

Keep Going

INTERActive ENGLISH



Intermediate First Year
English Textbook

Prose
Poetry
Short Stories

Grammar
Study Skills
Communication Skills



Telangana State
Board of Intermediate Education

Telugu Akademi
Hyderabad





Salient features

- Contributions from a team of eminent Professors from Universities, Degree Colleges and Lecturers from Junior Colleges.
- A harmonious approach in poetry, prose and short stories for an easier and subtler teaching and learning.
- Integrates language skills – Listening, Speaking, Reading and Writing – with literary texts; speech practice, vocabulary, comprehension, grammar and usage.
- Related reading comprehension passages on a variety of day-to-day life themes to make the learner aware of the contemporary ideas and values.
- Student-friendly approach to the teaching of language and literature.
- A balanced mix of the global and the local literary pieces.



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Keep Going INTERActive ENGLISH

Intermediate First Year English Textbook

Poetry

Prose

(Intensive Reading)

Short Stories

(Extensive Reading)

Grammar

Study Skills

Communication Skills

Reading Comprehension



Telangana State Board of
Intermediate Education

Telugu Akademi
Hyderabad



ANNUAL ACADEMIC PLAN

W.E.F. 2021 – 2022

ENGLISH – FIRST YEAR

Month / No. of Working Days	Prose	Poetry	Short Story	Grammar, Language Activities, Reading Comprehension, etc
No. of Periods allotted is given in brackets				
June 25 days	Introduction – Importance of English Language at Intermediate Level (6) Various types (LSRW) of activities for learning Language Skills including Usage and Reading Comprehension (8) Syllabus and Question Paper Pattern (5)			Introduction to Grammar (4) and Reading Comprehension Passages 1 – 4 (2)
July 23 days	Two Sides of Life Activities* (6)	Happiness Activities* (4)	Playing the Game Activities* (4)	Reading Comprehension Passages 5 – 8 (2) Introducing the Grammar (6)
REVISION TEST – I (1)				
August 24 days	Father, Dear Father Activities* (5)	A Red Red Rose Activities* (4)	The Five Boons of Life Activities* (4)	Reading Comprehension Passages 9 – 14 (4) Parts of Speech (6)
REVISION TEST – II (1)				
September 22 days	The Green Champion – Thimmakka Activities* (4)	-	The Short-sighted Brothers Activities* (4)	Articles (4) Prepositions (4)
HALF YEARLY EXAMINATIONS (6)				
October 15 days	-	The Beggar Activities of the Poem (4)	-	Reading Comprehension Passages 15 – 20 (4) Tenses (6)
REVISION TEST – III (1)				
November 24 days	The First Four Minutes Activities* (5)	The Noble Nature Activities* (4)	Sanghata Panthala Activities* (4)	Reading Comprehension Passages 21 – 24 (2) Tenses (4) Transformations (4)
REVISION TEST – IV (1)				
December 23 days	Bus and Cox (One-Act Play) Activities* (6)	Kory Going Activities* (4)	The Dinner Party Activities* (4)	Reading Comprehension Passages 25 – 28 (2) Transformations (6)
REVISION TEST – V (1)				
January 23 days	Prose related Activities* (2)	Poetry related Activities* (2)	Short Story related Activities* (2)	Correction of Errors in Sentences (8) Word Grammar (3)
PRE-FINAL EXAMINATIONS (6)				
February 22 days	Activities related to Prose, Poetry and Short Stories & Explaining the intricacies of IPE Question Paper (10)			Word Grammar (6) Study Skills (6)

Activities*

- > **Poem:** Listening and reading aloud for musical sounds of the rhymes and rhythms. Appreciating the poem including answers to Annotations and Paragraph Answer Questions.
- > **Prose Lesson:** Listening, Speaking, Reading, Writing and Understanding based on the activities given under each lesson including answers to Annotations and Paragraph Answer Questions.
- > **Short Story:** Reading and Understanding the short story including answers to Paragraph Answer Questions.
- > **Grammar:** Teaching Grammar through textual exercises and additional exercises.
- > **Reading Comprehension:** Understanding the passage based on the questions given after each passage.

