mountain took my wife," he said, "I won't let it take anyone else."

Day after day, year after year, he worked tirelessly. His hands bled, the seasons changed, years rolled on and 22 years passed. Slowly, a path appeared where the mountain once stood. The villagers, who once mocked him, began to admire his incredible effort.

In the end, Dashrath Manjhi succeeded. He carved a 110-metre-long road through the mountain, turning a 55-kilometre journey into just 15 kilometres. Known as the "Mountain Man," he showed the world that even the toughest challenges can be overcome with determination. His story inspires people everywhere to believe in themselves and their dreams. Next time when you feel tired or have a mountain to move just remember the Mountain Man.

## Questions

1. What did people call Dashrath Manjhi when he started breaking the mountain?
2. What tools did Dashrath Manjhi use to break the mountain?
3. How many years did Dashrath Manjhi work hard to carve a path through the mountain?
4. What title did Dashrath Manjhi earn for his achievement?
5. State True or False: Even the toughest challenges can be overcome with determination

*Note to the Teacher*

This section is designed to enhance students' reading comprehension through structured exercises. The passages and questions encourage critical thinking and analytical skills. Teachers can guide students in applying the 3S & 3R techniques to improve their comprehension and interpretation of texts effectively.





## Non - Verbal Information



### Note to the Student

Visual information, such as tree diagrams, pie charts, route maps, bar graphs, and tables, helps you understand and present data clearly. This chapter will teach you how to interpret and create different visual formats effectively. Mastering these skills will improve your ability to organize and communicate information efficiently.

Study the following signage boards. Write down what you understand from those boards in the blanks provided below the signage.



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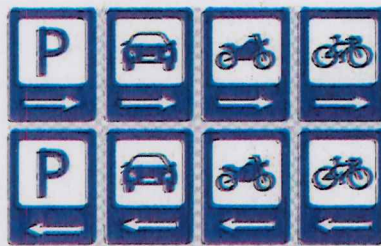
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### Now read the following

1. Zebra line ahead. Be cautious while crossing the Zebra line.
2. You'll find a hospital if you go ahead five hundred metres.
3. Be cautious of the wet floor. It's slippery. You might fall down.
4. Here's a First Aid kit. Use it in emergency.

5. Parking for Vehicles. First cars then motor bikes and finally bicycles should be parked. Please note that entry and exit ways are different.
6. Here's fire extinguisher in case of emergency.

Is it easy to understand the signage boards or the written information? How about those who can't read? For example let's say a truck driver is speeding on the road and sees the following.



**Take right. No straight road ahead**

**Which one do you think he/she understands fast and better?**

**Language** developed later in the history of communication, which initially relied on symbols and signs. This is why symbols and signs are often easier to understand, provided there are no cultural barriers. To convey information concisely and clearly, symbols, signs, pictures, and diagrams are widely used.

**Diagrams** simplify complex data, making large amounts of information more intelligible and easier to understand. They provide an attractive and engaging way to present statistical data. Additionally, diagrams help in making comparisons—visually representing two or more sets of data allows for quick and easy analysis.

### Advantages of Using Diagrams

- Visually appealing and engaging
- Easy to remember
- Time-saving
- Simplifies complex data
- Useful for comparisons
- More informative

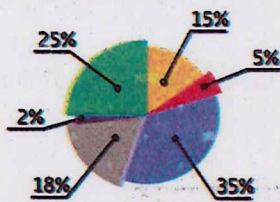
Now, let's learn how to create and interpret different types of diagrams, including pie charts, tree diagrams, tables, bar graphs, and route maps.

### 1 Pie charts/diagrams

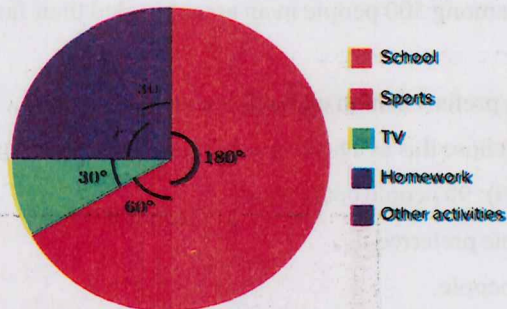
A pie chart is a type of graph that represents the data in the circular graph. The slices of pie show the relative size of the data, and it is a type of pictorial representation of data. It shows how a total amount is divided into categories. The slices of the pie are often represented with percentages, signifying their contribution to the whole. A pie chart requires a list of categorical variables and numerical variables. Hence, the term “pie” represents the whole, and the “slices” represent the parts of the whole.



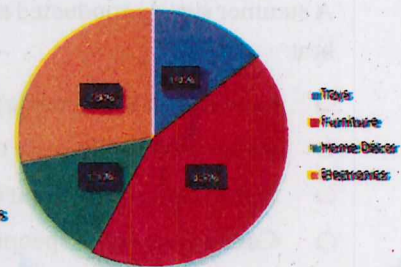
## Chart infographics



Tina's School Day



Sales chart



In the above, the first and the third charts show slices in a pie, can represent percentage of something whole. The second chart shows the time spent by Tina in a day. The third, the percentage of sales of certain goods in a shop.

## How to draw a pie chart?

Imagine a teacher surveys her class on the basis of favourite Sports of students:

Football	Hockey	Cricket	Basketball	Badminton
10	5	5	10	10

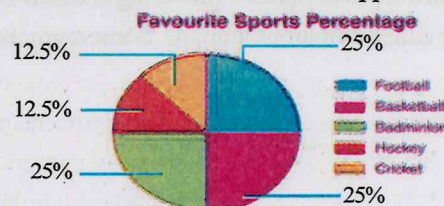
This data can be represented by a pie chart as following. It makes the size of the portion easy to understand.

- Step 1:** Add all the values in the table to get the total, i.e. total students are 40 in this case.
- Step 2:** Imagine the circle equal to 100 and now what would be the value of half circle and  $\frac{1}{4}$  th circle? In the same manner if the circle's total value is 40, how much slice a 10 would take?
- Step 3:** To make it clearer, we can divide each value by the total and multiply by 100 to get a per cent. It makes the size of the portion easy to understand.

Football	Hockey	Cricket	Basketball	Badminton
$(10/40) \times 100 = 25\%$	$(5/40) \times 100 = 12.5\%$	$(5/40) \times 100 = 12.5\%$	$(10/40) \times 100 = 25\%$	$(10/40) \times 100 = 25\%$

Now you can draw a pie chart.

- Step 5:** Draw a circle and slice it into those measures approximately.



**Try this**

A summer survey conducted among 500 people in an area revealed their favourite beverages to beat the heat:

- **Cool drinks:** 148 people preferred them over natural drinks.
- **Buttermilk:** 102 people chose this as a healthy option.
- **Sugandhi soda (Nannari):** 90 people opted for it.
- **Coconut water:** 80 people preferred it.
- **Iced tea:** Chosen by 20 people.
- **Cold coffee:** Chosen by 15 people.
- **Local drinks:** The remaining participants preferred local beverages over all the above options.

Based on this data, create a pie chart to visually represent the distribution of preferences.

**2 Tree diagrams**

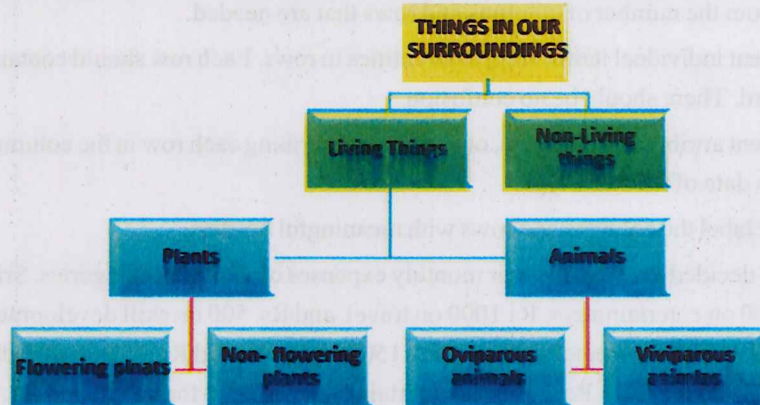
A tree diagram is a way of representing the hierarchical nature of a structure in a pictorial form. It is named a tree diagram, because the representation is like a tree even though the chart is upside down compared to an actual tree. It is easier to draw tree diagram and let's see how.

- Choose your main concept, idea, or topic.
- Place your main concept at the top of your diagram.
- Tree diagrams are hierarchical, so you should always start with your biggest, broadest idea and get more specific as you go.
- Create the first level branches. Your first level of branches will be ideas or steps that would come immediately after or are immediately related to the main concept.
- Keep adding branches. Add more ideas based on your first layer of branches and continue branching off until you reach a conclusion or outcome of each path.

**Read the following paragraph and see how a tree diagram can be drawn for the information provided in it.**

Things in our surroundings form two groups namely living things and non-living things. Living things are of two kinds, plants and animals. There are two types of plants – flowering and non-flowering plants. If we consider animals, some animals lay eggs which are called oviparous animals. Some animals give birth to their young ones. They are viviparous animals.





### Try this

The Indian government is structured into three main branches: Legislative, Executive, and Judiciary. The Legislative branch is responsible for making laws. Further it is divided into Parliament and State legislatures. Parliament is further divided into Lok Sabha and Rajya Sabha. State legislature has Vidhan Sabha and Vidhan Parishad.

The executive branch is responsible for implementing and enforcing laws. This branch is classified into Central Executive and State Executive. Central Executive has President, Prime Minister and Council of Ministers and Bureaucracy. State Executive has Governor, Chief Minister and Council of Ministers and State Bureaucracy.

The judiciary interprets laws, resolves disputes, and ensures justice. Judiciary is further classified into Supreme Court, High Courts and Sub ordinate courts. Sub ordinate courts are divided into District and Sessions Courts and Lower courts. Show the above information in a tree diagram.

### 3 Tables

A table is an arrangement of information or data, typically in rows and columns. Tables are widely used in research, data analysis and communication. Drawing a table is simple. Read the given data carefully. It is important to decide what details go into columns and rows of a table. When deciding what to write in the columns and rows of a data table, the key principle is to organize the data so that each row represents a unique observation or record and each column represents a specific attribute or variable about that observation, allowing for easy comparison and analysis. Follow these steps to draw a table.

- Determine the purpose of the table: Identify the information you want to compare, categorize or summarize.



- Figure out the number of columns and rows that are needed.
- Represent individual items, records or entities in rows. Each row should contain data for a single entity or record. There should be no confusion.
- Represent attributes, categories, or variables describing each row in the columns. Each column should contain data of the same type.
- Clearly label the columns and rows with meaningful headers.

Four friends decided to compare their monthly expenses on different categories. Srikar spends Rs. 2000 on food, Rs. 1500 on entertainment, Rs. 1000 on travel, and Rs. 500 on skill development. Giridhar spends Rs. 2500 on food, Rs. 1000 on entertainment, Rs. 1500 on travel, and Rs. 750 on skill development. Prabhakar allocates Rs. 1800 for food, Rs. 1200 for entertainment, Rs. 800 for travel, and Rs. 600 skill development. Siddhu spends Rs. 2200 on food, Rs. 1300 on entertainment, Rs. 900 on travel, and Rs. 700 on skill development. Let's draw a table with the above data.

Name	Money spent on			
	Food	Entertainment	Travel development	Skill
Srikar	2000	1500	1000	500
Giridhar	2500	1000	1500	750
Prabhakar	1800	1200	800	600
Siddhu	2200	1300	900	700

### Try this

The University Wits were a group of influential playwrights and poets of the late 16<sup>th</sup> century who significantly shaped English literature. Among them, Christopher Marlowe (1564–1593) stood out with his masterpieces *Doctor Faustus* and *Tamburlaine the Great* known for their powerful use of blank verse and ambitious characters. Thomas Kyd (1558–1594), a pioneer of the revenge tragedy genre, gained fame with *The Spanish Tragedy* and *Cornelia*. Robert Greene (1558–1592), known for his prose romances and pastoral comedies, authored *Friar Bacon* and *Friar Bungay* and *Pandosto*. John Lyly (1554–1606) popularized the Euphuistic style in his works *Euphues: The Anatomy of Wit* and *Endymion*. Thomas Nashe (1567–1601), celebrated for his satirical prose, is remembered for *The Unfortunate Traveller* and *Pierce Penniless: His Supplication to the Devil*. George Peele (1556–1596) brought lyrical and pastoral drama to the forefront with *The Arraignment of Paris* and *David and Bethsabe*. Finally, Thomas Lodge (1558–1625), known for his romantic and pastoral literature, authored *Rosalynde* and *A Looking Glass for London and England*. Together, these writers revolutionized English drama and prose, paving the way for the golden age of Elizabethan literature. Convert the above information into a table.



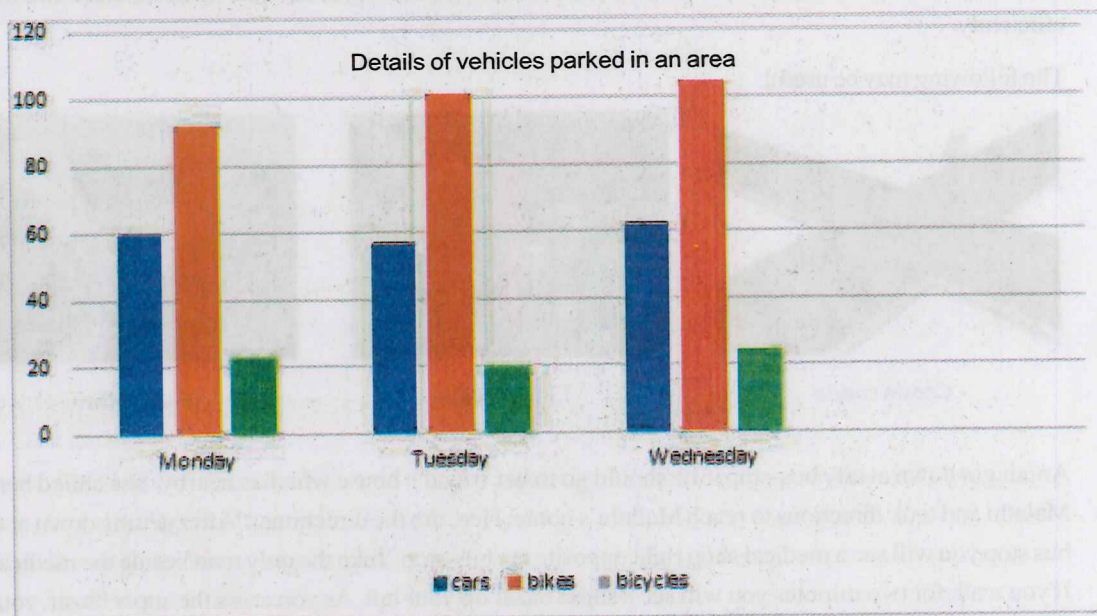
#### 4 Bar Graphs

Bar graphs or bar charts are a type of graph that uses bars to represent data and compare values.

- Bar graphs use bars of different heights or lengths to represent data. The length of each bar corresponds to the value of the variable it represents.
- They are used to compare different categories of information, show how something changes over time, or explain complex data. They are especially useful when one variable is categorical.
- Bar graphs have an x-axis (horizontal) and a y-axis (vertical). The x-axis typically has numbers for the time period or what is being measured, and the y-axis has numbers for the amount of stuff being measured.

Let's see how a bar graph can be drawn from the data given below.

In a parking area there are a number of vehicles being parked every day. As per the data given by the watchman of that parking area, on Monday, 60 cars, 92 bikes and 23 bicycles were parked. On Tuesday, 57 cars, 101 bikes and 20 bicycles were parked. On Wednesday, 62 cars, 105 bikes and 25 bicycles were parked. See how the above data is presented in the following diagram.



**Try this**

At a sports complex, the number of participants in different activities was recorded over four days. The data is as follows:

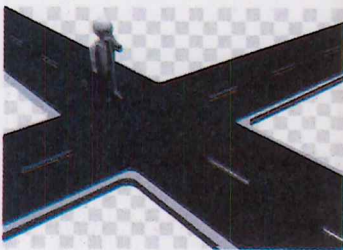
- **Monday:** 35 played basketball, 50 played tennis, and 25 used the gym.
- **Tuesday:** 40 played basketball, 55 played tennis, and 30 used the gym.
- **Wednesday:** 45 played basketball, 60 played tennis, and 35 used the gym.
- **Thursday:** 50 played basketball, 65 played tennis, and 40 used the gym.

Based on this data, draw a bar graph representing the number of participants in each activity over the four days. Use different colours for each activity to ensure clarity.

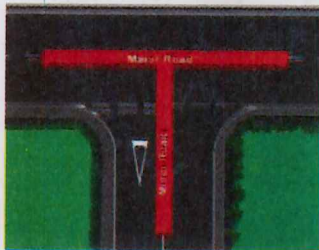
**5 Route Maps**

A route map is a detailed plan or diagram showing the path from a certain point to the destination. A route map typically provides details like the starting point, destination, and the path to get there including roads, streets, and key landmarks, often with estimated distances, allowing users to navigate between two locations efficiently.

The following may be useful:



Cross roads



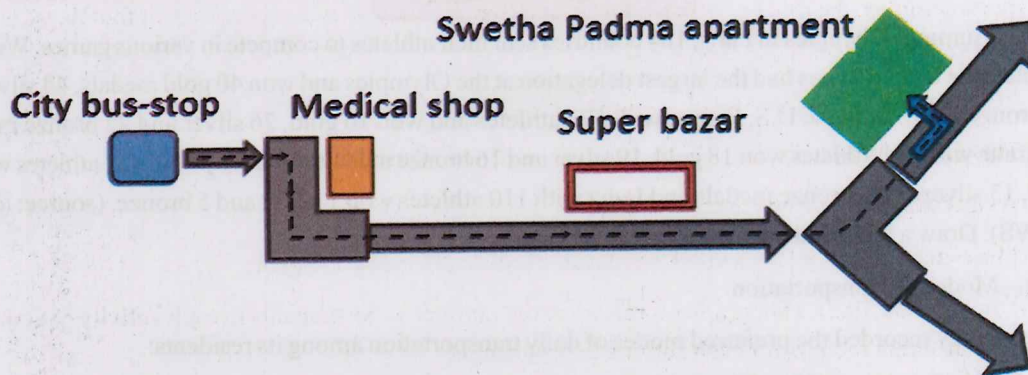
T-Junction



Y-Junction

Anjali got down at city bus-stop. She should go to her friend's house which is nearby. She called her friend Malathi and took directions to reach Malathi's home. Here are the directions: "After getting down at the city bus stop you will see a medical shop right opposite the bus-stop. Take the only road beside the medical shop. If you walk for two minutes you will see a super bazar on your left. As you cross the super bazar, you arrive at a Y-junction. There take left. After walking a few steps you will see Sweta Padma Apartments. Come into the apartment and our flat number is 402."





### Try this

**Route Map Directions:** From Vijayawada to Tirupati:

- Start: Begin at Vijayawada. Take the NH16 highway heading south.
- After 30 km, you'll pass through Guntur. Continue on NH16.
- Drive 150 km further to reach Ongole.
- Continue on NH16 for another 150 km to reach Nellore.
- Turn Off: At Nellore, take a left turn onto NH716 towards Tirupati.
- Follow NH716 for 130 km, passing through smaller towns like Naidupeta.
- You will arrive at Tirupati, where you can visit the famous Sri Venkateswara Temple.

Draw a route map from Vijayawada to Tirupati with clear labels for each landmark and a line representing the route. Use symbols for landmarks to make your map visually engaging!

## EXERCISES

1. In 2024 Summer Olympics in Paris, 184 countries sent their athletes to compete in various games. With 594 athletes, the United States had the largest delegation at the Olympics and won 40 gold medals, 44 silver and 42 bronze. Following the U.S, France with 572 athletes and won 16 gold, 26 silver and 22 bronze medals. Australia with 460 athletes won 18 gold, 19 silver and 16 bronze medals. Germany with 427 athletes won 12 gold, 13 silver and 8 bronze medals and India with 110 athletes won 1 silver and 5 bronze. (source: @CBS NEWS). Draw a table to depict the above information.
2. **Topic:** Modes of Transportation  
A city survey recorded the preferred modes of daily transportation among its residents:
  - Public Transport: 40% of the residents.
  - Private Vehicles - cars: 20% of the residents.
  - Private Vehicles – bikes: 25% of the residents.
  - Cycling: 5% of the residents.
  - Walking: 10% of the residents.Represent this data as a pie chart.
3. A well-planned vegan diet focuses on whole, plant-based foods and excludes all animal-derived products. A raw High-Carb, Low-Fat (HCLF) vegan diet typically includes carbohydrates, with about 80% of the total calories coming from fruits, vegetables, and other carbohydrate-rich foods. Proteins, often sourced from nuts, seeds, leafy greens, and legumes, make up approximately 10% of the calorie intake. Similarly, fats, derived from sources like avocados, nuts, and seeds, also account for 10% of total calories. This proportion supports a high-energy, nutrient-dense eating style while minimizing fat intake. Represent this data by a pie chart.
4. A student's performance in different subjects is as given in the table. Convert the following table into a bar graph.

Subject	Marks
English	85
Second language	89
Mathematics	90
Science	78
Social studies	88
Hindi	89
Project	70



5. The human nervous system is classified into Central Nervous System (CNS) and Peripheral Nervous System (PNS). Brain is the centre of the CNS consisting of Cerebrum (responsible for voluntary actions, emotions, and sensory perception) and Cerebellum (controls balance and coordination). The Brainstem regulates heart rate, breathing, and reflexes and the Spinal Cord connects the brain to the rest of the body. The Peripheral Nervous System (PNS) has the following: Somatic Nervous System which controls voluntary movements (e.g., skeletal muscles) and Autonomic Nervous System (ANS). It is further divided into Sympathetic Nervous System ("Fight or flight" response) and Parasympathetic Nervous System ("Rest and digest" response). Represent the above classification of the human nervous system in the form of a tree diagram.
6. India experiences six primary seasons, each with unique characteristics. Spring, known as Vasanta in Hindi, occurs from March to May (corresponding to the months Chait and Baisakh in the Hindi calendar). Summer, or Grishma, spans May to July, aligning with the Hindi months Jeth and Asarh. The rainy season, referred to as Varsha, lasts from July to September and corresponds to the Hindi months Sawan and Bhadon. Autumn, called Sharada, extends from September to November, represented by the Hindi months Ashwin and Kartik. Winter, or Hemanta, is observed from November to January, covering the Hindi months Aghan and Pausha. Lastly, the cold season, known as Shishira, occurs from January to March, coinciding with the Hindi months Magha and Phalgun. Convert this information into a table diagram.
7. You are planning a trip from your house to the local park. Along the way, you will pass several landmarks, including a grocery store, a library, a bus stop, and a café. Use the following instructions to draw a route map showing your journey:  
 Start from your house. Turn to your left and walk till you reach a grocery shop on your right. Once you cross the grocery shop you will come to a T-junction. There take left and walk till you reach Public Library on your right. Just beside by the library there's a pathway that leads to the bus stop. On crossing the bus-stop take left turn at the café. In two minutes you will reach the park. Draw the map with clear labels for each landmark and a line to represent the route you will take. Include symbols for the landmarks to make your map visually engaging!
8. In a public library, visitors are categorised based on their purpose of visit. The librarian recorded the following data over four days:
  - **Monday:** 45 visitors for borrowing books, 78 for reading, 32 for internet use.
  - **Tuesday:** 50 for borrowing books, 85 for reading, 40 for internet use.
  - **Wednesday:** 55 for borrowing books, 92 for reading, 35 for internet use.
  - **Thursday:** 60 for borrowing books, 88 for reading, 42 for internet use.
 Based on this data, draw a bar graph representing the number of visitors in each category over the four days. Use different colours for borrowing books, reading, and internet use for clarity.



9. *The Ramayana*, divided into seven parts or kandas, narrates the life and adventures of Lord Rama and his companions. *Bala Kanda* details the origins of Rama and his brothers, Lakshmana, Bharata, and Shatrughna. *Ayodhya Kanda* depicts the events leading to Rama's 14-year exile. *Aranya Kanda* chronicles the final year of exile, featuring Rama defeating demons, Sita's abduction by Ravana. In *Kishkindha Kanda*, Rama aids Sugriva in defeating Vali, and Hanuman's southern army discovers Sita's location in Lanka. *Sundara Kanda* focuses on Hanuman's adventures, while *Yuddha Kanda* recounts the epic war between Rama and Ravana, culminating in Ravana's defeat and Sita's Agni Pareeksha. Rama's exile ends with his celebrated return to Ayodhya. Finally, *Uttara Kanda* describes the later years, including Sita's banishment, the birth of Lava and Kusha, and their upbringing by Valmiki. Show this information into a tree diagram.
10. You are a student at Government Junior College, Guntur. You have won first prize in an elocution competition and need to visit the Collectorate, Guntur, to receive your award from the District Collector. Since you do not know the way to Collectorate, your friend provides you with the following directions.

#### Directions

Start at Government Junior College near Naaz Centre in Sambasiva Pet, Guntur. Exit the college and turn left to reach a T-junction. At the junction, turn left and continue until you reach the traffic signals at the crossroads. There, turn right and go straight for approximately 800 metres. You will see Police Parade Ground (PPG) on your left. The Collectorate entrance gate is directly opposite the PPG.

**Task:** Based on the directions, draw a route map with clear labels for each landmark. Use a line to represent the path you will take and include symbols for the landmarks to make your map visually engaging.

#### Note to the Teacher

This chapter equips students with essential skills to interpret and represent data visually. Guide them through different formats, highlighting their practical applications in academics and real life. Use interactive exercises to help students practice and reinforce their understanding.





# Parts of Speech



## Note to the Student

This section covers the basics of English Grammar, focusing on Parts of Speech and their placement. By mastering this concept, you will improve your ability to identify the parts of speech of words in a sentence effectively.

If language is a vehicle of communication, then grammar is nothing but the bolts and nuts that keep the vehicle running smoothly. And, 'Parts of Speech' is one of the most important bolts. It categorizes words based on their function within a sentence. This chapter provides a detailed explanation of all the parts of speech and their sub-types along with exercises for practice.

## 1. Noun

A noun is a word that names a person, place, thing, or an idea. Nouns are the building blocks of sentences as they often serve as the subject or object. To put it simply, any name is a Noun.

There are various types of nouns, categorized based on different aspects. A noun can belong to multiple categorised simultaneously. For instance, a common noun can also be countable, concrete, and singular at the same time. For example, 'pencil' is a common noun that is countable, concrete, and singular.

**Types:** Nouns can be broadly classified into two categories: Abstract Nouns and Concrete Nouns.

Type of Noun	Definition	Example Words	Example Sentences
<b>Abstract Noun</b>	Represents things that cannot be experienced through the five senses: sight, hear, touch, taste, and smell. These are not tangible objects or entities that physically exist.	kindness, honesty, knowledge, poverty	<ul style="list-style-type: none"><li>- She is a known for her honesty.</li><li>- Knowledge is priceless.</li></ul>
<b>Concrete Nouns</b>	Represents things that can be experienced through the five senses:	table, dog, mountain, perfume, music	<ul style="list-style-type: none"><li>- The mountain stood tall against the horizon.</li><li>- I found a beautiful shell on the beach.</li></ul>



The following are the various types of Concrete Nouns

Sub-type	Definition	Examples
<b>Proper Noun</b>	Names of specific persons, places, or things.	India, Shakespeare, The Taj Mahal
<b>Common Noun</b>	Class / Category of people, places, or things.	country, writer, monument
<b>Collective Noun</b>	Names of groups or collections.	team, flock, committee
<b>Countable Noun</b>	Refers to nouns that can be counted.	chair, pencil
<b>Uncountable Noun</b>	Refers to nouns that cannot be counted.	water, sugar

**Note:** A gerund (Verbal Noun) is the 'V1+ ing' form that functions as a noun in a sentence.

○ **Example Words:** swimming, writing, reading

○ **Example Sentences:**

❖ *Swimming* is my favourite hobby.

❖ She enjoys *reading* before going to bed. (Reading is her hobby)

### Brainy Bee

Identify the difference between following pairs of words. (It is not about the first one of each set begins with a capital letter.)

1. Apple – apple
2. King – king
3. Noise – noise
4. Nothing – nothing
5. Boat – boat

Many nouns are sometimes countable, and sometimes uncountable. Usually there is a difference in meaning:

Countable Nouns	Uncountable Nouns
○ Did you hear <b>a noise</b> just now? (= a specific noise)	○ I can't work here. There's too much <b>noise</b> . (= noise in general)
○ I bought <b>a paper</b> to read. (= a newspaper)	○ I need <b>some paper</b> to write on. (= material for writing on)
○ There's <b>a hair</b> in my soup! (= one single hair)	○ You've got very long <b>hair</b> . (not hairs) (= all the hair on your head)
○ This is <b>a nice room</b> . (= a room in a house)	○ You can't sit here. There is no <b>room</b> . (= space)
○ I had some interesting <b>experiences</b> while I was travelling. (= things that happened to me)	○ I was offered the job because I had a lot of <b>experience</b> . (not experiences) (= experience of that type of job)
○ Enjoy your trip. Have <b>a great time</b> !	○ I can't wait. I don't have <b>time</b>



**Practice**

*Here's a day from the life of Padmini. Can you identify at least 15 nouns from the given paragraph?*

Last weekend, Padmini visited the museum with her friends. They admired the paintings and marvelled at the sculptures in the art gallery. Later, they had lunch at a cozy café, where Padmini ordered a delicious sandwich and a cup of coffee. The group talked about their plans for the upcoming holiday and shared their ideas for a fun trip. Everyone enjoyed the afternoon, and they decided to visit the museum again next month.

**Practice**

Fill in the blanks with correct plural form of the nouns given in the brackets.

1. The park was full of playful \_\_\_\_ (child).
2. We ran several \_\_\_\_ (diagnosis).
3. He explained the \_\_\_\_ (focus) of the study.
4. My \_\_\_\_ (foot) were sore after the run.
5. My dentist says I have healthy \_\_\_\_ (tooth).
6. A flock of \_\_\_\_ (goose) flew across the sky.
7. All my \_\_\_\_ (brother-in-law) are teachers.

Singular	Plural	Singular	Plural
box	boxes	leaf/ leave	leaves
boy	boys	life	lives
brother-in-law	brothers-in-law	man	men
child	children	mouse	mice
criterion	criteria	nucleus	nuclei
diagnosis	diagnoses	phenomenon	phenomena
focus	foci	syllabus	syllabi
foot	feet	tooth	teeth
goose	geese	wife	wives
index	indices	woman	women

**Key to Brainy Bee**

The exercise points out the importance of capital letters and how they change meaning significantly. When **Common Nouns** are written with capital letters they become **Proper Nouns**.

1. Apple (a mobile phone brand)– apple (a fruit)
2. King (the name of a person)– king (the ruler of a kingdom)
3. Noise (an earphones brand) – noise (the disturbing sound)
4. Nothing (a mobile phone brand)– nothing ( empty )
5. Boat (an earphones brand))– boat (a vessel that floats on water)



## 2. Pronoun

A pronoun is a word used in the place of a noun to avoid repetition and make the sentence concise.

### Types

There are several sub-types of pronouns, each serving a specific purpose:

Sub-type	Definition	Examples
<b>Personal</b>	Refers to specific persons or things.	I, you, he, she, it, we, they
<b>Possessive</b>	Shows ownership.	mine, yours, his, hers, ours
<b>Reflexive</b>	Points back to the subject.	myself, yourself, himself
<b>Demonstrative</b>	Points to specific things.	this, that, these, those
<b>Interrogative</b>	Used to ask questions.	who, whom, whose, which, what
<b>Relative</b>	Introduces a subordinate clause.	who, whom, whose, which, that
<b>Indefinite</b>	Refers to non-specific things or people.	someone, everyone, none, anything

### Change the following nouns into pronouns (assume the fox as he and the crow as she)

A fox was wandering in the forest when the fox saw a crow perched on a branch. The crow held a big piece of cheese in the crow's beak. The fox wanted the cheese, so the fox said to the crow, "Your voice must be as beautiful as your feathers. Would you sing a song for me?" The crow, flattered by the fox's words, opened the crow's beak to sing, and the cheese fell to the ground. The fox quickly grabbed the cheese and ran off, leaving the crow feeling foolish.

### Practice

*Fill in the blanks with appropriate pronouns to complete the story.*

One day, a young boy named Sam went to the park with \_\_\_ sister. \_\_\_ both loved playing on the swings and running around. While Sam was climbing a tree, \_\_\_ saw a bird's nest. \_\_\_ called out to \_\_\_ sister, "Look! There's a nest up here!" \_\_\_ sister looked up and said, "Be careful, Sam. Don't scare the birds!" Sam carefully climbed down and joined \_\_\_ on the bench. Together, \_\_\_ decided to draw the birds in \_\_\_ notebooks. When \_\_\_ finished, \_\_\_ showed the drawings to \_\_\_ parents, who were very impressed.



## Importance of Persons and Cases in Pronoun Usage

To use them correctly, it's important to understand the **person** (first, second, third) and **case** (subject, object, possessive, reflexive) of the pronoun. For example, **subject pronouns** (*I, we, they*) are used when the pronoun is doing the action. **Object pronouns** (*me, us, them*) are used when the pronoun is receiving the action. **Possessive pronouns** show ownership (*mine, ours*), and **reflexive pronouns** point back to the subject (*myself, themselves*). Knowing when to use the right form of a pronoun makes writing and speaking clearer.

**Table of Pronouns by Person and Case**

Person	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
<b>First Person Singular</b>	I	me	my	mine	myself
<b>First Person Plural</b>	We	us	our	ours	ourselves
<b>Second Person Singular</b>	You	you	your	yours	yourself
<b>Second Person Plural</b>	You	you	your	yours	yourselves
<b>Third Person Singular</b>	He, She, It	him, her, it	his, her, its	his, hers	himself, herself, itself
<b>Third Person Plural</b>	They	them	their	theirs	themselves

## Explanation of Columns

- Subject Pronouns:** Used as the subject of a sentence.  
E.g.: She reads a book.
- Object Pronouns:** Used as the object of a verb or preposition.  
E.g.: A book is read by her.
- Possessive Adjectives:** Show ownership and modify a noun.  
E.g.: This is her book.
- Possessive Pronouns:** Show ownership and stand alone without a noun.  
E.g.: The book is hers.
- Reflexive Pronouns:** Refer back to the subject of the sentence.  
E.g.: She reads it for herself.



### 3. Adjective

**Adjectives** are words that describe or modify nouns or pronouns, providing more information about their qualities, quantity, or characteristics. They help to make sentences more detailed and interesting by answering questions like *What kind?* *How many?* or *Which one?*

#### Example

- *She wore a **beautiful** dress.* (What kind of dress?)
- *There are **five** apples on the table.* (How many apples?)
- *I chose the **red** car.* (Which car?)

Order	Example
Opinion	Good, bad, amazing, poor, rich
Size	Big, small, tiny, huge
Age	Young, old, ancient, modern
Shape	long, wide, circular, linear
Colour	Red, blue, green, orange,
Origin	Indian, Chinese, American
Material	Wooden, plastic, silk, leather
Purpose	Educational, decorative, agricultural

(When there are many adjectives in a sentence, the above order needs to be followed)

#### Practice: Identify the Adjectives

Read each sentence carefully and underline or highlight the adjectives.

- The beautiful garden was filled with vibrant flowers.
- She wore a red dress and carried a small bag.
- The tall building cast a long shadow on the street.
- We had a delicious meal at the new restaurant.
- His quick decision helped to avoid a serious mistake.
- The young boy found a golden key in the ancient chest.
- It was a cold night with a bright moon in the sky.
- The teacher gave us a challenging yet interesting assignment.
- I love my cozy little home in the peaceful countryside.
- The angry crowd demanded immediate action from the authorities.

*Read the paragraph below and underline all the adjectives. There are at least 15 adjectives.*

The old man walked through the quiet village early in the morning. He passed by the green fields and the beautiful houses that lined the narrow road. The air felt fresh and the sky was clear. The children played in the wide playground, laughing and enjoying the sunny day. Some happy dogs ran along the side of the road, wagging their furry tails. The man smiled as he admired the peaceful and charming scene in front of him.



## 4. Verb

Verbs show the *happenings* or *state of something*. They are action words. They can show:

- If somebody does something like: The boys sleeps on the floor.
- If something has happened to someone like: A stranger patted the stray cat.
- The state of someone or something; like: The cat is alive fortunately.

### Main Verbs

#### Regular and Irregular Verbs

Verbs which form their past and past participle forms with the help of the suffixes 'ed' or 't' are known as Regular Verbs and those which do not follow the above rule are irregular verbs.

E.g. dance, danced, danced (regular)

learn, learnt, learnt (regular)

E.g. take, took, taken (irregular)

see, saw, seen. (irregular)

cut, cut, cut. (irregular)

#### Finite Verbs and Non-Finite Verbs

The tense-carrying verbs are called Finite Verbs, while the tense-less verbs are called Non-Finite Verbs. The tense-carrying verbs can be in Present or Past forms (go and went). The tense-less verbs can be 'Infinitive' (to go/go) or 'Present Participle' (going) or 'Past Participle' (gone).

**Note:** An infinitive resembles the present form, but it carries no tense. Infinitives can be used with or without the particle 'to' preceding them.

E.g. I wish **to serve** in India. ('To' infinitive)

She made me **serve** dinner. (Bare infinitive without 'to')

#### Transitive Verbs and Intransitive Verbs

Verbs which take objects are called 'Transitive Verbs' and those without objects are called 'Intransitive Verbs.'

E.g. She writes novels. (Transitive Verb)

He writes beautifully. (Intransitive Verb)

**Note:** Verbs will be discussed in detail in the chapters titled 'Tense' and 'Voice.'

## Auxiliary Verbs

<b>Primary Helping verbs</b>	<b>Be:</b> am, is, are, was, were, being and been <b>Have:</b> have, has and had <b>Do:</b> do, does and did	<b>Functions</b> <ul style="list-style-type: none"> <li>○ to form various tenses</li> <li>○ to ask questions</li> <li>○ to express negatives</li> </ul>
<b>Modal Helping Verbs</b>	Shall, should, will, would, can, could, may, might, must, need and ought	<ul style="list-style-type: none"> <li>○ to express possibility, ability, permission, or necessity etc.,</li> </ul>

The **Auxiliary Verbs** occur in front of the main verb (infinitive) and add force or emotion to the action verb.

E.g. Ravi plays chess. (Action+ Present tense)

Ravi is a chess player. (No action + Present tense)

Ravi can play chess. (Can=Aux Verb + Present tense + ability)

(Play = infinitive/main verb)

## 5. Adverb

Adverbs modify a verb, an adjective or another adverb, giving some extra information about them. Adverbs are usually formed from adjectives by adding '-ly' to them.

**Look at the examples below**

- Ali walks *swiftly*. (modifying the verb *walks*)
- She took the groceries out of the shopping bag *very* carefully. (modifying another adverb *very*)
- She is a *really* sweet child. (modifying the adjective *sweet*)

**Practice: Identify the Adverbs**

1. She sings melodiously during every performance.
2. The train arrived late because of the storm.
3. He quickly finished his homework before heading out.
4. The team played extremely well in the finals.
5. They are always kind to their neighbours.
6. The baby slept peacefully in her crib.
7. We will visit the museum tomorrow.
8. He spoke very softly during the meeting.
9. The cat crept silently across the room.
10. I have never seen such a beautiful sunset.



**Note:** Quickly and seriously are adverbs. Many adverbs are formed by adding 'adjective + ly'

<b>Adjective</b>	<i>quick</i>	<i>serious</i>	<i>careful</i>	<i>bad</i>	<i>heavy</i>
<b>Adverb</b>	<i>quickly</i>	<i>seriously</i>	<i>carefully</i>	<i>badly</i>	<i>heavily</i>

Not all words ending in -ly are adverbs. Some adjectives end in -ly too, for example:

<i>friendly</i>	<i>lively</i>	<i>elderly</i>	<i>lonely</i>	<i>manly</i>	<i>lovely</i>
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**Example:** It was a lovely day.