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| 5. Keep Going | Edgar Guest |

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| 7. Father, Dear Father | Raj Kinger |
| 8. The Green Champion – Thimmakka | Internet |
| 9. The First Four Minutes | Roger Bannister |
| 10. Box and Cox (One-Act Play) | John Maddison Morton |

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- Model Question Paper

Happiness

Carl Sandburg

Objectives

- To help the learners understand the true meaning of the much-talked about but the less-understood emotion, HAPPINESS
- To prove to the learners that 'living' and 'experiencing' matter a lot
- To tell them the value of examples as against precepts

Appetizer

We quite often hear people say, 'I am happy; I am not happy'. Are many of us really clear about what happiness is? Have you ever thought that EXPERIENCE is the best teacher?

Read the poem to find out... ..

ABOUT THE POET



Carl August Sandburg (1878-1967) is a famous American Poet. Winner of three Pulitzer Prizes, Sandburg is popular for his *Biography of Abraham Lincoln*. Sandburg was an excellent student but he had to leave school early to earn a livelihood. He worked as a paper boy, delivered milk, assisted in barber shops, washed dishes and painted houses. He took up journalism and produced quite a few poems.

ABOUT THE POEM

This seemingly simple poem asks a pertinent question and answers it wisely. Composed in free verse, the poem reads like an anecdote. It establishes that experience matters more than education. It also shows that man is more comfortable in the lap of nature.

GIST

The narrator wants to know what HAPPINESS is. He asks professors and top executives to help him in this regard. But they express their inability. At last a group of young Hungarians, beside a river and beneath the trees, SHOW the narrator what HAPPINESS is as they enjoy their food, drink, music and fun! Wisdom lives in lives /larvz/ but not in libraries!

THE POEM

I asked the professors who teach the meaning of life to tell
me what happiness is.

And I went to famous executives who boss the work of
thousands of men.

They all shook their heads and gave me a smile as though
I was trying to fool with them.

And then one Sunday afternoon I wandered out along
the Desplaines river.

And I saw a crowd of Hungarians under the trees with
their women and children and a keg of beer and an
accordion.

Questions that help and check understanding

- "What is happiness?" Who did the speaker ask the question?
- How did he get an answer?
- Did he ask them?

GLOSSARY

professors (n-pl) /prə'fesa(r)z/	: senior teachers in a university
executives (n-pl) /ɪg'zekjətɪvz/	: top level administrators
boss (v) /bɒs/	: order others to work / supervise others' work
shook head (v-phrase) /ʃuk hed /	: moved head either way as to say 'no'
wandered (v-pt) /'wɒndə(r)d/	: walked around without any particular purpose
Desplaines (Proper noun)	: a river that flows through Southern Wisconsin and Northern Illinois (US)
keg (n) /keg/	: a container
accordion (n) /ə'kɔːrdɪən/	: a portable, box shaped musical instrument

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- I asked the professors who teach the meaning of life to tell me what happiness is.

Answer: This line is taken from the poem, *Happiness* written by Carl Sandburg. He is an American poet. *Happiness* is from his collection of poems, *Chicago Songs*. It is a simple poem with a valuable message.

The poem depicts the narrator's experience. He wants to know what happiness is. He consults many persons, like professors for the answer. He continues his search for an answer but he fails. The professors claim that they teach the meaning of life!

- b) They all shook their heads and gave me a smile as though I was trying to fool with them.
- c) And then one Sunday afternoon I wandered out along the Desplaines river.
- d) And I saw a crowd of Hungarians under the trees with their women and children and a keg of beer and an accordion.

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) Explain the narrator's experience in finding out what happiness is.

Answer: The poem *Happiness*, by Carl Sandburg, conveys a beautiful message. It is extracted from his collection, *Chicago Poems*. The poem is an expression of the narrator's search for what happiness is and his ultimate realization.

The narrator seeks to know what happiness is. He enquires with many professors but in vain. Even the top executives are consulted, but to no avail. One Sunday afternoon, he wanders along a river. He comes across a group of Hungarians, including women and children. They are spending happy moments under a tree. He at once understands what happiness is. Happiness is living in the present, feeling Happiness is not wealth or success or fame.

- b) Seeing helps one better in understanding than listening to.

Justify the statement with reference to the poem, *Happiness*.

3. Appreciating the Poem

- The professors teach the MEANING of LIFE. Famous executives boss the work of thousands of men. Have they answered the question, "What is happiness?" Why not?
- Has the narrator asked that crowd of Hungarians the same question? Has he FOUND the answer without asking for it?
- Where has the narrator seen those Hungarians? Any significance? Lap of nature as opposed to artificial ambience

4. Word Study

Look at the expression **boss** in the poem. "..... executives who **boss** the work of" Have you noticed that **boss** is used as a verb? If you were to express the same idea, how would you convey it i.e., which word would you use in the place of **boss**? Find out the significance of the word.

5. Listening and Speaking

The Hungarians were **LISTENING** to music too. To be **HAPPY** keep on **LISTENING** to music, now and then, to an English song. **LISTEN** to it repeatedly and then you **SING** (**SPEAK**) it!

6. Writing

Write a small paragraph narrating one of your own experiences about happiness.

7. Thinking

- ❖ Where has the speaker seen the Hungarians? Near a river, under the trees. Are the river and the trees connected in any way with happiness? **Think** and discuss with your friends.
- ❖ The crowd of Hungarians includes their women and children. **Think** of the significance of the word **crowd** - **women** (plural) and **children** (plural). Can one be happy when alone? Isn't man a social animal? Can some persons be in a crowd and still feel lonely? Give your opinion.
- ❖ The narrator saw (got) the required answer. Who showed him? The crowd of Hungarians. Suppose the narrator wants to know what 'web designing' is. Should he go to a professor or a layman? Why? **THINK** clearly and decide when to approach **educated persons** or **experienced persons**.

8. Word Games:

"Famous executives **boss** the work of **thousands** of men." Examine the word **thousand**. Any special feature? Yes, for the first time in the spellings of numbers from **zero** to **thousand** - (after one thousand words) the first English letter **a** appears! Interesting? See then - the first four letters in English - **a, b, c, d** - do not appear in the first hundred numbers - **zero** to **ninety nine** - **d** appears in **hundred**; **a** in **thousand**, **c** in **crore** and **b** in **billion**!

Now the game: Can you say **SIX** words without using **e** in any word? Want to show your inability? No, if you think you can, you will sing words without any doubt. Try; don't cry; fly in your imagination! Sky is your limit - Touch it. Back down. **SAW**? **43 words** without **e**. Read the poem again, you will get more of them. The poem, **HAPPINESS** has 28 words that do not use **e** letter. You try ...

A Red Red Rose

Robert Burns

Objectives

- To introduce to the learners the intensity of emotions
- To show to them how emotions eclipse the sense of logic
- To demonstrate to them the beauty of similes, imagery, melody etc

Appetizer

Have you ever seen a love letter or read a love poem ? Can you figure out how one feels when one is most intensely and passionately in love?

Read on to find out... ..

ABOUT THE POET



Robert Burns (1759-1796), the 'ploughman poet', is one of the leading voices of Scotland in English literature. He is best known as the pioneer of the Romantic Movement for his lyrical poetry and rewriting of Scottish folk songs. His volume of work particularly in Scottish earned him the status of the National Bard of Scotland. His interests in reviving the culture of his land and the focus on very subjective themes make him an inspiring and passionate poet.

ABOUT THE POEM

The poem, A Red Red Rose is one of the best lyrics of English poetry. A lyric is a song that expresses a personal point of view and is sung to the lyre, a stringed musical instrument. This lyric consists of 16 lines, divided into four four-lined stanzas. The poem blends the eternity of love with the mortality of life. It is an address to the speaker's lover to whom he swears eternal love and allegiance. Intense feeling and technical skill characterise the poem.

GIST

A Red Red Rose pictures a young speaker's love for his beloved. It is as beautiful as a fresh rose and as sweet as a melodious song. It will last forever. Even after the seas get dried up, all the rocks melt, and the sands of life exhaust, their love stays alive. For the present, the speaker says good bye only to return soon, though the journey is to a far off place.

THE POEM

O my Luve's like a red, red rose
That's newly sprung in June.

O my Luve's like the melodie
That's sweetly play'd in tune.

1

As fair art thou, my bonnie lass,
So deep in Luve am I:
And I will Luve thee still, my dear,
Till a' the seas gang dry:

2

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun:
I will Luve thee still, my dear,
While the sands o' life shall run.

3

And fare thee weel, my only
Luve and fare thee weel, a while!
And I will come again, my Luve,
Tho' it were ten thousand mile.