People crave for worldly pleasures.

### Adjective or adverb?

She speaks perfect English.

(adjective + noun)

She speaks English perfectly.

(verb + noun + adverb)

**Fast, hard and late:** These words are both adjectives and adverbs:

#### Adjective

Abdul is a **fast** runner.

It's **hard** to find a job right now.

Sorry I'm **late**.

#### Adverb

Abdul can run **fast**.

Kate works **hard**. (not works hardly)

I got up **late**

## 6. Preposition

A **preposition** is a word that establishes a relationship between a noun (or pronoun) and another word or element in a sentence. It acts as a connector, linking the noun or pronoun with remaining part of the sentence (called the **object of the preposition**) to express relationships such as **time, place, direction, cause, manner, instrument, or reason**.

Prepositions are essential in conveying the meaning and context of a sentence. They typically appear before the object, forming a **prepositional phrase** (e.g., "*in the room*," "*on the table*," "*after the event*").

### Key Features of Prepositions

- 1. Relational Function:** Prepositions show the relationship between words in a sentence.

For example

- Time: *We met **before** lunch.*
- Place: *The book is **on** the table.*
- Direction: *He walked **into** the room.*

2. **Always Have an Object:** A preposition is always followed by a noun, pronoun, or noun phrase, which serves as its object.

- Example: *She sat beside him.*
- Example: *I saw him at the station.*

### Importance of Prepositions

- **Clarify Relationships:** Prepositions add meaning and clarity to sentences, making them precise and understandable.
- **Add Context:** They specify details about when, where, and how something occurs.
- **Enhance Description:** Prepositional phrases make sentences more descriptive and informative.

**Note:** For a detailed explanation refer to the chapter on 'Prepositions.'

## 7. Conjunction

A **conjunction** is a word used to connect words, phrases, clauses, or sentences, helping to establish a logical relationship between them. Conjunctions act as linking words that organize ideas and ensure smooth transitions in writing and speech.

while before as now  
after once  
although and except until  
so because but though if  
like where whether when  
since nor than or  
that unless

### Types of Conjunctions

#### 1. Coordinating Conjunctions

These join elements of equal grammatical rank.

- Example Words: *for, and, nor, but, or, yet, so* (FAN BOYS)

##### Examples

- ❖ *She is tall and strong.*
- ❖ *He wanted to go but he couldn't.*

#### 2. Subordinating Conjunctions:

These join dependent clauses (subordinate clauses) to independent clauses, showing a relationship such as time, cause, or condition.

- Example Words: *because, although, if, since, when, after, before, unless*



**Examples**

- ❖ *I stayed at home **because** it was raining.*
- ❖ *We will start the project **after** you arrive.*

**3. Correlative Conjunctions**

These work in pairs to connect balanced or parallel elements.

- Example Words: *either...or, neither...nor, both...and, not only...but also*

**Examples**

- ❖ *You can choose **either** tea **or** coffee.*
- ❖ *She is **not only** talented **but also** hardworking.*

Mastering conjunctions is key to writing and speaking cohesively!

**Practice: Identify the Conjunctions**

Underline the conjunction(s) in each of the following sentences.

1. She wanted to go to the party, but she was feeling unwell.
2. I will call you when I reach home.
3. He likes both cats and dogs, but he cannot decide which to adopt.
4. They left early because they had a train to catch.
5. You can stay here or you can go with them.

For a detailed explanation refer to the chapter on 'Clause Analysis and Synthesis'.

**8. Interjection**

An **interjection** is a word or phrase that expresses a sudden emotion, feeling, or reaction. Interjections are often used in informal speech and writing to convey surprise, excitement, anger, joy, disgust, or other emotions. They stand apart from the grammatical structure of a sentence and are usually followed by an exclamation mark (!) or a comma (,).

**Comprehensive Table for Interjections**

Category	Details	Examples
Key Features	<b>Express Emotions</b>	<i>Wow!</i> (amazement)
	Convey sudden emotions or reactions	
	<b>Independent Words or Phrases</b>	<i>Oops!</i> (realization of a mistake)
	Stand apart grammatically from the sentence	
	<b>Informal Use</b>	<i>Oh!</i> (sudden understanding)
	Common in casual speech and writing.	

Category	Details	Examples
<b>Types of Interjections</b>	<b>Surprise:</b> Express astonishment or shock. <i>Example: Wow! That's amazing</i>	<b>Surprise:</b> Wow, Oh, Ah!
	<b>Joy:</b> Show happiness or excitement. <i>Example: Hooray! We won.</i>	<b>Joy:</b> Hooray, Yay, Yippee!
	<b>Anger/Frustration:</b> Show irritation. <i>Example: Ugh! This is frustrating.</i>	<b>Anger:</b> Ugh, Damn, Grr!
	<b>Sadness/Sorrow:</b> Express regret or grief. <i>Example: Alas! The hero fell.</i>	<b>Sadness:</b> Alas, Oh no, Ouch!
	<b>Attention:</b> Call attention or warn. <i>Example: Hey! Watch out!</i>	<b>Attention:</b> Hey, Look, Listen!
	<b>Approval:</b> Show appreciation or agreement. <i>Example: Bravo! Excellent work</i>	<b>Approval:</b> Bravo, Well done, Great!

Mastering interjections enhances expressive communication and makes both writing and speech more dynamic and engaging.

**Practice the following. The first two are done for you.**

1. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**

**Section A**

- The cat climbed the tree to escape the barking dog.
- She loves reading books in her free time.
- The children played happily in the park.
- The sunset painted the sky in a beautiful shade of orange.
- He drove his car carefully on the icy road.
- The book is on the table near the window.

**Section B**

- Noun
- Pronoun
- Verb
- Adverb
- Adjective
- Interjection
- Preposition
- Conjunction



2. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. The train was delayed, but we eventually reached our destination. ( h )
2. Wow! That was an incredible performance! ( f )
3. They are planning a surprise party for their friend. ( b )
4. The soldier fought bravely in the battle. ( d )
5. After the movie, we went out for dinner. ( g )
6. The team celebrated their victory with a loud cheer. ( a )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

3. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. He drank a glass of water. ( )
2. She walked gracefully down the stairs. ( )
3. I won't go unless you join me. ( )
4. The books are inside the drawer. ( )
5. The funny joke made everyone laugh. ( )
6. He drank a glass of water. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

4. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. The cold wind made us shiver. ( )
2. He watched a movie together. ( )
3. The dog ran through the tunnel. ( )
4. Courage is needed to face challenges. ( )
5. You should stay until the rain stops. ( )
6. He replied politely to the teacher. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

5. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. They kept talking eventhough it was late. ( )
2. The old house had a mysterious charm. ( )
3. The school is opposite the bank. ( )
4. Success requires hard work. ( )
5. She cooked dinner for the family. ( )
6. He waited nervously for the test results. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

6. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. He looked at her kindly. ( )
2. The car stopped at the red light. ( )
3. The warm blanket kept her cozy. ( )
4. I will visit you whenever I get time. ( )
5. Patience is necessary in difficult situations. ( )
6. They listen to music every evening. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

**Same Word as Different Parts of Speech**

A single word can function as multiple parts of speech, changing its meaning and role in a sentence. This flexibility highlights the complexity and nuance of language.

**For example:**

Rajesh and his parents **fast** on Mondays. (Verb)

Today is Monday so he is on a **fast**. (Noun)

He runs **fast**. (Adverb).

He is a **fast** runner. (Adjective)



## Exercises

1. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**

### Section A

1. He drove his car carefully on the icy road. ( )
2. The children played happily in the park. ( )
3. She loves reading books in her free time. ( )
4. The sunset painted the sky in a beautiful shade of orange. ( )
5. The cat climbed the tree to escape the barking dog. ( )
6. I saw him at the station. ( )

### Section B

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

2. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

### Section A

1. The train was delayed, but we eventually reached our destination. ( )
2. Wow! That was an incredible performance! ( )
3. They are planning a surprise party for their friend. ( )
4. The soldier fought bravely in the battle. ( )
5. The soldiers walked through the forest. ( )
6. The team celebrated their victory with a loud cheer. ( )

### Section B

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

3. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

### Section A

1. The beautiful sunset painted the sky orange. ( )
2. We walked slowly through the quiet park. ( )
3. She always reads before going to bed. ( )
4. Happiness is the key to a peaceful life. ( )
5. He worked in this office for 20 years. ( )
6. She left because it was too noisy. ( )

### Section B

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

4. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. The tiny kitten hid under the chair. ( )
2. He sang his favorite song at the concert. ( )
3. She finished her homework quickly. ( )
4. I stayed home since it was raining. ( )
5. The cat jumped over the fence. ( )
6. Friendship makes life more meaningful. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

5. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. She spoke softly to calm the baby. ( )
2. The delicious cake was baked by my mother. ( )
3. I will go if you come with me. ( )
4. Freedom is something we all cherish. ( )
5. They built a treehouse in their backyard. ( )
6. She placed the keys beside the vase. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

6. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. I won't leave unless you are ready. ( )
2. The famous actor signed autographs. ( )
3. She sat between her two best friends. ( )
4. He drives to work every morning. ( )
5. Love can make people do amazing things. ( )
6. We arrived early at the airport. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction



7. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. The tall man reached the top shelf. ( )
2. The ball rolled under the couch. ( )
3. He waited patiently for his turn. ( )
4. They write letters to each other often. ( )
5. Music brings joy to many people. ( )
6. She didn't go out although it was sunny. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

8. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. He spoke clearly during the presentation. ( )
2. The brave soldier returned home. ( )
3. She bought a new dress yesterday. ( )
4. She hid the letter behind the books. ( )
5. Wisdom comes with experience. ( )
6. We will start after the guests arrive. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

9. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. The children played outside the house. ( )
2. I will stay as long as you need me. ( )
3. Peace is what the world needs. ( )
4. He ran happily across the field. ( )
5. They choose to travel by train. ( )
6. The soft pillow felt comfortable. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

10. Match the underlined words of the sentences under **Section A** with their respective Parts of Speech under **Section B**.

**Section A**

1. The bright stars lit up the night sky. ( )
2. She danced gracefully at the party. ( )
3. We can leave before it gets dark. ( )
4. The restaurant is near the park. ( )
5. He answered the question honestly. ( )
6. Truth is important in any relationship. ( )

**Section B**

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective
- f. Interjection
- g. Preposition
- h. Conjunction

**Note to the Teacher**

Since parts of Speech forms the basics of grammar, teach - fundamentals, what they are, their types, formation, placement and how to identify them contextually.





## Articles



### Note to the Student

This section deals with the fundamentals of Articles, including their types, usage, and omissions. 'Articles' help you enhance your language skills and improve your performance in communication and also in competitive examinations.

Read the following story and pay attention to the highlighted words in the story.

Once, there was a girl who asked her father about the way individuals react in the face of adversity. The father, a wise man, asked her to bring an egg, a potato and two tea leaves. She brought them, he then started boiling water in three separate vessels. He put the egg, the potato and the tea leaves in one vessel each. After a few minutes, he asked her to peel the egg, the potato and strain the leaves. He explained to the girl that,

The soft egg is now hard.

The hard potato is now soft.

The tea leaves changed the colour of water itself.

When adversity hits the door, one should respond in the most suitable way, because the behaviour of a person in adversity defines his/ her character.

**A, An, and The** are called **Articles**. They are usually placed before a Noun or a Noun Phrase to indicate the person(s) or thing(s) we are referring to, in a sentence.

Articles are of two types

1. Indefinite Article
2. Definite Article

### Indefinite Article

'A' or 'An' is called the indefinite article because it does not refer to a particular person or thing. It is used before singular countable nouns.

#### Ask Yourself!

Why 'a girl,' 'an egg,' 'a potato,' 'two tea leaves' later became 'the girl', 'the egg' 'the potato' and 'the two tea leaves'?

1. 'A' is used before **singular countable nouns** which begin with **consonant sounds**

- ☐ He is a teacher.
- ☐ She doesn't own a car.
- ☐ I saw a tiger at the zoo

2. 'An' is used before **singular countable nouns** which begin with **vowel sounds**

- ☐ He is an actor.
- ☐ She didn't get an invitation.
- ☐ She is an MBBS student.

Eg: a university      a red apple      a good employee      a GDP of 9 points  
 An umbrella      an apple      an employee      an X-ray      an 8 point GPA

### Note This Point, Your Honour

You cannot use A/AN with **plural** and **some uncountable nouns**

- ☐ We saw **tigers** (Not 'a tigers')
- ☐ He listens to **music** (Not 'a music')
- ☐ I'm looking for **work**. (Not 'a work')
- ☐ It's good **advice** (Not 'a good advice')

### Practice:

Fill in the blanks using A/An

- |                              |                          |
|------------------------------|--------------------------|
| 1. ___ boy                   | 2. ___ hour              |
| 3. ___ European              | 4. ___ elephant          |
| 5. ___ Irishman              | 6. ___ car               |
| 7. ___ Indian                | 8. ___ zoo               |
| 9. ___ orphan                | 10. ___ IAS Officer      |
| 11. ___ humble dog           | 12. ___ unhappy man      |
| 13. ___ igloo                | 14. ___ one rupee        |
| 15. ___ broken egg           | 16. ___ idiot            |
| 17. ___ ostrich              | 18. ___ owl              |
| 19. ___ old lady             | 20. ___ alien            |
| 21. ___ uniform              | 22. ___ SBI branch       |
| 23. ___ RD account           | 24. ___ 8 year old child |
| 25. ___ four storey building |                          |



### A/ An is used

- 1) **To refer to one non-specific or general thing/ person when mentioned for the first time.**  
E.g. I need a book. (any book, not specific)  
Once upon a time, there lived a king.
- 2) **Before names of occupations.**  
E.g.: She is a nurse
- 3) **In the sense of “per”.**  
E.g.: He earns ten thousand a month. (per month)
- 4) **Before acronyms, initialisms, collective nouns, or numerical expressions.**  
E.g.: India is a SAARC country. (acronym)  
He is an LLB drop out. (initialisms)  
A pack of cards. (collective noun)  
He owes a million pounds. (numerical expression)
- 5) **To describe qualities of a person by comparison, to change a proper noun into common noun.**  
E.g.: He is a Newton in our group. (intelligent like Newton)
- 6) **To refer to an unfamiliar person/thing.**  
E.g.: A Mrs. Sarala enquired about Dr. Rama.
- 7) **In exclamatory sentences.**  
E.g.: What a pretty dress! What a shame!

### Definite Article

'The' is called definite article. "Definite" means "specific".

- I have a cat. **The** cat is black.
- He brought an umbrella yesterday. The umbrella is red in colour I borrowed **the** umbrella he bought yesterday.
- **The** woman in blue saree is our English teacher.

The definite article 'The' refers to a particular/specific person or thing.

In the above example, the particular woman who wore blue saree is said to be the English teacher and not any other woman.

It can also be used for plural and uncountable nouns

- E.g: **The** boys are in the playground. **The** milk is spoiled. (milk is uncountable noun)

## Uses of 'The'

1. To refer to a specific/particular person or thing.

E.g.: The man who came here yesterday is a doctor.

Open the window. (Refers to a specific window in the room.)

2. When the context specifies the person, place previously referred to.

E.g.: Once upon a time, there lived a king. The king had seven sons.

3. With ordinals or expressions of order and time.

E.g.: 'Articles' is the second chapter in our grammar book.

The next assignment is on Monday.

4. If it is one of its own kind, that is unique or special.

- i. Specific points on the globe, planets and stars

E.g.: The Sun rises in the east.

The North Pole is very cold.

- ii. With ranks, titles, and designations

E.g.: He is the President of our Council.

The principal was on leave.

- iii. With geographical entities

- a. Mountain ranges: E.g.: The Andes, The Himalayas. (*Not with single peaks: Mt. Everest*)

- b. Island chains: E.g.: The Philippines, The Andamans. (*Not before single islands: Greenland*)

- c. Oceans, seas, rivers, and canals: E.g.: The Pacific, The Dead Sea, The Ganges.

## Practice

(Fill in the blanks with the respective rule number of article THE)

## A Journey through India

**The Indian Peninsula** ( ) is rich and diverse, stretching from the majestic mountain ranges of **the Himalayas and the Nilgiris** ( ) to the serene island groups of **the Andaman and the Lakshadweep** ( ). It is surrounded by **the Indian Ocean, the Arabian Sea, and the Bay of Bengal** ( ).

From the vast expanse of **the Thar Desert** ( ) to the verdant jungles of **the Sundarbans** ( ), its beauty is boundless. This land is blessed with the rolling waters of rivers like **the Ganges, the Krishna, and the Godavari**, ( ) and the soothing breezes of **the Kashmir Valley in the north and the Silent Valley in the south** ( & ). People here read **the Gita the Bible and the Quran** ( ).

## Practice

## A Journey of India

(Fill in the blanks with the respective rule number of article THE)

**India** is not a federation like **the United States** nor is it a union like **the European Union**; it isn't even a monarchy like **the Kingdom of Bhutan** ( ).

It is a land of **the humble and the friendly**, (Rule ) home to **the most** ancient civilization on **the earth** ( ).

We welcomed **the French, the Dutch, the Portuguese** and many to our shores. But when **the English** oppressed us we used English to fight back ( ).

Then we elected **the president** of India rejecting **the queen** of Britain. ( )



- d. Forests, valleys, deserts, gulfs, and peninsulas: *E.g.*: The Amazon, The Sahara, The Kashmir Valley.

**5. To represent a whole class when adjectives are used as nouns.**

*E.g.*: The rich should be kind to the poor.

**6. With superlatives and comparatives (selective sense & double comparatives).**

*E.g.*: Osmium is the heaviest metal in the world.

She is the cleverer of the two.

The higher you go, the cooler it gets.

**7. With plural proper nouns to refer to families or nations.**

*E.g.*: The Sharmas are the most renowned musicians of this town.

The Japanese are known for their technology.

**8. Before names of countries that are federations, unions, or kingdoms.**

*E.g.*: The USA, The UK, The Netherlands.

**9. Before names of cultural, historical, and artistic entities Holy books or epics.**

a. Musical instruments: The flute, The tabla.

b. Holy books/epics: The Bhagavad Gita, The Bible, The Quran, The Iliad, The Odyssey.

c. Historical monuments: The Taj Mahal, The Red Fort etc.

**10. With directions and compass points.**

The North, The Southwest.

**11. To refer to nationalities, communities, or sects.**

*E.g.*: The Indians, The English, The Sikhs and French etc.

### Practice

Tick the nouns before which the definite article can be used.

- |                 |                          |
|-----------------|--------------------------|
| 1. Best idea    | <input type="checkbox"/> |
| 2. South Pole   | <input type="checkbox"/> |
| 3. Elephant     | <input type="checkbox"/> |
| 4. School       | <input type="checkbox"/> |
| 5. Italians     | <input type="checkbox"/> |
| 6. Moon         | <input type="checkbox"/> |
| 7. Nile         | <input type="checkbox"/> |
| 8. Uniform      | <input type="checkbox"/> |
| 9. Hindu Paper  | <input type="checkbox"/> |
| 10. Philippines | <input type="checkbox"/> |

### Practice

Use a/an/the

- |   |  |
|---|--|
| 1. A: What's wrong?                       |  |
| B: I have ___ bad headache.               |  |
| 2. A: Why was today's class cancelled?    |  |
| B: Because ___ teacher is sick.           |  |
| 3. A: What does he do?                    |  |
| B: He's ___ engineer.                     |  |
| 4. A: What did Sarala buy?                |  |
| B: She bought ___ new camera.             |  |
| 5. A: How long does it take to get there? |  |
| B: It takes about ___ hour.               |  |
| 6. A: I want to change the channel.       |  |
| B: OK, ___ remote control is over there.  |  |
| 7. A: Have you been to the North Pole?    |  |
| B: No, but I've been to ___ South Pole.   |  |
| 8. A: Where does Jhansi live?             |  |
| B: On ___ third floor in that apartment.  |  |



## Omission of Articles

Category	Examples	Notes/Exceptions
<b>Names and Proper Nouns</b>	1. Mukesh Ambani is the richest Indian.	1. <i>My neighbour is the Mukesh Ambani of our colony</i> (the richest man of the colony)
	2. India is a country with a rich cultural heritage.	2. Use "the" with countries/unions like <i>the USA, the Netherlands</i> .
<b>Languages, Subjects, Games and Colours</b>	1. He studied French. 2. She earned her master's degree in English. 3. She plays tennis. 4. Blue is my favourite colour.	1. <i>The French are fashionable.</i> (When referring to the nationality, use the definite article.) 2. <i>The English she speaks is impeccable.</i> 3. <i>I want to buy a tennis racket.</i> 4. <i>The blue T shirt in the wardrobe is appealing.</i>
<b>Meals (Breakfast, lunch dinner)</b>	I told my mom that I would be late for lunch	<i>The lunch served at the wedding party was delicious.</i> (Use "the" for specific meals)
<b>Material and Abstract Nouns</b>	1. Gold is a precious metal. 2. Kindness should be rewarded.	1. <i>The gold ring she wears is beautiful.</i> 2. <i>The kindness she showers on me is touching.</i>
<b>Diseases</b>	He suffers from pneumonia.	<i>The pneumonia patient of Room No.5 has been discharged.</i> (But we use "the" with traditional diseases like <i>the flu, the measles, the plague</i> ).
<b>Transport and Communication</b>	1. We travelled by train. 2. He sent the message by email.	1. <i>He missed the morning train.</i> 2. <i>The email was sent by a fraudster.</i>
<b>Places with Primary Purpose</b>	1. Mary went to church (to pray). 2. He went to hospital (either as a patient or a doctor)	1. <i>Krishna went to the church to see its architecture.</i> 2. <i>He went to the hospital to paint the walls.</i> (No article is used when visiting a place for its primary purpose, but the definite article 'the' is used for other purposes.)



Category	Examples	Notes/Exceptions
<b>Seasons</b>	If winter comes, can spring be far behind?	<i>The winter of 2021 was harsh.</i>
<b>Before planets</b>	Jupiter is the biggest planet	No article before the names of planets and space, except, the sun, the moon, the earth.
<b>God, Heaven, Hell, and Society</b>	1. Man proposes, God disposes. 2. I believe in God. 3. Go to hell.	<i>The society of the 21<sup>st</sup> century was AI Driven</i> 1. The god of Israel.

### Practice

#### 1. Rewrite the sentences using the correct article wherever necessary.

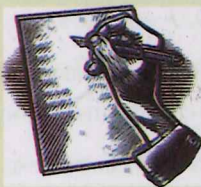
- Mrs. Swetha is good teacher.
- Our Sports Day is on fourth of May.
- He was Chief Engineer who built this ship.
- Dog was limping
- Revanth had pictures of ape and panda.
- He is excellent painter.
- Manager of SBI is my uncle.
- River Ganga is in India.
- Water in our school tank has become polluted.
- Kalyan is best batsman of the team

#### 2. Tick the correct articles to complete the passage.

In (a/an) quiet residential area, I saw (a/an) old house. The handle on (a/the) front door came off at the slightest touch. (A/the) living room was musty and damp. (An/the) attic had a mountain of rubbish. Everything was in (a/the) mess. Then I walked into (a/the) kitchen. It had (an/the) interesting window through which (a/the) sun's rays came in. I realized that I had found (a/the) house of my dreams.



### Champion's Corner



Your friend needs your help in finishing the letter. Use articles in the blanks wherever necessary.

Dear Friend,

Sorry I didn't message you sooner to tell you about \_\_\_ trip, but I've been quite busy with a lot of things since we returned. We had \_\_\_ amazing time in \_\_\_ Araku Valley. Although this was my first time visiting \_\_\_ place, I can confidently say that it is one of \_\_\_ most vibrant and culturally rich places in \_\_\_ country.

We started our journey from \_\_\_ Visakhapatnam, just as you suggested. It's such a beautiful coastal city. I'm so glad you recommended that we visit \_\_\_ famous Kailasagiri Hill for \_\_\_ panoramic view of the coastline. While enjoying \_\_\_ breathtaking scenery, we met \_\_\_ local who runs a traditional guesthouse near \_\_\_ Araku. He offered us to stay at his place for \_\_\_ few days, so we rented \_\_\_ car and took \_\_\_ scenic drive through \_\_\_ Eastern Ghats, spending our time exploring \_\_\_ lush hills and coffee plantations of Araku. What \_\_\_ memorable experience!

Take care,

Sri

### Exercise

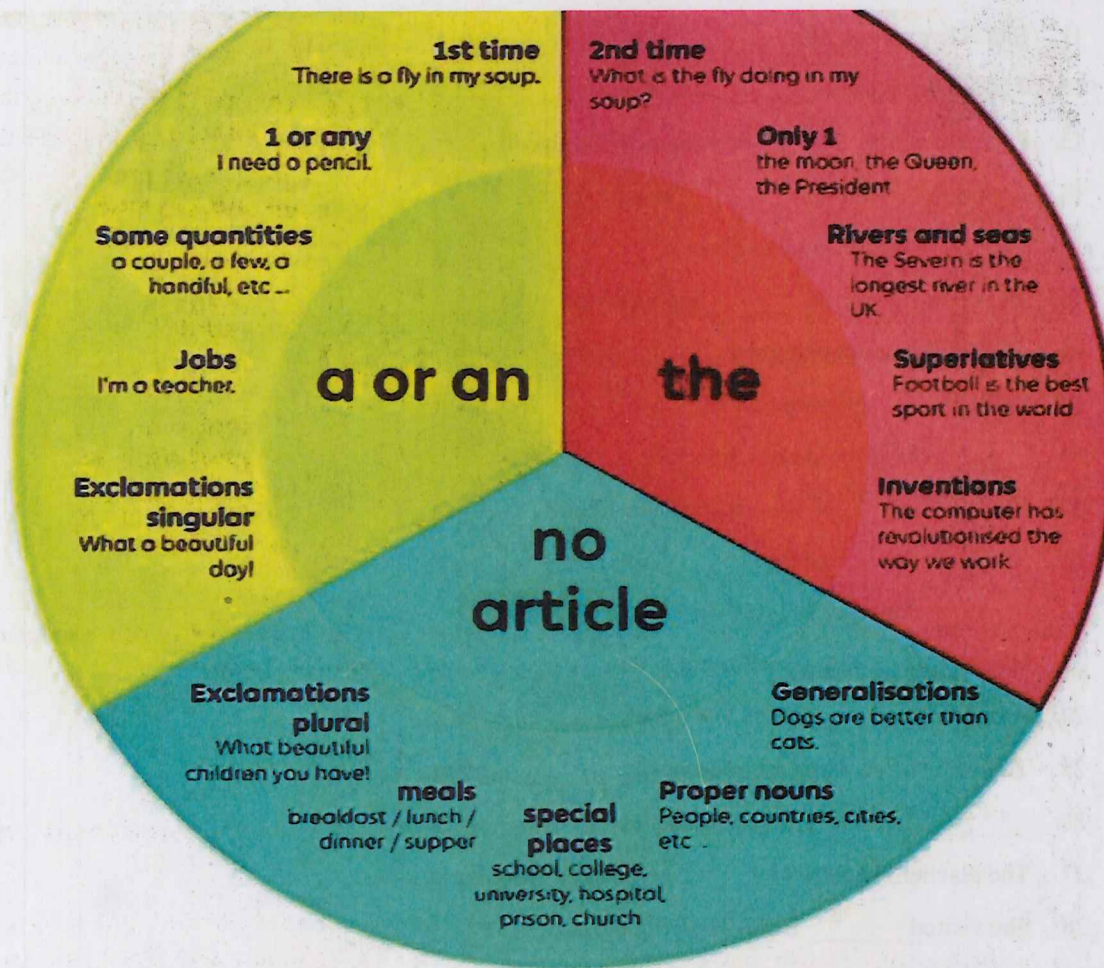
#### Fill in the blanks with A/An/The/ No article

1. Janu is eating \_\_\_\_\_ ice cream.
2. You said that he was \_\_\_\_\_ well-known player.
3. \_\_\_\_\_ sugar isn't good for health.
4. Would you like \_\_\_\_\_ orange or a banana?
5. Amrita wants to be \_\_\_\_\_ Journalist after studies.
6. \_\_\_\_\_ idea can change your life.
7. What \_\_\_\_\_ interesting story!



8. Swetha spends most of her time watching \_\_\_\_\_ TV.
9. Write your name at \_\_\_\_\_ top of the page.
10. Does anyone have \_\_\_\_\_ cell phone?
11. Sita is learning to play \_\_\_\_\_ piano.
12. The sky is blue and \_\_\_\_\_ sun is shining.
13. I need to make \_\_\_\_\_ emergency phone call.
14. Excuse me, Where is \_\_\_\_\_ nearest bank?
15. \_\_\_\_\_ Children love to play.
16. Our apartment is on \_\_\_\_\_ second floor.
17. This work cannot be done in \_\_\_\_\_ day.
18. What \_\_\_\_\_ memorable day!
19. \_\_\_\_\_ blind should be respected.
20. I saw \_\_\_\_\_ cat you were talking about.
21. The company is making \_\_\_\_\_ App now.
22. \_\_\_\_\_ knowledge is power.
23. I drive \_\_\_\_\_ four wheeler every day.
24. Praveen is \_\_\_\_\_ NSS Volunteer.
25. The best coffee seeds are grown near \_\_\_\_\_ Equator.
26. \_\_\_\_\_ Mumbai is a major global city.
27. The teacher is waiting for \_\_\_\_\_ answer from the student.
28. She visited \_\_\_\_\_ Eiffel Tower in Paris.
29. How much is \_\_\_\_\_ loaf of bread.
30. I have \_\_\_\_\_ fifty rupee note. Is it enough?
31. \_\_\_\_\_ Mahabharata is considered the largest epic poem.
32. It is not \_\_\_\_\_ easy thing to do.
33. He will reach there within \_\_\_\_\_ hour.

34. I helped \_\_\_\_\_ one-eyed beggar on the way.
35. I have two sisters and \_\_\_\_\_ brother.



### Note to the Teacher

To reinforce students' understanding, consider providing additional exercises and practice questions on Articles. Emphasise common pitfalls and exceptions in the usage of articles. Relate the usage of articles to real-life contexts and competitive examination questions.





## Prepositions



### *Note to the Student*

In this chapter, you will learn about the different types of prepositions, their meanings, usage rules, and common prepositional combinations involving verbs, adjectives, and nouns. Understanding prepositions requires attention to context and practice. By the end of this chapter, you will have a thorough grasp of how to use prepositions correctly in various situations.

### What are Prepositions?

Prepositions are small but powerful words. They are crucial in connecting nouns and pronouns to other words and clarifying the relationship between subjects and objects.

#### For example

The ball is under the table.

The preposition 'under' shows the relation between the ball and the table.

She is sitting beside her father.

A cat jumped onto the chair.

Thus, prepositions help to clarify the spatial, temporal, or directional relationship between nouns and pronouns or subjects and objects, thereby justifying their connection in the sentence structure.

### Types of Prepositions

- a) **Simple Prepositions:** at, by, for, from, in, into, of, off, on, over, to, with and since.
- b) **Compound Prepositions:** among, amongst, amidst, above, around, along, across, about, below, beneath, beside, between, beyond, outside, within, without.
- c) **Phrase Prepositions:** ahead of, inside of, apart from, instead of, as for, near to, as well as, on account of, because of, on top of, due to, out of, except for, outside of, in addition to, owing to, in front of, such as, in place of, thanks to, in spite of, up to.

### Functions

Prepositions play an essential role in constructing sentences by showing the relationship between words. Here's an overview of their key functions:

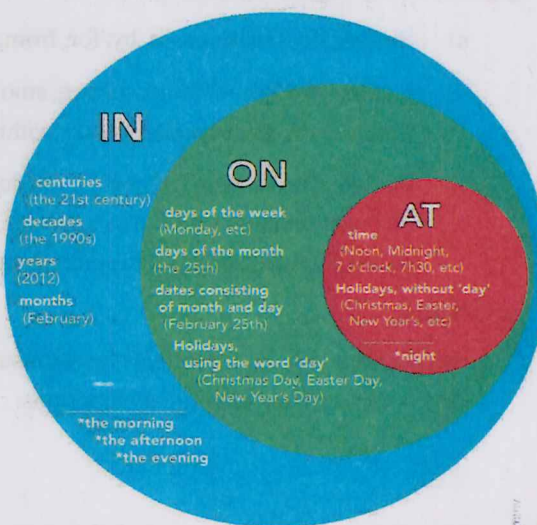
S. No.	Functions	Prepositins used
1	Denoting Time	at, on, in, during, since, till, until, by, for
2	Expressing Direction or Movement	to, into, onto, towards, through, out of, across, along
3	Denoting Place or Location	at, in, on, under, over, behind, between, near, among
4	Showing Relationship or Association	of, about, with, to, for
5	Explaining Cause or Reason	because of, due to, for, on account of, from
6	Describing Manner, Instrument or Means	by, with, via
7	Identifying Agent or Cause in Passive sentence	by, with
8	Forming Idiomatic Expressions(Prepositions are integral to many idiomatic phrases, where their meaning isn't literal.)	out of E.g.: It is out of question for Silpa to be late, she's always punctual. E.g.: We need to think outside the box for innovative solutions. on purpose, in charge, by chance, out of order, get on with, look out for, believe in etc.
9	Expressing Comparison or Contrast	like, unlike, as, than
10	Clarifying Possession or Belonging	of, to

## 1. Prepositions of Time

### At, On, In

- 'At' is commonly used to refer to specific points in time.
- a) **Exact time:** used for specific times of the day (e.g., hours, minutes, seconds)  
E.g.: I will meet you at 6 PM  
The bus arrives at 7.45
- b) **Holidays or specific events:** used with holidays or specific events to indicate when something is happening.  
E.g.: We are having a party at Deepavali.  
BTS concert is at New Year's Eve.

### HOW TO USE PREPOSITIONS TO TALK ABOUT YEARS, DATES AND TIME





- c) **Times of Day (General Reference):** used for certain times of day, but these tend to be more specific or fixed parts of the day.

E.g.: I usually have breakfast at dawn.

The meeting is at noon.

- d) **Specific moments:** indicates a particular moment in time.

E.g.: My mom arrived at the right moment.

- e) Used to refer to **specific age** someone is or was at a certain point of time.

E.g.: Sita learned to play the piano at the age of 9.

At 18, he left home to go abroad.

- **'On'** is used to refer to specific days, dates and occasions in time.

- a) **Specific days:** used when referring to particular days of the week.

E.g.: The meeting is on Friday.

I go to temple on my birthday.

- b) **Specific Dates:** used when referring to a particular date.

E.g.: India observes National Unity Day on October 31<sup>st</sup>.

Global Integrity Day is celebrated on June 9<sup>th</sup>.

- c) **Holidays and Special Occasions.**

E.g.: I will visit my family on Makara Sankranti.

We play with colours on Holi.

- **'In'** is used to refer to longer periods of time, such as months, years, seasons, centuries and general time frames. It indicates a less specific point in time compared to 'on' or 'at.'

- a) **Months and Years:**

❖ used with months and years.

Eg: Savitribai Phule was born in January.

Indian Space Research Organization was established in 1969.

- b) **Seasons, Decades and Centuries:**

❖ used to refer to a broader time period.

Eg: Munnar is a charming destination in spring.

Lata Mangeshkar was born in the 1920s.

## c) Parts of the Day.

- ❖ used with parts of the day, though it's generally for longer spans.

[in the morning/ in the afternoon/ in the evening but 'at night']

E.g.: I do yoga in the morning.

My colleagues go for a walk in the evening.

## d) Used with the future tense referring to the period in which action may take place.

E.g.: You must be careful in future.

In a month, the studio will be ready.

**NOTE:** *In good time* = with considerable time at our disposal.

*In time* = before it's too late, just early enough.

*On time* = exactly at the expected time or scheduled time.

E.g.: My friend invited me to her wedding. The couple arrived at the marriage hall in good time, we arrived at the venue in time, and the marriage took place on time.

### By, Before, After, During

- 'By' is used to indicate a deadline or the latest possible time for something to happen. It refers to a point in time before or at which something must occur.

E.g.: The Annual Examination will be over by 12 PM.

(Exam will be over at or before 12 PM)

Please submit your application by Saturday.

(The application must be submitted not later than Saturday)

- Before, During, After

	Before	After	During
<b>Usage</b>	Earlier than	Following	In the course of
<b>Example</b>	Always check your bill before paying.	Don't go swimming immediately after a meal.	It rained all day but stopped during the night.

### Examples

A large crowd gathered outside the stadium before the match began.

The crowd was thoroughly entertained during the match.

The crowd left the stadium after the match.



- **During** is used to indicate that something happens in the middle of a specific period or event.  
E.g.: It started raining heavily during the match.
- **After** is used to show that one action happens later than another.  
E.g.: We went for a walk after dinner.
- **Before** is used to indicate that one action happens earlier than another.  
E.g.: Wash your hands before eating.

### Since, For

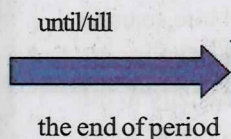
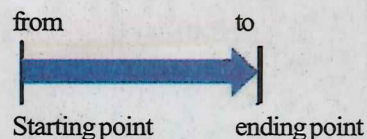
	Since (since + a time in the past)	For (for + a period of time)
Usage	1. Refers to an action which began in the past and continues till the present moment 2. Used with a point of time.	1. To express duration or how long an action continued till the present movement 2. Used with a period of time.
Tenses	Used with the Perfect and Perfect Continuous Tenses.	Used with the Perfect and Perfect Continuous Tenses.
Examples	1. The store has been closed since noon. 2. Shreya Ghoshal has been singing since 1998.	1. The store has been closed for two years 2. Shreya Ghoshal has been singing for 27 years

#### Practice : Fill in the blanks either with *since* or *for*

Raaji has had a number of job opportunities \_\_\_\_ she left school. She worked in a fashion designing company \_\_\_\_ two years. Then she went abroad. She is in Paris at this moment. She has been there \_\_\_\_ 2009. She started a boutique, which has been running successfully \_\_\_\_ ten years.

## 2. Prepositions of Direction

### 2.1 From, Till/Until, To



	From	Until/till	To
<b>Usage</b>	With the beginning of a period.	With the end of the period.	Indicates the point when something finishes.
<b>Example</b>	I'll be at home from 10 o' clock tomorrow.	Wait here till 5 pm. They could not wait until the 2 <sup>nd</sup> innings We didn't get back till/until 2 a.m. (with a negative verb emphasises lateness)	The college works from Monday to Saturday.

**Note:** we can use 'to' for time or place but we can use 'till/until' for time only.

### Across

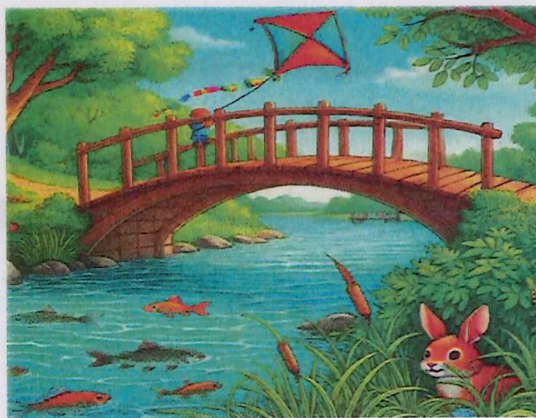
- **Movement from one side to the other**  
E.g.: The boys ran across the street.
- **Position on the other side of something**  
E.g.: Kolkata is across the Hooghly River from Howrah.
- **Spreading over a wide area**  
E.g.: A beautiful jasmine vine grew across the fence.
- **Encountering someone or something unexpectedly**  
E.g.: Albert Einstein ran across Marie Curie at the Solvay Conference in 1911.

## 3. Prepositions of Place and Position

### Above, Over, Below, Under

Let's learn these words contextually.

A small wooden bridge stretches **over** a calm, blue river. **Above** the bridge, a colourful kite soars **in** the sky, its string held by a child standing **on** the bridge. **Below** the bridge, fish swim lazily in the clear water. **Near** the river bank, a rabbit hides **under** a dense bush, its ears perking out cautiously.





	Above (higher than)	Over (vertically above)	Below (lower than)	Under (vertically below)
<b>Usage</b>	Refers to the subject being at a higher position than something else	Subject being directly on top of or covering something else.	Subject being at a lower level or position than something else.	Subject being directly below or lower than something else.
<b>Example</b>	The birds are flying above the trees.	He wears a vest over his shirt.	Nubra Valley is below the Karakoram Mountains.	There is a tunnel under the river.

### Behind, Opposite, Next to, In Front of

- **Behind** – Indicates that something is at the back of another object.  
E.g.: The school is behind the shopping mall.
- **Opposite** – Refers to something being directly across from another.  
E.g.: A pharmacy is located opposite the hospital.
- **Next to** – Describes something positioned immediately beside another.  
E.g.: The library is next to the post office.
- **In front of** – Specifies that something is ahead or facing another object.  
E.g.: A beautiful garden spreads out in front of the museum.



**Practice:** Look at the picture and complete the sentences using 'behind, opposite, next, in front of'

A serene lake lies \_\_\_\_\_ of them, its calm water reflecting the surrounding mountains. A dense forest stretches out \_\_\_\_\_ them, its trees towering above. A village is situated \_\_\_\_\_ the lake. An old-world little café is located \_\_\_\_\_ to the village, offering a warm welcome to the tourists.

#### 4. Prepositions of Proximity and Relation

##### Beside and Besides

###### Beside

- Used to indicate **proximity or location next to** someone or something, usually in a side-by-side arrangement.

E.g.: Raaji sat **beside** her mother.

- It shows proximity in horizontal direction.

E.g.: The hotel is located **beside** the river.

###### Besides

- Used as a preposition to mean 'in addition to.'

E.g. 1. Children like ice creams **besides** chocolates.

2. She can speak English **besides** her mother tongue.

##### Between and Among

	Between	Among
<b>Usage</b>	Normally used with two persons or two things or two groups.	Normally used to indicate a relationship involving more than two persons or two things or two groups.
<b>Example</b>	1. The Nilgiris are situated between Tamil Nadu and Kerala. 2. The two sisters shared the chocolates between themselves.	1. The city of Mumbai is situated among the coastal cities of Western India. 2. The four brothers shared the property among themselves.

#### 5. Prepositions of Movement

##### Towards, Into, Off

	Towards (inside to inside motion)	Into (movement from outside to inside)	Off (movement away from something)
<b>Usage</b>	Movement in the direction of something, but not necessarily reaching it.	Suggests movement towards the inside of a place or an area.	Suggests movement away from a surface, may be a separation or departure.
<b>Example</b>	Ram walked towards the gate but stopped halfway.	Ram jumped <b>into</b> the swimming pool.	Ram jumped <b>off</b> the horse.





on the box



near the box



beside the box



behind the box



above the box



between the boxes



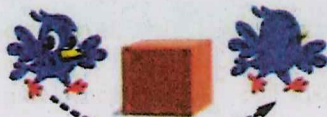
under the box



in the box



in front of the box



to the box



out of the box



through the box



along the box



up

down



over the box



past the box



into the box



away from the box



around the box

**Practice :** Based on your understanding of the pictures, fill in the blanks with prepositions of movement or place. The first five are done for you.

1. There is a fence around (over/ around/ into) the garden.
2. The park is away (away/ on/ below) from here.
3. He jumped into (around/ through/into) the swimming pool.
4. The plane flew over (over/ in/ to) the mountains.

5. The book is on (on/ in/ down) the shelf.
6. They walked \_\_\_\_\_ (through/ along/ above) the beach.
7. The train passes \_\_\_\_\_ (through/ in/ over) the tunnel.
8. The car is parked \_\_\_\_\_ (above/ into/ in front of) the crowd.
9. The café is \_\_\_\_\_ (among/ between/ on) the library and the bookstore.
10. The painting is placed \_\_\_\_\_ (above/ up/ along) the fireplace.
11. Siya sat \_\_\_\_\_ (over/ beside/ besides) Tia in the cinema hall.
12. She climbed \_\_\_\_\_ (under/ into/ up) the stairs.
13. The child hid \_\_\_\_\_ (on/ down/ behind) the curtain.
14. She swam \_\_\_\_\_ (into/ on/ across) the river.

## 6. Usage of Some Key Prepositions

By

Usage	Examples
Agent of an action	A Sound of Thunder was written <b>by</b> Ray Bradbury.
Means/ Method	Eckels travelled <b>by</b> time machine.
Proximity/ Location	The park is <b>by</b> the river.
Time	Lakshmi needs to finish the work <b>by</b> tomorrow.
Measurement/ Standard	The screen size of the iPhone Pro 16 is 6.7 inches <b>by</b> 3.06 inches Any new policy will be judged <b>by</b> its effectiveness.
Manner	Captain Vikram Batra inspired many Indian soldiers <b>by</b> his martyrdom.
Cause/ Reason	The Titanic sank <b>by</b> hitting an iceberg.
Change/Rate	Shares of Tata Chemicals increased <b>by</b> 8.5%.
Comparison	Raaji is shorter than her brother <b>by</b> 2 inches.
Path	We drove to Kanyakumari <b>by</b> the coastal road.



## With

Usage	Examples
Accompaniment	S.P. Balasubramaniam performed <b>with</b> S. Janaki.
Possession	She walked in <b>with</b> her new designer handbag.
Means	Mohan painted the wall <b>with</b> a brush.
Manner	Eminent leaders speak <b>with</b> confidence.
Cause	Chennai city was flooded <b>with</b> heavy rains.
Condition	The cottage industries operate <b>with</b> limited budget.
Emotion	Gukesh attributed his success to his father <b>with</b> humble gratitude.
Opposition	Raaji argued <b>with</b> her relatives.

## Of

Usage	Examples
Possession	The Magna Carta <b>of</b> King John was signed in 1912.
Quantity	Give me a cup <b>of</b> coffee.
Composition	I love to have a farmhouse made <b>of</b> wood.
Cause	The old man died <b>of</b> cancer.
Relation	Geeta Phogat is the daughter <b>of</b> Mahavir Singh Phogat.
Content/ Substance	I want a box <b>of</b> chocolates for my birthday.
Apposition	The capital <b>of</b> France, Paris, is a beautiful city.
Origin	Mona Lisa is a painting <b>of</b> Leonardo da Vinci.

## Practice

1. She is proud \_\_\_\_ (with/ of/ at) her wealth.
2. I am very pleased \_\_\_\_ (with/ at/ by) his behaviour.
3. Himanish is married \_\_\_\_ (by/ to/ with) Geethika
4. I am not jealous \_\_\_\_ (of/ on/ to) his good luck.
5. He was found guilty \_\_\_\_ (for/ of/ at) his crime.
6. Dheeraj is not afraid \_\_\_\_ (of/ for/ to) failures.
7. She is fond \_\_\_\_ (for/ of/ to) traditional food.
8. The painting was created \_\_\_\_ (by/for/with) a local artist.
9. The furniture was made \_\_\_\_ (in/of/through) rose wood.

### Commonly Used Prepositional Combinations

A set of verbs, adjectives, and nouns are typically followed by specific prepositions to convey meaningful expressions and phrases in English. Mastering these combinations is essential for effective communication and grammatical accuracy. Below is a list of some commonly used prepositional combinations, each accompanied by an example sentence:

1. **Abide by:** The students should abide by the college rules.
2. **Accuse of:** The police have accused him of theft.
3. **Addicted to:** She is addicted to social media.
4. **Afraid of:** She is afraid of cockroaches.
5. **Agree to:** Do you agree to the terms and conditions?
6. **Agree with:** We all agree with the picnic proposal.
7. **Angry with a person:** My father is angry with me.
8. **Angry at something:** The principal is angry at the student's rude behaviour.
9. **Apologise to a person for something:** I apologised to my friend for forgetting her birthday.
10. **Apply to a person for something:** Have you applied to the manager for a job?
11. **Averse to:** I am averse to spicy food.
12. **Aware of:** One should be aware of one's strengths as well as weaknesses.
13. **Believe in:** I believe in God.
14. **Beware of:** Beware of pickpockets in crowded areas.
15. **Boast of:** Do not boast of your wealth.
16. **Congratulate on:** I congratulate my brother on his success.
17. **Depend on:** You can always depend on your family.
18. **Die of:** She died of a heart attack.
19. **Differ with a person:** I differ with my colleague on that issue.
20. **Differ in opinion:** The two experts differ in their opinion.
21. **Differ from:** Southern India differs from Northern India in many ways.
22. **Famous for:** Hyderabad is famous for its biryani.
23. **Fond of:** I am fond of classical music.
24. **Good at:** He is good at solving puzzles.
25. **Grateful to:** I am extremely grateful to my parents for their support.
26. **Guarantee for:** There is no guarantee for this electronic device.
27. **Guilty of:** The company was found guilty of environmental pollution.
28. **Inferior to:** No one is inferior to anyone.
29. **Interest in:** She has a keen interest in photography.



30. **Jealous of:** Don't be jealous of your friend's success.
31. **Laugh at:** Don't laugh at people who are less fortunate.
32. **Listen to:** Children should listen to their parents' advice.
33. **Married to:** She is married to her childhood friend.
34. **Pleased with:** I am very pleased with the service at this hotel.
35. **Prefer to:** I prefer reading books to watching TV.
36. **Prevent from:** We should prevent children from playing with sharp objects.
37. **Proud of:** She is proud of her accomplishments.
38. **Rely on:** You can rely on me to help you in an emergency.
39. **Response to:** I received a positive response to my job application.
40. **Responsible for:** The manager is responsible for the project's success.
41. **Responsible to:** The CEO is responsible to the board of directors.
42. **Search for:** The police are searching for clues to solve the crime.
43. **Similar to:** His writing style is similar to that of his favourite author.
44. **Succeed in:** She succeeded in landing her in dream job.
45. **Suffer from:** The patient is suffering from chronic pain.
46. **Superior to:** Your design is superior to mine.
47. **Surprised at:** We were surprised at the unexpected turn of events.
48. **Thirst for:** The girl has a great thirst for knowledge.
49. **Tolerance for:** One should have tolerance for other cultures and religions.
50. **Worthy of:** The film is worthy of a National Award.

### Exercise

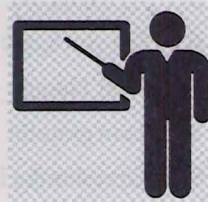
Choose the correct preposition from the options in brackets and fill in the blanks.

1. The principal congratulated the girl \_\_\_\_ (on/ for/ to) her success.
2. He is suffering \_\_\_\_ (with/ of/ from) malaria.
3. I prefer tea \_\_\_\_ (for/ over/ to) coffee.
4. He is angry \_\_\_\_ (at/ with/ on) his son.
5. Visakhapatnam is famous \_\_\_\_ (of/ for/ with) beautiful beaches.
6. Do you agree \_\_\_\_ (with/ to/ at) this proposal?
7. Don't laugh \_\_\_\_ (on/ at/ to) others' mistakes.
8. I am grateful \_\_\_\_ (for/ to/ of) my professor for her invaluable guidance.
9. Greeshmika is not interested \_\_\_\_ (in/ to/ of) online games.

10. I believe \_\_\_\_ (at/ in/ with) hard work rather than luck.
11. Nanny is very good \_\_\_\_ (in/ at/ with) telling stories.
12. My father always listens \_\_\_\_ (of/ off/ to) Ilayaraja's songs.
13. MLAs and MPs must be responsible \_\_\_\_ (for/ of/ to) the people who elected them.
14. My parents got married \_\_\_\_ (in/on/since) May.
15. I had dinner \_\_\_\_ (for/at/in) 7 PM.
16. I've been playing \_\_\_\_ (since/for/in) morning.
17. I'm heading out \_\_\_\_ (to/for/on) lunch.
18. The park is \_\_\_\_ (besides/between/among) the two buildings.
19. She's a great singer, \_\_\_\_ (beside/besides/for) being a good dancer.
20. The party's \_\_\_\_ (in/on/at) Friday night.
21. The bridge was constructed \_\_\_\_ (on/from/across) the river.
22. I received a gift \_\_\_\_ (from/to/on) my brother.
23. The lights flickered \_\_\_\_ (during/on/from) the storm.
24. The swimmer dived \_\_\_\_ (in/on/into) the pool for the race.
25. The plane took \_\_\_\_ (of/off/up) exactly on time.
26. The meeting is scheduled from 2pm \_\_\_\_ (to/since/at) 3 pm.
27. The new policy has sparked debate \_\_\_\_ (among/between/in) the experts in the field of economics.
28. She has been waiting \_\_\_\_ (since/from/for) three hours for flight in the airport.
29. National Youth Day is observed \_\_\_\_ (in/on/from) 12<sup>th</sup> January.
30. The shops \_\_\_\_ (along/over/under) the main road are very busy.
31. A stunning view of the city stretched \_\_\_\_ (on/across/from) the horizon.
32. She wrote a thought- provoking article \_\_\_\_ (from/at/about) the impact of social media on society.
33. Christ, the redeemer statue is located \_\_\_\_ (in/at/on) Brazil.
34. The hikers made their way \_\_\_\_ (over/through/at) the dense forest.
35. The car was going \_\_\_\_ (behind/under/over) the truck on the highway.

### Note to the Teacher

Encourage students to practise using prepositions in context through exercises and writing activities. Emphasise the importance of understanding the nuances of preposition usage and its dependence on context. Provide additional support and feedback to students who struggle with mastering prepositions.





## Tenses



### Note to the Student

This chapter provides a comprehensive understanding of **Tenses**—their types, structures, essential rules, and the adverbs commonly used with them. Mastering Tenses is vital for **effective communication** and plays a key role in **competitive exams**. Engaging exercises are included to reinforce your learning and enhance your confidence in using tenses accurately.

*Tempus* is a Latin word for Time. Time is a continuous process like a never – ending line. They indicate **the time of an action**—whether it happened in the past, is happening in the present, or will happen in the future. All our actions are expressed in three tenses: Present, Past and Future. Tenses are a crucial aspect of English grammar that help us express our thoughts and actions with clarity. Mastering Tenses allows us to communicate more effectively and understand the nuances of English. To master tenses we should learn verb forms and their conjugations.

### Types of Verbs

Verbs can be categorised into several types based on their functions, forms, and usage in sentences. In this chapter, we will discuss

1. **Regular verbs:** These verbs form their past tense and past participle by adding –'ed' and 't'.

Ex: walk - walked - walked      play - played - played      learn - learnt - learnt

2. **Irregular verbs:** These verbs form their past tense and past participle in various ways.

Ex: go - went - gone      eat - ate - eaten

Read the waving flag and write down the list of irregular verbs


In Srikakulam, Detective Surya was sitting by the pond Venkanna, the priest, came to report him about a stolen idol. Surya went to the temple and began inspecting the scene. He saw scratches on the door and knew it wasn't an outsider. He questioned the suspects, a merchant, a vendor, and a boy. He found the boy's nervous humming suspicious. Then Surya thought deeply, then caught the boy trying to run. When questioned, the boy told him he had taken the idol back under pressure from the vendor. Surya gave the idol back, restored peace, and earned the town's gratitude & respect.



3. **Action verbs:** These verbs describe actions that can be seen or measured. They can be used in all tenses. Ex: run, jump, read
4. **Stative verbs:** These verbs describe a state of being, emotion, or condition. They are rarely used in continuous tenses. Ex: know, love, seem.

## Types of Tense

- i) Present Tense      ii) Past Tense      iii) Future Tense

### i) Present Tense

#### Simple Present

+	I/You/We/They <b>work</b>	He/She/It <b>works.</b>
-	I/You/We/They <b>do not work</b>	He/She/It <b>does not work.</b>
?	<b>Do I/You/We/They work?</b>	<b>Does he/she/it work?</b>

Every day I wake up at 5am. Sometimes, I wake up late. But my mom, she is magic. She always wakes up early me. She does all the work and my dad helps her. In our family we share our work like the sun and the moon share the day. My dad often helps me with my homework. He knows all the answers. My college is far from our house. So, I go by bus. The bus reaches the college around 9 am.

#### Rules and Uses

Subject + base verb V1 (+ s/es for 3<sup>rd</sup> person singular)

Adverbs of Time or Frequency		
Front position	Mid position	End position
—	Always, often, usually, rarely, seldom, frequently, never, barely	Every day/ week/month/ year/ daily, regularly/ Once or twice a week/ month etc

1. To describe a habit, a hobby, a daily event, or something that often happens.  
E.g.: I play tennis every day.
2. To describe universal truths, beliefs and generalizations.  
E.g.: The sun rises in the east.
3. To talk about scheduled events in the near future.  
E.g. The train leaves at 6 PM regularly.
4. To express an action that is happening or is not happening now with non-continuous verbs  
E.g.: Mohan teaches English in a university.
5. For permanent actions.  
E.g.: His father works in a bank.



**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

1. She usually \_\_\_\_\_ (cook) for the entire family.
2. My brother often \_\_\_\_\_ (read) comics.
3. Students \_\_\_\_\_ (study) in the library daily.
4. We \_\_\_\_\_ (go) to the market every Saturday.
5. Raman \_\_\_\_\_ (go) to Tirupathi twice a year.
6. The hostelers \_\_\_\_\_ (watch) a movie every month.
7. Water \_\_\_\_\_ (boil) at 100° Celsius.
8. \_\_\_\_\_ birds \_\_\_\_\_ (fly) in the sky?



*"On the Internet, nobody knows you're a dog."*

### Activity!

Write five sentences about your daily routine using simple present.

### Present Continuous

+	I am/ You are working.	He/ She/ It is working.	We/ They are working.
-	I am not working.	He/ She/ It is not working.	We/ They are not working.
?	Am I working?	Is he/ she/ it working?	Are we/ they working?

Now, I am waiting at the bus stop. Everyone is checking their watches at present. I am worrying about my exam today. "Are you going to college?" currently, an old man is trying to talk to me. "Please don't disturb me! I am studying at the moment." Now, he is sitting beside me. He is still talking: "These days I am not feeling well, I can't even hear properly." I am not responding to him as I am reading my book. He is continuing his story: "My children are living in Bengaluru at present." I am not paying him any attention. Suddenly, there is a noise: "Look there! The bus is coming!"

### Rules and Uses

Subject + am/is/are + base verb (V<sub>1</sub>) + -ing

Verbs/ Adverbs of Time		
Front position	Mid position	End position
Look! See! Listen! Hark! Don't disturb! Hurry up!	—	at present at the moment now right now these days



1. To describe the actions in progress or in progress over a prolonged period.  
E.g.: The students are discussing their project at the moment.
2. In English, *now* can mean different things: this second, today.  
E.g.: Ravi is cooking dinner in the kitchen right now.
3. With the verbs given under first position in the adverbs table.  
E.g.: See! How beautifully the birds are flying in the sky.

The following verbs are generally not used in the continuous form.

Category	Examples	Correct Usage	Incorrect Usage
<b>Verbs of Perception</b>	see, hear, smell, taste, notice	I <b>hear</b> music.	NOT: I am hearing music.
<b>Verbs of Emotion</b>	love, hate, like, dislike, prefer, want, wish, feel	I <b>love</b> chocolate.	NOT: I am loving chocolate.
<b>Verbs of Thinking</b>	consider, believe, , forget, know, mean, mind, remember, recall, suppose, think, understand, recognise	She <b>knows</b> the answer.	NOT: She is knowing the answer.
<b>Verbs of Possession</b>	own, belong to, possess, have (when meaning possession), contain, consist of	He <b>has</b> a car.	NOT: He is having a car.
<b>Verbs of Appearing</b>	appear, seem, look	The boy <b>looks</b> innocent.	NOT: The boy is looking innocent.

**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

1. I \_\_\_\_\_ (wait) for the bus right now.
2. Hark! The Cuckoo \_\_\_\_\_ (sing) beautifully.
3. Don't disturb! She \_\_\_\_\_ (study) for her ensuing exams this week.
4. Look! They \_\_\_\_\_ (practise) dance for the upcoming performance.
5. See! He \_\_\_\_\_ (ride) a bullock cart while holding a stick.
6. I \_\_\_\_\_ (study) to become a doctor. Don't disturb me
7. Hurry up! The train \_\_\_\_\_ (move) while the kids are playing.
8. The birds \_\_\_\_\_ (fly) in the sky now.

### Activity!

Write five sentences about what is happening in your class right now using present continuous.



**Present Perfect**

+	I/ We/ You have worked.	He/ She/ It has worked.
-	I/ We/ You have not worked.	He/ She/ It has not worked.
?	Have I/ we/ you worked?	Has it he/ she/ worked?

I *have got* on the bus just on time. I *have looked* for the old man. He *hasn't got* on the bus. He *has tried* to get on the bus, but it's full. I *have never seen* such a crowd before. After that, I *have almost forgotten* about him. Anyway, I *have written* my exam well once again. I *have seen* the old man again after a couple of days.

**Rules and Uses**

**Subject + has/have + past participle (V<sub>3</sub>)**

Adverbs		
Front position	Mid position	End position
—	Already Just Ever & never (in interrogatives)	recently/lately so far/yet twice/three times/ four times/ several times etc.

- To say that an action happened in the recent past/immediate past but its result or effect is felt in the present.  
E.g.: Has Ganesh bought an iPhone recently?
- To describe one's experience, achievements or changes without mentioning time.  
E.g.: We have won the world cup.
- To say that an action which we expected has not happened, with adverbials like 'yet, so far'  
E.g.: He has never tried sushi so far.
- To show actions that have happened more than once.  
E.g.: Humans have walked on the moon several times.

I have forgotten my phone. I feel disconnected from the world.



**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

1. I            already            (finish) my homework.
2. She            (visit) Paris three times.
3. Gita's English            (improve) since she joined college.
4. Pavan            (meet) with an accident twice.
5. She            (be) to Delhi lately.
6. I            not            (see) him since last week.
7. The rain            not            (stop) yet.
8. Rishi            just            (go) out to get something to eat.

### Activity!

Write three sentences about what has happened just before the English class using present perfect.

### Present Perfect Continuous

+	I/ We/ You have been working.	He/ She/ It has been working.
-	I/ We/ You have not been working.	He/ She/ It has not been working.
?	Have I/ we/ you been working?	Has it he/ she/ been working?

The old man has been coming into my mind throughout these days. I don't know what has been happening at the bus stop because I have been skipping college due to fever. I have been going to hospital all these days. Right now, he is sitting there. Clearly, he has been waiting for me. I don't know why I have been searching for him for the past ten days."

### Rules and Uses

Subject + has/have + been + verb (V<sub>1</sub>) + ing

Tips/Adverbs		
Front position	Mid position	End position
How long	—	for - period of time since - point of time all day/all night all these days/ years



1. To describe an action started in past and has been going on till the present emphasizing the duration and the progression of the action.

*"For five minutes, for two weeks, since Tuesday, or for a long time" are all durations that can be used.*

E.g.: We have been studying for the exam all night.



**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

1. I \_\_\_\_\_ (learn) English for five years.
2. She \_\_\_\_\_ (work) at this company since last year.
3. They \_\_\_\_\_ (wait) for the bus for over an hour.
4. Jaya \_\_\_\_\_ (draw) a picture for two hours.
5. I \_\_\_\_\_ (water) the plants in the garden and I am tired now.
6. Joyal \_\_\_\_\_ (teach) English since she joined the profession.
7. How long \_\_\_\_\_ she \_\_\_\_\_ (practise) music?
8. Where \_\_\_\_\_ you \_\_\_\_\_ (live) all these years?

### Activity!

Write three sentences about what you have been doing since joining college using present perfect continuous

### ii) Past Tense

#### Simple Past

+	I/ He/ She/ It worked.	You/ We/ They/ worked.
-	I/ He/ She/ It did not work.	You/ We/ They/ did not work.
?	Did I/ he/ she/ it work?	Did you/ we/ they/ work?

I met him a year ago. Then, I forgot him. A month ago, I saw him again at the bus stop. He didn't notice me. Last week, when I went to the bus depot to renew my bus pass, he was there. Strangely, the old man recognised me, came to talk to me. He told me about his children and that they were still in Bengaluru.

**Rules and Uses****Subject + past tense verb(V<sub>2</sub>)**

Adverbs of time		
Front position	Mid position	End position
Once upon a time	—	yesterday long ago/ long back last night/week/month/year in + year (past years) Eg: in 1947

- To express the idea that an action started and finished at a **specific time** in the past. The specific time need not be mentioned every time.

E.g.: Madan met my best friend at the park yesterday.

- With expressions, 'I wish \_\_\_, It's time \_\_\_, as if, as though'.

E.g.: I wish I had a car.

**Practice : Fill in the blanks with the correct form of the verb given in the brackets.**

- I \_\_\_\_\_ (visit) my grandmother last weekend.
- She \_\_\_\_\_ (finish) her homework before lunch.
- Madhu \_\_\_\_\_ (go) to the beach yesterday.
- When \_\_\_\_\_ he \_\_\_\_\_ (write) the exam last year?
- \_\_\_\_\_ they \_\_\_\_\_ (plan) the meeting last month?
- They \_\_\_\_\_ (travel) to Japan two years ago.
- He \_\_\_\_\_ (forget) his wallet at home this morning.
- We \_\_\_\_\_ (talk) on the phone for thirty minutes last night.

**Activity!**

Now write five sentences about what happened in your home yesterday using simple past.



**Past Continuous**

+	I/ He/ She/ It was working.	You/ We/ They/ were working.
-	I/ He/ She/ It not working.	You/ We/ They/ were not working.
?	Was I/ he/ she/ it working?	Were you/ we/ they/ working?

Last week this time, it was raining, while I was waiting at the bus stop. The students were standing in groups to avoid getting wet. Then, I saw that the old man was walking slowly towards me. He was looking very different. I was listening to music when he sat next to me. I noticed that he wasn't speaking. At last I asked him, what was happening in his life.

**Rules and Uses**

**Subject + was/were + base verb (V1) + -ing**

- To indicate that a longer action in the past was interrupted by another shorter action.  
E.g.: While I was reading, my brother arrived.
- Actions in progress at a particular time in the past.  
E.g.: I was eating dinner with my family, at 8 PM last night.
- With the combination of simple past. (*while/when* is common with this combination)  
E.g.: Ajay and his friends were solving problems in Maths when I went there.

**Practice:** Fill in the blanks with the correct form of the verb given in the brackets.

- I \_\_\_\_\_ (cook) dinner when the phone rang.
- She \_\_\_\_\_ (talk) to her father at this time yesterday.
- \_\_\_\_\_ you \_\_\_\_\_ (study) for the exam at 7 PM yesterday?
- They \_\_\_\_\_ (play) golf when it started raining.
- He \_\_\_\_\_ (work) on his project all afternoon yesterday.
- Padmini \_\_\_\_\_ (watch) TV when the power was off.
- At midnight, we \_\_\_\_\_ still \_\_\_\_\_ (drive) through the desert that day.
- When John \_\_\_\_\_ (sleep), someone stole his car.

**Activity!**

Now write five sentences about what were you doing yesterday at this time using past continuous.

**Past Perfect**

+ I/ He/ She/ It/ You/ We/ They/ had worked.

- I/ He/ She/ It/ You/ We/ They/ had not worked.

? Had I/ he/ she/ it/ you/ we/ they worked?

He told me what had happened: his son had thrown him out of his own house and taken his money. He had run out of his money very quickly. Since then, he had faced lot of hardships. The rain had stopped but not his problems. I had never heard such a moving story before.

**Rules and Uses****Subject + had + past participle (V<sub>3</sub>)**

- To describe an action that occurred before another action in the past.  
E.g.: He had already gone out when I went to his room.
- With conditional clauses.  
E.g.: If I had worked harder, I would have passed.
- With the combination of simple past. (*when/before/after* is common with this combination)  
E.g.: The doctor had left when I went to the hospital.

**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

- By the time I arrived, they \_\_\_\_\_ already \_\_\_\_\_ (leave).
- We \_\_\_\_\_ never \_\_\_\_\_ (see) such a beautiful sunset before I went to Kochi.
- After they \_\_\_\_\_ (eat), they went for a walk.
- Only she understood the movie because she \_\_\_\_\_ (read) the book.
- If I \_\_\_\_\_ (buy) lemons, I would have made lemon rice.
- I \_\_\_\_\_ (dream) of becoming an IAS officer but I became a teacher.
- After they \_\_\_\_\_ (watch) the movie, they talked about it for hours.
- They \_\_\_\_\_ (vacate) the house before the owner came.

**Activity!**

Now write three sentences about what had happened while you were going home yesterday using past perfect.



**Past Perfect Continuous**

+ I/ He/ She/ It/ You/ We/ They/ had been working.

- I/ He/ She/ It/ You/ We/ They/ had not been working.

? Had I/ he/ she/ it/ you/ we/ they been working?

He was in tears because he had been crying for many days. I had been thinking about this old man for all these months, but I had never imagined this. I had saved some of my pocket money for a trip, but at that moment I took my pocket money from my bag and offered it to him. He received it with a smile and left.

Later, my friend told me that the old man was a professional beggar and he had been cheating people for several months. If I had been careful, this wouldn't have happened. He got my money, I got a lesson.

**Rules and Uses****Subject + had + been + base verb (V1) + -ing**

1. To show that something started in the past, continued and completed until sometime in the past. *For five minutes* and *for two weeks* are both durations which can be used with the past perfect continuous. However, the duration does not continue until now, it stops in the past itself.

E.g.: They had been living in Japan for 10 years before the earthquake occurred.

2. To show cause and effect

E.g.: Jason was tired because he had been jogging.

**Practice : Fill in the blanks with the correct form of the verb given in the brackets.**

1. I \_\_\_\_\_ (wait) for the bus for over 30 minutes when it finally arrived.
2. By the time I called her, she \_\_\_\_\_ (work) on the project for hours.
3. They \_\_\_\_\_ (run) for an hour before they took a break.
4. She \_\_\_\_\_ (study) all night for the exam and was exhausted.
5. He \_\_\_\_\_ (try) to fix the car for hours when I arrived.

**Activity!**

Now write three sentences about what you had been doing with your pocket money before joining the college using past perfect continuous.

## iii) Future Tense

## Simple Future

+	I/ We/ shall/ will work.	You/ He/ She/ They/ It will work.
-	I/ We/ shall/ will not work.	You/ He/ She/ They/ It will not work.
?	Shall/ Will / I/ we work?	Will you/ he/ she/ they/ it work?

I will be careful next time. I will tell some story to my friends; else they will not know how easily I got duped. But next week, my friends will go on a trip. When I go home, I will explain everything to my mom. After that she will give me money.

## Rules and Uses

Subject + shall/will + base verb (V<sub>1</sub>)

Adverbs of time		
Front position	Mid position	End position
—	—	<b>tomorrow</b> <b>next week/month/year</b> <b>next weekend/summer etc</b> <b>in + year (future time)</b>

- To express an action that will take place in future.  
E.g.: We shall celebrate your birthday next weekend.
- To express a promise.  
E.g. I shall call you when I arrive.
- To express a prediction/guess.  
E.g. Honey will be the next class leader.
- To express a voluntary action.  
E.g. I will help you.





**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

1. She \_\_\_\_\_ (buy) a new car next month.
2. They \_\_\_\_\_ (start) the meeting at 10 AM tomorrow.
3. He \_\_\_\_\_ (finish) his homework after dinner.
4. The team \_\_\_\_\_ (play) the championship match next month.
5. \_\_\_\_\_ I \_\_\_\_\_ (help) you with your project later?
6. They \_\_\_\_\_ (build) a new library in the city next year.
7. She \_\_\_\_\_ (visit) her grandparents during the holidays.
8. The weather forecast says it \_\_\_\_\_ (rain) tomorrow.

### Future Continuous

+	I/ We/ shall/ will be working.	You/ He/ She/ They/ It will be working.
-	I/ We/ shall/ will not be working.	You/ He/ She/ They/ It will not be working.
?	Shall/ Will / I/ we be working?	Will you/ he/ she/ they/ it be working?

This time next week my friends will be enjoying their trip, but I shall be staying home and thinking of ways to save up again. I shall be helping my dad with some work around the house to earn back the trust I lost. My friends will be posting the picture online. In the evenings, I will be going out for walks, trying to forget the old man's stories.

### Rules and Uses

**Subject + shall/ will + be + base verb (V1) + -ing**

1. To describe actions that will be happening at a specific point in the future.  
E.g.: They will be traveling to the mountains next weekend.
2. To indicate that a longer action in the future will be interrupted by a shorter action.  
E.g., I will be waiting for you when your bus arrives.

Mr. Ram is a teacher. Look at the pictures and say what he will be doing at different times tomorrow. Use expressions from the box and the hints below.



cook dinner	correct papers	drive to work	watch TV	have coffee
teach French	teach maths	train the football team	have breakfast	take a bath

- |   |           |
|---|-----------|
| 1. <u>At 8:00 he will be having breakfast</u> | 2. _____  |
| 3. _____                                      | 4. _____  |
| 5. _____                                      | 6. _____  |
| 7. _____                                      | 8. _____  |
| 9. _____                                      | 10. _____ |

**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

- At this time tomorrow, I \_\_\_\_\_ (work) on my project.
- We \_\_\_\_\_ (have) dinner with friends at 7 PM tomorrow.
- He \_\_\_\_\_ (play) football in the park at this time next week.
- I \_\_\_\_\_ (watch) TV when she arrives tonight.
- She \_\_\_\_\_ (work) on her project all evening tomorrow.
- They \_\_\_\_\_ (wait) for us at the station when we arrive.

### Activity

Write a short paragraph describing what you will be doing at different times tomorrow. Use at least five Future Continuous sentences.



**Future Perfect**

+	I/ We/ shall/ will have worked.	You/ He/ She/ They/ It will have worked.
-	I/ We/ shall/ will not have worked.	You/ He/ She/ They/ It will not have worked.
?	Shall/ Will / I/ we have worked?	Will you/ he/ she/ they/ it have worked?

By the time my friends return from their trip, my dad will have scolded me for my mistake. I will have earned some money by helping my mom. I will have learned my lesson not to trust easily. By the weekend, my friends will have spent all their money.

**Rules and Uses****Subject + shall/will have + past participle (V3)**

- To describe actions or events that will be completed before a specific point in the future.  
E.g., - By next March, I **will have finished** my first year.
- By + time expression is common.  
E.g.: The team will have won the championship by the end of the day.

**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

- By next year, she \_\_\_\_\_ (complete) her degree in psychology.
- By the time we arrive, the movie \_\_\_\_\_ (start).
- He \_\_\_\_\_ (travel) to five different countries by the end of summer.
- By the end of the week, we \_\_\_\_\_ (move) into our new house.
- You \_\_\_\_\_ (save) enough money for your trip by next month.

**Activity!**

Write down a list of five future events you want to finish by the end of this year.

E.g.: You will have finished reading Odyssey by the end of this year.



**Future Perfect Continuous**

+	I/ We/ shall/ will have been working.	You/ He/ She/ They/ It will have been working.
-	I/ We/ shall/ will not have been working.	You/ He/ She/ They/ It will not have been working.
?	Shall/ Will/ I/ we have been working?	Will you/ he/ she/ they/ it have been working?

By the time I see the old man again; he will have been living on the streets for many months. I will have been talking about his story for weeks.

**Rules and Uses**

**Subject + shall/will have been + base verb (V1) + -ing**

- To emphasize the duration of an activity that will continue until a specific time in the future.  
E.g.: They will have been talking for over an hour by the time Thomas *arrives*.

**Practice :** Fill in the blanks with the correct form of the verb given in the brackets.

- By next year, she \_\_\_\_\_ (study) at the university for three years.
- They \_\_\_\_\_ (wait) for us for over an hour by the time we arrive.
- By 2035, scientists \_\_\_\_\_ (work) on space exploration for decades.
- I \_\_\_\_\_ (train) for the marathon for two months by the end of the week.
- By 10 PM, we \_\_\_\_\_ (celebrate) his birthday for several hours.

**Activity**

Write five ongoing actions you want to finish in certain duration by the end of some time.

For ex: I will have been practicing tenses for one hour by the end of this class.

**Tenses At a Glance**

S. No	Tense	Subject	HV	Verb Form	Example	Signal Words
1	<b>Simple Present</b>	I/We/You/They/ The boys		V1	I play	always, daily, every day, frequently, generally, never, normally, often, rarely, seldom, usually etc.
		He/ She/It/Rani		V1 + s/es/ies	He plays	
2	<b>Present Continuous</b>	I	am		Look! I am playing	Listen! at the moment, Don't disturb. now, right now Look!
		We /You/ They/The boys	are	V1+ ing	They are playing	
		He/ She/It/Rani	is		He is playing	



S. No	Tense	Subject	HV	Verb Form	Example	Signal Words
3	<b>Present Perfect</b>	I/ We/ You/ They/ The boys	have	V3	I have played	just, just now, this morning, not...yet, ever, so far, already, since, for,
		He/ She/It/Rani	has	V3	He has played	
4	<b>Present Perfect Continuous</b>	I/ We/ You/ They/The boys	have been	'V1+ing'	I have been playing	since, for, how long, the whole week
		He/ She/ It/ Rani	has been	'V1+ing'	He has been playing	
5	<b>Simple Past</b>	Any subject		V2	I played	yesterday, last year/week/ month , ago , once upon a time, in 2000 (any past year)
6	<b>Past Continuous</b>	I/He/She/ It/Rani	was	V1+ ing	I was playing	while, when, yesterday
		We /You/ They/The boys	were	V1+ ing	They were playing	
7	<b>Past Perfect</b>	Any subject	had	+ V3	I had played	before, after, already, when
8	<b>Past Perfect Continuous</b>	Any subject	had+ been	+ 'V1+ ing'	I had been playing	before, for one week/ month/ year, all day, the whole day
9	<b>Simple Future</b>	Any subject	shall/ will	+ V1	I shall/ will play	tomorrow, next week, in the future, in 2050 (any future year)
10	<b>Future Continuous</b>	Any subject	shall/ will	+ be + 'V1+ing'	I shall/ will be playing	at this time tomorrow
11	<b>Future Perfect</b>	Any subject	shall/ will +have	+ V3	I will have played	by tomorrow, by next week, by next year, by 2050 (by + any future year)
12	<b>Future Perfect Continuous</b>	Any subject	shall/ will + have + been	'V1+ ing'	I shall/ will have been playing	by the time (you do something) ...

**IF CLAUSES/CONDITIONAL SENTENCES****The first conditional (Open condition/Probable condition)**

If \_\_\_\_\_ V1 \_\_\_\_\_, \_\_\_\_\_ shall/will/can/may+V1 \_\_\_\_\_

First Conditional is used to talk about **future events that are likely to happen.**

- ☐ If we take John, he'll be really pleased.
- ☐ If you give me some money, I'll pay you back tomorrow.
- ☐ If they tell us they want it, we'll have to give it to them.

**Practice**

1. If we pay the bills, she \_\_\_\_\_ (go) home.
2. If you \_\_\_\_\_ (be) hungry, you may order online.
3. If I have money, I \_\_\_\_\_ (visit) America.
4. If Raju \_\_\_\_\_ (like) something, he will do anything.

**Second conditional (Improbable/Imaginary condition)**

If \_\_\_\_\_ V2 \_\_\_\_\_, \_\_\_\_\_ would +V1 \_\_\_\_\_

The Second Conditional is used to talk about 'impossible/unreal situations.