4

Questions that help and check understanding

- How is the speaker's love described in Stanza One?
- How long will the speaker love his beloved?
- The speaker says farewell to the beloved. How long will the speaker be away?
- How far away is the speaker's destination?

GLOSSARY

sprung (v-pp) /sprʌŋ/	: opened up, bloomed
melodie (n) /'melədi/ (melody)	: a pleasing tune
art thou /ɑ:t θau/	: are you
bonnie (adj) /'boni/	: pretty, happy
lass (n) /læs/	: a young woman
thee (p) /ði:/	: you
gang (v) /gæŋ/	: a Scottish word means 'go'
o' (prep) /ɒv,(ə)v/	: of
weel (adv) /wi:l/	: well
fare thee weel	: goodbye

NOTE: Luve's = love is; play'd = played; a' = all; wi' = with; tho' = though

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- a) O my Luve's like a red, red rose
That's newly sprung in June.

Answer: This couplet is taken from the poem, *A Red Red Rose*, by Robert Burns. It is one of the best lyrics of English poetry. It blends the eternity of love with the mortality of life. It is an address to the speaker's lover to whom he swears eternal love and loyalty.

The speaker begins by using a simile to compare his love to a rose. He says that his love is "like a red, red rose, / That's newly sprung in June." In other words, the speaker's love is like a flower that has just bloomed in June. His love is fresh and is bursting with life.

- b) O my Luve's like the melodie
That's sweetly play'd in tune.
c) And I will Luve thee still, my dear,
Till a' the seas gang dry:
d) And fare thee weel, my only
Luve and fare thee weel a while!

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) How is the feeling of love expressed in *A Red Red Rose*?

Answer: The speaker shares his romantic love for his beloved in this poem, *A Red Red Rose*. His feelings are very profound. He compares his beloved with a fresh and beautiful rose in June and to a sweet melody as well. He also makes several promises to love his beloved forever. He makes a promise that he will return to her life after their temporary separation. He promises to be with her, no matter how long the journey takes.

- b) Why is love compared to a red red rose?
c) What does the speaker promise in *A Red Red Rose*?
d) Describe the speaker's devotion to his beloved as expressed in the last two lines of *A Red Red Rose*.

3. Appreciating the Poem

- Look at the words *luve*, *melodie* - Do you see the way they are spelt here? Why do you think the spelling is different? Remember the year of publication of the poem, 1764.
- *Till a' the seas gang dry ...* Is it possible that all the seas will dry up? If they really dry up, will there be life on the earth? Will the earth / rocks melt? Why does the speaker say so?

- Why is the speaker going away, so far? When will be the return journey?
- How long will a rose stay fresh? Contrast the idea here with that in the second and third stanzas?
- "Love knows neither language, nor logic", say people. Do we see any proof here?
- Try to read (recite) aloud the poem (song). Do you see any melody?

4. Word Study

The poem features different spellings of words. For each of the words below, write the normal spellings:

luve [] melodie []

5. Listening and Speaking

A Red Red Rose is a ballad. It is supposed to be sung to a tune. It was inspired by folk songs of those days. Listen to the poem in the form of a song (Go to Google). LISTEN to it again and again till you CAN SING it!

6. Writing

Why do you think the speaker of this poem leaves his lover? Write a short story that explains why the speaker is leaving his beloved. Work in pairs to write the story.

7. Thinking

The speaker's love is like a rose. The life span of a rose is very short. Then the speaker says his love will last till the seas go dry. How can it be both ways? THINK about it. Love is a feeling. Logic is related to intellect. No coordination? THINK!

8. Word Games

Read the last line of the poem. You see two numbers: **ten** and **thousand**. With **thousand** we have played a game already. Let us see if we can play with **ten**. Look at the three letters carefully. Read it backwards (like Urdu?). What do you get? Yes - **net**, a new tool to catch more words! Words like **madam** that read forward and backward the same are **Palindromes**.

civic, reviver, refer, radar, level, race car are some examples of **Palindromes**.

Rise to vote sir. Madam I'm Adam. These are **Palindrome** sentences.