- ☐ If we were in London today, we would be able to go to the concert in Hyde Park.
- ☐ If I had million dollars, I'd give a lot to charity.
- ☐ If everyone had clean water to drink, there would be less diseases.

**Practice**

1. If I were the president, I \_\_\_\_\_ (declare) every Saturday a holiday.
2. If they \_\_\_\_\_ (tire), they would take rest.
3. If we had more time, we \_\_\_\_\_ (study) more.
4. If you \_\_\_\_\_ (play) the game before, you would be skilled.

**Third conditional (Impossible/unfulfilled condition)**

If \_\_\_\_\_ had + V3 \_\_\_\_\_, \_\_\_\_\_ would have + V3 \_\_\_\_\_

Third Conditional is used to talk about 'impossible' conditions, impossible because they are in the past and we cannot change what has happened.

- ☐ If I had worked harder at school, I would have got better grades.
- ☐ If I had had time, I would have gone to see him. But I didn't have time.
- ☐ If we had bought that house, we would have had to rebuild the kitchen.
- ☐ If we had caught the earlier train, we would have got there on time.



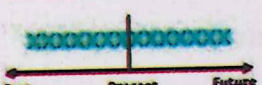
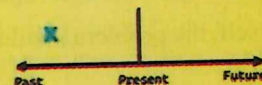



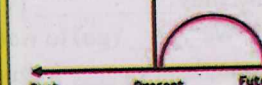

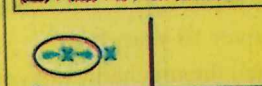
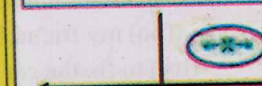

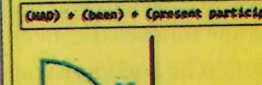
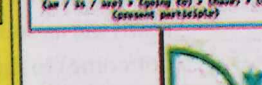
## Practice

1. If we had paid more attention in class, we \_\_\_\_\_ (understand) the lesson.
2. If I \_\_\_\_\_ (see) him at the meeting, I would have asked him.
3. If he had tried well, he \_\_\_\_\_ (get) the first rank.
4. If she \_\_\_\_\_ (take) care of herself, the problem would never have been raised.

## Exercise

1. By the time you arrive, I \_\_\_\_\_ (finish) my homework.
2. Don't disturb! She \_\_\_\_\_ (study) for exams.
3. Right now, they \_\_\_\_\_ (watch) a movie.
4. Hurry up! We \_\_\_\_\_ (go) to watch a film.
5. By next year, I \_\_\_\_\_ (graduate) from college.
6. When I was in college, I \_\_\_\_\_ (write) articles for the school newspaper.
7. They \_\_\_\_\_ (work) on the project all week.
8. I \_\_\_\_\_ (not/like) this food since I was a child.
9. He \_\_\_\_\_ already \_\_\_\_\_ (leave) by the time they called.
10. By the time we reach the station, the train \_\_\_\_\_ (leave).
11. He \_\_\_\_\_ (be) my friend for over 10 years now.
12. I \_\_\_\_\_ (try) to fix the car when the mechanic arrived.
13. They \_\_\_\_\_ (build) the bridge in 2020.
14. She \_\_\_\_\_ (wait) for me for over an hour now.
15. At this time tomorrow, I \_\_\_\_\_ (fly) to New York.
16. Venkat \_\_\_\_\_ (win) the medal last month.
17. I \_\_\_\_\_ (eat) dinner when you called last night.
18. She \_\_\_\_\_ (call) me as soon as she finishes the meeting.
19. He \_\_\_\_\_ (not/come) to the party if he had known about it.
20. I \_\_\_\_\_ (learn) Spanish for three months now.
21. I \_\_\_\_\_ never \_\_\_\_\_ (meet) anyone like her before.
22. He \_\_\_\_\_ (wait) for an hour before the train arrived.
23. We \_\_\_\_\_ often \_\_\_\_\_ (finish) our projects in time.
24. My father \_\_\_\_\_ (buy) a bike for me next month.
25. I \_\_\_\_\_ (study) every evening.
26. The movie \_\_\_\_\_ (begin) when we arrived.
27. I \_\_\_\_\_ (not/see) her in the office this week.
28. When we were kids, we \_\_\_\_\_ (go) to the beach every summer.
29. She always \_\_\_\_\_ (get) up late.
30. The bell \_\_\_\_\_ just \_\_\_\_\_ (strike).



<b>Simple Present</b> (verb) + ES or ES - if using the 3rd person  You study English. She studies English.	<b>Simple Past</b> (verb) + (ed) or irregular verb.  You studied English yesterday	<b>Simple Future</b> (Will) + (verb) (am / is / are) + (going to) + (verb)  You will study English in the future. You are going to study English in the future.
<b>Present Continuous</b> (am / is / are) + present participle  You are studying English She is studying English	<b>Past Continuous</b> (Was / were) + (present participle)  You were studying English when the telephone rang. I was studying English when...	<b>Future Continuous</b> (Will) + (be) + (present participle) (am / is / are) + (going to) + (be) + (present participle)  You will be studying English for the next two years. You are going to be studying English...
<b>Present Perfect</b> (Has / Have) + (verb) + ed / Past participle  You have studied English at some time in the past.	<b>Past Perfect</b> (Had) + (verb) + ed / Past participle  You had studied English at some point in time before you came to class.	<b>Future Perfect</b> (Will) + (have) + (past participle) (am / is / are) + (going to) + (have) + (past participle)  You will have studied English for two years at some time in 2012. You are going to have studied English...
<b>Present Perfect Continuous</b> (has / have) + (been) + (present participle)  You have been studying English for three years and you have continue studying english.	<b>Past Perfect Continuous</b> (HAD) + (been) + (present participle)  You HAD been studying English for TWO years before you came to class.	<b>Future Perfect Continuous</b> (Will) + (have) + (been) + (present participle) (am / is / are) + (going to) + (have) + (been) + (present participle)  You will have been studying English for two years next monday. You are going to have been studying English for two years next monday.

### Note to the Teacher

This chapter provides a clear understanding of tenses, their structures, and usage rules. Focus on explaining concepts with examples and engaging students through well-structured exercises. Emphasise practical application for effective communication and competitive exams.





## Voice



### Note to the Student

This section aims at teaching you **what Voice is, its kinds, how to change Active to Passive, why Passive Voice is used** and to familiarize yourself with 'Be' forms and Past Participles to master advanced concepts.

### Look at the following sentences and compare them

1. Alice found the wonderland.
2. The wonderland was found by Alice.

Both the sentences above mean the same, but watch the change in the form of the verb. The first sentence says the subject, Alice, did something, while the second sentence says something was done to the subject, the wonderland.

The first sentence is said to be in Active Voice because the subject, Alice, actively did something. In the second sentence, the subject, 'the wonderland,' is passive, and the action is highlighted. Here, the subject receives the action. So, the second sentence is said to be in Passive Voice.

Precisely, **in Active Voice, the Subject/ the Doer/ the Agent of the action is important. In the Passive Voice, the action is important.**

### KINDS

#### Voice is of two kinds

1. Active Voice
2. Passive Voice

### Active Voice

- The subject is the doer of the action.
- Emphasises the performer of the action.

### Examples

1. She writes a letter.
2. The dog bit the man.

## Passive Voice

- The subject is the receiver of the action.
- Emphasises the action rather than the doer.

### Examples

1. A letter is written by her.
2. The man was bitten by the dog.

All verbs in English occur either in Active Voice or Passive Voice in our traditional Grammar. Voice is related to the VERB, so one should know the verbs which are used in voice.

### VERB

AUXILIARY/HELPING VERBS		MAIN/LEXICAL VERBS		
Primary Helping	Modal Helping	Transitive	Intransitive	Ditransitive
Verbs: be, have and do.	Verbs: shall, should, will, would, can, could, may, might, must, need and ought.	S + V + O E.g.: She made a kite.	S + V + X E.g.: The baby slept (no object)	S + V + O <sub>1</sub> + O <sub>2</sub> E.g.: I sold them my old car.

**NOTE:** Voice is used with Transitive and Ditransitive verbs. However, Intransitive verbs, such as **happen, sleep, come, go, live, occur, rain, rise, depart, walk**, and **seem**, cannot be changed into their passive forms because they lack an object.

### For example:

The child slept all afternoon. (No object, no passive form)

Interestingly, some verbs can be either transitive or intransitive, depending on the context. Consider the verb "fly":

1. Birds fly in the sky. (No object, no passive form)
2. The boys fly kites. (Object: "kites", passive form: "The kites are flown by the boys")

This distinction highlights the importance of verb classification in determining the possibility of passive voice transformation.

### How to Identify Passive

be, am, is, are, was, were,  
being, been + V<sub>3</sub> = Passive



## Why Passive

The passive is used when the object of the verb/ the action is more important than the subject, and is often used in formal contexts like media reports, scientific writings and formal letters and factual reports. Some sentences are always written in the passive voice. In a passive sentence, we mention the agent only if it is important or necessary; otherwise, we can choose not to mention it. The Passive Voice is used when the doer of the action is unimportant, unknown, or understood from the context.

Nitish was declared the man of the match. (We just do not care who declared it)

The door has been broken (We don't know who the doer of the action is)

The thief was arrested (It is understood that the police alone can arrest a thief)

The sentences having intransitive verbs cannot be changed into the Passive Voice because the action does not pass over to the object here.

The following verbs are often used in the Passive rather than the Active voice.

be born    be deemed    be populated    be stranded    be strewn    be taken aback

### Key Steps to Change Active to Passive Voice

The following points must be taken note of while changing:

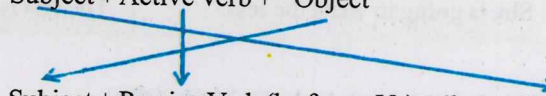
1. The object of the active verb is made the subject of the passive verb
2. The subject of the active verb becomes the 'agent' of the passive verb (If the agent is unknown, unimportant, or obvious, it can be omitted).
3. Appropriate 'be form' is used and the verb is always in V3 form i.e. the past participle (See the table below)
4. When the agent is mentioned in the Passive Voice it is generally preceded by the preposition 'by' (Sometimes 'in, with, at, to, etc' may also be used)
5. Pronouns in the Nominative Case (I, we, he, she, they, who) are changed into the Objective Case (me, us, him, her, them, whom)

**Active Voice :**

Subject + Active Verb + Object

**Passive Voice:**

Subject + Passive Verb (be form+V<sub>3</sub>) + 'by' + Object



**NOTE:**

1. The tense remains the same when changing from the Active Voice to the Passive Voice and vice versa.
2. Passives forms of Future Continuous, Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous are not normally used.

**Transforming Different Kinds of Sentences into Passive Voice**

Assertive Sentences	Active Voice	Passive Voice
<b>Simple Present</b>	(Sub+V+obj) He collects stamps.	(am/is/are+ Past Participle (V <sub>3</sub> ) The stamps are collected by him.
<b>Present Continuous</b>	(Sub+am/is/are+V <sub>1</sub> +ing+obj) He is watering the plants.	(am/is/are+being+V <sub>3</sub> ) The plants are being watered by him.
<b>Present Perfect</b>	(Sub+has/have+V <sub>3</sub> +obj) They have made the arrangements.	(has/have+been+V <sub>3</sub> ) The arrangements have been made by them.
<b>Simple Past</b>	(Sub+V <sub>2</sub> +obj) The boy broke the window.	(was/were+V <sub>3</sub> ) The window was broken by the boy.
<b>Past Continuous</b>	(Sub+was/were+V <sub>1</sub> +ing+obj) The workers were laying the road.	(was/were+being+V <sub>3</sub> ) The road was being laid by the workers.
<b>Past Perfect</b>	(Sub+had+V <sub>3</sub> +obj) They had finished the project.	(had+been+V <sub>3</sub> ) The project had been finished by them.
<b>Simple Future</b>	(Sub+shall/will+V <sub>1</sub> +obj) Syam will attend the meeting.	(shall/will+be+V <sub>3</sub> ) The meeting will be attended by Syam
<b>Future Perfect</b>	(Sub+shall/will+have+V <sub>3</sub> +obj) The staff will have completed the syllabus by January.	(shall/will+ have been +V <sub>3</sub> ) The syllabus will have been completed by the staff by January.
<b>Be going to+V<sub>1</sub></b>	(Sub+be going to+V <sub>1</sub> +obj) She is going to write the test.	(Be going to be+V <sub>3</sub> ) The test is going to be written by her.



Interrogatives	Active voice	Passive voice
<b>a) Wh – Questions</b>  Who → By whom	(Wh+HV+sub+V+obj) Where did you buy this watch? Who killed the snake?	(Wh word+ Be form +Sub+V <sub>3</sub> +by+ Obj?) Where was this watch bought by you? By whom was the snake killed?
<b>b) Yes/No Questions</b>  a) General Instructions b) Orders/Commands c) Advice/Suggestions d) Requests e) Proposals	(Do/have/be+sub+V+Obj?) Does he play chess?  Post the card.  Get out  Work hard  Please help the poor.  Let me solve the problem.	(Be form+Sub+V <sub>3</sub> +by+Obj?) Is chess played by him?  (Let+Obj+be+V <sub>3</sub> ) Let the card be posted.  (You are ordered/commanded + to+ V <sub>1</sub> ) You are ordered to get out.  (You are advised/suggested + to+ V <sub>1</sub> ) You are advised to work hard  (You are requested to+V <sub>1</sub> ) You are requested to help the poor.  (Let+Obj+be+V <sub>3</sub> +by+PP) Let the problem be solved by me.
<b>Modals</b>	He can lift the box.	(Modal+be+V <sub>3</sub> ) The box can be lifted by him.
<b>Infinitives</b>	I want them to cancel the tour.	(To be+ V <sub>3</sub> ) I want the tour to be cancelled.
<b>Perfect Infinitives</b>	He claimed to have written several novels.	(To have+been+V <sub>3</sub> ) He claimed several novels to have been written by him.

### Advanced Points

- The verbs **see, catch, find, keep, leave, lose, spend**, and **waste** are followed by a present participle in both active and passive voice.

E.g., The officer kept us waiting. (Active Voice)

We were kept waiting by the officer. (Passive Voice)

2. The verbs **hear, make, let, help**, and **see** take a bare infinitive in Active Voice and a 'to' infinitive in Passive Voice.
 

E.g.: a) The teacher helped the students solve the problem. (Active Voice)  
               The students were helped to solve the problem by the teacher. (Passive Voice)

b) The owner let the dog play for some time. (Active Voice)  
               The dog was let to play for some time by the owner. (Passive Voice)
3. 'Get/Have' + Object + Past participle is a pseudo-passive construction with no agent or passive structure resembling passive voice.
 

E.g., I got my car washed. (Passive Voice)  
       I had my hair cut. (Passive Voice)
4. The present participle after the object becomes 'being' + V<sub>3</sub> in passive voice.
 

E.g., I saw him turning the key. (Active Voice)  
       I saw the key being turned by him. (Passive Voice)
5. Some verbs like **know, surprise, please, contain**, and **fill** do not take 'by' as the agent in the passive voice. Instead, they use different prepositions, such as 'to', 'at', 'with', or 'in'.
 

E.g.: a) I know him. (Active Voice)  
               He is known to me. (Passive Voice)

b) His decision surprised them. (Active Voice)  
               They were surprised at his decision. (Passive Voice)

c) Her behaviour pleases us. (Active Voice)  
               We are pleased with her behaviour. (Passive Voice)

d) Smoke filled the room. (Active Voice)  
               The room was filled with smoke. (Passive Voice)

e) The box contains many chocolates. (Active Voice)  
               Many chocolates are contained in the box. (Passive Voice)
6. Verbs like **show, sell, buy, send, lend, take, give, bring, teach**, and **tell** are ditransitive. They can be written either with a Direct Object or an Indirect Object.
 

E.g.: a) She has sent/lent/brought/given me a gold ring. (Active Voice)  
               I have been sent/lent/brought/given a gold ring by her. (Passive Voice)  
               A gold ring has been sent/lent/brought/given to me by her. (Passive Voice)

b) He taught us grammar. (Active Voice)  
               We were taught grammar by him. (Passive Voice)



- Grammar was taught to us by him. (Passive Voice)
- c) Grandpa told me a story. (Active Voice)  
I was told a story by Grandpa. (Passive Voice)  
A story was told to me by Grandpa. (Passive Voice)
7. A preposition/particle after a verb is retained in the passive voice.  
E.g.: a) The police are looking into the matter. (Active Voice)  
The matter is being looked into by the police. (Passive Voice)  
b) I listen to melodious songs. (Active Voice)  
Melodious songs are listened to by me. (Passive Voice)
8. We use the verbs **said, reported, understood, known, believed**, and **thought** in passive voice to express information received from unknown sources or when it is not known who provided the information.  
E.g.: a) They say all snakes are not poisonous. (Active Voice)  
It is said that all snakes are not poisonous. (Passive Voice)  
b) We believe God exists. (Active Voice)  
It is believed that God exists. (Passive Voice)
9. The verbs **elect, make, call, appoint, name, choose**, and **consider** take a complement after them without the preposition 'by' in passive voice.  
E.g.: a) We named our dog Dudu. (Active Voice)  
Our dog was named Dudu. (Passive Voice)  
b) They made him President of the Club. (Active Voice)  
He was made President of the Club. (Passive Voice)  
c) The teacher considered it a big mistake. (Active Voice)  
It was considered a big mistake. (Passive Voice)

**Exercise**

**Change the Voice of the following sentences.**

1. Everyone will laugh at us.
2. How did you solve this sum?
3. He has lost his wallet and bag.
4. Farmers grow crops.
5. Tell him to go.
6. The jury found the prisoner guilty of murder.
7. I hate people looking at me.
8. Who taught you English?
9. I bought her a present.
10. Who did this?
11. Consult a good doctor.
12. I will never forget this experience.
13. The tiger was chasing the deer.
14. Have you finished the report?
15. Somebody stole my pen yesterday.
16. Nurses look after patients.
17. I saw him opening the parcel.
18. They are repairing chairs in the hall.
19. Do not insult the weak and the oppressed.
20. Prashant is solving problems.

**Note to the Teacher**

Advise the students to be well aware of BE forms and Past Participles of various verbs. The examination questions can be framed on any rule or example mentioned in the chapter or from the exercise given above. They should know well how to transform from Active to Passive and vice versa.





## Reported Speech



### Note to the Student

We can report speech in two ways: Direct (using the speaker's exact words) and Indirect (rephrasing the message in the reporter's version). This chapter will help you understand how to transform sentences from direct to indirect speech, including changes in pronouns, tenses, and reporting verbs, making your communication more effective.

Language is a powerful tool that enables us to share information, express emotions, and connect with others. Often, we find ourselves requiring to communicate someone else's words to others. This act of reporting can be done in two ways: **Direct Speech** and **Indirect Speech** (also known as **Reported Speech**).

### Through this chapter, you will

1. Understand the rules governing Direct and Indirect Speech.
2. Learn how to modify pronouns, verbs, and time indicators when switching between the two forms.
3. Practise applying these rules through examples and exercises.

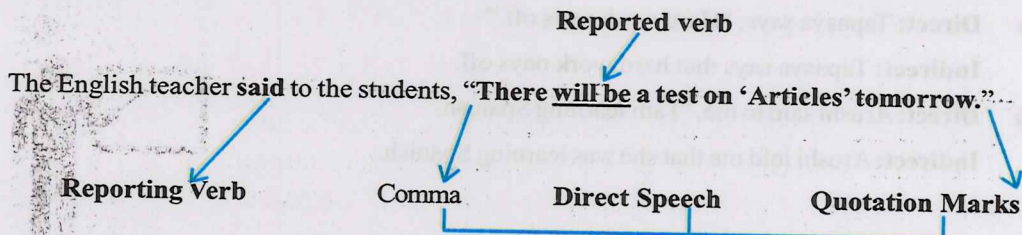
By the end of the chapter, you will be able to transform sentences confidently from Direct Speech into Indirect Speech, enhancing both your written and spoken communication skills.

Let us explore how words can flow seamlessly from one context to another while preserving their intent and meaning!

### Direct Speech

Direct Speech is used when we repeat the exact words spoken by someone, enclosing them in quotation marks. For example:

Nitya and Lasya are classmates. One day, Lasya was absent from class. During that day;



Here, the teacher's exact words are quoted directly, without any modifications.

## Indirect Speech

Indirect Speech is used to convey the same information to someone else without using the exact words. This requires change of pronouns, tenses, and adverbs of time and place, removing quotation marks, and often using the conjunction **that** to introduce the reported clause, while maintaining the original meaning.

For example, when Nitya returned home, Lasya called to ask what the English teacher had said. Nitya responded saying:

- The English teacher told that there would be a test on 'Articles' the next day.

## Notice the Changes

1. **Inverted or quotation marks are removed:** The quotation marks used in Direct Speech are no longer present in Indirect Speech.
2. **Addition of 'That':** The conjunction "that" is added to connect the reporting clause with the reported clause.
3. **Tense change:** "will" becomes "would" to match the past reporting verb, "said."
4. **Change of time reference:** "Tomorrow" is replaced with "the next day" to reflect the time difference.

This shift from Direct to Indirect Speech is a vital skill for effective communication. It ensures that messages are conveyed clearly and contextually, which is particularly important in professional, academic, and social settings. Mastering this skill enhances both accuracy and credibility when sharing information.

## Rules for Transforming Direct Speech to Indirect Speech

### 1. Reporting Verb

- Use appropriate reporting verbs such as **said, asked, replied, requested, exclaimed**, etc.
- When the verbs **say, says, and said** are not followed by "to + object," they remain unchanged. However, **say to, says to, and said to** followed by "to + object" change to **tell, tells, and told**. The conjunction **that** is usually added.

#### Examples:

- **Direct:** Tapasya says, "Hard work pays off."  
**Indirect:** Tapasya says that hard work pays off.
- **Direct:** Arushi said to me, "I am learning Spanish."  
**Indirect:** Arushi told me that she was learning Spanish.



## 2. Tense Changes

The tense in the reported speech changes depending on the tense of the reporting verb. No change occurs if the reporting verb is in the simple present tense or simple future tense or present perfect.

### Examples

- **Direct:** Aditi has said, "I will win the competition."

**Indirect:** Aditi has said that she will win the competition.

- **Direct:** Avani will say, "I am confident."

**Indirect:** Avani will say that she is confident.

When the reporting verb is in the past tense, the reported speech changes as follows:

### Examples

S. No	Tense in Direct Speech	Tense in Indirect Speech	Example Sentence in Direct Speech	Example Sentence in Indirect Speech
1	Simple Present	Simple Past	Shanaya said, "I like classical music."	Shanaya said that she liked classical music.
2	Present Continuous	Past Continuous	Prerana said to her mother, "I am watching TV."	Prerana told her mother that she was watching TV.
3	Present Perfect	Past Perfect	The boy said to his mother, "I have got the first prize"	The boy told his mother that he had got the first prize.
4	Present Perfect Continuous	Past Perfect Continuous	She said, "It has been raining for two hours"	She said that it had been raining for two hours.
5	Simple Past	Simple Past/ Past Perfect	He said, "I wrote a poem"	He said that he wrote a poem/ He said that he had written a poem.
6	Past Continuous	Past Continuous / Past Perfect Continuous	Viraj said, "I was watching a movie."	Viraj said that he was watching / he had been watching a movie.
7	Future	Conditional	Karima said, "I will complete the project."	Karima said that she would complete the project.



S. No	Tense in Direct Speech	Tense in Indirect Speech	Example Sentence in Direct Speech	Example Sentence in Indirect Speech
8	<b>Modal Auxiliaries</b>			
	Can	Could	He said to me, "I can help you"	He told me that he could help me.
	May	Might	Laya said, "I may come late"	Laya said that she might come late.
	Must	Had to (When it expresses obligation or necessity in the present or future but when it expresses deduction or strong probability, it usually remains unchanged)	Sagar said, "I must finish my homework tonight." He said, "She must be at home."	Sagar said that he had to finish her homework that night. He said that she must be at home.
	Could, would, should & might	Remain unchanged	She said, "I would like to see it"	She said that she would like to see it.

### 3. Universal Truths and Habitual Actions

- Universal truths, habitual actions, or proverbs retain their tense, even though the reporting verb is in the past tense.

#### Examples:

- **Direct:** Our teacher said, "The Nile is the longest river in the world."  
**Indirect:** Our teacher said that the Nile is the longest river in the world.
- **Direct:** Nelson Mandela said, "It always seems impossible until it's done."  
**Indirect:** Nelson Mandela said that it always seems impossible until it's done.
- **Direct:** Ashok said, "I play football every weekend."  
**Indirect:** Ashok said that he plays football every weekend.

**Note:** Since the statement is still true and relevant at the time of reporting, the present tense "plays" is used. If the statement was reported on a later date or was no longer true, the verb tense would change: *Ashok said that he played football every weekend.* This indicates that the action was completed and is no longer happening.



#### 4. Removal of Quotation Marks and Use of Conjunctions

- Commas and quotation marks are omitted.
- Use conjunctions: **that** (for statements and exclamations), **if/whether** (for yes/no questions), or omit conjunctions in Wh questions.

##### Examples

S. No	Sentence in quotation marks	Conjunction	Direct Speech	Indirect Speech
I	Statement	That	Aanvi said to her father, "I want to study MBBS"	Aanvi told her father that she wanted to study MBBS.
II	Exclamation	That	The principal said, "What a brilliant boy he is!"	The principal exclaimed that he was a brilliant boy.
III	Yes/ No Question	if/whether	Hafiza said to me, "Have you finished the assignment?"	Hafiza asked me if I had finished the assignment.
IV	Wh question	'wh' word is retained	Sohini said to Suhas, "Where are you going?"	Sohini asked Suhas where he was going.
V	Command/ Request / Advice	To	He said, "Give up smoking"	He advised me to give up smoking.

#### 5. Changes in Pronoun

##### SON Formula for Pronoun Changes in Indirect Speech

- **S – Subject** decides the change for First-Person Pronouns (e.g., **I, we**).
- **O – Object** decides the change for Second-Person Pronouns (e.g., **you**).
- **N – No Change** for Third-Person Pronouns (e.g., **he, she, it, they**).

##### Examples

- **Direct:** Aashita said to Krishvin, "You are giving them my books."

**Indirect:** Aashita told Krishvin that he was giving them her books.

##### Step-by-Step Explanation

1. **Second-Person Pronoun (You → She):** The second-person pronoun 'you' in direct speech changes based on the Object of the reporting verb. Here, the object is Krishvin, a masculine noun, so 'you' becomes **he**.

2. **First-Person Pronoun (My → Her):** The first-person pronoun 'my' in direct speech changes based on the Subject of the reporting verb. Here, the subject is Aashita, a feminine noun, so 'my' becomes her.
3. **Third-Person Pronoun (Them → Them):** The third-person pronoun 'them' remains unchanged, as Third-Person Pronouns do not change in indirect speech.

## 6. Time and Place References

- Words expressing nearness in time or place are replaced with words expressing distance.

S. No	Direct Speech	Indirect Speech
1	this/it	that
2	these	those
3	now	then
4	here	there
5	hither	thither
6	thus	so
7	hence	thence
8	ago	before
9	come	go
10	today	that day
11	tomorrow	the next day/the following day.
12	the day after tomorrow	in two days
13	yesterday	the previous day, the day before
14	the day before yester day	two days before
15	last night	the previous night
16	last week/month/year	the previous week/month/year
17	next week/month/year	the following week/month/year

### Examples

- **Direct:** Hriday said, "I will do it tomorrow."  
**Indirect:** Hriday said that he would do it the next day.
- **Direct:** Tanishq said, "I will leave for New Delhi tomorrow."  
**Indirect:** Tanishq told me that he would leave for New Delhi the next day.
- **Direct:** Chhavi said, "I will arrive here at 10 AM."  
**Indirect:** Chhavi said that she would arrive there at 10 AM.



- **Direct:** Himanish said, "I visited my grandmother's house last week."  
**Indirect:** Himanish said that he had visited his grandmother's house the previous week.
- **Direct:** Vibha said, "I will come to the party next month."  
**Indirect:** Vibha said that she would go to the party the following month.

## 7. Reporting Questions

- **Yes/No questions** use **if/whether** as conjunctions.
- **Wh questions** retain the interrogative word.
- Interrogative order is changed to assertive order.

### Examples

- **Direct** : A journalist said to Donald Trump, "Do you plan to change your campaign strategy?"  
**Indirect** : A journalist asked Donald Trump if he planned to change his campaign strategy.
- **Direct** : Yasin said to Sana, "Do you like it or not?"  
**Indirect** : Yasin asked Sana whether she liked it or not.  
(‘Whether’ is generally used when an alternative is provided.)
- **Direct** : Agastya said to Vedanshika, "Why are you upset?"  
**Indirect** : Agastya asked Vedanshika why she was upset.
- **Direct** : She said to me, "What is your opinion?"  
**Indirect** : She asked me what my opinion was.
- **Direct** : My mother said to me, "How did you write the exam?"  
**Indirect** : My mother asked me how I had written the exam.

## 8. Commands/ Requests/ Advice

- Reporting verbs like **requested, commanded, ordered, advised**, etc., are used.
- The verb is preceded by **to + base verb**.

### Examples

#### Order/Command

- **Direct:** The NCC officer said to the cadets, "Stand in line."  
**Indirect:** The NCC officer ordered the cadets to stand in line.

#### Request

- **Direct:** Daksha said to her friend, "Please help me."  
**Indirect:** Daksha requested her friend to help her.

### Advice/Suggestion

- **Direct:** The teacher said to the students, "Work hard."  
**Indirect:** The teacher advised the students to work hard.
- **Direct:** I said to my father, "Take medicines regularly."  
**Indirect:** I advised my father to take medicines regularly.
- **Direct:** The mother said to her son, "Don't watch TV too much."  
**Indirect:** The mother advised her son not to watch TV too much.
- **Direct:** "Let's bat first," the captain said to us.  
**Indirect:** The captain suggested (or proposed) that we should bat first.

## 9. Exclamatory Sentences

Interjections are replaced with expressions such as **exclaimed with joy, sorrow, wonder, surprise, regret**, etc., in indirect speech. Below is a list of interjections and their equivalent expressions:

### Interjection

### Equivalent Expression

Hurrah!

exclaimed with joy

Oh!

exclaimed with regret

Alas!

exclaimed with sorrow

Wow!

exclaimed with wonder

Pooh!

exclaimed with contempt

Bravo!

exclaimed with admiration or approval

Oops!

exclaimed with embarrassment

Ouch!

exclaimed with pain

- Conjunction **that** is used.
- Exclamation marks are omitted.

### Examples

- **Direct:** Khushi said, "Hurrah! We won the game."  
**Indirect:** Khushi exclaimed with joy that they had won the game.
- **Direct:** Julia said, "Oh! If only I had studied harder!"  
**Indirect:** Julia exclaimed with regret that she had not studied harder.
- **Direct:** Bhuvi said, "Alas! The plan failed."  
**Indirect:** Bhuvi exclaimed with sorrow that the plan had failed.
- **Direct:** "Hush! Be silent in the library," she said to us.  
**Indirect:** She urged us to be silent in the library.



- **Direct:** Tarini said, "What a beautiful sunset!"

**Indirect:** Tarini exclaimed that it was a very beautiful sunset.

(When an adjective describes a noun in direct speech, use "very" in indirect speech to modify the adjective.)

- **Direct:** Mahika said, "What an idea!"

**Indirect:** Mahika exclaimed that it was a great idea.

(When there is only a noun without an adjective, use "great" or "wonderful" in indirect speech.)

- **Direct:** Vihan said, "How foolish of them to act this way!"

**Indirect:** Vihan exclaimed with contempt that it was very foolish of them to act that way.

- **Direct:** He said to me, "Bravo! You have done very well."

**Indirect:** He applauded me, saying that I had done very well (or) He exclaimed with admiration that I had done very well.

- **Direct:** Deepika said to me, "Congratulations!"

**Indirect:** Deepika congratulated me.

- **Direct:** Sahima said to her friends, "Good bye!"

**Indirect:** Sahima bade her friends good bye.

## 10. Optative Sentences

Optative sentences express **wishes, blessings, or prayers**. When converting optative sentences from direct speech to indirect speech, the reporting verb is converted into an appropriate verb such as wished, prayed, hoped, or blessed, depending on the tone of the sentence.

- **Direct:** The teacher said to the students, "All the best!"

**Indirect:** The teacher wished the students all the best.

- **Direct:** She said to her son, "May God bless you!"

**Indirect:** She prayed that God might bless her son.

- **Direct:** Esha said to me, "Wish you a happy birthday!"

**Indirect:** Esha wished me a happy birthday.

- **Direct:** He said to me, "May you succeed in your mission."

**Indirect:** He wished that I might succeed in my mission.

## 11. Reporting "Yes" and "No"

'Yes' and 'No' are expressed in indirect speech by Subject + Appropriate Auxiliary Verb.

- **Direct:** She said, "Will you come tomorrow?" and he said, "Yes."

**Indirect:** She asked him if he would come the next day, and he said he would.

- **Direct:** He said, "Can you swim?" and I said, "No."

**Indirect:** He asked me if I could swim, and I said I couldn't.

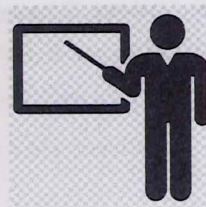
### Exercise

Convert the following sentences into indirect speech.

1. Parnika will say, "I am not invited."
2. Our science teacher said, "Oil floats on water."
3. Eleanor Roosevelt said, "The future belongs to those who believe in the beauty of their dreams."
4. Aarav said to Meghana, "You should not reveal my plan to them."
5. Darshil said to Mayukhi, "I will meet you here tomorrow."
6. Aarushi said, "I was watching TV at 10 pm yesterday".
7. Mahima said, "I have been studying for three hours."
8. We asked the guide, "How far is the museum from here?"
9. Angelina said to Jennifer "When did you submit your project?"
10. Vedant asked his mother, "Can you make me a sandwich?"
11. Anokhi said to Sahasra, "Do you like painting?"
12. Aaradhya said to her brother, "Please pass me the book."
13. My father said to me, "Don't waste your time."
14. My brother said, "Let's go to a movie"
15. The doctor said to the patient, "Wish you a speedy recovery."
16. "May God bless our country," said the priest.
17. Jatin said, "I can solve this problem."
18. Arunima said, "I may attend the meeting."
19. Yashwin said, "I must finish the report today."
20. Yamini said, "I would join the team if I had time."

### Note to the Teacher

Students often struggle with shifting between direct and indirect speech due to changes in tense, pronouns, and word order. This chapter provides clear explanation and examples to help them master these rules. Encourage students to practise with real-life conversations to reinforce their understanding.





## Degrees of Comparison



### Note to the Student

This chapter provides a comprehensive overview of adjectives, including their functions, types, degree formation, and usage guidelines. Additionally, it explores key concepts and techniques for converting adjectives from one degree to another. Mastering these concepts is important, as they are frequently tested in competitive examinations.

### The Tale of Three Friends

One sunny morning, three friends, Chinnodu, Peddodu, and Bheemudu, decided to go on a hike up Milky Mountain, **the tallest** mountain near their village. Each of them wanted to prove who **the best** hiker was.

As they climbed, Chinnodu, **the smallest** and **youngest**, pointed to a large rock nearby and said, "Look at this rock! It's **big**, but I'm sure there are **bigger** rocks up ahead!"

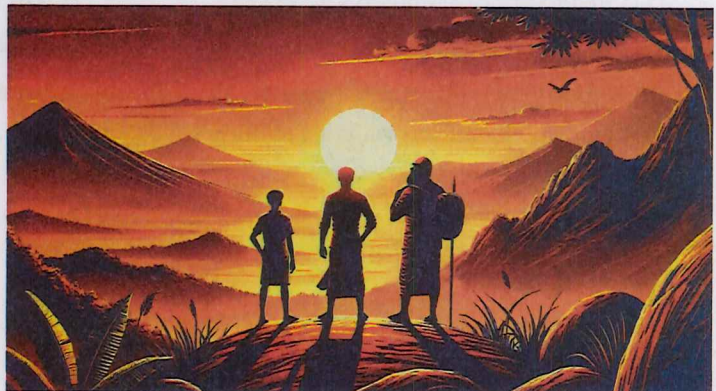
Peddodu, who was a bit **older** and **stronger**, smiled and replied, "I bet there are! And I'm **the bravest** of all, so I'll climb **the tallest** rock I see."

Bheemudu laughed. He was **the tallest** and **the strongest** of the three, so he said, "That may be true, Peddodu, but I'm **stronger** than both of you combined! I'll reach the mountain peak **faster** than either of you."

The three friends kept walking, each showing off their skills as they climbed **higher**. They came to a stream that looked **cold**, but they had to cross it to continue their adventure. Chinnodu bravely stepped in first, saying, "The water is **colder** than I thought!" But Peddodu moved in, saying, "I don't mind! I'm **the bravest**, remember?"

Bheemudu joined them, saying, "You both are **brave**, but I think I'm **the bravest** of all! I'm not even **cold**!"

Finally, they reached a beautiful meadow full of flowers. Chinnodu bent down and exclaimed, "These are **the prettiest** flowers I've ever seen!" Peddodu picked a **bright** yellow one, saying, "Yes, but I think this yellow one is **prettier** than the others!" Bheemudu, looking around, spotted a purple flower and said, "This purple flower is **the prettiest** flower of all!"



As the sun started to set, the three friends sat down, feeling tired but happy. Chinnodu said, "Today was fun, but I'm definitely **the most tired!**"

Peddodu agreed, yawning, "Me too. I'm even **more tired** than you, Chinnodu!"

Bheemudu said, "Well, I'm **the biggest**, and I had to walk **the farthest**, so I must be the **most tired** of all!"

They laughed together, realizing that each of them had strengths, but they were all equally happy after their adventure.

## Practice

You have read Degrees of Comparison with Chinnodu, Peddodu and Bheemudu.

Read the story carefully again, and then answer the following questions contextually to test your knowledge of Positive, Comparative and Superlative forms.

### A. Fill in the blanks with the correct form of the adjective in parentheses.

1. Chinnodu is the \_\_\_\_\_ (small) of the three friends.
2. Peddodu says he is \_\_\_\_\_ (brave) than Chinnodu.
3. Bheemudu is the \_\_\_\_\_ (tall) and the \_\_\_\_\_ (strong) of all.
4. Chinnodu finds a rock and says it is \_\_\_\_\_ (big) than any other rocks he's ever seen.
5. The water in the stream feels \_\_\_\_\_ (cold) than they expected.
6. Bheemudu says he is the \_\_\_\_\_ (brave) because he's not even cold!
7. In the meadow, Chinnodu thinks the flowers are the \_\_\_\_\_ (pretty) he's ever seen.
8. Peddodu finds a yellow flower and says it is \_\_\_\_\_ (pretty) than the others.
9. Bheemudu spots a purple flower and claims it's the \_\_\_\_\_ (pretty) flower of all.
10. At the end of the day, Chinnodu says he is the \_\_\_\_\_ (tired) of the three.
11. Peddodu yawns and says he's even \_\_\_\_\_ (tired) than Chinnodu.
12. Bheemudu believes he is the \_\_\_\_\_ (tired) because he walked the farthest.

Adjectives generally express "**quality, kind, number or quantity**" of people, places or things. Qualities vary from person to person, thing to thing and place to place. In order to measure/study the difference in these qualities, we use Degrees.



## Kinds of Degrees

The Adjectives or Adverbs have three Degrees namely, Positive Degree, Comparative Degree and Superlative Degree.

### Formation of Degrees

There are many ways of forming the comparative and superlative based on the word formation.

- Most of the monosyllabic adjectives and a few of the disyllabic adjectives form their comparatives by adding **-er** and superlative by adding **-est**. The use of **-er/-est** dates back to Old English.