Here is our game, by reading backwards we get new words. Let us catch at least **TEN** words in our **NET**. Start! **wolf** → **flow**; **pat** → **tap**; **nap** → **pan**; **trap** → **part**; **pin** → **nip**; **pot** → **top**; **not** → **ton**; **bin** → **nib**; **ban** → **nab**; **noil (fibre)** → **lion**. Got **TEN**! Congratulations! TRY FOR MORE!!!

9. Extra Reading

Read the story, **The Nightingale and the Rose** by Oscar Wilde. See how love is expressed differently in the story.

The Beggar

Dr Ammangi Venugopal

Objectives

- To introduce to the learners in making certain harsh realities our society is a house to
- To acquaint them with various ways to empathize with victims
- To familiarize the learners with methods to strike an emotional chord with others
- To highlight the value of different poetic techniques like imagery, repetition

Appetizer

We take food three times a day. Have we, while eating, ever thought of the hands that grow those food grains? Are we aware of the plight of those food providers? We say **Jai Kisan** at times. Do we mean it? Do those food suppliers have enough food for themselves?

Read on to know their pain

ABOUT THE POET



Born in a tiny village, Alampalli, near Hyderabad on 20th January, 1948, **Dr Ammangi Venugopal** did his doctoral research in Osmania University, Hyderabad. A prolific writer as Dr Ammangi is, he has so far published five anthologies of poems, some playlets, many essays and ten short stories. He has also donned the roles of a translator and an editor. At 74 now (2021), he is still young at heart and involves himself in literary pursuits! He is the first recipient of the award instituted by the Government of Telangana in honour of Kaloji Narayana Rao in 2015.

ABOUT THE POEM

Penned by Dr Ammangi in Telugu (as **Bichchagadu**) and rendered into English by Elanaaga (Dr N Surendra) as **The Beggar**, the poem portrays the pathetic plight of farmers. Consisting of just sixteen lines, the poem depicts the difficulties farmers face in a touching way. Imagery and repetition are used effectively to highlight the struggles and sufferings of farmers. The reader is moved to ponder over the problem and to find a way out.

GIST

The pitiable physical position of farmers forms an important part of the poem. Farmers' dusky eyes are dark with shadows of their struggles and sufferings. Their backs are bent with burden. Their hands are soiled and severed and their feet bleed. Yet their ability to produce food and satisfy others' hunger remains fully active. They meet the hunger of even skies. They work hard. They help others. Yet the irony is : they don't find food for themselves, even a morsel! The complexity of the contemporary culture, contaminated by commercialization, is captured in the poem in a captivating way. The way the theme is dealt with in the poem has a universal appeal!

THE POEM

Have you sighted anyone
With shadows in his dusky eyes?
Spotted anyone with hunchback
Holding some soil in hands that give life to earth?
Seen anybody leaving his blood-tinged footprints? 1

Brother, he is my farmer!
A food giver he is,
With ability to mitigate the sky's hunger.
His stomach is full of infinite void
His face, replete with wretchedness. 2

The seeds he sows
Sprout, as if they're
His hands.
When you wanted to gobble hot rice meal,
Have you seen a beggar
At your threshold with severed hands?
Brother, he is my farmer! 3

Questions that help and check understanding

- Whose eyes are dusky? Why?
- Spot three signs that reflect the farmer's hard work as projected in the first stanza.
- List the skills and abilities of the farmer, as pictured in the second stanza.
- Is the farmer amply rewarded for the risks and toil he undergoes?

GLOSSARY

dusky (adj) /'dʌski/	: having a dark shade (indicating intense pain)
hunchback (n) /'hʌntʃbæk/	: a bent, curled forward back (showing how hard farmers work till their backs bend)
blood-tinged (adj) /blʌd-tɪŋdʒd/	: showing / having marks of blood
mitigate (v) /'mɪtɪgeɪt/	: reduce, lessen (here) satisfy
infinite (adj) /'ɪnfɪnəʊt/	: very great in amount; without limits
void (n) /vɔɪd/	: emptiness
replete (adj) /rɪ'pli:t/	: filled to full
sprout (v) /spraʊt/	: to grow from a seed; germinate
gobble (v) /'gɒbl/	: eat hastily
threshold (n) /'θreʃəʊld/	: entrance; the door or gate of a house

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- a) Have you sighted anyone
With shadows in his dusky eyes?