	<b>Positive</b> (root)	<b>Comparative</b> (root+er)	<b>Superlative</b> (root+est)
E.g.:	big	bigger	biggest
	tall	taller	tallest
	small	smaller	smallest
	happy	happier	happiest
	great	greater	greatest

- By means of adding **more** and **most** which came into vogue from Middle English.

	<b>Positive</b> (root)	<b>Comparative</b> (more+root)	<b>Superlative</b> (most+root)
E.g.:	important	more important	most important
	difficult	more difficult	most difficult

- If any Positive ends in **e**, we add **r** and **st** in Comparative and Superlative.

E.g.:	pure	purer	purest
	wise	wiser	wisest
	large	larger	largest

- When a monosyllabic Adjective ends in **y** and is preceded by a consonant, then **y** is changed to **i** before adding **er** and **est**.

E.g.:	happy	happier	happiest
	pretty	prettier	prettiest
	busy	busier	busiest

5. If **y** is preceded by a vowel, just add **er** and **est** without adding **i**.

E.g.:	gay	gayer	gayest
	grey	greyer	greyest

### Irregular Adjectives

E.g.:	good (Adj)/ well (adv)	better	best
	bad / ill	worse	worst
	little	less / lesser	least
	much / many	more	most
	old	older / elder	oldest / eldest
	fore	former	foremost / first
	far	farther / further	farthest / furthest
	late	later / latter	latest / last

**Note:** Irregular Adjectives are frequently tested in competitive exams, making them an important area of study.

### When to Use

1. The Positive Degree is used when no comparison is made and to merely state that a quality exists in a person, place or thing.  
E.g.: Bhallala Deva is as tall as Bahubali. (Degree of equality)  
Bahubali is tall. (Adjective expressing an existing quality)
2. The Comparative Degree is used when the comparison is between two persons, places, or things.  
E.g.: Mr. Prabhakar is taller than Mr. Sudhakar.
3. The Superlative Degree is used to mention the highest Degree of some quality of some person, place or thing.  
E.g.: Mr. Kiran is the tallest of all.

### Key Concepts

- so.... as' and 'as ... as' are used differently. 'so.... as' expresses 'Degree or Concession' and is sometimes used with negative statements while 'as.... as' expresses 'equality.'
- The Comparative Degree is usually followed by 'than'
- The superlative Degrees take 'the' before adjectives.



- The Comparative Degree and Superlative Degree begin with the **same subject and verb**.
- While writing the Positive Degree, look for the noun after the adjective and make it your subject for Positive Degree.
- In all the three Degrees, the meaning of the sentence is the same. But it is expressed in different degrees.
- Adverbs can also have Comparative form and Superlative forms.
- If something is put in parenthesis (...), understand it is optional.

### Model-I

(The first and second models have no Superlatives because the comparison is between two persons or places or things. Before we move on to the models, let's learn the Cross Formula for the first two models)

**Comparative** : + -

**Positive** : - +

i.e. if the Comparative Degree is in positive meaning, the Positive degree is written in negative meaning and vice versa.

E.g.: Ravi is **taller than** Mani. (C.D)  
 Mani is **not so tall as** Ravi. (P.D)

### Model-II

(This is the opposite of the first model)

E.g.: Sasi is **not cleverer than** Kasi. (C.D)  
 Kasi is **at least as clever as** Sasi. (P.D)

### Model-III

(It is used to express the highest Degree of some quality in a positive way.)

E.g.: Shakespeare is **the greatest** dramatist (S.D)  
 Shakespeare is **greater than any other** dramatist. (C.D)  
 Shakespeare is **greater than all other** dramatists. (C.D)  
**No other** dramatist is **so great as** Shakespeare. (P.D)

**Note:** The phrase 'no other' is always followed by a singular noun in Positive Degree. It is equated with the phrases 'any other/ all other' in Comparative Degree and 'the + Superlative form' in the Superlative Degree.

**Model-IV**

(It is used to express when there are some people, places or things who/ which have the quality in the same level)

E.g.: Abdul Kalam is **one of the greatest** visionaries of India. (S.D)

Abdul Kalam is **greater than many other** visionaries of India. (C.D) (or)

Abdul Kalam is **greater than most other** visionaries of India. (C.D)

**Very few (Few other)** visionaries of India are **as great as** Abdul Kalam. (P.D)

**Note:** The phrase 'Very few/ Few other' in Positive Degree is always followed by a Plural noun. They are equated with 'most other/ many other + plural noun' in Comparative Degree and 'one of the + Superlative form' in Superlative Degree.

**Model-V**

(This is the opposite of the first model. The Superlative is in negative.)

The rose is **not the most beautiful** flower. (S.D)

The rose is **not more beautiful than some other** flowers. (C.D)

**Some** flowers are **at least as much beautiful as** the rose.

**Note:** The 'not' in the Superlative changes to 'at least' in the Positive Degree but is optional.

**Advanced Points**

1. If a sentence has both monosyllabic and trisyllabic adjective, monosyllabic adjective should come first.

E.g.: Murali is the best and the most hardworking employee in the firm.

2. When the comparison is between two adjectives or abstract ideas, 'more' is used before the adjective though it has its comparative form.

E.g.: He is more rich than clever.

She is more spiritual than wise.

3. The definite article never comes before a Comparative Degree except in the following two contexts.

E.g.: Sudha is the taller of the two girls.

The more you work, the better your result will be.

4. Note that certain adjectives are absolute and do not have comparative or superlative forms. Examples include: **dead, singular, perfect, unique, right, wrong, round, matchless, full, complete, absolute**, and **ultimate**. These adjectives express a complete or absolute quality, making it illogical to compare or



rank them further. For instance, something is either perfect or not; it cannot be 'more perfect' or 'most perfect'.

E.g.: This is a unique model.

5. The Latin words **senior, junior, superior, inferior, prior, anterior, posterior, major and minor** are comparative by nature. But they take the Preposition 'to' after them instead of 'than.'

E.g.: Mr. Siva is junior to me.

This cloth is inferior to that.

6. A pronoun used directly after **as** or **than** takes the objective case. If there is a verb after it, we use Subjective case.

E.g.: She is not as tall as **him**/ as tall as **he** is.

The women played better than **us**/ better than **we** did.

7. When we compare the weather, population or any other attribute of two different regions, we use 'than that/those of.'

E.g.: The weather of Kashmir is cooler than that of Bengaluru.

The plays of Shakespeare are better than those of G.B. Shaw.

Model	Superlative	Comparative	Positive
I	-	E.g.: Ravi is <b>greater than</b> Mani.	E.g.: Mani is <b>not so great as</b> Ravi.
II	-	E.g.: Sasi is <b>not greater than</b> Kasi.	E.g.: Kasi is <b>at least as great as</b> Sasi.
III	E.g.: Shakespeare is <b>the greatest</b> dramatist.	E.g.: Shakespeare is <b>greater than any other</b> dramatist. (OR) E.g.: Shakespeare is <b>greater than all other</b> dramatists.	E.g.: <b>No other</b> dramatist is so great as Shakespeare.
IV	E.g.: Abdul Kalam is <b>one of the greatest</b> visionaries of India.	E.g.: Abdul Kalam is <b>greater than many other</b> visionaries of India. (OR) E.g.: Abdul Kalam is <b>greater than most other</b> visionaries of India.	E.g.: <b>Very few (Few other)</b> visionaries of India are as great as Abdul Kalam.
V	E.g.: G.B Shaw is <b>not the greatest</b> dramatist	E.g.: G.B. Shaw is <b>not greater than some other</b> dramatists.	E.g.: <b>Some</b> dramatists are at least as great as G.B Shaw.

### Exercise

1. Rahul is one of the cleverest boys in the class. (Convert into Comparative and Positive)
2. No other English poet is so great as Milton. (Rewrite using 'greater' and 'greatest')
3. Keerthana is more intelligent than any other girl in the class. (Convert into Superlative and Positive)
4. Very few towns are as much popular as Varanasi. (Convert into Comparative and Superlative)
5. Chennai is hotter than Mumbai. (Convert into Positive)
6. Hercules was stronger than any other man. (Rewrite using 'strongest' and 'strong')
7. He is more like his father than his mother. (Convert into Positive)
8. No other animal is so faithful as the dog. (Convert into Comparative and Superlative)
9. Mount Everest is higher than any other peak in the world. (Rewrite using 'highest' or 'high' instead of 'higher'.)
10. Apples are not so cheap as oranges. (Convert into Comparative)
11. Manasa sings the best. (Convert into Comparative and Positive)
12. Vivekananda was more popular than most other Indian saints. (Convert into Positive and Superlative)
13. No one sings so much beautifully as Chitra. (Rewrite using 'better' and 'best')
14. Julie is not as pretty as her sister. (Rewrite using 'prettier')
15. Judith painted better than all other participants. (Convert into Positive and Superlative)

### Note to the Teacher

Consider the various aspects covered in the chapter, including models, advanced points, and other key concepts. The final exam exercises may include questions on any topic discussed in the chapter.





## Clause Analysis and Synthesis of Sentences



### Note to the Student

This chapter provides comprehensive coverage of sentence structures, including types of sentences, phrases, clauses, and their conversions. Mastering these concepts is essential, as they are frequently tested in various competitive examinations. By studying this chapter, you'll gain a solid foundation in English grammar.

Consider the following table and understand the basic differences between sentences.

According to the kind of thought they express, or the purpose they serve, sentences are of four types.

1. Assertive/ Declarative
2. Imperative
3. Interrogative
4. Exclamatory

According to the clause structure or construction of the sentence, sentences are of three types.

1. Simple sentence
2. Compound sentence
3. Complex sentence

### Let's begin from a basic level.

#### The English Alphabet

⇒ The vowels and consonants ⇒ into words ⇒ into phrases ⇒ into clauses ⇒ into sentences.

These phrases and clauses are used in Simple, Compound and Complex sentences. Let's delve deep into phrases and clauses one by one.

#### Phrases

A **phrase** is a group (two or more) of words without a verb that makes some sense, but not complete sense. It has no Subject and Predicate. **Phrases** are grammatical building blocks and act as a single part of speech unit. Hence, they are used in the formation of clauses and sentences.

Eg: In the morning, at the hotel, a very good boy.

The beautiful white Ferrari in the portico of that big building. (Any number of words)

#### Kinds

There are four kinds of phrases: Noun phrase, Adjective phrase, Adverb phrase and the Prepositional phrase.

## Placement

1. A Noun phrase has a noun as its head and comes either in place of a Subject / an Object or a Complement.  
Eg: **The well-dressed young man** walked into the hall.
2. An Adjective Phrase has an Adjective as its head and is placed next to a noun or pronoun it modifies.  
Eg: The boy, **with long hair**, is my neighbour.
3. An Adverb phrase is used to modify a verb, an adjective or an adverb.  
Eg: We went to a movie **after dinner**.
4. A prepositional phrase acts both as an adjective and an adverb based on its placement.  
Eg: The kids are playing **in the garden**.

## Clause Analysis

Analysis means **breaking up** of sentences into their component parts. We break up phrases, subject and predicate and analyze how they work together in a sentence.

Look at these sentences:

- E.g: a) The students went home at sunset.  
b) The accident happened where I was standing.

## Clause

A Clause is a group of words with a Subject and Predicate of its own. Observe the above sentences. Sentence a) has a subject, predicate and phrase. Sentence b) has two clauses in it; the main clause and the subordinate clause which make complete sense and form a part of larger sentence. Remember that a Sentence has as many clauses as there are finite verbs.

## Kinds Of Clauses

Clauses are of two types, the Main Clause which stands independently and the Subordinate Clause which is dependent on the main clause for completion of its meaning. Further, there are three kinds of Subordinate/Dependent clauses – The Noun Clause, the Adjective Clause and the Adverb Clause.

NOTE: All these clauses perform much the same function as their phrases above.

## Clause Formation

**The Noun Clause and Formation:** A Noun Clause, in a complex sentence, has several functions in a sentence. It can be the Subject of a verb, the Object of a verb, the Complement of a verb or the Object of a Preposition. A Noun Clause is generally introduced by the Conjunctions 'that, who, which, what or whether.'

E.g: **When he comes to the class** is a mystery. (Subject)

I know **what you want to say**. (Object)

They think of **how the others are trying to escape**. (Object of a Preposition)

The truth is **that he never speaks truth**. (Complement of a verb)

NOTE: If a clause can be replaced with "it," then it is a Noun Clause. Try the above sentences.



**The Adjective Clause and Formation:** An Adjective Clause, in a complex sentence, does the work of an Adjective. It qualifies some Noun/Pronoun in the principal clause.

**NOTE:** Adjective Clauses are introduced by a Relative pronoun/Relative adverb like “who, which, that, whose, and whom.”

E.g: The man **who helped the old woman** is blind.

I have read the book **that you told me about**.

She married a man **whom she had met at work**.

**The Adverb Clause and Formation:** An Adverb clause, in a complex sentence, does the work of an adverb by modifying a verb, an adjective or another adverb. There are many Adverb clauses based on their function. Study the Subordinating conjunctions below.

Adverb Clause of Time	: when, whenever, while, before, after, till, since etc.
Adverb Clause of Place	: where, wherever.
Adverb Clause of Purpose	: that, lest.
Adverb Clause of Reason	: because, as, since.
Adverb Clause of Condition	: if, whether, unless.
Adverb Clause of Result	: so that.
Adverb Clause of Comparison	: than.
Adverb clause of Supposition/Contrast	: though, although, even if, as.

E.g: He practised so hard that he could sing well.

If you work hard, you will get good result.

I bought an e-bike because it was eco-friendly.

**NOTE:** A good understanding of the Coordinating and Subordinating Conjunctions helps you identify the clauses. **The above explanation provides the necessary background for understanding the concepts presented in this chapter**

## Simple, Compound and Complex Sentences

**Simple Sentence:** A **Simple** Sentence has only one subject and one predicate. There can be a phrase.

Eg: Kohli plays cricket very well.

In spite of his physical challenge, he became a successful athlete.

Being rich, he bought a car. (or) Owing to his riches, he bought a car.

**Compound Sentence:** A **Compound** Sentence has two or more independent or main clauses which are joined together by coordinating conjunctions. (and, and so, and therefore, so, but, yet, still, or, or else, otherwise, either ..... or, neither ..... nor, not only .... but also)

Eg: He was physically challenged yet he became a successful athlete.

He was rich so he bought a car.

She not only sings songs but also teaches English.

**Complex Sentence:** A **Complex** Sentence has one main/independent clause and one or more subordinate clauses. (See Adverb Clause above for subordinating conjunctions)

Eg: Though he was physically challenged, he became a successful athlete.

As he was rich, he bought a car.

## Synthesis of Sentences

The word *Synthesis* means 'combining' or 'putting together.' Here, we combine phrases and clauses and form various sentences.

**NOTE:** Remember the following tips while changing phrases and clauses.

- Identify the clauses by observing the subordinating conjunctions or coordinating conjunctions.
- A verb in a clause can be changed into present participle (adjective) by adding -ing to it.
- There will be as many clauses in a sentence as there are finite verbs.
- You must know how to convert an adjective into a noun/ a verb into a noun.
- Observe the subject of the clauses and use 'his or her' wherever needed.
- That clause means: that + subject + Verb (in the required tense) + remaining part.
- Develop a phrase into a clause and vice versa.
- See that the verbs are in the same tense or maintain sequence as per rules.
- In most cases, the main clause doesn't change.
- When clauses are introduced by subordinating conjunctions, they come at the beginning of a sentence, we usually separate them with a comma.

## Model I

(Since there are a number of constructions in sentences, it is better to study them through Models so that they can be easily identified.)

We can transform a Simple Sentence into Compound or Complex Sentence by expanding **a word** or **a phrase** into a Main clause or Subordinate clause.

E.g: **In spite of his poverty**, the boy could pursue higher studies. (See the phrase in italics, and change the phrase into a main clause)

**The boy was poor** yet he could pursue higher studies. (The phrase is changed into the main clause)

**Though the boy was poor**, he could pursue higher studies. (The main clause is changed into a subordinate clause by adding 'though'.)



**Practice**

1. In spite of facing many setbacks, he didn't lose hope. (Change into compound and complex)
2. Although she is an illiterate, she speaks English well. (Change into simple and compound)

**NOTE:** 'Though, although and even though' are used interchangeably. But 'even though' is more emphatic. But/yet is possible in compound.

**Model II**

(Note that 'unless' means 'if not.' 'if' is positive and 'unless' is negative. 'And' is used with 'if' and 'or' is used with 'unless' in their compounds.)

E.g. **In case of starting early**, you can catch the train. (Phrase)

*Start early* and you can catch the train. (Main clause in imperative)

If you start early, you can catch the train. (Main clause into Subordinate clause)

**Practice**

1. Speak the truth, or I will kill you. (Change into simple and complex)
2. If you work hard, you will get first class. (Change into compound and simple)

**Model III**

E.g. **Being weak**, he could not walk. (Phrase with be form and adjective) OR

**Owing to his weakness**, he could not walk. (Phrase with 'Owing to + noun')

**He was weak** so he could not walk. (Phrase into main clause)

**As he was weak**, he could not walk. (Main clause into subordinate clause)

**Practice**

1. He is strong so he can lift heavy weights. (Change into simple and complex)
2. Owing to his intelligence, he became an IAS officer. (Change into compound and complex)

**Model IV**

E.g. **On seeing the tiger**, he ran away. (Phrase with 'V<sub>1</sub>+ing+object') OR

**Having seen the tiger**, he ran away. (Phrase with 'Having + V<sub>3</sub>+ object')

**He saw the tiger** and ran away. (Phrase into main clause)

**When he saw the tiger**, he ran away. (Main clause into subordinate clause)

**Practice**

1. He finished his meal and went to work. (Change into complex and simple)
2. The chief guest having taken his seat on the dais, the meeting began.  
(Change into complex and compound)

**Model V**

E.g. He is too young **to cast his vote**. (Phrase with 'to+V<sub>1</sub>+object')

He is very young **and so he cannot cast his vote**. (Phrase into a main clause)

He is so young **that he cannot cast his vote**. (Main clause into 'that clause')

**Practice**

1. Shrestha is too shy to face strangers. (Change into complex and compound)
2. Your writing is so illegible that I cannot understand it. (Change into compound and simple)

**Model VI**

(This model can be changed from simple to complex and vice versa by developing an adjective clause. i.e. who/which/that/whose/whom + be form + adjective.)

E.g. The **drowning** man cried for help. (Adjective)

The man **who was drowning** cried for help. (Adjective clause)

**Practice**

1. Lucy saw a wounded rabbit. (Change into complex)
2. The police recovered the child that was lost. (Change into simple)

**Model VII**

(Here, you will see how to develop a to infinitive into a that-clause i.e. **that + Sub + Verb/any other clause**. Compound is not possible.)

E.g. Martin expected **to win the prize**. (Phrase)

Martin expected that he would win the prize. (Phrase into that clause)

**Practice**

1. Take care when crossing the road. (Change into complex)
2. We eat that we may live. (Change into simple)

**Model VIII**

Hardly – when, scarcely – when, no sooner – than and as soon as are conjunctions which are used interchangeably in formal way in complex sentences. Hardly/scarcely takes past perfect in the subordinate clause and simple past in the main clause. Inversion of the subject and verb is also possible with 'Hardly/scarcely – when' and 'no sooner – than.'



E.g. As soon as she heard the news, she began to cry.

Hardly had she heard the news when she began to cry. (Inversion)

Scarcely had she heard the news when she began to cry.

No sooner did she hear the news than she began to cry.

### Practice

1. No sooner did he see us than we disappeared into the night.

(Use 'Hardly/scarcely – when' or 'as soon as')

2. Scarcely had he entered the room when the clock struck twelve.

(Use 'No sooner – than/as soon as/ hardly – when')

3. As soon as the thief saw the policeman coming, he took to his heels.

(Use 'No sooner – than, scarcely/ hardly – when')

### Advanced Points

- The clause usually goes in front position or end position.

E.g. If you like, we could play cards.

We could play cards if you like.

A comma is more usual when the adverbial clause comes first.

- The third conditional can be written in the inverted pattern.

E.g. Had you taken a taxi, you would have got here on time.

But an if-clause is more common, especially in informal English.

- In the second model in *if* clauses, we often use *were* instead of *was* while stating an unreal statement. In a formal style, *were* is considered correct.

E.g. If I *was/were* fit, I would play football.

If he *were/was* more honest, more people would vote for him.

- **Order of clauses:** An adverb clause can go before or after a main clause. The clause with the newer or more important information usually goes last.

Sonia screamed *when she saw the monster*. (gives her reason for screaming)

*When she saw the monster*, Sonia screamed. (gives her reaction to the monster)

## Exercise

Two or more simple sentences can be combined with the help of coordinating conjunctions like, and, therefore, otherwise, as well as, either – or, neither – nor, not only – but also.

1. They went to the showroom. They bought a car. (Combine with 'and')
2. The bag was heavy. I couldn't carry it. (Combine with 'therefore')
3. Run fast. You will miss the train. (Combine with 'otherwise')
4. Siraj plays Hockey. He plays Cricket. (Combine with 'as well as')
5. Ramani is lazy. She is dull. (Combine with 'either – or')
6. My father doesn't smoke. He doesn't drink. (Combine with 'neither – nor')
7. He was a boxer. He lectured at a University. (Combine with 'not only – but also')
8. Besides being a singer, she is a dancer. (Combine with 'not only – but also')
9. She danced beautifully. I played the piano. (Combine with 'while')
10. She had the required qualifications but she did not get the job.

(Change into simple and complex)

11. Though she was poor, she would never ask for help.

(Change into simple and compound)

12. Unless he makes the payment in time, his house will be confiscated.

(Change into compound and simple)

13. Hire a taxi and you will not miss the bus. (Change into complex and simple)

14. The visitors arrived so we all stood up. (Change into simple and complex)

15. As it was very cold, we stayed indoors. (Change into simple and compound)

16. I did not know what to do and called the doctor. (Change into complex and simple)

17. When he heard a cry, he rushed into the room. (Change into compound and simple)

18. The problem was very difficult and so no one could solve it.

(Change into complex and simple)

19. The box was so heavy that I couldn't lift it. (Change into compound and simple)

20. A blind man needs help. (Change into complex)

21. The injured were taken to the nearest hospital. (Change into complex)

22. The students hope to pass the exams. (Change into complex)

23. Please wait until told to proceed. (Change into complex)



## Quick Glance

Model I	
Simple	In spite of _____, _____ In spite of being badly injured, the soldiers went on fighting
Compound	_____ yet/but/still _____ The soldiers were injured badly yet/but/still they went on fighting.
Complex	Though/Although _____, _____ Though/Although the soldiers were injured badly, they went on fighting.
Model II	
Simple	In case of _____, _____ (for Positive) In case of not _____, _____ (for Negative) In case of asking him, he will help you. In case of not consulting a doctor, it will not be cured.
Compound	V <sub>1</sub> _____ and _____ (for Positive) V <sub>1</sub> _____ or _____ (for Negative) Ask him and he will help you. (for Positive) Consult a doctor or it will not be cured. (for Negative)
Complex	If _____, _____ (for Positive) Unless _____, _____ (for Negative) If you ask him, he will help you. (for Positive) Unless you ask him, he will not help you. (for Negative)
Model III	
Simple	Being + adjective _____, _____ Owing to _____, _____ Being busy, she couldn't attend the meeting. Owing to her busy schedule, she couldn't attend the meeting.
Compound	_____ so _____ She was busy so she couldn't attend the meeting.
Complex	As _____, _____ As she was busy, she couldn't attend the meeting.
Model IV	
Simple	On V <sub>1</sub> +ing _____, _____ Having+V <sub>3</sub> _____, _____



	On seeing the snake, she screamed aloud. Having finished the course, I have to look for a job.
Compound	_____ and _____ I have finished the course and have to look for a job.
Complex	When _____, _____ When I have finished the course, I have to look for a job.
<b>Model V</b>	
Simple	_____ too _____ to _____ This nut is too hard to crack.
Compound	_____ very _____ and so _____ This nut is very hard and so it cannot be cracked.
Complex	_____ so _____ that _____ not _____ This nut is so hard that it cannot be cracked.
<b>Model VI</b>	
Simple	A rolling stone gathers no mass.
Compound	_____
Complex	who/which/that/whose/whom + be form + adjective A stone which is rolling gathers no moss.
<b>Model VII</b>	
Simple	_____ to + V <sub>1</sub> _____ Alex promised to serve me sincerely.
Compound	_____
Complex	_____ that + Sub + Verb/any other clause. Alex promised that she would serve me sincerely.
<b>Model VIII</b>	
Complex	As soon as _____, _____ As soon as the bell rang, the students rushed into the classes.
Complex	Hardly had + sub + V <sub>3</sub> _____ when _____ Hardly had the bell rung when the students rushed into the classes.
Complex	Scarcely had + sub + V <sub>3</sub> _____ when _____ Scarcely had the bell rung when the students rushed into the classes.

**Note to the Teacher**

To reinforce students' understanding of sentence structures, phrases, and clauses, provide additional examples, practise exercises, and regular assessments. Offer extra support as needed. Encourage students to apply these concepts in their writing and communication.





## Question Tags



### Note to the Student

This section will enable you to understand question tags, their purpose, formation, usage, and some advanced points. Although informal in style, question tags play a significant role in conversation and are also important in various competitive examinations.

- Lasya:** You've travelled to Europe before, haven't you?  
**Rishi:** Yes, I spent my summer there and had a good time in Italy and France.  
**Lasya:** That sounds amazing! You learned some Italian, didn't you?  
**Rishi:** Enough to get by, but I'm rusty now.  
**Lasya:** You're planning another trip soon, aren't you?  
**Rishi:** Actually, I think of visiting Japan next year.  
**Lasya:** You've always wanted to try sushi, haven't you?  
**Rishi:** (laughs) Yeah, that's a big part of it!



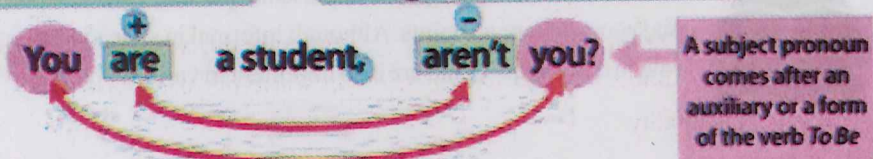
### What are Question Tags?

1. A question is generally asked either to get some information or to test someone's knowledge (like questions asked by teachers in classrooms).  
 Where is the railway station? (To get information)  
 Who is the President of India? (For example, a teacher asking students in class.)
2. But question tags are short questions at the end of statements. They are mainly used in speech when we want to confirm some information or to encourage a reply from the person we are talking to.  
 You are accompanying us, aren't you? (To confirm)  
 The weather is nice, isn't it? (To invite the listener to agree with us)
3. A question tag always starts with an auxiliary verb and ends with the pronoun of the subject. We use a negative question tag after a positive sentence and a positive question tag after a negative sentence.

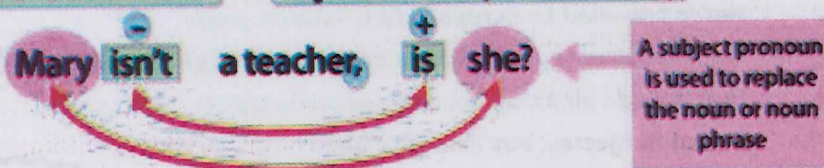
## Structure

**A question tag is a small question at the end of a statement.**  
**Question tags are used when asking for agreement or confirmation.**

**a positive statement + a negative question tag**



**a negative statement + a positive question tag**



○ **Helping verb + n't + pronoun for positive sentences.**

You have paid your exam fee, haven't you?

She is very hardworking, isn't she?

○ **Helping verb + pronoun for negative sentences.**

They did not attend the party, did they?

Vinay hasn't got an incentive, has he?

4. If there is no auxiliary verb in the given statement (i.e. the present simple and past simple statements) we use a form of 'do' (do/does/did) in the question tag.

- Children like chocolates, don't they?
- He plays football every day, doesn't he?
- They went to Mumbai, didn't they?



## Using Question Tags

1. **Semi-Negatives:** In the presence of semi-negatives (*hardly, barely, rarely, scarcely, few, little, seldom*, etc.), the tag should be positive.
  - He seldom works hard, does he?
  - My father rarely watched movies, did he?
2. **Indefinite Pronouns:** If the subject is *somebody, someone, anybody, anyone, everyone, everybody, none, nobody, no one, these, or those*, the pronoun in the tag is **"they"**. This is done for gender neutrality.
  - Nobody attended the meeting, did they?
  - Someone has lost his purse, haven't they?
  - Nobody has called for me, have they?
  - Those are my belongings, aren't they?
3. **Neutral Subjects:** If the subject is *something, anything, nothing, everything, this, that*, or the third-person singular **"it"**, the pronoun in the tag is **"it"**.
  - Something has gone wrong, hasn't it?
  - This is not the right answer, is it?
4. **"There" and "One" Subjects:** If the subject is **"There"** or **"One"**, the same is used as the pronoun in the tag.
  - There is no time, is there?
  - One should have faith in God, shouldn't one?
5. **Sentences with 'I' as the subject:** The question tag for **"I am..."** is **"aren't I?"**
  - I am your lecturer, aren't I?

But the question tag for a negative sentence that has 'I' as a subject is, **'am I?'**

I am not invited, am I?
6. **Imperatives with "Let's":** Imperatives with **"Let's"** typically have **"shall we?"** as a tag.
  - Let's have a cup of tea, shall we?
7. **Imperatives with "Let me":** Imperatives with **"Let me"** have **"will you?"** as a tag.
  - Let me see your photograph, will you?

## Advanced Points

### 1. Variation in Tags with 'Have'

- When **'have'** is the main verb of the sentence, the tag can be written in two ways:
- We have enough rice, haven't we? (British English)
- We have enough rice, don't we? (American English)

### 2. Tags with Phrases

- When we have phrases like **'Some of us/you/them'**, **'None of us/you/them'**, **'Each of us/you/them'**, use the related personal pronoun of that phrase as the subject in the tag.
- All of them were present at the wedding, weren't they?
- Most of us use our mobiles frequently, don't we?

### 3. Modal Auxiliaries 'Dare' and 'Need'

- The modal auxiliaries **'dare'** and **'need'** are taken into the tag. When used as main verbs, we use **'do/does/did'** as used above with main verbs.
- She dare not face after the incident, dare she?
- He needs to work hard to get better rank, doesn't he?

### 4. Tag for 'Used to'

- The tag for the modal **'used to'** is **'didn't + pronoun'**
- They used to play cricket, didn't they?

### 5. Imperatives

- a) The standard tag for imperative sentences is indeed **"will you?"**  
Have a cup of coffee, will you?  
Open the window, will you?
- b) However, when there's a hint of uncertainty or a slight expectation of refusal, the negative tag **"won't you?"** is used instead:  
Do it now, won't you?
- c) After a negative imperative, we use only **'will you?'**  
Don't forget to post the letter, will you?



- d) We use '**can't you**' as the question tag in imperative sentences to denote madness, impatience, anger, rudeness, or irritation.

Keep working seriously, can't you? (Irritation)

Mind your business, can't you? (Rudeness)

Get out of here, can't you? (Anger)



**EXERCISE**

Add suitable question tag to each of the following sentences given below.

- 1) You can't speak Tamil, \_\_\_\_\_?
- 2) Children often play video games on smart phones, \_\_\_\_\_?
- 3) There aren't any spiders in the bedroom, \_\_\_\_\_?
- 4) He could always borrow the money, \_\_\_\_\_?
- 5) They won't tell anyone, \_\_\_\_\_?
- 6) That was amazing, \_\_\_\_\_?
- 7) I'm quite busy with my schedule today, \_\_\_\_\_?
- 8) They hadn't been to the states before, \_\_\_\_\_?
- 9) My father works at the art theatre, \_\_\_\_\_?
- 10) Open the door, \_\_\_\_\_? (Polite)
- 11) Let's go to the beach, \_\_\_\_\_?
- 12) Be quiet, \_\_\_\_\_? (Irritation)
- 13) John and Mary admire each other, \_\_\_\_\_?
- 14) One shouldn't say things like that, \_\_\_\_\_?
- 15) Owing to menace of mosquitoes, none of us slept well last night, \_\_\_\_\_?
- 16) Don't spend too much on trifles, \_\_\_\_\_?
- 17) Nobody cares how I feel, \_\_\_\_\_?
- 18) I think she's from Chennai, \_\_\_\_\_?
- 19) Have another dosa, \_\_\_\_\_?
- 20) A little progress has been made, \_\_\_\_\_?

**Note to the Teacher**

Please explain to students the equivalent words in their mother tongue. Clarify the difference between falling and rising tones and their changing functions. Questions can be given from any rule mentioned in this chapter.





## Common Errors



### Note to the Student

English has many rules that may differ from your mother tongue, leading to common errors in grammar, including articles, prepositions, tenses, redundancies, etc. This chapter will help you identify and correct these mistakes, making your communication clearer and accurate.

English is considered one of the most interesting languages to learn. The transition from one's mother tongue to a foreign language is never fully complete. Many words and phrases in English are sometimes used incorrectly by non-native speakers due to the influence of their mother tongue. For example, words like 'news' and 'advice' have both singular and plural forms in Telugu, whereas they are always singular nouns in English. To speak or write English accurately, we need to understand the rules, exceptions, and uniqueness of the language. These errors can be avoided through extensive reading, learning, and practice.

	Common Error	Correction	Explanation
<b>I</b>	<b>Nouns</b>		
1	One of my cousins <u>have</u> settled in Canada.	One of my cousins has settled in Canada.	<i>One of, each of, either of, neither of</i> etc. are always followed by a plural noun or pronoun. When they are taken as the subject of a sentence, they are followed by a singular verb.
2	Aashvi bought <u>three dozens</u> mangoes.	Aashvi bought three dozen mangoes.	Words like <i>dozen, score, hundred, thousand, lakh, million</i> etc. do not take plural when preceded by a numeral.
3	The English alphabets <u>are</u> 26	The English alphabet has 26 letters.	The following nouns are generally used in the singular form only and take singular verbs: <i>advice, luggage, hair, machinery, information, bread, equipment, alphabet, furniture, baggage, cash, scenery, news</i> , etc.



	Common Error	Correction	Explanation
4	Politics <u>are</u> my favourite subject.	Politics is my favourite subject.	Some nouns are plural in form but are used as singular nouns, including: <i>Mathematics, Economics, Physics, Politics, Linguistics, Mechanics, Statistics, Measles, Mumps, Billiards, Caroms, Athletics, Gymnastics, Innings, series, news, Phonetics</i>
5	The committee <u>are</u> composed of ten members.	The committee is composed of ten members.	Some collective nouns are used with singular verbs when they are used as a body or group and not as members: <i>audience, board, committee, crowd, family, jury, ministry, mob, police, public, staff, team</i> etc.
6	The <u>surrounding</u> was clean.	The surroundings were clean.	Some nouns are used only as plural. They have no singular forms. E.g.: <i>jeans, pants, trousers, scissors, binoculars, glasses, spectacles, tongs, shoes, socks, alms, oats, savings, auspices, surroundings, stairs, ashes, refreshments, earnings, quarters, arrears, assets, statistics(data), outskirts, thanks, premises</i> etc.
7	Yash has three <u>son-in-laws</u> .	Yash has three sons-in-law.	Plurals of compound nouns are formed by adding 's' to the main word. E.g.: <i>Sons/sisters/brothers/daughters-in-law, commanders-in-chief, passers-by, lookers-on, Governors-general, men-servants, women-servants</i> etc.
<b>II Pronouns</b>			
8	<u>Myself</u> is Darshika from Mumbai.	I am Darshika from Mumbai.	"Myself" is a reflexive pronoun and cannot be used as the subject of a sentence. Reflexive pronouns (E.g., myself, himself, themselves, yourself) are used only when the subject and object of the sentence refer to the same person.



Common Error		Correction	Explanation
			<b>Correct usage of “myself”:</b> <i>“I hurt myself while playing football.”</i> (Here, “I” is the subject and “myself” refers to the same person.) When introducing yourself, always use “I am” instead of “myself.”
9	One must love <u>his</u> parents.	One must love one’s parents.	The pronoun “one” is an indefinite pronoun and is not gender-specific. So, it is important to remain consistent by using “one’s” as the possessive form to avoid gender bias and ensure grammatical agreement.
10	<u>I, he, and you</u> must work hard.	You, he, and I must work hard.	Good manners require that the order of singular pronouns should be second person, third person and first person.
11	We must sort out the differences between <u>you and I</u> .	We must sort out the differences between you and me.	In this sentence, “you and I” is the object of the preposition “between.” Pronouns following a preposition should be in the <b>objective case</b> , not the <b>subjective case</b> .
12	We <u>enjoyed</u> at the party.	We enjoyed ourselves at the party.	When used as transitive verbs, the following verbs always or often take a reflexive pronoun after them: <i>enjoy, avail, pride, absent, acquit, behave, conduct, adapt, apply, devote etc.</i>
13	<u>His both</u> sons are employed.	Both his sons are employed.	The determiner “both” comes first to emphasize the quantity, followed by the possessive adjective “his” to show ownership, and then the noun “sons”.
<b>III (A) Verbs</b>			
14	We <u>are hearing</u> some strange sounds from the attic.	We hear some strange sounds from the attic.	<b>There are certain verbs which are generally not used in Continuous Tense</b> <b>a) Verbs of Perception:</b> see, smell, hear, feel, taste, recognize, notice <b>b) Verbs of Emotions:</b> love, like, hate, dislike, detest, desire, wish, want, fear, prefer, refuse, hope, etc.