Answer: These are the opening lines of the poignant poem, **The Beggar**, penned by Dr Ammangi Venugopal, a popular Telugu poet. The original Telugu poem (**Bichchagadu**) is translated into English by Elanaaga (Dr N Surendra).

The poem projects the intense grief the farmers suffer. A farmer today is misery incarnate. His eyes speak volumes about farmers' sorrow. The poet minces no words in highlighting farmers' woes. He opens the poem with a question. It identifies farmers with dark eyes that are filled with the shadows of their struggles. The reader, addressed as 'you', is forced to understand and sympathise with farmers. Question forms set the readers think about the problem. Thus, the lines play a significant role in initiating the thought process effectively.

- b) A food giver he is,
With ability to mitigate the sky's hunger.
- c) His stomach is full of infinite void
- d) Have you seen a beggar
At your threshold with severed hands?
Brother, he is my farmer!

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) "Dr Ammangi Venugopal's creativity is rooted deeply in the complexities and contradictions of modern life," say observers.

Explain the statement, taking **The Beggar** as a reference point.

Answer: Dr Ammangi Venugopal is a creative genius. He is well aware of the complexities and contradictions of modern life. The complex problems farmers today face form the central idea of his moving Telugu poem **Bichchagadu**. It is rendered into English by Elanaaga (Dr N Surendra). Farmers, the food providers to all, struggle to survive. They starve. Yet, they toil. Their feet bleed. Their eyes are full of shadows of their sad stories. Their hunched backs tell us how hard they work. Yet, their stomachs get no food. They are capable of feeding millions. And those millions do not include in them those farmers. How cruel the modern society responsible for this irony is! Thus, the poem shows the complexities of current times, thus acquiring for itself universal appeal.

- b) How does the poem, **The Beggar** describe the farmer's pathetic physical condition?
- c) List the abilities a farmer is endowed with, according to the poem.
- d) The poet addresses the reader as **you** and talks about the farmer as **my farmer**. Explain the significance in a paragraph.

3. Appreciating the Poem

- The poem opens with a question. Three more questions, almost with the same point, follow. Does the speaker really want answers to these questions? If not, why, then, four questions in just sixteen lines? Does the speaker seek to draw the attention of readers to the gravity of farmers' problems? Do the questions set one think seriously? Do those questions evoke empathy in readers for farmers?
- Note how the reader is addressed (**vocative case**) in the poem. Does it have any impact? Are you reminded of Swami Vivekananda's world famous speech on 11 September, 1893, in Chicago? How did he begin? What was its instant impact?
- The speaker says, "He is **my** farmer". Observe the use of the **possessive pronoun, my**. Does the speaker want everyone to own up farmers, and with them their problems?

- Watch the use of **synonyms** - **sighted, spotted, seen** Do they lend variety to the poem and avoid boredom? Do they enrich readers' experience? How?
- Examine the expression, **sky's hunger**. Can the sky be hungry? Think of the connotation and its impact.

4. Fun with Punctuation

Note the **punctuation mark** in the following lines from the poem.

Brother, he is my farmer.

His face, replete with wretchedness.

Yes. It is the **comma (,)**. This mark serves a valuable purpose by indicating a short pause.

Examine the use of this all important **punctuation mark** at two different places in the same sentence, thereby changing the meaning of that sentence drastically!

Stop not, read on! (Asking someone to read on without stopping.)

Stop, not read on! (Asking someone NOT to read on !)

The panda eats, shoots and leaves. (After eating, fires at someone and goes.)

The panda eats shoots and leaves. (No Comma. Leaves and tender stems are eaten.)

Keep on watching how **punctuation marks** are used by collecting interesting examples.

5. Word Study

Note the word **sight** - the letters and sounds - its meaning too. Now look at the words: **site; cite**. What do you notice? Three words with different spelling, similar pronunciation and different meanings! Do you know what such words are called? Can you make such sets of words with **eye, some, seen** and **sow**? Such words are called **homophones**.

6. Listening and Speaking

Imagine you have sighted someone with shadows in his dusky eyes. Initiate a dialogue with him asking reasons for his sad state. With a friend - practise **SPEAKING** that dialogue and practise **LISTENING** to your friend as he **SPEAKS** out the other's part.

7. Writing

Write a small paragraph listing out your suggestions to farmers that help them come out of that tragic state of affairs.