Common Error	Correction	Explanation
		<p><b>c) Verbs of Mental Activity:</b> know, understand, remember, recollect, believe, expect, forget, think, suppose, consider, trust, imagine, mean, mind etc.</p> <p><b>d) Verbs of Possession:</b> owe, have, possess, own, belong</p> <p><b>e) Verbs of Appearing:</b> appear, look, seem</p>
15	They <u>have seen</u> the film yesterday.	They saw the film yesterday.  Present Perfect Tense cannot be used with adverbs or adverbial phrases of definite time in the past such as yesterday, last night, a week ago, etc.
16	If I <u>was</u> a bird, I would fly.	If I were a bird, I would fly. To express imaginary or impossible wishes, 'were' is used.
17	If you heat ice, it <u>will melt</u>	If you heat ice, it melts  When referring to general truths or scientific facts, both the <i>if-clause</i> and the <i>main clause</i> use the <i>present simple</i> tense.
18	If you <u>will work</u> hard, you will succeed.	If you work hard, you will succeed.  When talking about a real and possible situation in the future, the <i>if-clause</i> uses the <i>present simple</i> , and the <i>main clause</i> uses <i>will</i> + <i>base verb</i> .
19	If he went to Delhi, he <u>would have met</u> the prime minister.	If he went to Delhi, he would meet the prime minister.  When describing a hypothetical or unlikely situation in the present or future, the <i>if-clause</i> uses the <i>past simple</i> , and the <i>main clause</i> uses <i>would</i> + <i>base verb</i> .
20	If you <u>asked me</u> , I would have helped you.	If you had asked me, I would have helped you.  When expressing regret about a past action, the <i>if-clause</i> uses <i>had</i> + <i>past participle</i> , and the <i>main clause</i> uses <i>would have</i> + <i>past participle</i> .
21	It's time I <u>go to</u> bed.	It's time I went to bed.  The phrase "It's time" followed by a past-tense verb expresses a <i>present situation</i> that needs to be acted upon immediately or soon. This use of the past tense is not about the past but rather a grammatical construction called the <i>subjunctive mood</i> ,



Common Error		Correction	Explanation
			which conveys a sense of urgency, necessity, or an implied recommendation.
22	When <u>she will</u> solve our problem?	When will she solve our problem?	In interrogative sentences the helping verb is placed before the subject.
23	The manager allowed <u>him go</u> .	The manager allowed him to go.	' <i>To infinitive</i> ' is used after certain verbs; <i>allow, order, command, request, wish, want, permit, encourage, forbid</i>
24	The teacher let the boy <u>to go</u> .	The teacher let the boy go.	Plain infinitive (without <i>to</i> ) is used after certain verbs: <i>let, make, suggest, bid</i> etc.
25	I avoid <u>to go</u> there.	I avoid going there.	Certain verbs/phrases are always followed by a gerund (not an infinitive): <i>avoid, feel, mind, consider, enjoy, excuse, finish, miss, can't help, look forward to, go on, it is no good, it is no use, and to give up</i> , etc.
26	Poorvi <u>will write</u> the poem by next week.	Poorvi will have written the poem by next week.	Future perfect tense is required to indicate completion by a specific time.
27	Before he rushed to the railway station, the train <u>left</u> .	Before he rushed to the railway station, the train had left.	When two actions happened in the past one after another, the earlier action is expressed in Past Perfect Tense and the latter in Simple Past Tense
28	When he reached home, his children <u>slept</u> .	When he reached home, his children were sleeping.	When two actions happened simultaneously, the longer of the actions is expressed in Past Continuous Tense and the shorter action in Simple Past Tense.
<b>III (B) Subject-Verb Concord</b>			
29	The teacher as well as the students <u>have</u> left the class room.	The teacher as well as the students has left the class room.	When two or more subjects are joined by – ' <i>as well as, like, unlike, besides, in addition to, along with, except</i> etc., the verb is used according to the first subject
30	Neither the servants nor the master <u>were</u> found in the house.	Neither the servants nor the master was found in the house.	When two or more subjects are connected by ' <i>not only...but also, neither...nor, either...or, none- but</i> ' the verb is used according to the nearest subject



	Common Error	Correction	Explanation
<b>IV</b>	<b>Adjectives</b>		
31	The <u>two first pages</u> of the book are lost.	The first two pages of the book are lost.	The phrase " <i>the two first</i> " is incorrect because it implies that two things can be first simultaneously, which is logically impossible. Instead, we use "the first two" to indicate that we are referring to the two items that come first in a sequence.
32	Ritwik bought an <u>Italian, beautiful, sports, blue car</u>	Ritwik bought a beautiful, blue, Italian sports car.	The typical order of adjectives in a single sentence is: ( <i>Quantifier</i> )! <i>Opinion</i> ! <i>Size</i> ! <i>Age</i> ! <i>Shape</i> ! <i>Colour</i> ! <i>Origin</i> ! <i>Material</i> ! <i>Purpose</i> ! <i>Noun</i>
33	Tanvi is <u>too</u> beautiful.	Tanvi is very beautiful.	"Too" is used to indicate excess or more than what is desired (E.g. The weather is too hot), whereas "very" is used to emphasize a positive quality.
<b>V</b>	<b>Adverbs</b>		
34	Chaturya reads the book very <u>fastly</u> .	Chaturya reads the book very fast.	"Fast" is an adverb and does not take "ly."
35	We are working very <u>hardly</u> on this project so we can submit it very soon.	We are working very hard on this project so we can submit it very soon.	There is a significant difference between "working hard" and "hardly working". While "working hard" means dedicating oneself to a task with diligence and effort, "hardly working" implies that little to no work is being done. For instance, the phrase "We are hardly working on this project" suggests that the project is not receiving much attention or effort.
36	I consider him <u>as</u> a real hero.	I consider him a real hero.	The adverb ' <i>as</i> ' is not used with verbs like ' <i>appoint</i> ', ' <i>elect</i> ', ' <i>consider</i> ', ' <i>call</i> ', etc., but it is used with ' <i>regard</i> '.
37	Pranuthi regards me her well-wisher.	Pranuthi regards me as her well-wisher.	
38	I had scarcely entered the room than the phone <u>ring</u> .	I had scarcely entered the room when the phone rang.	" <b>Scarcely</b> " and " <b>hardly</b> " are adverbs that indicate something happening just barely or almost not happening. They are often used



Common Error		Correction	Explanation
			with past perfect tense to emphasize the immediacy of an action. When using “ <i>scarcely</i> ” or “ <i>hardly</i> ,” the correct conjunction is “ <i>when</i> ” (not “ <i>than</i> ”), as it connects the main clause to the event that happened immediately after the first action.
39	No sooner <u>we saw</u> a tiger when we fled.	No sooner did we see a tiger than we fled.	When a sentence begins with a negative adverb or adverb phrase like “ <i>No sooner</i> ”, the verb is inverted and it should be followed by “ <i>than</i> ”, not “ <i>when</i> ”.
40	Aditi speaks English <u>very good</u> .	Aditi speaks English very well.	“ <i>Well</i> ” is an adverb that describes how an action is performed, in this case, how Aditi speaks English. “ <i>Good</i> ” is an adjective, used to describe nouns, not actions. Since the sentence is describing how Aditi speaks (an action), the correct word is “ <i>well</i> ”.
<b>VI Prepositions</b>		<i>In most cases, there are no specific rules for using the correct preposition; it is largely a matter of convention and practice.</i>	
41	Devishi congratulated me <u>for</u> my success.	Devishi congratulated me on my success.	Errors in prepositions are generally influenced by the mother tongue. The correct words that are commonly followed by certain prepositions are provided below: <i>agree to something, agree with a person, angry at a person’s behaviour, angry with a person, believe in, congratulate on, die of, good at, listen to, married to someone, pray to, responsible for something, responsible to a person, sign in, sit on the lap, suffer from, translate into, watch on TV</i>
42	The two boys quarrelled <u>among</u> themselves.	The two boys quarrelled with each other.	Use ‘ <i>between</i> ’ for two people or entities, and ‘ <i>among</i> ’ for three or more. E.g. The four brothers shared the property among themselves



	Common Error	Correction	Explanation
43	We discussed <u>about</u> politics	We discussed politics	Certain words inherently convey specific meanings, making certain prepositions incorrect. For instance: "Discuss" means to talk about, so "discuss about" is unnecessary. Other examples include: <i>Await (not "await for")</i> <i>Enter (not "enter into")</i> <i>Comprise (not "comprise of")</i> <i>Despite (not "despite of")</i>
44	I have ordered <u>for</u> a new phone.	I have ordered a new phone.	The verb "order" does not require "for" when used transitively.
45	Aarnavi's house is <u>besides</u> the temple.	Aarnavi's house is beside the temple.	"Beside" means "next to" or "by the side of," indicating physical proximity, while "besides" means "in addition to" or "apart from," indicating an additional element or activity. E.g. Besides reading, Ishita enjoys painting.
46	They have been playing cricket <u>since</u> three hours.	They have been playing cricket for three hours.	'Since' is used with a specific point in time (e.g., since 1999, since March, since morning, since 10 am, since Monday). 'For' is used with a duration of time (e.g., for seven years, for three months, for two hours, for one week).
<b>VII Conjunctions</b>			
47	Although it was raining, <u>but</u> they continued to play cricket.	Although it was raining, they continued to play cricket.	"Although" and "but" both convey contrast, so using both is unnecessary.
48	Since it was hot <u>so</u> we stayed indoors.	Since it was hot, we stayed indoors. (or) It was hot, so we stayed indoors	The conjunctions "since" and "so" both mean the same indicating a cause-and-effect relationship, and using them together is redundant.
49	Both Aahana <u>as well as</u> Suhana got first class.	Both Aahana and Suhana got first class.	Using either "both...and" or "as well as" is sufficient to connect the two names; using both is unnecessary and incorrect.



	Common Error	Correction	Explanation
50	<u>Suppose if</u> it rains, what shall we do?	If it rains, what shall we do?	Both “suppose” and “if” can be used to introduce a hypothetical or conditional situation, but using both together is unnecessary and incorrect.
<b>VIII Interjections</b>			
51	<u>Alas</u> . The old man has passed away.	Alas! The old man has passed away.	An interjection should be typically followed by an exclamation mark (!)
<b>IX Articles</b>			
52	What <u>a fun</u> !	What fun!	“Fun” is uncountable and does not take “a.”
53	I met <u>an European</u> yesterday.	I met a European yesterday.	The use of indefinite article depends on the sound. ‘An’ is used before the words beginning with a vowel sound. E.g.: <i>an apple, an umbrella, an LIC agent, an hour, an heir, an honour</i> etc. ‘A’ is used before the words beginning with a consonant sound. E.g.; <i>a European, a one-rupee coin, a university student, a SAARC nation</i> etc.
54	It is <u>a honour</u> to receive this prize.	It is an honour to receive this prize.	
55	Ishaan had a fever and so he went <u>to the hospital</u> .	Ishaan had a fever and so he went to hospital.	School, college, church, hospital, police station, prison etc., when they are visited or used for their primary purpose, no article is used before them. But, when the above said places are visited for other than primary purpose, the definite article is used. E.g. He went to the hospital to repair the furniture.
56	I told my mother that I would be late <u>for the lunch</u> .	I told my mother that I would be late for lunch.	When referring to regular, routine meals, no article is used (E.g., “I’m late for lunch”). However, when referring to special, specific, or formal meals, the definite article “the” is used (E.g., “The dinner at the wedding party was sumptuous and delicious”).



	Common Error	Correction	Explanation
57	My friend <u>is Kohli</u> of our college cricket team.	My friend is the Kohli of our college cricket team.	When a proper noun (a name) is preceded by an article (the or a/an), it transforms into a common noun, conveying a characteristic or trait associated with the original name. My friend is the Kohli of our college cricket team (What Kohli is to the Indian cricket team i.e. an efficient batsman, my friend is to our college cricket team) My neighbour is a Devdas (a drunkard)
58	<u>The gold</u> is a costly metal.	Gold is a costly metal.	No article is used before the names of metals, languages, games, diseases, colours etc. when they are used in a general sense. But when they are used in a specific sense, articles can be used. E.g. The gold ring I purchased yesterday is missing.
59	<u>The man</u> is mortal.	Man is mortal.	When "man" is used in a generic sense, referring to humanity or the species as a whole, no article is used.
60	The principal and correspondent <u>were</u> present.	The principal and the correspondent were present. (Two different persons)	<b>Two different persons:</b> The principal and the correspondent were present. (In this case, the repetition of "the" implies that the principal and the correspondent are two different people, so the verb "were" is plural.) <b>Same person:</b> The principal and correspondent was present. (Here, using "the" only once indicates that the principal and correspondent refer to the same person, so the verb "was" is singular.)
<b>X</b>	<b>Voice</b>		
61	Aadhya <u>was studied</u> at Andhra University.	Aadhya studied at Andhra University.	"Aadhya was studied at Andhra University" is incorrect because it implies that someone studied Aadhya, which does not make sense. Whereas, "Aadhya studied at Andhra University" correctly uses the active voice, where Aadhya is the subject performing the action of studying.



	Common Error	Correction	Explanation
62	The beggar <u>was died</u> last week.	The beggar died last week.	"Died" is indeed an intransitive verb, which means it does not take an object. Intransitive verbs cannot be used in the passive voice.
63	The fact is known <u>by me</u>	The fact is known to me	Some verbs, instead of "by", take different prepositions in the passive voice; for example, " <i>known to</i> ", " <i>pleased with</i> ", " <i>surprised at</i> ", and " <i>contained in</i> ".
<b>XI Reported Speech</b>			
64	Arshita asked Reyansh what <u>was he doing</u> .	Arshita asked Reyansh what he was doing.	Indirect questions have the same word order as assertive sentences, i.e. the subject comes before the verb.
65	Tanmayi asked Tripti <u>that how she was</u> .	Tanmayi asked Tripti how she was	The word 'that' is omitted when reporting a wh-question in indirect speech. The wh-question word (E.g., 'how') directly follows the reporting verb. When reporting yes/no questions, we use "if" or "whether" instead of "that." E.g. Mohit asked me if I was there.
66	Manveer said that <u>he is going</u> to university.	Manveer said that he was going to university.	When the reporting verb is in the past tense, the present tense in direct speech changes into the corresponding past tense in indirect speech. But when the information in direct speech is universally true (E.g., general facts), the tense does not change in indirect speech. E.g. Aristotle said that man is a social animal.
<b>XII Degrees of Comparison</b>			
67	This is <u>the most unique</u> method to teach grammar.	This is a unique method to teach grammar.	Certain adjectives do not admit of comparison and remain in the positive degree. These include <i>absolute, annual, chief, circular, round, complex, entire, extreme, excellent, full, impossible, perfect, right, unique, universal, and whole</i> .



	Common Error	Correction	Explanation
68	Gukesh is <u>the most youngest</u> chess champion of the world.	Gukesh is the youngest chess champion of the world.	'Youngest' is already in superlative form and 'taller' in comparative form and adding 'most' and 'more' before them respectively is unnecessary.
69	Choksha is <u>more taller</u> than her sister.	Choksha is taller than her sister.	
70	This is <u>the best of the</u> two books.	This is the better of the two books.	"Better" is used for comparison between two, "best" for three or more.
71	<u>More you speak, less</u> I understand.	The more you speak, the less I understand.	The correlative comparatives require the definite article "the" to show a proportional relationship.
72	The climate of Bangalore is better <u>than Chennai</u> .	The climate of Bangalore is better than that of Chennai.	Adding 'that of' ensures the comparison is between the climates of both cities, not between one city's climate and another city itself.
73	There are <u>less girls</u> than boys in this class.	There are fewer girls than boys in this class.	"Fewer" is used for countable nouns (i.e., nouns that can be counted individually), such as girls, boys, books, or cars. "Less" is used for uncountable nouns (i.e., nouns that cannot be counted individually), such as water, air, time, or money.
74	There is <u>few milk</u> in the glass.	There is little milk in the glass.	
75	Ashwath is <u>senior than</u> Rudved.	Ashwath is senior to Rudved.	Generally, 'than' is used in the comparative degree, but with words like <i>superior, inferior, junior, senior, prior, anterior, posterior</i> and <i>prefer</i> , 'to' is used.
76	Yugal is <u>elder</u> than all other boys in the class.	Yugal is older than all other boys in the class.	"Older" is used for comparative age for people as well as things, "elder" is used for people only, especially in a family or organization, to denote senior position or status. E.g. Mihir is my elder brother. "Elderly" is used to describe people who are advanced in age, typically 65 or older. E.g. The elderly couple celebrated their 50th wedding anniversary.



	Common Error	Correction	Explanation
<b>XIII</b>	<b>Question Tags</b>		
77	Suhas plays chess well, <u>isn't it</u> ?	Suhas plays chess well, doesn't he?	Many people mistakenly use "isn't it?" as a common question tag for all statements, but this is incorrect because question tags must match the tense and auxiliary verb of the main sentence.
78	I am your friend, <u>amn't I</u> ?	I am your friend, aren't I?	The phrase "amn't I" is not standard in English and is considered incorrect. The correct question tag for "I am" is "aren't I?" This usage may seem irregular because it defies typical subject-verb agreement rules, but it is accepted as the correct form in English.
<b>XIV</b>	<b>Apostrophe</b>		
79	I know <u>it's</u> meaning	I know its meaning	"Its" is a possessive pronoun, whereas "it's" is a contraction of "it is". E.g. It's raining heavily now.
80	We celebrated <u>Teacher's Day</u> in a grand manner.	We celebrated Teachers' Day in a grand manner.	Since "Teachers' Day" is a plural possessive noun (referring to the day belonging to multiple teachers), the apostrophe should be placed after the "s".
81	He <u>returned back</u> from America	He returned from America	The word <i>return</i> itself means <i>to come or go back</i> from one place to another, so using <i>back</i> is redundant.

**Note:** Redundancy occurs when unnecessary words are added to a sentence without adding new meaning. Many common errors arise from the repetition of ideas or phrases that already imply the same meaning. Avoiding redundant expressions makes sentences clearer and more concise. For example: "Free gift" is redundant because a gift is inherently free.

#### Some Other Common Redundancies to Avoid

- |                       |   |   |
|-----------------------|---|---|
| a) Advance planning   | → | Planning                                      |
| b) All-time record    | → | Record  |
| c) ATM machine        | → | ATM (ATM stands for Automated Teller Machine) |
| d) Basic fundamentals | → | Fundamentals                                  |
| e) Blunder mistake    | → | Blunder                                       |



f) Brief summary	→ Summary	o) Kneel down	→ Kneel
g) Close proximity	→ Proximity	p) New innovation	→ Innovation
h) Combine together	→ Combine	q) Over exaggeration	→ Exaggeration
i) End result	→ Result	r) Past history	→ History
j) Final conclusion	→ Conclusion	s)* Period of time	→ Time
k) Final outcome	→ Outcome	t) Repeat again	→ Repeat
l) Future plan	→ Plan	u) Revert back	→ Revert
m) Green in colour	→ Green	v) Small in size	→ Small
n) Joint collaboration	→ Collaboration	w) Why because	→ Because

	Common Error	Correction	Explanation
<b>XVI</b>	<b>Miscellaneous</b>		
82	Advika is my <u>cousin sister</u> .	Advika is my cousin.	In English, the word <i>cousin</i> is gender-neutral, meaning it does not specify whether the person is male or female. So, there is no need to add <i>sister</i> or <i>brother</i> .
83	Chidanvi goes to college <u>by walk</u>	Chidanvi goes to college on foot	"By walk" is incorrect; the correct phrase is "on foot", which means walking rather than using a vehicle.
84	You had <u>better to go</u> early.	You had better go early.	The infinitive is used without 'to' after 'had better', 'had rather', 'would rather', 'sooner than', and 'rather than'.
85	Walk carefully, lest <u>you will fall</u> .	Walk carefully, lest you should fall.	The word "lest" is used to express fear or concern about something that might happen. It is typically followed by the subjunctive form of the verb, which in this case is "should" rather than "will."
86	Hiya is <u>running sixteen</u> .	Hiya is sixteen years old (or) Hiya is sixteen.	"Running" is an informal and incorrect usage for age.
87	<u>Being a rainy day</u> , we did not go out.	It being a rainy day, we did not go out.	This sentence is incorrect because the implied subject of the participial phrase ("Being a rainy day") does not match the subject of the main clause ("we"). It creates an illogical meaning, as it seems to suggest that "we" are the rainy day. Look at the following sentence. "Being a million



	Common Error	Correction	Explanation
			aire, he can buy a BMW car." This sentence is correct because the implied subject of the participial phrase ("Being a millionaire") matches the subject of the main clause ("he"). It logically conveys that "he" is a millionaire and therefore can buy a BMW.
88	Rishita's car looks better <u>than Rachel</u> .	Rishita's car looks better than Rachel's.	A comparison between Rishita's car and Rachel, the person is illogical. The possessive apostrophe in "Rachel's" indicates that the comparison is between the two cars, not between the car and the person.
89	The meeting has been <u>preponed</u> to tomorrow.	The meeting has been advanced to tomorrow.	"Prepone" is a non-standard word in English, though it is widely used in India. Use "advanced" or "moved up" or "rescheduled" instead.
90	Meet the <u>concerned lecturer</u> to get more information	Meet the lecturer concerned to get more information	The word "concerned" should follow the noun ("lecturer") in this context to indicate the specific person involved. When "concerned" is placed before the noun, it can imply worry, which is not the intended meaning here.
91	The film is liked by not only men <u>but women also</u> .	The film is liked not only by men but also by women.	The placement of "not only" and "but also" must be parallel for grammatical correctness and clarity. The word "by" should appear before "women" for consistency.
92	Don't <u>loose</u> your confidence.	Don't lose your confidence.	"Lose" (with a single 'o') means to fail to keep or retain something. "Loose" (with double 'o') is an adjective meaning not tight.
93	He reads novels <u>to pass away</u> the time.	He reads novels to pass the time.	The phrase "pass the time" means to spend time in a particular way. "Pass away" is used to describe someone's death and is incorrect here.



	Common Error	Correction	Explanation
94	I <u>can't</u> be able to lift the box.	I can't lift the box (or) I am not able to lift the box.	"Can" and "able to" both indicate ability, so using them together is redundant. Use either "can't" or "not able to," but not both.
95	The <u>interial</u> decoration is very beautiful.	The interior decoration is very beautiful.	A common linguistic mistake in India is the use of 'interial' instead of 'interior' which means the inside of a space, such as a room, building, or vehicle.
96	My <u>co-brother</u> lives in Delhi.	My brother-in-law lives in Delhi.	"Co-brother" is not a standard English term. "Brother-in-law/Sister-in-law" should be used for the husband of the spouse's sibling or the sibling's spouse.
97	He is a <u>corrupted</u> politician.	He is a corrupt politician.	The adjective "corrupt" is used to describe a person or thing that is involved in unethical practices, whereas "corrupted" (the past participle of the verb "corrupt") is generally used to describe something that has been tainted, damaged, or altered (E.g., "The file is corrupted").
98	I will do my <u>level</u> best.	I will do my best.	"I will do my level best" is a common Indian English expression. "I will do my best" is a globally accepted way to emphasize utmost effort.
99	<u>According to me</u> , it is the best idea.	In my opinion, it is the best idea.	"According to" is used for others, not for expressing personal opinions.
100	What is your <u>good</u> name?	What is your name?	The phrase "good name" comes from cultural influences and is not standard in English. Simply ask, "What is your name?"



**Exercise**

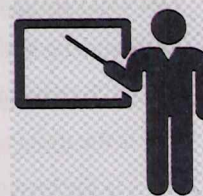
Read the following sentences, correct the underlined part of each sentence, and rewrite them correctly. The entire sentence must be written in exams.

1. Khyati is one of my best friend.
2. The sceneries of Araku Valley are beautiful.
3. The news are false.
4. The audience were impressed by the magic show.
5. The scissor is very sharp.
6. He has two brother-in-laws.
7. Myself is Gulshan from Kashmir.
8. We should avail the opportunity.
9. I am loving my country.
10. We have submitted our project an hour ago.
11. Chitra has a sweet voice, isn't it?
12. It's time you start preparation for the examinations.
13. Before we reached the theatre, the movie began already.
14. I was studied in this college.
15. The soldiers along with the major was wounded in the war.
16. The two first chapters of the novel are very boring.
17. Mihira wore a red Bengal cotton gorgeous sari.
18. Vivek is too intelligent.
19. Teja drives car very fastly.
20. He considers her as his guide.
21. He has been reading the novel since three hours.
22. I met an European yesterday.
23. Although he had a fever, but he attended the meeting.
24. This is the most perfect answer to the given question.
25. She is the most tallest girl of the class.
26. This is the best of the two designs.

27. The climate of Visakhapatnam is better than Guntur.
28. Veeru is junior than Indraneel.
29. He is elder than all other boys in the class.
30. Teacher's Day is celebrated on September 5th in India.
31. That was a blunder mistake by him.
32. Ananya returned back from Bangalore.
33. I was late why because I had missed the bus.
34. Meera is good in English.
35. Abhigna listens melodious songs.
36. We watched the film in TV.
37. We should pray God.
38. The little boy is suffering with fever.
39. They discussed about films.
40. We are awaiting for the results.
41. Videep was elected as general secretary.
42. Vihan is my cousin brother.
43. I go to the post office by walk.
44. We had better to wake up early.
45. She is running twenty-five.
46. The exam has been preponed to tomorrow.
47. The students should pay their fees to the concerned clerk.
48. Corrupted officers should be punished severely.
49. According to me, there is no short cut to success.
50. May I know your good name?

### Note to the Teacher

Students often make predictable errors due to mother tongue influence. The examples and explanations given in this chapter help them recognize and correct these mistakes effectively. Encourage them to compare structures in their language with English for better understanding. Additionally, expose them to authentic English through listening exercises, conversations, and reading materials to help them develop a more natural way of speaking.





## Silent Letters



### Note to the Student

This chapter deals with the complexities of silent letters in the English language, providing insights into their patterns and usage. Knowledge of silent letters helps in learning the correct pronunciation of a word. One can master spelling, understand origins of a word and distinguish homophones by learning silent letters.

The English Alphabet has 26 letters and each letter has one or more sounds. When these letters are combined meaningfully, they form words. Then if every letter has a sound, why do we have silent letters in English words? We pronounce every letter in a word in our mother tongue. But it's not the case with English language.

### What are silent letters?

Silent letters are those that are written in a word but not pronounced. About 60% of English words have at least one silent letter. This is because many of the English words are borrowed from other languages like French, Spanish, Latin, German and other European languages. (It has even borrowed words from Sanskrit, Telugu, Malayalam etc).

### A few interesting facts about silent letters

- 1) Silent letters can be consonants or vowels and can appear at the beginning, middle or end of a word.

#### Beginning

gnome

honest

knock

#### Middle

butcher

muscle

schhool

#### End

climbl

columnn

imagine

- 2) Silent letters can help differentiate homophones.

E.g.: He knew that the new version of the App was going to be more expensive.

Hours went by and still they never admitted that the tickets were ours.

- 3) As explained above, some silent letters give insight into the origin of a word.

Psychology has Greek origins.

Rendezvous is a French loanword (words directly taken from other languages are called loan words).

## Types of Silent Letters in English

- 1) In English many letters can be silent in certain situations, such as - when two letters combine to form a new sound, those two letters are called **auxiliary silent letters**.

E.g.: 'ch' 'th' 'sh' character, think, wish

- 2) When letters are left unspoken, they are called **dummy silent letters**

E.g.: 'p' in psychiatry

'w' in write.

'm' in mnemonic

'h' in vehicle

## Some patterns of Silent Vowels

1. A can be silent especially with words ending "ically".

E.g.: basically, musically, logically

2. E is silent at the end of a word and makes the internal vowel a long vowel.

E.g.: Bibe, cyce

hid-hide, sit-site

But if 'e' is the last letter and only vowel sound then it is not silent.

E.g.: He, She, We

It is also silent mostly with words ending with 'ed' (past regular verb forms).

E.g.: looked, asked, played

3. I is silent in words like E.g.: Parliament, business, friend

4. O is silent in words like E.g.: young, trouble, cousin

5. U is silent after 'g' and before a vowel.

E.g.: guitur, colleague, tongue

Also silent in some adverbs ending with 'ully'.

E.g.: successully, careully, wonderully



### Some patterns of Silent consonants

1. **B** is silent before 't' and after 'm'.  
E.g.: debt, subtle, doubt,  
comb, plumber, crumb, womb, tomb
2. **C** is often silent after 's' and before 'i' or 'e'.  
It is also silent in the combination ck  
E.g.: Science, scissors, scepter, fascinate  
Rock, hack, check, click
3. **D** is normally silent before the letter 'g' and after 'n'.  
E.g.: Edge, knowledge, fridge  
handsome, sandwich
4. **G** is not pronounced if it comes before 'n'  
E.g.: sign, foreign, champagne (but there are exceptions to words like magnet, ignore, signature)
5. **Gh** is silent at the end of the word and when preceded by an 'i', 'au', 'ou'  
E.g.: high, fight, sight, brought, fright, sigh, taught, straight, caught, thought
6. **H** is silent when it follows 'w.'  
E.g.: what, who, whistle, why, white, where  
Sometimes it is not pronounced in the beginning of a word.  
E.g.: hour, honest, honour  
It is silent when it follows 'c, g, r'.  
E.g.: ch-choir, echo; gh-ghost, ghetto; rh-rhythm, rhino
7. **K** is silent in combination of 'kn' in the beginning of a word.  
E.g.: knowledge, knife, knight
8. **N** is silent in the digraph 'mn'  
E.g.: autumn, column, hymn
9. **P** is silent in the combination of 'Ps', 'Pt', 'Pn' at the beginning of a word  
E.g.: psychology, psyche, psalm, pterodactyl, pneumonia and also in words like receipt, raspberry.

10. **R** is silent if it is at the end of a word or followed by a consonant.

E.g.: butter, poor, fork (but Americans pronounce the last 'r')

11. **S** is silent when it comes after 'i'.

E.g.: island, aisle, debris

12. **T** is not pronounced before 'ch'

E.g.: match, witch, sketch

If a word ends with 'sten', the letter 't' is silent

E.g.: listen, fasten, moisten, soften

If a word ends with 'stle', 't' is not pronounced.

E.g.: castle, hustle, pestle, rustle

In French words ending with 'et', the last 't' is silent.

E.g.: ballet, buffet, gourmet, bouquet, debut

13. **W** is silent in words beginning with 'wr' and 'wh'

E.g.: write, wrong, wring, wreck, wrist

whole, whom, who

Some common words with silent 'w'

E.g.: sword, answer, two

14. **Z** There aren't many words in English with silent 'z'.

E.g.: laissez-faire, rendezvous

One can learn silent letters only by listening to the words often and learn the correct pronunciation by phonetic transcription.

### Few Lines To Fume At Fussy English

A glimpse into the poem:

*The Chaos* by Gerard Nolst Trenité



"Dearest creature in creation  
 studying English pronunciation,  
 I will teach you in my verse  
 sounds like corpse, corps, horse and worse.  
 I will keep you Susy, busy,  
 Make your head with heat grow dizzy;  
 Tear in eye, your dress you'll tear;  
 Queer, fair seer, hear my prayer.  
 Pray, console your loving poet,  
 Make my coat look new, dear, sew it!  
 Just compare heart, hear and heard,  
 Dies and diet, lord and word.  
 Sword and sward, retain and Britain..... (CONTINUES)

### Dear Students

English spelling and pronunciation can be **crazy, dizzy, and even a little fizzy!** If the lines from *The Chaos* by Gerard Nolst Trenité have already made your head spin, just wait until you read the full poem! If you dare to **dive deeper into the chaos**, Google it and experience nearly **800 spelling and pronunciation oddities** that make English delightfully confusing. But beware—you might end up in a **linguistic tizzy!** 🤪



## Exercise

Identify the silent consonants in the following words.

- |              |               |               |              |
|--------------|---------------|---------------|--------------|
| 1 Thumb      | 2 Thirst      | 3 Muscle      | 4 Iron       |
| 5 Write      | 6 Vehicle     | 7 Numb        | 8 Yolk       |
| 9 Clutch     | 10 Campaign   | 11 Aisle      | 12 Neighbour |
| 13 Scent     | 14 Almond     | 15 World      | 16 Tackle    |
| 17 Wrinkle   | 18 Knot       | 19 Bright     | 20 Journey   |
| 21 Chalk     | 22 Limb       | 23 Weight     | 24 Wrath     |
| 25 Folk      | 26 Discipline | 27 Mortgage   | 28 Fascinate |
| 29 Design    | 30 Balm       | 31 Thigh      | 32 Rustlings |
| 33 Knob      | 34 Slaughter  | 35 Yacht      | 36 Heir      |
| 37 Answer    | 38 Cupboard   | 39 Palm       | 40 Thorn     |
| 41 Christmas | 42 Pledge     | 43 Wrong      | 44 Sword     |
| 45 Knew      | 46 Rapport    | 47 Scene      | 48 Debris    |
| 49 Depot     | 50 Alms       | 51 Hour       | 52 Salmon    |
| 53 Knee      | 54 Castle     | 55 Wednesday  | 56 Wreath    |
| 57 Judge     | 58 Knock      | 59 Honourable | 60 Rapport   |

### Note to the Teacher

To help students overcome the challenge of silent letters, emphasise phonetic awareness, and provide opportunities for extensive reading and listening practice. Use audio-visual aids to illustrate correct pronunciation and encourage students to repeat words containing silent letters.





## Synonyms and Antonyms



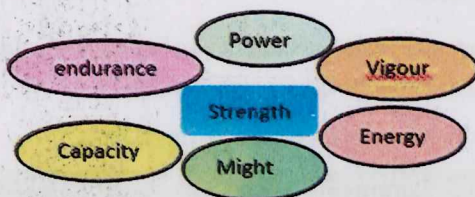
### Note to the Student

Words have power! Learning synonyms (words with similar meanings) and antonyms (words with opposite meanings) will help you express yourself precisely and confidently. This chapter will enhance your vocabulary, improve your writing and speaking skills, and give you an advantage in competitive examinations where this topic is very common.

### Observe the following word maps



Can you see that all the words surrounding the central word have a related meaning to that central word! Now pay attention to the following word maps.



In the first word map words with similar meanings surrounded 'strength'. Whereas in the second, it is surrounded by the words with opposite meaning. Isn't it easy to remember groups of words like this instead of learning them in isolation? With the above knowledge, attempt the following.

### Fill in the blanks with the synonyms and antonyms of 'Strength'.

**Practice** Read the passage below and fill in the blanks with the correct words from the box.

Word Bank: (power, weakness, might, frailty, vigour, resilience, fragility, endurance)

To overcome challenges in life, one must rely on both physical and mental \_\_\_\_\_. However, there are times when \_\_\_\_\_ can hold us back, making it difficult to achieve our goals. People with great \_\_\_\_\_ are often admired for their ability to face hardships with courage.

On the other hand, \_\_\_\_\_ and \_\_\_\_\_ can make even simple tasks seem daunting. Developing \_\_\_\_\_ and \_\_\_\_\_ can help us stay strong during tough times. Remember, true strength is not just about \_\_\_\_\_; it is also about having the wisdom to adapt and persist.

- Synonyms are words that have similar meanings. For example, "happy" and "joyful" mean nearly the same thing.
- Antonyms are words with opposite meanings. For instance, "happy" and "sad" are antonyms.

### Why learn Antonyms and Synonyms?

- **Improves Vocabulary:** Learning synonyms gives you more words to express yourself, while antonyms help you understand contrasts better.
- **Enhances Communication:** Using the right synonym or antonym makes your sentences more precise and engaging.
- **Helps in Writing and Speaking:** Using a variety of words makes your writing interesting and your speech impactful.
- **Aids in Understanding Texts:** Recognizing synonyms and antonyms helps in understanding the meaning of sentences, even when you encounter unfamiliar words.

Instead of saying "very tired," you can use the synonym "exhausted."

To express contrast, you might say, "Unlike the dark night, the morning was bright and cheerful."

Thus mastering synonyms and antonyms not only enriches your language skills but also boosts your confidence in using the language effectively. Also it is useful for all major competitive examinations.

**Let's look at some examples of synonyms and Antonyms from the glossary of Unit I:**

Sl. No.	Word	Synonyms	Antonyms
1.	Acquisition	Addition, gain	Loss, failure
2.	Commence	Begin, start	Halt, end
3.	Despair	Gloom, depression	Delight, joy
4.	Glance	Look, watch	Contemplate, scrutinize
5.	Idly	Casually, lazily	Actively, dynamically



Sl. No.	Word	Synonyms	Antonyms
6.	Listlessness	Lethargy, boredom	Vitality, enthusiasm
7.	Plod	Drudge, toil	Laze, lounge
8.	Reflect	Mirror, imitate	Absorb, retain
9.	Wrath	Fury, rage	Calmness, glee
10.	Menace	Risk, threat	Safety, soothe
11.	Prowess	Talent, mastery	Inability, incompetence
12.	Treason	Betrayal, cheat	Loyalty, honesty

### Practice

Study the above examples carefully. Now answer the following without looking at the above list.

#### i. Choose the option that is a synonym of the given word.

- |                |               |             |           |
|----------------|---------------|-------------|-----------|
| 1. Glance      | a. study      | b. laze     | c. look   |
| 2. Commence    | a. begin      | b. mirror   | c. halt   |
| 3. Acquisition | a. enthusiasm | b. imitate  | c. gain   |
| 4. Reflect     | a. note       | b. imitate  | c. hinder |
| 5. Wrath       | a. rage       | b. Calmness | c. slow   |

#### ii. Choose the option that is an antonym of the given word.

- |                 |                 |             |                  |
|-----------------|-----------------|-------------|------------------|
| 1. Plod         | a. endeavour    | b. lounge   | c. loss          |
| 2. Despair      | a. gloom        | b. struggle | c. joy           |
| 3. Listlessness | a. enthusiasm   | b. boredom  | c. hopelessness  |
| 4. Idly         | a. casually     | b. satisfy  | c. actively      |
| 5. Prowess :    | a. incompetence | b. brave    | c. combativeness |

Antonyms can be learnt easily with the concept of prefixes. Sometimes, the antonyms for a given word are formed by adding prefixes before the given word. For example, look at the list given below.

Word	Prefix – dis-	Word	Prefix – non-	Word	Prefix - un-	Word	Prefix – mis-
Honest	Dishonest	Fiction	Nonfiction	Known	Unknown	Use	Misuse
Honour	Dishonour	Toxic	Nontoxic	Able	Unable	Guide	Misguide
Ability	Disability	Verbal	Nonverbal	Seen	Unseen	Judge	Misjudge
Agree	Disagree	Stick	Nonstick	Familiar	Unfamiliar	Lead	Mislead
Connect	Disconnect	Resident	Nonresident	Tidy	Untidy	Place	Misplace

Approve	Disapprove	Violence	Nonviolence	Common	Uncommon	Print	Misprint
Courage	Discourage	Linear	Nonlinear	Stable	Unstable	Behave	Misbehave
Qualify	Disqualify	Existent	Nonexistent	Healthy	Unhealthy	Understand	Misunderstand
Like	Dislike	Stop	Nonstop	Certain	Uncertain	Interpret	Misinterpret
Continue	Discontinue	Sense	Nonsense	Fair	Unfair	Pronounce	Mispronounce

Although, while this is the general approach to antonyms, it doesn't fit a lot of contexts. A lot of words have antonyms that can't be derived using the original word. They need to be learnt and remembered.

**Practice** Add suitable prefixes to the words given below and form their antonyms.

Sl. No.	Word	Antonym
1.	Interested	
2.	Visible	
3.	Sane	
4.	Important	
5.	Usual	
6.	Available	
7.	legible	
8.	Responsible	
9.	Possible	
10.	Trust	
11.	Qualified	
12.	Appropriate	

Now let's plunge into the pool of antonyms and synonyms and enjoy their nuances.

**Words from glossary of Unit II and Unit III.**

Sl. No	Word	Synonyms	Antonyms
1.	Hope	Wish, desire	Doubt, disbelief
2.	Clarity	Directness, accuracy	Confusion, obscurity
3.	Meek	Gentle, docile	Bossy, bold
4.	Symmetry	Balance, equilibrium	Imbalance, dissimilarity
5.	Mutilate	Damage, distort	Mend, cure



Sl. No	Word	Synonyms	Antonyms
6.	Pugnacity	Aggression, combativeness	Submission, peacefulness
7.	Skirmish	Argument, quarrel	Harmony, agreement
8.	Sparse	Scarce, scanty	Abundant, plentiful
9.	Slack	sluggish, lax	Active, lively
10.	Timid	Frightened, nervous	Bold, brave
11.	Awful	Depressing, gruesome	Pleasant, delightful
12.	Dogma	Doctrine, conviction	Doubt, open-mindedness
13.	Fascinating	Captivating, charming	Repellent, repulsive
14.	Scary	Alarming, creepy	Normal, calming
15.	Sedate	Calm, tranquil	Excited, lively
16.	Precious	Prized, treasured	Cheap, worthless
17.	Contempt	Disrespect, malice	Respect, esteem
18.	Quaver	Falter, oscillate	Balanced, composed
19.	Throttle	Control, strangle	Let go, encourage
20.	Sterilize	Disinfect, pasteurize	Adulterate, corrupt
21.	Delirium	Hallucination, hysteria	Coherence, collectedness
22.	Remit	Dispatch, forward	Hold, retain
23.	Revoke	Abolish, dismiss	Approve, permit
24.	Blot	Blemish, smudge	Cleanliness, honour
25.	Crest	Height, peak	Bottom, nadir

### Exercise

Choose the option that is a synonym of the given word.

- |             |                |                |                 |
|-------------|----------------|----------------|-----------------|
| 1. Symmetry | a. imbalance   | b. equilibrium | c. indifference |
| 2. Sparse   | a. sprint      | b. strong      | c. scarce       |
| 3. Scary    | a. calming     | b. creepy      | c. corrupt      |
| 4. Precious | a. cleanliness | b. treasured   | c. liking       |
| 5. Revoke   | a. repellent   | b. approve     | c. dismiss      |
| 6. Crest    | a. peek        | b. aversion    | c. brave        |
| 7. Quaver   | a. gruesome    | b. prized      | c. falter       |
| 8. Dogma    | a. adulterate  | b. dignified   | c. doctrine     |

- |                 |             |             |                  |
|-----------------|-------------|-------------|------------------|
| 9. Meek         | a. gentle   | b. strangle | c. tranquil      |
| 10. Fascinating | a. alarming | b. charming | c. cheap         |
| 11. Skirmish    | a. harmony  | b. bottom   | c. quarrel       |
| 12. Pugnacity   | a. malice   | b. nadir    | c. combativeness |
| 13. Throttle    | a. control  | b. permit   | c. esteem        |
| 14. Blot        | a. hold     | b. trust    | c. blemish       |
| 15. Slack       | a. lax      | b. brave    | c. cure          |

Choose the option that is a antonym of the given word.

- |              |                |              |              |
|--------------|----------------|--------------|--------------|
| 1. Awful     | a. pleasant    | b. noisy     | c. slow      |
| 2. Hope      | a. stain       | b. talent    | c. disbelief |
| 3. Clarity   | a. accuracy    | b. obscurity | c. mastery   |
| 4. Mutilate  | a. mend        | b. tough     | c. distort   |
| 5. Slack     | a. active      | b. glee      | c. lax       |
| 6. Sedate    | a. abolish     | b. malice    | c. lively    |
| 7. Contempt  | a. disrespect  | b. respect   | c. retain    |
| 8. Sterilize | a. adulterate  | b. charming  | c. ambiguity |
| 9. Delirium  | a. slow        | b. coherence | c. bottom    |
| 10. Remit    | a. captivating | b. nadir     | c. hold      |
| 11. Blot     | a. honour      | b. aversion  | c. encourage |
| 12. Throttle | a. possible    | b. encourage | c. sane      |
| 13. Meek     | a. desire      | b. docile    | c. bossy     |
| 14. Quaver   | a. interested  | b. composed  | c. qualified |
| 15. Precious | a. worthless   | b. calm      | c. visible   |

### Note to the Teacher

This chapter strengthens students' vocabulary by focusing on commonly used synonyms and antonyms. Help them recognise word roots, prefixes, and suffixes to expand their understanding. Emphasise words frequently seen in competitive exams to improve their language proficiency and test readiness.





## Phonetics



### Note to the Student

This section introduces the sounds of the English language, helping you pronounce words accurately and understand Received Pronunciation. By learning the International Phonetic Alphabet (IPA), you will overcome the challenges of English spelling, pronunciation and gain confidence in speaking, and listening.

### Read the following poem

Beware of **heard**, a dreadful **word**, that looks like **beard** but sounds like **bird**.

And **dead**: It's like **bed**, not **bead** – for goodness's sake, don't call it **deed**!

Watch out for **meat** and **great** and **threat**... They rhyme with **suite** and **straight** and **debt**.

A moth is not the moth in mother, nor both in bother, nor broth in brother.

And then there's **dose** and **rose** and **lose** – Just look them up – and **goose** and **choose**.

And **cork** and **work** and **card** and **ward**, and **font front** and **word** and **sword**.

And do and go, then thwart and **cart**, Come, come, I've hardly made a **start**.

A dreadful language? Why, sakes **alive**! I'd learned to speak it when I was **five**.

And yet, to write it, the more I tried, I hadn't learned it at fifty-five.

Did you notice the similarity in spelling and difference in pronunciation of the words 'heard, beard', 'dead, bead', 'word, sword' etc.? Study of Phonetics helps to identify the difference.

**International Phonetic Alphabet** is an alphabet developed in the 19<sup>th</sup> century to accurately represent the pronunciation of languages. One aim of the IPA was to provide a unique symbol for each distinctive sound in a language—that is, every sound, or phoneme, that serves to distinguish one word from another. It is the most common example of phonetic transcription. The IPA is the primary tool used to transcribe sounds across different languages.

To simplify, using phonetics for language learning can help to avoid the confusion in pronunciation and it can also facilitate to grasp stress and intonation of sound which are major components of pronunciation.

In most Indian languages, each letter stands as an independent sound. But that is not the case with English. There is no one-to-one correspondence between the letter and its sound. Each letter is a symbol that represents



one or more sounds, and the letters don't match exactly with how words sound. This aspect, combined with the silent letters, makes it difficult to guess the spelling of most of the English words by their pronunciation.

For example, in English the letter "a" is pronounced in different ways. 🤪

1. Cat, bat, hat
2. Cake, name, day
3. Car, father, calm
4. All, talk, water
5. About, sofa, comma
6. Any, many

The letters "c" and "g" are also pronounced in two different ways.

1. Cat, car, copper, cage, cover
1. Goat, govern, gate, gum, great
2. Circus, civil, pencil, citrus, circle
2. Gem, gentle, general, germ, gym

Probably, the difficulty in pronouncing '-gh' in various words is already popular. Try pronouncing these words with '-gh' in them: tough, bough, hiccough, thorough, plough, through, and daughter.

It's different in each word, right?

Phonetic symbols at a glance:

monophthongs

diphthongs

vowel sounds

iː sheep	ɪ ship	ʊ good	uː tooth	ɪə deer	eɪ say	
e bed	ə her	ɜː bird	ɔː law	ʊə pure	ɔɪ boy	əʊ soap
æ cat	ʌ up	ɑː car	ɒ on	eə pair	aɪ mine	aʊ now

consonant sounds

p park	b bike	t tree	d day	tʃ chair	dʒ June	k cat	g goal
f photo	v very	θ think	ð this	s sorry	z zoo	ʃ shout	ʒ vision
m man	n never	ŋ sing	h honey	l lake	r red	w what	j yes

Tough – tuf  
Bough – bow  
Hiccough – hikap  
Thorough – tharow  
Plough – plav  
Through – thru  
Daughter – dauter



The sounds of English language are **forty-four** as against the **twenty-six** letters in its alphabet. **Phonetic transcription** is representation of units of speech sounds through symbols. Over the years, multiple writing systems and computer symbol sets have been developed for this purpose. The most common is perhaps the International Phonetic Alphabet.

Now let's look at the English alphabet and try to understand why it is difficult for non-native speakers to pick the correct English sound. As non-native speakers, we learn the English alphabet in incorrect way which further leads to difficulty in learning the correct pronunciation of the words.

### Alphabet: Pronunciation

A /eɪ/	B /bi:/	C /si:/	D /di:/	E /i:/	F /ef/
G /dʒi:/	H /eɪtʃ/	I /aɪ/	J /dʒeɪ/	K /keɪ/	L /el/
M /em/	N /en/	O /əʊ/	P /pi:/	Q /kju:/	R /ɑ:(r)/
S /es/	T /ti:/	U /ju:/	V /vi:/	W /ˈdʌbl ju:/	
X /eks/	Y /waɪ/	Z /zed/ (UK) /zi:/ (US)			

Try to pronounce the following word.

Eau de Cologne - /əʊ də kə ləʊn/

Go through the phonetic symbols once again. Now observe the phonetic symbols given. Take a moment and go back to the glossary of any lesson, poem or story. Pick a new word in the glossary that you do not know how to pronounce. Any good dictionary gives the pronunciation of the word in phonetic script. Once you learn phonetic symbols, there's no new word you can go wrong in pronunciation.

Before getting further in the topic, let's see what a syllable is. A syllable is a unit of spoken language that's made up of a vowel sound or a **syllabic consonant**, with or without surrounding consonants. Syllables are the building blocks of words and can affect the rhythm, stress and poetic meter of a language.

A **syllabic consonant** is a consonant that forms a syllable on its own, replacing a vowel. For example, n forms a syllable in Button, m in rhythm, l in bottle etc.

Syllable plays an important role in pronouncing the words. The difference in pronunciation between quiet /kwaɪət/ and quite /kwaɪt/ is the extra syllable in quiet. Incorrect pronunciation influences the number of syllables in a word.

Telugu is syllabic language, whereas English is not. That is each letter is a syllable in Telugu language and in English it is not the case. For example, if you count the number of letters in a Telugu word, you will get the number of syllables in that word. In English to count the number of syllables in a word, we have to count the vowel sounds or syllabic consonants in that word.



Single syllabled	No. of letters
A (article)	1
By	2
Cat	3
Down	4
Earth	5
Friend	6
Stretch	7
Strength	8

We can easily count the syllables in an English word by using "chin method". When you place your hand under your chin and say a word aloud, the number of times your chin drops into your hand is the syllable count of that word. A single syllable may contain one to eight or more letters in English. Here's a list for you to see how so many letters make a single syllable.

Have a look at the **commonly mispronounced words** and their correct pronunciation. It is important to pronounce words correctly to be understood clearly. (Reference: The phonetic transcription in the table

below is taken from online Cambridge Dictionary).

Sl. No.	Word	Mispronunciation	Proper Pronunciation	Transcription
1.	Almond	AL-mond / AL-mund	AH-mund	/ɑː.mənd/
2.	Asthma	ASTH-ma	AZ-muh	/ˈæs.mə/
3.	Business	BIZI-ness	BIZ-nis	/ˈbɪz.nɪs/
4.	Bury	BURRY	BEHR-i	/ˈber.i/
5.	Cache	CATCHAY	KASH	/kæʃ/
6.	Colonel	CO-LO-NEL	KUR-nuhl	/ˈkɜː.nəl/
7.	Coupon	KOO-pun	KOO-pon	/ˈkuː.pən/
8.	Chassis	CHAA-SISS	SHAS-I	/ˈʃæs.i/
9.	Chaos	CHOWS, CHA-aws	KAY-os	/ˈkeɪ.ɒs/
10.	Choir	CHO-yer, CHO-ear	KWIRE	/kwaɪər/
11.	Cucumber	KU-KUM-ber	KYOO-kum-ber	/ˈkjuː.kʌm.bər/
12.	Data	DAA- taa	DAY-tuh	/ˈdeɪ.tə/
13.	Dengue	DEN-gyoo	DEN-gee	/ˈden.ɡi/
14.	Determine	DE-ter-mine	di-TUR-min	/dɪˈtɜː.mɪn/
15.	Debris	DEB-ris	DAY-bree	/ˈdeɪb.ri/
16.	Discretion	DIS-KREE-shun	dis-KRESH-un	/dɪˈskreʃ.ən/
17.	Epitome	E-pi-tome	i-PIT-uh-mee	/ɪˈpɪt.ə.mi/
18.	Extempore	EX-tem-pore	ek-STEM-puhr-i	/ekˈstem.pər.i/
19.	Etc./ et cetera	EK-setra, EK-cetra	et-SET-er-uh	/ɪtˈset.ər.ə/



Sl. No.	Word	Mispronunciation	Proper Pronunciation	Transcription
20.	Flour	FLORE	FLOW-e®	/flaʊə/
21.	Forte	FORT	FOR-tay	/fɔː.teɪ/
22.	Gauge	GAWJ	GAYJ	/geɪdʒ/
23.	Genre	GENAR	ZHON-ruh	/ˈʒɒn.rə/
24.	Iron	EYE-RUN	EYE-un	/aɪən/
25.	Itinerary	ITI-na-ra-ree	eye-TIN-uhr-uhr-i	/aɪˈtɪnərəri/
26.	Jewellery	JE-WEL-ree	JOO-uhl-ree	/dʒuːəlri/
27.	Mischievous	MIS-CHEE-VI-YES	MIS-chi-vuhs	/ˈmɪs.tʃɪ.vəs/
28.	Photography	PHO-TO-GRAPHY (stress on TO)	fuh-TOG-ruh-fee	/fəˈtɒɡ.rə.fi/
29.	Picture	PIK-SHAR	PIK-chuh	/ˈpɪk.tʃər/
30.	Plumber	PLUM-ber	PLUM-mer	/ˈplʌm.ər/
31.	Poem	PO-yem	POH-im	/ˈpəʊ.ɪm/
32.	Police	PO-lees (stress on PO)	puh-LEES	/pəˈliːs/
33.	Pizza	PIZZA/ PEE-za	PEET-suh	/ˈpiːt.sə/
34.	Receipt	RI-SIPT	ri-SEET	/rɪˈsiːt/
35.	Saloon	se-LOON	suh-LON	/səluːn/
36.	Sour	SORE	SOW-er	/saʊər/
37.	Status	STAA-TUS	STAY-tus	/ˈsteɪ.təs/
38.	Subtle	SUB-tle	SUHT-ul	/sʌtl/
39.	Suite	SOOT	SWEET	/swiːt/
40.	Vehicle	VE-HI-kul	VEE-kl	/ˈvɪə.kəl/
41.	Vegetable	VE-JI-TA-BLE	VEJ-tuh-bul	/ˈvedʒ.tə.bəl/
42.	Violence	VY-o-lens	VYE-luhns	/ˈvaɪə.ləns/
43.	Vineyard	VINE-yard	VIN-yard	/ˈvɪn.jɑːd/
44.	Wednesday	WED-nes-day	WENZ-day	/ˈwenz.deɪ/
45.	Women	W-MEN (rhyming with “men”)	WIM-in	/wɪm.ɪn/

As you can see some of the phonetic symbols are very easy to recognise as they resemble the letters in the English alphabet, but some of them are unfamiliar to recognize as they are new symbols. Focus on the unfamiliar symbols to learn them thoroughly. Here's the list for you.

## Easy to recognize

Sl. No.	Symbol	word
1.	/p/	pen
2.	/b/	bus
3.	/t/	ten
4.	/d/	dog
5.	/k/	car
6.	/g/	gun
7.	/f/	fun
8.	/s/	sun
9.	/h/	hen
10.	/m/	man
11.	/n/	no
12.	/l/	lot
13.	/r/	run

## Consonants

/v/ is pronounced with the top teeth touching the bottom lip.

E.g. very, vote, van, vet

/w/ is pronounced with lips rounded and pushed forward, and no contact between lips and teeth.

E.g. water, way, wind, wet

## Difficult to recognize

Sl. No.	Symbol	Word
1.	/θ/	Thin
2.	/ð/	This
3.	/z/	Zoo
4.	/ʃ/	Sugar
5.	/ʒ/	Genre
6.	/tʃ/	Chin
7.	/dʒ/	Jungle
8.	/ŋ/	Ring
9.	/j/	You

Now let's check, if you can identify the following transcriptions and write them in ordinary spelling. (should be given from lessons and poems)

## Exercise from UNIT I

Sl. No	Transcription	Word	Sl. No	Transcription	Word
1.	/kə'mens/		6.	/plʌndʒ/	
2.	/ˈfænsi/		7.	/fɪəs/	
3.	/ˈeɪlmənt/		8.	/ˈblʌdʒənɪŋ/	
4.	/drɪspeə(r)/		9.	/ˈhæmpə(r)/	
5.	/glɑːns/		10.	/ˈsɜːkəmstɑːns/	

## Exercise from UNIT II

Sl. No	Transcription	Word	Sl. No	Transcription	Word
1.	/pʌg'næsɪti/		6.	/ˈmʌŋɡrəl/	
2.	/ɪˈlæbəreɪt/		7.	/ˈtrebəl/	
3.	/ˈdʒɑːsl/		8.	/ˈmjuːtɪleɪt/	
4.	/ˈɜːrtʃɪn/		9.	/slæk/	
5.	/skɜːdʒ/		10.	/ˈperiʃ/	



## Exercise from UNIT III

Sl. No	Transcription	Word	Sl. No	Transcription	Word
1.	/ˈslɔ:tər/		6.	/ˈpænɪk/	
2.	/ˈθɪkɪt/		7.	/rɪˈtri:vd/	
3.	/ˈvænɪʃ/		8.	/ˈsentəns/	
4.	/ˈænsɛstə(r)/		9.	/ˈprəʊtɛst/	
5.	/ˈæŋɡwɪʃ/		10.	/vɔ:lt/	

## Engaging Task

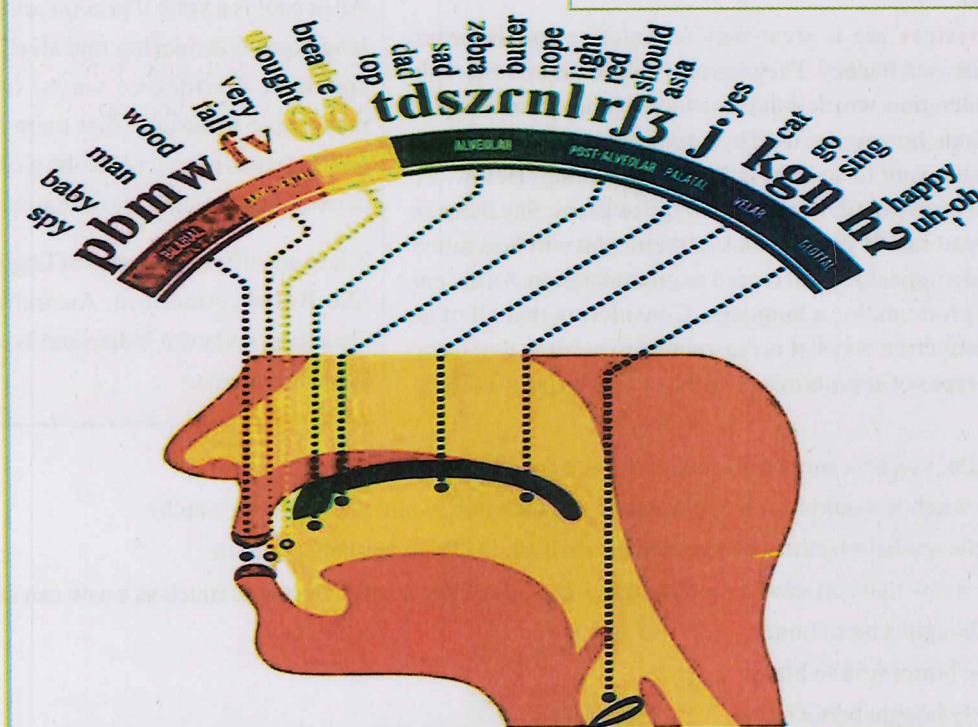
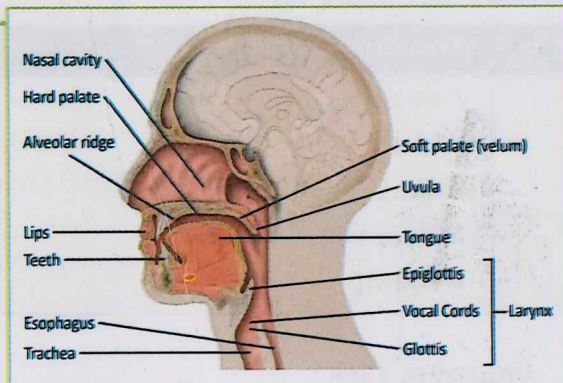
**Tongue twisters** are a great way to practise and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound. They're not just for kids, but are also used by actors, politicians, and public speakers who want to sound clear when speaking. Below are some of the most popular English tongue twisters. Say them as quickly as you can. If you can master them, you will be a much more confident speaker with regard to pronunciation. An accent is a way of pronouncing a language. Considering that all of us speak in distinctive ways, it is reasonable to assume that there are endless types of accents in the world, or even inside a country or region.

An accent is a way of pronouncing a language. Considering that all of us speak in distinctive ways, it is reasonable to assume that there are endless types of accents in the world, or even inside a country or region.

There are different accents of English like British, American, Australian, Canadian, and even Indian and South African accents.

1. I scream, you scream, we all scream for ice cream.
2. If two witches would watch two watches, which witch would watch which watch?
3. She sells seashells by the seashore, and the shells she sells are seashells, I'm sure.
4. I have a saw that can saw as much as a saw can saw when a saw can saw as much as a saw can saw.
5. Betty bought a bit of butter  
But the butter was so bitter  
So Betty bought better butter  
To make the bitter butter better.
6. Peter Piper picked a peck of pickled peppers.  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper picked?

## Reference diagrams to understand the place of articulation of a sound



### *Note to the Teacher*

Encourage students to actively engage with the IPA by demonstrating correct pronunciation, providing listening and speaking practice, and reinforcing sound-symbol connections. Help them understand the challenges faced by non-native speakers and support them through interactive exercises, feedback, and a learning environment that builds confidence and accuracy in pronunciation.





## Odd Sounds



### Note to the Student

In this chapter, you'll learn to identify the word with a different pronunciation among the set of words that have similar underlined letters. Study the examples carefully, practice accurate pronunciation, and spot the word with the odd sound. This will help you develop a keen ear for sound distinctions and improve your pronunciation skills.

Did you know that English pronunciation is full of surprises? Some sounds have multiple spellings, while some letters seem to have a mind of their own! Here are some of the most unpredictable patterns in English:

### 14 Ways to Spell the /ʃ/ (sh) Sound!

The /ʃ/ sound in *sugar* has an incredible **14 different spellings!**

1. sh – *she, ship, shout*
2. s – *sugar, sure, tension*
3. ss – *pressure, mission, passion*
4. ch – *machine, chef, brochure*
5. ti – *nation, patient, partial*
6. ci – *special, musician, artificial*
7. si – *precision, decision, mansion*
8. xi – *flexion* (US)
9. ce – *ocean, cephalopod*
10. sc – *conscious, fascist*
11. su – *sure, assure*
12. psh – *pshaw* (rare)
13. xh – *luxury* (in some accents)
14. ti – *education*

No wonder spelling bees are so challenging!

## The Letter "C" Can Sound Five Different Ways!

1. /k/ – cat, cold, class
2. /s/ – city, cell, cycle
3. /ʃ/ – ocean, conscious, social
4. /tʃ/ – cello, concerto
5. Silent – muscle, scissors, indict

English pronunciation can be tricky, but don't worry! By the end of this chapter, you'll be able to recognize these unpredictable patterns effectively. With these insights, we move forward to understand phonetic awareness, a key skill in language learning.

### Phonetic Awareness

Phonetic awareness is the ability to identify, hear, and manipulate sounds in words. It is an essential component of language acquisition. Let's put to use the knowledge we gained in the last chapter.

Look at the following groups of words. Observe the pronunciation of the **letter/letters** in bold. Pick the odd word out taking the pronunciation of the bold letter/letters in each word into consideration. Write your answers in the boxes provided.

#### Consonant sounds

- |                  |                |                |                      |
|------------------|----------------|----------------|----------------------|
| 1. <b>th</b> ick | <b>th</b> in   | <b>th</b> is   | <input type="text"/> |
| /θɪk/            | /θɪn/          | /ðɪs/          |                      |
| 2. <b>s</b> ugar | <b>s</b> uper  | <b>s</b> upper | <input type="text"/> |
| /ʃʊgə/           | /su:pə/        | /sʌpə(r)/      |                      |
| 3. <b>ch</b> alk | <b>ch</b> ange | <b>ch</b> oir  | <input type="text"/> |
| /tʃɔ:k/          | /tʃeɪndʒ/      | /kwəɪə/        |                      |

Observe the phonetic transcription provided below each word. Wherever the phonetic symbol changed for the highlighted letter/letters, there the sound of the same letters changes.

#### Vowel sounds

- |                  |                |                 |                      |
|------------------|----------------|-----------------|----------------------|
| 1. <b>a</b> bout | <b>a</b> pple  | <b>a</b> maze   | <input type="text"/> |
| /əˈbaʊt/         | /ˈæp.əl/       | /əˈmeɪz/        |                      |
| 2. <b>h</b> orse | w <b>o</b> rst | c <b>o</b> urse | <input type="text"/> |
| /hɔ:s/           | /wɜ:st/        | /kɔ:s/          |                      |
| 3. <b>ea</b> t   | <b>ea</b> t    | <b>ea</b> d     | <input type="text"/> |
| /bi:t/           | /hi:t/         | /hed/           |                      |

Why is that same letter or letter combinations give different type of pronunciation in English? 🤔

It doesn't happen in our native languages!

Because, not just words, even the pronunciation of letters is borrowed and adapted to English from other languages!! 😲



English words often have complex and inconsistent pronunciation patterns. The above exercise helps learners recognise how similar letter combinations can produce different sounds. It is especially useful to non-native speakers who struggle with English pronunciation. By identifying words that sound different, learners sharpen their ability to distinguish sounds in natural conversation or media. When learners identify correct sounds and patterns, they gain confidence in speaking English accurately and fluently. Exercises such as the above make learners more attuned to the sounds of English. Let's delve deep into more such sounds and exercises.

### Consonant sounds (21 letters vs. 24 sounds)

- a. **Hard and Soft sounds of c & g:** Usually, a 'c' or 'g' sound is either hard or soft depending on the vowel that follows it. Here's the general rule. When 'c' or 'g' meets with a, o, and u, it makes a hard sound.

Eg. g - gun, gut, get - gem, gel, ginger  
c - cake, car, cat - circle, cease, cinema

Hard sound of 'g' is /g/

Soft sound of 'g' is /dʒ/

Hard sound of 'c' is /k/

Soft sound of 'c' is /s/

- |                     |                   |                   |
|---------------------|-------------------|-------------------|
| 1. a <u>g</u> ent   | hug <u>e</u>      | sin <u>g</u> le   |
| 2. g <u>a</u> ther  | g <u>i</u> nger   | g <u>e</u> neral  |
| 3. an <u>g</u> el   | im <u>a</u> gine  | an <u>g</u> le    |
| 4. j <u>i</u> gsaw  | slo <u>g</u> an   | dan <u>g</u> er   |
| 5. gad <u>g</u> et  | eng <u>a</u> ge   | gor <u>g</u> eous |
| 6. c <u>i</u> tizen | carro <u>t</u>    | ce <u>m</u> ent   |
| 7. de <u>c</u> ide  | de <u>c</u> orate | de <u>c</u> ade   |
| 8. re <u>c</u> ent  | be <u>c</u> ause  | re <u>c</u> ipe   |

- b. **Key points about "y" pronunciation:**

- At the end of a single syllable word - pronounced as /aɪ/ sound (like in "my", "cry", "fly").
- At the end of a multi-syllable word - pronounced as an /i/ sound (like in "baby", "lazy", "happy").
- At the beginning of a word - pronounced as a consonant /j/ sound (like in "yellow", "yacht", "yarn").

That's the reason, 'y' is called a semi vowel.

- |                      |                 |                |
|----------------------|-----------------|----------------|
| 1. tra <u>y</u>      | dry             | clay           |
| 2. tr <u>y</u>       | pre <u>y</u>    | pr <u>y</u>    |
| 3. bu <u>y</u>       | dye             | joy            |
| 4. yesterda <u>y</u> | vo <u>y</u> age | yo <u>u</u> ng |

- c. **The pronunciation of the letter 'n'.**

- In the words 'bank' and 'link', the letter 'n' is followed by the letter 'k'. Wherever this happens, the 'n' is pronounced as the /ŋ/ sound: /bæŋk/, /lɪŋk/.
- In the word 'uncle', 'n' is followed by 'c', and the 'c' is followed by a consonant. The letter 'c' before a consonant represents the /k/ sound. The /k/ sound affects the pronunciation of the 'n' and changes it into /ŋ/ (- /ˈʌŋk·l/).
- Words ending with '-ng' always give /ŋ/ sound.
- In the word fence, 'n' is also followed by 'c', but this time the 'c' is followed by 'e'. When 'c' is followed by 'e', it typically represents the /s/ sound. This means that the letter 'n' is pronounced as you'd expect it to be pronounced - /n/.

- |                    |                  |                |
|--------------------|------------------|----------------|
| 1. un <u>c</u> le  | fe <u>n</u> ce   | ba <u>n</u> k  |
| 2. br <u>i</u> ng  | ton <u>i</u> c   | sin <u>g</u>   |
| 3. am <u>o</u> ng  | j <u>u</u> nk    | min <u>d</u>   |
| 4. shr <u>i</u> nk | pen <u>g</u> uin | pan <u>i</u> c |

**d. Key points about different pronunciations of “p”**

- Standard “p”: ”pin,” ”pat,” ”pop”.
- “Ph” combination giving ‘f’ sound: ”phone,” ”phrase,” ”phantom”.
- Silent “p”(when ‘p’ is placed before letters like ‘b, t, n, s’, the combination is difficult to pronounce and hence ‘p’ is dropped in such combinations): ”pneumonia,” ”psalm,” ”pterodactyl,” ”chipboard”.

1. Alpha	phone	empty
2. receipt	raspberry	hyper
3. corps	corpse	gipsy
4. amphibian	psychology	pneumonia

**e. The pronunciation of the letter ‘r’:**

- R is silent if it is at the end of the word or followed by a consonant. Eg: father, hard, curb, surf, furl
- Linking ‘r’ - when a word ends with ‘r’ and the next word begins with a vowel, the ‘r’ is pronounced to connect the two words smoothly. Eg: far away, more apples, here and now, or else
- Standard pronounced ‘r’: eg: red, run, around

1. fork	algebra	bird
2. thorn	library	doctor

**f. Key points about the different “s” pronunciations:**

- Standard “s” sound: This is the most common pronunciation, heard in words like “see,” ”sun,” and “sat.”
- “Z” sound: When “s” comes after a voiced consonant, it often changes to a “z” sound, as in “beds” or “tabs.” (What’s a voiced consonant? Look up for it in the previous chapter.)
- “Sh” sound: In certain words, particularly when followed by “u,” ”s” can be pronounced as “sh,” like in “sugar” or “sure.” The ‘sh’ combination always gives ‘j’ sound.
- Sometimes ‘s’ can be even pronounced a /ʒ/ sound like in “treasure”.

1. sure	treasure	mission
2. issue	sugar	suit
3. has	observe	vision
4. pleasure	pressure	measure
5. conscious	tissue	leisure
6. professor	president	physics
7. assure	closure	insure
8. usual	decision	beside

**g. Key points about “x” pronunciation:**

- Most common: ”ks” (like in “box,” ”exit,” ”text”)
- Before stressed vowel: ”gz” (like in “exam,” ”exhaust”)
- Less common variations: ”z” (like in “xenon,” ”xylophone”)

1. xerox	excel	affix
2. exhaust	exquisite	example



**h. The pronunciation of 'z':** The letter 'z' usually represents the sound /z/.

- It represents /z/ in words like seizure.
- Sometimes it is also pronounced /s/.

- |                    |                  |                |
|--------------------|------------------|----------------|
| 1. Pu <u>zz</u> le | fri <u>zz</u> y  | pi <u>zz</u> a |
| 2. Free <u>z</u> e | sei <u>z</u> ure | ama <u>z</u> e |
| 3. Sei <u>z</u> e  | snee <u>z</u> e  | a <u>z</u> ure |

**Vowel sounds (5 letters vs. 20 sounds)**

**a. Sounds of letter 'a':**

- Sound 1 – 'a' as in apple – short vowel sound – /æ/
- Sound 2 – 'a' as in snake – double vowel sound (Diphthong) – /eɪ/
- Sound 3 – 'a' as in father – broad sound – /ɑ:/
- Sound 4 – 'a' as in ball – o sound – /ɔ:/
- Sound 5 – 'a' as in many – e sound – /e/
- Sound 6 – 'a' as in about – /ə/

- |                   |                 |                   |
|-------------------|-----------------|-------------------|
| 1. leg <u>a</u> l | <u>a</u> bout   | <u>a</u> ngry     |
| 2. <u>a</u> nimal | <u>a</u> rrange | <u>a</u> mbulance |
| 3. h <u>a</u> rsh | m <u>a</u> tch  | c <u>a</u> bin    |
| 4. ex <u>a</u> lt | aw <u>a</u> rd  | dr <u>a</u> ma    |
| 5. <u>a</u> dore  | <u>a</u> ntique | <u>a</u> part     |

**b. Key variations of "e" pronunciation:**

- Long "e": "e" as in "me," "see," "be"
- Short "e": "e" as in "bed," "set," "men"
- Double "ee" is most of the times pronounced as /i:/ and sometimes as /iə/

- |                    |                 |                |
|--------------------|-----------------|----------------|
| 1. <u>e</u> arn    | <u>e</u> dit    | <u>e</u> arth  |
| 2. <u>e</u> gg     | <u>e</u> nter   | <u>e</u> ra    |
| 3. <u>ee</u> r     | tw <u>ee</u> t  | st <u>ee</u> r |
| 4. <u>e</u> ngine  | <u>e</u> ach    | <u>e</u> ager  |
| 5. b <u>ee</u> st  | br <u>ee</u> th | b <u>ee</u> n  |
| 6. s <u>ee</u> r   | w <u>ee</u> d   | cr <u>ee</u> p |
| 7. <u>e</u> clipse | <u>e</u> qual   | <u>e</u> xcuse |

**Do you know? "E" is the most commonly used letter in English words.**

**c. The letter "i" can be pronounced in three ways:**

- Long vowel sound: Pronounced as /ee/. For example, "taxi", and "recipe".
- Long vowel sound of /ai/: Pronounced lightly touching the bottom teeth with the back of the mouth. For example, "wide", "ride", "might", and "white".
- Short vowel sound of 'i': Pronounced as /i/. For example, "igloo", "ink", "hint", and "mint". To pronounce the short vowel sound of "i", you can put your tongue high and at the front of your mouth, and stretch out your lips.

- |                   |                |                 |
|-------------------|----------------|-----------------|
| 1. sm <u>i</u> le | pr <u>i</u> ce | not <u>i</u> ce |
| 2. <u>i</u> mage  | <u>i</u> gnore | <u>i</u> vy     |
| 3. ac <u>i</u> d  | ag <u>i</u> le | al <u>i</u> en  |
| 4. f <u>i</u> eld | v <u>i</u> sit | imp <u>a</u> ct |
| 5. qu <u>i</u> et | f <u>i</u> ber | ex <u>i</u> st  |
| 6. br <u>i</u> ef | y <u>i</u> eld | <u>i</u> ll     |

## d. The pronunciation of 'o':

- Sound 1: /ɒ/ as in stop
- Sound 2: /əʊ/ as in potato
- Sound 3: /u:/ as in to
- Sound 4: /ʌ/ as in mother
- Sound 5: /ə/ as in Bacon
- Sound 6: /ʊ/ as in wolf
- Sound 7: /wʌ/ as in one
- The pronunciation of 'oo'sound:
  - a. Short 'u' – foot
  - b. Long 'u' – mood
  - c. Very short 'ʌ' - blood

1. cl <u>o</u> ck	p <u>o</u> tato	h <u>o</u> tel
2. <u>o</u> ld	<u>o</u> ver	<u>o</u> nce
3. h <u>o</u> ney	r <u>o</u> se	<u>o</u> ven
4. lem <u>o</u> n	<u>o</u> ffence	<u>o</u> bey
5. m <u>o</u> vement	<u>o</u> ccasion	<u>o</u> wl
6. w <u>o</u> lf	w <u>o</u> man	w <u>o</u> mb
7. <u>o</u> bserve	<u>o</u> ccur	<u>o</u> range
8. f <u>oo</u> l	h <u>oo</u> k	b <u>oo</u> k
9. m <u>oo</u> n	f <u>oo</u> t	t <u>oo</u> l
10. m <u>oo</u> d	f <u>oo</u> d	f <u>loo</u> d
11. c <u>oo</u> k	st <u>oo</u> d	c <u>oo</u> l
12. sch <u>oo</u> l	w <u>oo</u> d	w <u>oo</u> l

## e. The pronunciation of 'u':

- U pronounced as /ju:/ as in unit
- U pronounced as /ju:/ as in value
- U pronounced as /ʊ/ as in full
- U pronounced as /ʌ/ as in us.
- U pronounced as /u:/ as in super.

1. <u>u</u> gly	<u>u</u> nit	<u>u</u> pper
2. ad <u>u</u> lt	ac <u>u</u> te	am <u>u</u> se
3. f <u>u</u> ll	r <u>u</u> le	p <u>u</u> t
4. val <u>u</u> e	ann <u>u</u> al	s <u>u</u> per



## Exercise

- |                           |                   |                   |
|---------------------------|-------------------|-------------------|
| 1. can <u>c</u> er        | can <u>c</u> el   | cir <u>c</u> us   |
| 2. spa <u>c</u> e         | fanc <u>y</u>     | s <u>c</u> ope    |
| 3. d <u>y</u> namic       | abe <u>y</u> ance | hy <u>p</u> hen   |
| 4. st <u>y</u> le         | anal <u>y</u> sis | t <u>y</u> pe     |
| 5. ow <u>n</u> er         | ma <u>n</u> iac   | tru <u>n</u> k    |
| 6. dai <u>n</u> ty        | tre <u>n</u> dy   | man <u>g</u> le   |
| 7. im <u>p</u> ly         | vi <u>p</u> er    | cu <u>p</u> board |
| 8. am <u>p</u> le         | <u>p</u> salm     | ex <u>p</u> el    |
| 9. si <u>g</u> ht         | stud <u>i</u> o   | si <u>g</u> n     |
| 10. i <u>r</u> ritate     | i <u>s</u> olate  | i <u>n</u> terest |
| 11. i <u>f</u>            | i <u>c</u> e      | i <u>d</u> ea     |
| 12. mi <u>n</u> or        | al <u>b</u> i     | pi <u>l</u> ot    |
| 13. o <u>p</u> tion       | radi <u>o</u>     | <u>o</u> ld       |
| 14. c <u>o</u> ld         | <u>o</u> ut       | <u>o</u> wn       |
| 15. <u>th</u> anks        | <u>th</u> an      | <u>th</u> us      |
| 16. <u>th</u> eme         | <u>th</u> erapy   | <u>th</u> em      |
| 17. <u>ch</u> ea <u>p</u> | <u>ch</u> ance    | a <u>ch</u> e     |
| 18. comple <u>x</u> ion   | e <u>x</u> am     | e <u>x</u> actly  |
| 19. a <u>x</u> is         | ta <u>x</u>       | e <u>x</u> ample  |
| 20. ec <u>z</u> ema       | wi <u>z</u> ard   | do <u>z</u> en    |
| 21. quart <u>z</u>        | bu <u>zz</u>      | qui <u>z</u>      |
| 22. <u>a</u> ble          | <u>a</u> pron     | <u>a</u> void     |
| 23. mor <u>a</u> l        | ma <u>d</u> am    | cha <u>m</u> p    |
| 24. b <u>e</u> gin        | <u>e</u> rupt     | <u>e</u> dible    |
| 25. <u>e</u> cho          | <u>e</u> pic      | <u>e</u> asy      |
| 26. J <u>u</u> ne         | d <u>u</u> ty     | h <u>u</u> ge     |
| 27. cr <u>u</u> de        | true              | put               |
| 28. <u>u</u> nique        | <u>u</u> niverse  | <u>u</u> mbrella  |
| 29. <u>ch</u> oice        | <u>ch</u> arcoal  | <u>ch</u> aracter |
| 30. melan <u>ch</u> oly   | monar <u>ch</u>   | bea <u>ch</u>     |

### Some interesting facts about English pronunciation

1. There are 26 letters in the English alphabet, but English also has a whole stack of letter combinations that can represent individual sounds.
  - a. Two letter combinations, like “oo” as in “book”, “er” as in “her”, “ph” as in “phone” and “ey” as in “key”
  - b. Three letter combinations, like “igh” as in “high”, “dge” as in “bridge”, “tch” as in “catch” and “ere” as in “here”.
  - c. Four letter combinations, like “eigh” as in “eight”, “aigh” as in “straight”, “augh” as in “caught”, and “ough” as in “bought”, “drought”, “dough”, “through”, “thorough” (but not “cough” or “tough”, where the “ou” and the “gh” represent different sounds, and just happen to be next to each other).
2. To add to the complexity, many letters and letter combinations can represent more than one sound, for example, the letter “y” represents four different sounds in the words “yes”, “by”, “baby” and “gym”. The spelling “ea” represents three different sounds in the words “beach”, “dead” and “break”.

#### *Note to the Teacher*

Students often struggle with English spelling and pronunciation because of inconsistent patterns. This chapter aims at teaching the nuances of sounds and their pronunciation, the variants of vowels and consonants in various words. Encourage them to listen carefully, compare word sounds, and practice saying words aloud. Explain the sound variants point by point as explained in the chapter.