8. Thinking

The poet equates the farmer with a beggar. Does the poet mean to insult and humiliate the farmer? If not, what purpose does the poet have in mind in saying so? **Think** and find out. Does the poet want to drive people away from farming? Does he compel the reader to ponder over possible solutions? **Think** on

9. Word Games

Note the words (All except **under** are from the poem.) given below in a particular order.

sighted, dusky, you, under, rice, eyes, seeds, sow, with, hunger, replete, earth, hunchback Have you noticed the pattern? Yes, you are right! The last letter of the first word begins the second word and the last letter of the second word begins the third one and so on. This, as you are familiar with, is known as **anthyakshari** or **word chain – the last letter**. This is one of the many play way methods to enrich one's vocabulary! Play on and invent new games!

The Noble Nature

Ben Jonson

Objectives

- To introduce to the learners the beauty of brevity (both of life and expression)
- To explain to the learners the value of examples as opposed to precepts
- To familiarize the learners with certain aspects of trees / plants
- To bring into the experience of the learners the rhythm of lyrics

Appetizer

You have a grand idea. You would love to share it with others. You want it to be expressed in a short, sweet and artistic way. Your dreams are great. But do you have the means?

If not, read on to find out!

ABOUT THE POET



Ben Jonson, (1572 - 1637) the seventeenth century playwright, is regarded as the second most popular of English dramatists, after Shakespeare. He is very well known for his comedy of humours like *Everyman in His Humour*. He had an appetite for controversies - personal, political, intellectual, philosophical and so on. As a poet, he proved his expertise with his lyrics.

ABOUT THE POEM

Ben Jonson's poem, **The Noble Nature** is one of his most popular lyrics. This ten-lined short poem discusses a noble thought in simple style. That profound message is expressed clearly with the help of examples and images from nature. It highlights the point that quality counts more than quantity. Rhyme and rhythm add to its lyrical beauty.

GIST

What adds value to man's life? Ben Jonson, in his poem, **The Noble Nature**, seeks to answer this question. Leading a meaningful life makes it noble. Jonson asserts. He employs analogies from nature. The oak stands tall and lives long (for 300 years). But it ends up as a dry, bald log. Whereas, the lily flowers in May,

flourishes for a day and shines for a short while. Yet, it pleases many. Beauty, even in little measures - fills hearts with thrills. Quantity counts not much. Quality lends nobility to life.

THE POEM

It is not growing like a tree
In bulk, doth make Man better be;
Or standing long an oak, three hundred year,
To fall a log at last, dry, bald, and sere:

A lily of a day
Is fairer far in May,
Although it fall and die that night-
It was the plant and flower of Light.
In small proportions we just beauties see;
And in short measures life may perfect be.

Questions that help and check understanding

- How does a tree grow? Is it a good model?
- Describe the way a three hundred-year-old oak tree dies.
- When does a lily shine?
- Why does the poet call the lily the plant and flower of Light?
- What makes life perfect / better?

GLOSSARY

bulk (n) /bʌlk/	: size, quantity (usually large), mass
doth (v) /dɒθ/	: old form of 'does'
oak (n) /əʊk/	: a large tree with hard wood
log (n) /lɒg/	: the trunk of a dead tree
bald (adj) /bɔːld/	: without leaves, flowers etc
sere (adj) /sɪə(r)/	: without moisture, dry
proportions (n-pl) /prə'pɔːʃnz/	: quantities; measures

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- It is not growing like a tree
In bulk, doth make Man better be;

Answer: These are the opening lines of the lyrical poem, **The Noble Nature**. This impressive piece of art was crafted by Ben Jonson. The poem seeks to explain what makes Man noble. The poet employs examples from flora to drive home his point. He straight away introduces the main idea how to become a better Man. But mere bulk doesn't make one great. Smartness, even in small measure, impresses and impacts everyone. Neither long life nor large size can help one attain nobility. Matter matters, not the magnitude! This is the message from the image in these lines. Capital M in man is significant.

- b) A lily of a day
Is fairer far in May,
- c) It was the plant and flower of Light.
- d) And in short measures life may perfect be.

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) Discuss the aptness of the title **The Noble Nature** to the poem.