## Dialogue Writing Skills



### *Note to the Student*

Effective communication requires both formal and informal speech. This chapter will help you understand when to use each style through model dialogues and useful expressions. Practice filling in the blanks with appropriate words or phrases to improve your speaking and writing skills.

**LSRW** stands for **Listening, Speaking, Reading, and Writing**—four essential skills that help you communicate effectively in both professional and personal life. **Speaking and Writing** are particularly important because:

- **Speaking** allows you to express thoughts in real-time, build relationships, and make impressions.
- **Writing** helps you articulate ideas clearly and accurately, especially in formal situations like work emails or reports.

**There are two types of speech. They are:**

- **Formal Speech:** Used in professional, academic, or respectful settings. The tone is more polite, and sentences are structured.
- **Informal Speech:** Used with friends, family, or people you're close to. The tone is relaxed, and sentences may be more conversational.

### Example Dialogue

Situation	Formal	Informal
Greeting	"Good morning, how are you today?"	"Hey, what's up?"
Asking for help	"Could you please assist me with this task?"	"Can you help me out with this?"
Saying good bye	"It was a pleasure meeting you, have a great day."	"See you later, take care!"

## Punctuation

Punctuation marks are essential in dialogue writing as they help convey the correct tone, pauses, and intentions. Proper punctuation clarifies meaning and makes the conversation easier to follow.

### Key Punctuation Marks in Dialogue

- **Quotation Marks (" "):** Used to show exactly what someone says.
- **Comma (,):** Used to separate dialogue tags, a breath gap
- **Period (.):** Used at the end of a statement.
- **Question Mark (?):** Used at the end of a question.
- **Exclamation Mark (!):** Used to show strong emotion or emphasis.
- **Ellipsis (...):** Used to indicate a pause or trailing off.

### Example Dialogue with Punctuation

- "I don't know," she said, her voice trembling.
- "Where are you going?" he asked.
- "That was amazing!" he exclaimed.

## Example Conversations

Here are five simple example conversations that you can read and enjoy. These conversations cover different situations using formal and informal speech, as well as modals.

### Conversation 1: Making Plans with Friends

- Meena:** Hey, Sheela. Do you want to go for a movie tomorrow?
- Sheela:** A movie? But we have an exam tomorrow.
- Meena:** Oh, right! I completely forgot about that. How about going on Sunday instead?
- Sheela:** That works for me! I'll be free after 3 PM.
- Meena:** Great! I'll book the tickets. See you then.
- Sheela:** Sounds good. I'm looking forward to it!

### Conversation 2: Asking for Help

- Ravi:** Excuse me, can you help me with this math problem?
- Lina:** Sure, what seems to be the problem?
- Ravi:** I don't understand how to solve this equation.
- Lina:** No worries! First, you need to move the number to the other side.
- Ravi:** Ah, I see now. Thanks for explaining it so clearly!
- Lina:** You're welcome! Let me know if you need more help.



**Conversation 3: Apologizing for Being Late**

- Vikram:** Hi, I'm so sorry I'm late for the class.
- Professor Sharma:** That's alright, Vikram. Please make sure to come in time next time.
- Vikram:** I will, I promise! I had trouble finding a parking spot.
- Professor Sharma:** I understand, but try to plan ahead.
- Vikram:** Thanks for understanding. I'll leave earlier tomorrow.
- Professor Sharma:** That's good to hear. Please take your seat.

**Conversation 4: Making a Complaint at a Café**

- Priya:** Excuse me, I'm sorry, but I think my coffee is cold.
- Waiter:** I'm so sorry about that! Would you like me to bring you a fresh one?
- Priya:** Yes, please. I'd appreciate it.
- Waiter:** I'll bring it right away. Thank you for your patience.
- Priya:** Thank you. I hope it's hot this time!
- Waiter:** I'll make sure of it. Sorry again for the inconvenience.

**Conversation 5: Offering Help**

- Sana:** You look stressed. Is everything alright?
- Ayesha:** I've got so much homework to do, and I'm not sure I'll finish it on time.
- Sana:** Don't worry, I can help you with it. What's the most urgent task?
- Ayesha:** The essay for English class. It's due tomorrow!
- Sana:** Let's work on it together. We'll finish it quickly.
- Ayesha:** Thanks, Sana! You're a lifesaver.

**Conversation 6: Responding to an Invitation**

- Ankit:** Hey, I was thinking of having a study session at my place tomorrow. Would you like to join?
- Amit:** That sounds great! What time should I come?
- Ankit:** How about 2 PM?
- Amit:** Perfect. I'll bring my notes and some snacks.
- Ankit:** Awesome! See you then.
- Amit:** See you! Thanks for the invite.

### Practice the following models

#### I (what happened, mind, see, slowly recuperating)

- Mahesh:** Hi, Suresh. Why didn't you turn up to college yesterday?
- Suresh:** Hello, Mahesh. I wasn't feeling well yesterday.
- Mahesh:** \_\_\_\_\_ (1) \_\_\_\_\_?
- Suresh:** I had a severe stomach ache.
- Mahesh:** How are you now? Are you okay?
- Suresh:** Yes, I'm \_\_\_\_\_ (2) \_\_\_\_\_ now.
- Mahesh:** Did you \_\_\_\_\_ (3) \_\_\_\_\_ the doctor?
- Suresh:** Yes, I have seen the doctor. He told me to avoid fast food and have my meals on time.
- Mahesh:** I've seen you skip meals for a plate of pani poori many times.
- Suresh:** I love pani poori. But now, I've made up my mind not to have them.
- Mahesh:** Thank God. That must have been a terrible pain. Good that you changed your \_\_\_\_\_ (4) \_\_\_\_\_.

#### II. (sure, hungry, else you need, replace)

- Victor:** Excuse me, I ordered pasta, but this is noodles.
- Waiter:** I'm terribly sorry, sir. Let me \_\_\_\_\_ (1) \_\_\_\_\_ this immediately.
- Victor:** Thank you. Please ensure it's vegetarian, as I requested earlier.
- Waiter:** \_\_\_\_\_ (2) \_\_\_\_\_, sir. I'll double-check your order and bring it back soon.
- Victor:** I hope it doesn't take too long. I'm quite \_\_\_\_\_ (3) \_\_\_\_\_.
- Waiter:** It won't take long, sir. Thank you for your patience.
- Victor:** I appreciate your quick response.
- Waiter:** You're welcome. Please let me know if there's anything \_\_\_\_\_ (4) \_\_\_\_\_.



**III. (resolved, sure, hours, phone number)**

**Rahul:** Excuse me, my internet hasn't been working for two days now.

**Support Agent:** I'm sorry to hear that, sir. Could you please provide your \_\_\_\_ (1) \_\_\_\_?

**Rahul:** Sure, it's 9876543210. Can you fix this by today?

**Support Agent:** I'll escalate the issue right away. You should have it resolved within a few \_\_\_\_ (2) \_\_\_\_.

**Rahul:** Thank you. I really need it for an important online meeting.

**Support Agent:** I understand, sir. We'll prioritize your request.

**Rahul:** Will you notify me once the issue is resolved?

**Support Agent:** \_\_\_\_ (3) \_\_\_\_, sir. You'll receive a confirmation message once it's \_\_\_\_ (4) \_\_\_\_.

These longer conversations provide more context and challenge students to think critically while filling in the blanks.

## EXERCISE

Read each set of dialogues below and complete the blanks with appropriate words or phrases from the word bank provided.

## I. (expensive, iPhones, budget phones, tough)

- Ramu:** I'm thinking of buying a mobile phone. I really like the iPhone.
- Charan:** \_\_\_\_\_ (1) \_\_\_\_\_ are amazing, no doubt!
- Ramu:** Many of my school friends have bought one.
- Charan:** Yeah, some of my friends have it too. But... do you have the money? It's pretty expensive.
- Ramu:** It is \_\_\_\_\_ (2) \_\_\_\_\_. I know. That's why I'm planning to ask my mom.
- Charan:** You know, the price of an iPhone is like two months of your mom's salary. It might be tough for her.
- Ramu:** Hmm, you're right. It is \_\_\_\_\_ (3) \_\_\_\_\_ for her. I didn't think of her difficulties. Now, I think a budget phone will be enough for me. I'll get a budget phone.
- Charan:** Exactly! These days, \_\_\_\_\_ (4) \_\_\_\_\_ have almost all the features we need. It's better not to trouble our parents unnecessarily, especially just to follow what others are doing.

## II. (homemade food, for both of us, I'm hungry, let's go)

- Sowmya:** I'm famished. Shall we go out to eat something?
- Navya:** \_\_\_\_\_ (1) \_\_\_\_\_ too, but I want homemade food.
- Sowmya:** Homemade food isn't tasty. At least I want something spicy and tasty.
- Navya:** Sure, but \_\_\_\_\_ (2) \_\_\_\_\_ is healthy. And we can cook our food the way we like.
- Sowmya:** But we have neither the energy nor the patience, not even the skill to cook.
- Navya:** You are correct.
- Sowmya:** I will pay for both of us. Shall we go out?
- Navya:** Sure, but you will pay \_\_\_\_\_ (3) \_\_\_\_\_.
- Sowmya:** Let's go out!
- Navya:** \_\_\_\_\_ (4) \_\_\_\_\_



### III. (having fun, photos, social media, memories)

- Tinnu:** Why are you always clicking \_\_\_\_ (1) \_\_\_\_? We are here to enjoy the trip, not to take photos.
- Bannu:** But I want to make memories. Lots of memories.
- Tinnu:** \_\_\_\_ (2) \_\_\_\_ of taking photos? If you don't really enjoy, you can't make real memories. First, let's have some fun.
- Bannu:** Fun? I'm all in for \_\_\_\_ (3) \_\_\_\_\_. But don't you think others need to know that we are having fun?
- Tinnu:** We need to share our happiness, not our photos. By sharing our photos, we are just making others jealous.
- Bannu:** I think we are just inspiring them. It depends on how you look at it. I don't want to blame social media.
- Tinnu:** Even I won't blame \_\_\_\_ (4) \_\_\_\_\_. But social media just increases our fears. So please keep your camera away.
- Bannu:** Sure. Come here, one more selfie.

### IV. (deep breath, nothing, do you, shout)

- Rahim:** Hey, I didn't understand what our teacher said. I have a doubt.
- Raju:** \_\_\_\_ (1) \_\_\_\_? Then ask him. He'll explain.
- Rahim:** But, I'm afraid. What if he shouts?
- Raju:** Why will he \_\_\_\_ (2) \_\_\_\_ at you? He won't do such things. He will explain. Trust me.
- Rahim:** But what if others laugh at me? What if they think I know nothing?
- Raju:** Knowing \_\_\_\_ (3) \_\_\_\_ is not a problem. Not learning is a problem. Even others will learn something through your question. Take a deep breath.
- Rahim:** Ok, I'll ask the doubt myself. Let me take a \_\_\_\_ (4) \_\_\_\_.
- Raju:** All the best. I know you'll rock!

## V. (our parents, greedy, everything, exams)

- Gita:** Why do you always study so much? You are too greedy.
- Madhu:** I'm not \_\_\_\_ (1) \_\_\_\_\_. I just want to learn as much as I can. I don't want to leave anything to chance.
- Gita:** But that's too much. If I get some 50%, that's enough for me. If I get less than that, I have to face the anger of my parents.
- Madhu:** I don't think we should read for \_\_\_\_ (2) \_\_\_\_\_. I read it because I love it.
- Gita:** But those questions won't be asked in the exam.
- Madhu:** We shouldn't read for the sake of \_\_\_\_ (3) \_\_\_\_\_. Imagine you go to a doctor with a strange problem, and the doctor says that your problem wasn't asked in her exam. How would you feel?
- Gita:** I don't go to such doctors. I want my doctor to know everything.
- Madhu:** It's good thinking. But isn't it fair? You expect others to know \_\_\_\_ (4) \_\_\_\_\_ but you don't learn everything? We all should do our best.

## VI. (That's very nice, thank you, 200 rupees; cold and cough)

- Doctor:** Please take your seat.
- Patient:** \_\_\_\_\_ (1) \_\_\_\_\_.
- Doctor:** Please tell me, how can I help you?
- Patient:** Sir, I have been suffering from fever for the last two days.
- Doctor:** Ok. Do you have a cold, cough, or anything else?
- Patient:** I have \_\_\_\_ (2) \_\_\_\_\_. Please give me medicine, doctor. I don't want an injection.
- Doctor:** Don't worry. I'm not giving you an injection. These medicines are enough.
- Patient:** \_\_\_\_\_ (3) \_\_\_\_\_ of you. How much is the fee?
- Doctor:** The fee is \_\_\_\_ (4) \_\_\_\_\_. Please pay it at the counter.



**VII. (the train to Delhi, you're welcome, on time, excuse me)**

**Customer:** \_\_\_\_\_ (1) \_\_\_\_\_, on which platform will the train to Delhi arrive?

**Enquiry:** \_\_\_\_\_ (2) \_\_\_\_\_ will arrive on platform number four.

**Customer:** When will it arrive? Is it on time?

**Enquiry:** The train will arrive in fifteen minutes, and yes, it is \_\_\_\_\_ (3) \_\_\_\_\_.

**Customer:** Thank you for the information.

**Enquiry:** \_\_\_\_\_ (4) \_\_\_\_\_. Do you need any more information?

**Customer:** No, that's all. Thank you for the help once again.

**VIII. (thank you, good morning, hear that, studies)**

**Principal:** Good morning, Mr. Anil. Welcome to the parent-teacher meeting.

**Mr. Anil:** \_\_\_\_\_ (1) \_\_\_\_\_, Sir.

**Principal:** Please take a seat.

**Mr. Anil:** \_\_\_\_\_ (2) \_\_\_\_\_. Sir, I am eager to know about my son's progress.

**Principal:** Of course, your son is doing well in \_\_\_\_\_ (3) \_\_\_\_\_.

**Mr. Anil:** It's nice to \_\_\_\_\_ (4) \_\_\_\_\_. The whole credit goes to your staff.

**Principal:** It's our duty to bring the best out of the students. I thank you for visiting.

**IX. (neglecting, just an exam, a movie, completing)**

**Arjun:** Hi! I am planning to go for a movie. Will you accompany me?

**Karthik:** \_\_\_\_\_ (1) \_\_\_\_\_! Are you even thinking? Tomorrow we have an exam.

**Arjun:** It's \_\_\_\_\_ (2) \_\_\_\_\_. I'm very eager to see the first day first show.

**Karthik:** Bro, it's not just an exam. You are \_\_\_\_\_ (3) \_\_\_\_\_ your studies. It's not good on your part.

**Karthik:** Exams can't be written the other day. But you can go to the movie after the exam. Even heroes don't skip their schedules.

**Arjun:** Yeah! Let's do one thing. We will go to the movie after \_\_\_\_\_ (4) \_\_\_\_\_ the exam.

**Karthik:** That's a good idea.

**X. (be completed, harm, microplastics, playing)**

- Mom:** Will you please stop playing games on your mobile phone?
- Son:** Mom, I'm not \_\_\_\_ (1) \_\_\_\_ games. I'm watching a video.
- Mom:** Whatever, it's not good for your eyes to keep looking at the screen for hours together.
- Son:** Mom, I've got a project to \_\_\_\_ (2) \_\_\_\_ by this weekend. I'm watching a video related to that.
- Mom:** What's the project about?
- Son:** It's about microplastics.
- Mom:** \_\_\_\_ (3) \_\_\_\_! What is it?
- Son:** Just like plastic, there are very tiny particles that can cause harm to the Earth.
- Mom:** How do they cause \_\_\_\_ (4) \_\_\_\_ to the Earth?
- Son:** The usage of plastic has become a part of our life. When we dispose of any plastic object, it doesn't degrade in the soil. Moreover, it pollutes our air, soil, and water too.
- Mom:** Interesting. Tell me more about microplastics once you complete your project.
- Son:** Sure, Mom.

**Note to the Teacher**

Guide students in distinguishing between formal and informal speech by discussing real-life situations. Encourage them to practise with dialogues and interactive exercises. Provide feedback on their word choices to help them develop accuracy and confidence in communication.





# MODEL QUESTION PAPER – I

## Part- I

Time : 3 Hours]

English paper – I

[Max Marks: 100

### SECTION – A

- I. Annotate ANY TWO of the following in the given pattern.**  $2 \times 4 = 8$
- Identify the lesson and name the author of the given lines. 2M
  - Discuss the context of the lines and appreciate them critically in about 75 words. 2M
    - You can't connect the dots looking forward; you can only connect them looking backward.
    - The earth does not belong to man, man belongs to the earth.
    - I walked into that reading room a happy, healthy man. I crawled out a decrepit wreck.
- II. Annotate ANY TWO of the following in the given pattern.**  $2 \times 4 = 8$
- Identify the poem and name the poet of the given lines. 2M
  - Discuss the context of the lines and appreciate them critically in about 75 words. 2M
    - He is called by thy name,  
For he calls himself a Lamb.
    - The world can be looked at another way  
Do not be so stupid to think that  
A place should only belong to those who are born there.
    - I am the master of my fate,  
I am the captain of my soul.
- III. Answer ANY TWO of the following questions in about 150 words each:**  $2 \times 4 = 8$
- What does Jobs mean by "Stay Hungry. Stay Foolish," and why is it important?
  - What are the potential dangers of gaining excessive health information as we have seen in *The Malady of Overthinking*?
  - Chief Seattle mentions that "all things are connected." How does this concept apply to environmental issues today?
- IV. Answer ANY TWO of the following questions in about 150 words each:**  $2 \times 4 = 8$
- In both poems, Blake explores the mysteries of creation. How does he use contrasting imagery to suggest that creation encompasses both beauty and terror?
  - In what ways does *Invictus* illustrate the importance of personal responsibility and inner strength in shaping one's destiny?
  - How does the title "Refugees" reflect the dual message of the poem?



## V. Answer ANY ONE of the questions in about 300 words.

 $1 \times 8 = 8$ 

- 1) What moral lessons can be drawn from *A Retrieved Reformation*? How does the story convey the ideas of redemption, forgiveness, and the possibility of change?
- 2) "How does the relationship between the blind beggar and the dog evolve throughout the story, and what does this transformation reveal about themes of loyalty, exploitation, and freedom?"

## SECTION - B

## VI. Read the following passage carefully and answer the questions that follow:

 $5 \times 1 = 5$ 

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

1. Which ancient period is referred to in the passage?
2. What do the Dolphins do as humans do?
3. Write the antonym of the word 'superior.'
4. What do some scientists suggest?
5. How are Dolphins regarded?

## VII. Read the following passage carefully and answer the questions that follow:

 $5 \times 1 = 5$ 

The Battle of Chancellorsville, one of the most famous battles of the Civil War, took place in Virginia in the spring of 1863. For months, the two armies had been staked out on opposite banks of a narrow river. The Confederate troops were led by perhaps the most revered military tactician in American history, General Robert E. Lee. The Union soldiers were led by "Fighting" Joe Hooker.

In appearance, personality, and lifestyle, these men were nearly perfect opposites. Lee, an older man in poor health with a gray beard, had a somber, measured demeanor. Hooker was a blond, strapping young man whose vanity over his appearance was but one aspect of his egotism. Whereas Lee was devout and principled, Hooker was known for his rollicking enjoyment of whiskey.

1. Where did the civil war take place?
2. When did the battle take place?
3. Who led the troops?
4. 'Somber' means \_\_\_\_\_.
5. What is the name of the Battle?



**VIII. Read the following passage and draw a tree diagram based on the information.** $1 \times 5 = 5$ 

The field of science has been studied in many historic civilizations. It is broadly classified into three main branches; Formal Sciences, Natural Sciences and Applied Sciences. Formal Sciences include the subjects of Mathematics, Statistics and Logic. Natural sciences are separated into Life Sciences and Physical Sciences. Between these, Life Sciences comprise the studies of Biology and Medicine, while Physical Sciences consist of Chemistry and Physics. Applied Sciences cover the disciplines of Engineering and Medical Science. Draw a tree diagram to show the above data.

**IX. Using the hints provided, write at least ten lines, expanding the ideas into complete sentences.** $1 \times 5 = 5$ 

Be creative!

Overcoming-Failure

**Idea:** Imagine you are a student who failed an important exam. Write a paragraph about how you would feel, what you would do to overcome the failure, and how you would regain confidence. Use the hints below to guide your writing.

**Hints:**

Feeling shocked – fear of disappointing parents – comparing yourself to others – realizing everyone fails sometimes – finding encouragement – Reflecting on mistakes – identifying weak areas – creating a new study plan – setting achievable goals – Seeking help from teachers – attending extra classes – asking questions – learning from failure – Passing the next exam – feeling proud understanding failure is a stepping stone – Motivated and confident – sharing your experience to inspire others.

**SECTION – C**

**Note:** The answers to the questions in this section should be written in **ONE PLACE** in the answer book separately. The entire section should be answered in one stretch and not to be mixed up with other sections.

**X. Match the Parts of Speech of the underlined words from the list in column B.** $6 \times \frac{1}{2} = 3$ 

**A**

- 1) The narrator grows increasingly concerned.
- 2) After that, he sat down and wrote.
- 3) "Get away from the door, all of you," he commanded.
- 4) The room was there as they had left it.
- 5) "Hush!" said Mr. Adams, raising his trembling hand.
- 6) Being only a chemist hampers me.

**B**

- |     |    |              |
|-----|----|--------------|
| ( ) | a) | Noun         |
| ( ) | b) | Pronoun      |
| ( ) | c) | Verb         |
| ( ) | d) | Adverb       |
| ( ) | e) | Adjective    |
| ( ) | f) | Preposition  |
|     | g) | Conjunction  |
|     | h) | Interjection |



**XI. Fill in the blanks with suitable articles "a/an/the or no article."** $6 \times \frac{1}{2} = 3$ 

- 1) I thought what \_\_\_\_\_ interesting case.
- 2) I sat for \_\_\_\_\_ while frozen with horror.
- 3) He told \_\_\_\_\_ teller that he didn't want anything
- 4) The next morning, Jimmy took \_\_\_\_\_ breakfast at the Adamses.
- 5) He gave \_\_\_\_\_ grunt of helplessness.
- 6) It crashed upon \_\_\_\_\_ dead beast with finality.

**XII. Fill in each blank with the correct preposition from the options provided.** $6 \times \frac{1}{2} = 3$ 

- 1) It closed its mouth \_\_\_\_\_ (of/in/from) a death grin.
- 2) I will not take \_\_\_\_\_ (up/of/on) your time.
- 3) But I will tell you what is not the matter \_\_\_\_\_ (from/about/with) me.
- 4) \_\_\_\_\_ (in, on, at) a Thursday, the young man appeared at the eastern gate.
- 5) Your buggy's waiting \_\_\_\_\_ (at/for/on) you, ain't it?"
- 6) Others have navigated \_\_\_\_\_ (at/in/through) tough times.

**XIII. Fill in the blanks with suitable forms of the verbs given in the brackets:** $5 \times 1 = 5$ 

- 1) She never \_\_\_\_\_ (take) coffee.
- 2) Ramani \_\_\_\_\_ (buy) the painting long ago.
- 3) Yesterday, when I went home my kids \_\_\_\_\_ (sleep).
- 4) She \_\_\_\_\_ (learn) classical music for a long time.
- 5) If you had asked him, he \_\_\_\_\_ (help) you.

**XIV. Rewrite the following sentences based on the instruction given.** $5 \times 1 = 5$ 

- 1) She has opened the door. (Change into Passive voice)
- 2) The boy said, "Mom, please give me some milk." (Change into Indirect speech)
- 3) Sudha sings the best of all. (Write the Positive degree)
- 4) The box is too heavy for me to carry. (Change into Complex)
- 5) Sivamani plays drums well, \_\_\_\_\_? (Add question tag)

**XV. Rewrite the following sentences correcting the underlined part. The entire sentence must be written underlining the corrected part.** $5 \times 1 = 5$ 

- 1) The rose is smelling sweet.
- 2) Laahiri has seen him long ago.
- 3) Mathematics are hard subject.
- 4) Hardly he saw the tiger when he ran away.
- 5) He entered into the hall late.



**XVI. Identify the silent consonants in the following words.**

$6 \times \frac{1}{2} = 3$

- |           |             |           |
|-----------|-------------|-----------|
| 1) subtle | 2) handsome | 3) resign |
| 4) knead  | 5) wreck    | 6) psyche |

**XVII. a) Choose the option that is a synonym of the given word.**

$4 \times \frac{1}{2} = 2$

- |                       |               |             |             |
|-----------------------|---------------|-------------|-------------|
| 1. <b>Dart</b>        | a. linger     | b. dash     | c. alarming |
| 2. <b>Distort</b>     | a. alter      | b. lax      | c. smudge   |
| 3. <b>Acquisition</b> | a. enthusiasm | b. imitate  | c. gain     |
| 4. <b>Crest</b>       | a. peek       | b. aversion | c. brave    |

**b) Choose the option that is an antonym of the given word.**

$4 \times \frac{1}{2} = 2$

- |                    |            |           |           |
|--------------------|------------|-----------|-----------|
| 1. <b>Present:</b> | a. here    | b. absent | c. light  |
| 2. <b>Plump :</b>  | a. short   | b. old    | c. fat    |
| 3. <b>Despise:</b> | a. like    | b. need   | c. hate   |
| 4. <b>Sedate</b>   | a. abolish | b. malice | c. lively |

**XVIII. Study the following phonetic transcriptions and write ANY FIVE of them in their ordinary spelling.**

$5 \times 1 = 5$

For example: /'laundʒərz/ = Loungers

- |                 |                   |                    |                    |
|-----------------|-------------------|--------------------|--------------------|
| 1) /'dʒi:niəli/ | 2) /reɪtʃ'bjʊ:ʃn/ | 3) /ʌn'kɒŋkərəbəl/ | 4) /'kæptɪn əv maɪ |
| 5) soul/        | 6) /kən'tempt/    | 7) /'preəri/       | 8) /br'fɔ:l/       |
| 9) /kə'liɡrəfi/ | 10) /'endəskəʊp/  |                    |                    |

(or)

**Identify the odd words from the following words in respect of their underlined sounds and write them.**

- |   |  |
|---|--|
| 1) <u>full</u> <u>rule</u> <u>put</u>             | 2) <u>old</u> <u>over</u> <u>once</u>    |
| 3) <u>field</u> <u>visit</u> <u>impact</u>        | 4) <u>able</u> <u>apron</u> <u>avoid</u> |
| 5) <u>choice</u> <u>charcoal</u> <u>character</u> |  |

**XIX. Read the following dialogue and fill the blanks with the words given below.**

$4 \times 1 = 4$

(for you/thank you very much/ your bill/please wait )

- Sophia** : Excuse me, I believe there's been a mistake in my bill.
- Manager** : I'm sorry to hear that. Could you please show me \_\_\_\_ (1) \_\_\_\_?
- Sophia** : Here it is. I was charged for two desserts, but I only had one.
- Manager** : Let me check this for you. \_\_\_\_ (2) \_\_\_\_ while I verify it.
- Sophia** : Sure, I'll wait. Thank you for looking into it.
- Manager** : You're right. There was an error. I'll fix it and issue a new bill right away.
- Sophia** : \_\_\_\_ (3) \_\_\_\_ . Mistakes happen, but it's great to see such prompt service.
- Manager** : Thank you for your understanding. Here's your corrected bill. Please let us know if there's anything else we can do \_\_\_\_ (4) \_\_\_\_.
- Sophia** : Thank you. Everything else was perfect. I'll definitely visit again.



## MODEL QUESTION PAPER – II

### Part- I

Time : 3 Hours]

English paper – I

[Max Marks: 100

### SECTION – A

#### I. Annotate ANY TWO of the following in the given pattern.

2 × 4 = 8

- a) Identify the lesson and name the author of the given lines. 2M
- b) Discuss the context of the lines and appreciate them critically in about 75 words. 2M
  - 1) I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.
  - 2) If we do not own the freshness of the air and the sparkle of the water, how can you buy them?
  - 3) Your time is limited, so don't waste it living someone else's life.

#### II. Annotate ANY TWO of the following in the given pattern.

2 × 4 = 8

- a) Identify the poem and name the poet of the given lines. 2M
- b) Discuss the context of the lines and appreciate them critically in about 75 words. 2M
  - 1) Instead let us share our countries  
Share our homes  
Share our food
  - 2) What immortal hand or eye,  
Could frame thy fearful symmetry?
  - 3) I thank whatever gods may be  
For my unconquerable soul.

#### III. Answer ANY TWO of the following questions in about 150 words each:

2 × 4 = 8

- 1) Comment on the title of "The Malady of Overthinking" by Jerome K Jerome. Are maladies of overthinking limited to health? Explain your view.
- 2) Why did Steve Jobs drop out of college, and how did it influence his future?
- 3) How does Chief Seattle describe the relationship between Native Americans and nature?

#### IV. Answer ANY TWO of the following questions in about 150 words each:

2 × 4 = 8

- 1) Compare and contrast the key questions posed in The Lamb and The Tyger. How does Blake use these questions to express the theme of duality in creation?
- 2) How does the speaker's journey from darkness and struggle to self-mastery reflect the theme of resilience in the face of adversity?
- 3) Why did Brian write this poem and what effect does the poem's reversible structure have on the readers understanding of the message?



**V. Answer ANY ONE of the questions in about 300 words.** $1 \times 8 = 8$ 

- 1) What moral lessons can be drawn from *A Retrieved Reformation*? How does the story convey the ideas of redemption, forgiveness, and the possibility of change?
- 2) "How does the relationship between the blind beggar and the dog evolve throughout the story, and what does this transformation reveal about themes of loyalty, exploitation, and freedom?"

**SECTION – B****VI. Read the following passage carefully and answer the questions that follow:** $5 \times 1 = 5$ 

Hero-worshipping is part of societies. Those heroes might be film stars, political leaders, sports stars or other persons. Hero-worshippers display passionate admiration and imitation of their 'heroes'. Hero-worshipping is a human quality that shows how a person is overawed by certain personality cult. A hero becomes a demigod for him. His hero's positive attributes become his guiding and inspiring principles and he becomes blind to the hero's negative traits and weaknesses.

The instinct of hero worship springs from an internal inferiority complex. The result is that they are distanced from reality and live in a dream world of their own. It thus becomes the biggest stumbling block in the progress of persons indulging in it. This plain passion often lands us in a cloud of illusion.

However, with rational thinking and perseverance we can produce more heroes rather than more hero-worshippers.

1. What do hero-worshippers typically display towards their heroes?
2. State True or False: A hero-worshiper becomes blind to the hero's negative traits and weaknesses.
3. According to the passage, from where does the instinct of hero worship spring?
4. What is the ultimate result of indulging in hero-worshipping?
5. What two qualities do we need to cultivate in order to produce more heroes rather than more hero-worshippers?

**VII. Read the following passage carefully and answer the questions that follow:** $5 \times 1 = 5$ 

As someone with a disability, I'd like people to know there's a line between kindness and pity. It's a realization I've come to after a lifetime of struggling with my disability. There are a few of the barriers I face every single day. I will continue to face them for the rest of my life. This is my reality. But it's not these barriers that get under my skin. I'm a smart, educated, ambitious person, yet many people can't see past my disability. Don't get me wrong: I've never been bullied. It's actually the opposite – I'm repeatedly pitied. At least once a day, I can see pity in the eyes or voice of someone I interact with.

The same can't be said for a woman who insisted on praying over my head to God. She prayed that God should take away my disability and fix me. That situation was embarrassing and uncalled for. I didn't ask for her pity, nor did I ask for her prayers to "fix" me. I don't pity myself and neither should you. We all love to be shown kindness, but unless someone asks for pity, don't give it. Pity makes us feel less than others or not enough.



1. How does pitying make someone feel?
  2. What can people see if they look past the writer's disability?
  3. State True or False: Disabled people are often bullied, and it is problematic for them.
  4. According to the passage, what is more meaningful than pity?
  5. As per the passage, what do disabled people want?
- a) Pity      b) Dignity and respect      c) Charity

**VIII. Read the following passage and draw a tree diagram based on the information.**  $1 \times 5 = 5$

Silpa Electronic Store sells home appliances like Coffee Makers, Grinders, Mixers, Dish Washers, Ovens and Rice Cookers. Revenue earned by this store in the year 2024 is as follows:

210 Coffee Makers were sold for Rs. 30,000. 260 Grinders were sold for Rs. 96,000. 180 Mixers were sold for Rs. 45,000. 128 Dish Washers are sold for Rs. 3,20,000. 115 Ovens are sold for Rs. 80,000. The highest sold appliance was Rice Cookers, 460 sold for Rs. 48,000. Show the above data in a table form.

**IX. Using the hints provided, write at least ten lines, expanding the ideas into complete sentences.**

$1 \times 5 = 5$

Imagine you went to a picnic with your family in a garden near your village or town. Play a game asking all the members to keep their mobile phones in a box, lock them up for one or two hours and spend time talking to each other. Write down all that might happen.

Hints: Initially everyone is irritated – slowly get used – first father starts to speak of his school days – mother recollects your (her children's) childhood memories – sister speaks of how she felt when she was lost and found at a fair – you speak of your favourite memory with each of your family member.

## SECTION - C

**Note:** The answers to the questions in this section should be written in **ONE PLACE** in the answer book separately. The entire section should be answered in one stretch and not to be mixed up with other sections.

**X. Match the Parts of Speech of the underlined words from the list in column B.**

$6 \times \frac{1}{2} = 3$

- | A  |     | B               |
|--|-----|-----------------|
| 1) The <u>gentle</u> breeze cooled the summer evening. | ( ) | a. Noun         |
| 2) I won't go out <u>unless</u> you come with me.      | ( ) | b. Pronoun      |
| 3) She <u>painted</u> a beautiful landscape.           | ( ) | c. Verb         |
| 4) The keys were hidden <u>beneath</u> the cushion.    | ( ) | d. Adverb       |
| 5) <u>Kindness</u> is a virtue                         | ( ) | e. Adjective    |
| 6) He finished his work <u>cheerfully</u> .            | ( ) | f. Preposition  |
|  |     | g. Conjunction  |
|  |     | h. Interjection |



**XI. Fill in the blanks with suitable articles "a/an/the or no article."** $6 \times \frac{1}{2} = 3$ 

- 1) \_\_\_\_\_ idea can change your life.
- 2) \_\_\_\_\_ woman in blue saree is my English teacher.
- 3) Children go to \_\_\_\_\_ school.
- 4) She told \_\_\_\_\_ interesting story.
- 5) \_\_\_\_\_ iron is a useful material.
- 6) He is \_\_\_\_\_ best batsman of the team.

**XII. Fill in each blank with the correct preposition from the options provided.** $6 \times \frac{1}{2} = 3$ 

- 1) The police arrived \_\_\_\_\_ (at/in/from) the right moment.
- 2) Always check your bill \_\_\_\_\_ (after/before/during) paying money.
- 3) The shop has been closed \_\_\_\_\_ (from/for/since) two weeks.
- 4) Children like ice-creams \_\_\_\_\_ (beside/besides/after) chocolates.
- 5) We go \_\_\_\_\_ (to/for/from) market every Sunday.
- 6) The chocolates are distributed \_\_\_\_\_ (among/in/between) the children.

**XIII. Fill in the blanks with suitable forms of the verbs given in the brackets:** $5 \times 1 = 5$ 

- 1) Right now, I \_\_\_\_\_ (work) on a project.
- 2) She \_\_\_\_\_ (be) always my best friend.
- 3) Sujatha \_\_\_\_\_ (go) to her native place tomorrow.
- 4) At this time tomorrow, she \_\_\_\_\_ (write) the exam.
- 5) If I were a bird, I \_\_\_\_\_ (fly) to college every day.

**XIV. Rewrite the following sentences based on the instruction given.** $5 \times 1 = 5$ 

- 1) She wrote a poem. (Change into Passive voice)
- 2) Kishore said, "I will go to Delhi tomorrow." (Change into Indirect speech)
- 3) Very few plays are as much popular as 'Julius Caesar.' (Write the Superlative degree)
- 4) They went to the showroom. They bought a car. (Combine with 'and')
- 5) I can lift this box, \_\_\_\_\_? (Add question tag)

**XV. Rewrite the following sentences correcting the underlined part. The entire sentence must be written underlining the corrected part.** $5 \times 1 = 5$ 

- 1) Raghu has three brothers in law.
- 2) Her both sons are married.
- 3) Kittu has finished his homework yesterday.
- 4) We discussed about Grammar.
- 5) I met an university professor in the meeting.



**XVI. Identify the silent consonants in the following words.** $6 \times \frac{1}{2} = 3$ 

- |           |             |              |
|-----------|-------------|--------------|
| 1) soften | 2) cupboard | 3) honour    |
| 4) kneel  | 5) surprise | 6) pneumonia |

**XVII. a) Choose the option that is a **synonym** of the given word.** $4 \times \frac{1}{2} = 2$ 

- |                    |               |           |             |
|--------------------|---------------|-----------|-------------|
| 1. <b>Timid</b>    | a. frightened | b. bold   | c. sober    |
| 2. <b>Menace</b>   | a. safety     | b. risk   | c. week     |
| 3. <b>Slack</b>    | a. honesty    | b. esteem | c. sluggish |
| 4. <b>Precious</b> | a. prized     | b. cheap  | c. steady   |

**b) Choose the option that is an **antonym** of the given word.** $4 \times \frac{1}{2} = 2$ 

- |                    |              |            |             |
|--------------------|--------------|------------|-------------|
| 1. <b>Throttle</b> | a. encourage | b. control | c. dismiss  |
| 2. <b>Remit</b>    | a. forward   | b. retain  | c. nadir    |
| 3. <b>Awful</b>    | a. gruesome  | b. creepy  | c. pleasant |
| 4. <b>Revoke</b>   | a. abolish   | b. approve | c. aversion |

**XVIII. Study the following phonetic transcriptions and write ANY FIVE of them in their ordinary spelling.** $5 \times 1 = 5$ 

For example: /prɒstreɪt/ = prostrate

- |                 |                |               |               |
|-----------------|----------------|---------------|---------------|
| 1) /əˈblaɪdʒ/   | 2) /skɜː(r)dʒ/ | 3) /ˈeɪlmənt/ | 4) /ɪnˈdʒuːs/ |
| 5) /spɑːrs/     | 6) /ˈdʒɑːsl/   | 7) /ˈmæsəns/  | 8) /ˈbɜːnɪŋ/  |
| 9) /kənˈvɒlʃnz/ | 10) /ˈθrɒtl/   |               |               |

(or)

**Identify the odd words from the following words in respect of their underlined sounds and write them.**

- |  |   |
|--|---|
| 1) <u>a</u> bout <u>a</u> pple <u>a</u> maze             | 2) ha <u>s</u> ob <u>s</u> erve v <u>i</u> sion |
| 3) se <u>i</u> ze snee <u>z</u> e <u>a</u> z <u>u</u> re | 4) <u>u</u> ncle fe <u>n</u> ce ba <u>n</u> k   |
| 5) al <u>p</u> ha <u>p</u> hone em <u>p</u> ty           |   |

**XIX. Read the following dialogue and fill the blanks with the words given below.** $4 \times 1 = 4$ 

(for you/thank you very much/ your bill/please wait)

- Elsa** : Hi, Mia. I'm so sorry I couldn't come to your party last night.
- Mia** : It's okay, Elsa. But I really \_\_\_\_ (1) \_\_\_\_ you would be there.
- Elsa** : I know, and I feel terrible about it. Something urgent came up at home.
- Mia** : I understand. But next time, please let me know in \_\_\_\_ (2) \_\_\_\_.
- Elsa** : Absolutely. I'll make it up to you with a coffee treat soon!
- Mia** : That sounds good! But next time, you really \_\_\_\_ (3) \_\_\_\_ to make it.
- Elsa** : I promise. Your party pictures looked amazing!
- Mia** : \_\_\_\_ (4) \_\_\_\_! It was a great evening. I hope to see you at the next one.



# ENGLISH



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