Answer: **The Noble Nature** is one of the most popular lyrics of Ben Jonson. A seventeenth century playwright, Jonson was an intellect and a philosopher. As such, he seeks to explain what makes man's life noble. The core meaning of the poem centres round this single idea. In just ten lines of the poem, the poet says twice: **Man better be**; and **life perfect be**. And to make Man better or life perfect, he advises one to lead a meaningful life-of Light-like that of a lily. Thus, the focus of the poem is clearly on making Man better. To emphasize the point, examples of the oak and the lily are used. Hence the title, **The Noble Nature**, suits the poem well.

- b) **Bulk does not make Man better be.** How does the oak support this stand?
- c) Explain with the example of the lily that size matters not but beauty counts a lot.

3. Appreciating the Poem

- The title of the poem is **The Noble Nature**. What is noble? **Nature** - is the obvious answer. But what does **nature** here mean? Most readers feel it is Man's **personality, attitude, character, behaviour etc.** Yes. It is right. But **nature** here could also mean plants, animals and things around us. And it is the lily that shows the way to be noble. How do you feel now, if you consider **nature** to have two meanings and both being relevant?

- The poem has ten lines. Put the last sound of each line in a row. And find out the fun for yourself. Do you notice that some sounds are repeated in a pattern? What is the repetition of sounds at the end of lines called?
- Have you noticed that **proportions** and **measures** are **synonyms**? Can you find out a word related in meaning to them in line two of the poem? Try to see the significance of those three words.

4. Fun with Punctuation

Study the following sentence.

The teacher said Amith is intelligent.

Have you understood its meaning?

You would probably say 'yes'.

But, the sentence needs improvement in terms of grammar.

How? In two possible ways.

One : The teacher said **that** Amith **was** intelligent.

This is most probably what you understood.

Now see the second way: In this, two different ways are possible.

a) **The teacher said, "Amith is intelligent."**

Here only **punctuation marks** (, "") are added.

Now see the real fun.

b) **"The teacher", said Amith, "is intelligent."**

Who is now intelligent? (The grammarian?)

Keep on adding to your collection of interesting instances involving **punctuation**!

5. Word Study

- ❖ Have you come across the word **doth** in your reading or listening? If yes, how frequently and where?
- ❖ Can you find the word **sere** in every dictionary? Why not? One likely explanation is that such words were widely used in old English. And they are not frequently used in modern English.
- ❖ Keep on noting down such words when you read texts of the 16th, 17th and 18th Centuries, particularly poetry!

- ❖ Note down the **adjectives** used in the poem.

dry, bald, sere, fair(er), small, short, perfect

Also note down their significance in the poem.

- ❖ Note down the **synonyms** used in the poem.

dry (adj) - sere (adj)

small (adj) - short (adj)

proportions (n) - measures (n)

6. Listening and Speaking

Audios reciting **The Noble Nature** are available on the Internet. Practise listening to it carefully. Listen to it repeatedly till you can recite (not read) it. Concentrate on the **pronunciation, pauses, rhythm** etc.

7. Writing

Write a paragraph narrating your observation where magnitude mattered not but a minute point proved its might. Like an answer in ten lines scoring more marks than an answer written in ten pages!

8. Thinking

The poem, **The Noble Nature** says leading a meaningful life even for a short while is worthier than leading a long life with neither charm nor value.

Are you reminded of a popular proverb in Telugu?

It says : **Living for just six months like a swan is more valuable than living eternally like a crow!**

Do you agree to the analogy?

Have you ever examined the life of a crow? Have you heard that crows selflessly feed and breed chicks of other birds? Have you at least noticed that a crow keeps on calling fellow crows whenever it finds some food? It doesn't touch a grain, till other crows join it! Keep on **thinking** on these lines. Can we, then, say that a crow's life doesn't have any value? Then, why that saying and its popularity? Think again! It could have, in all probability, been based on the looks!

9. Word Games

The poem we are discussing is **The Noble Nature**.

As part of **word games**, let us take up the word **nature**. Using the letters (only once in a given word) in that word, let us see how many other words we can write based on this six-lettered word. Now, start! **nut** (eat and get energy), **net**

(catch as many words as possible in your **net**), **neat** (play this word game in a neat way), **a**, **at**, **an**, **art**, **are**, **ate**, **tan**, **ten**, **true**, **tar**, **tear**, **turn**, **tare**, **tune**, **urea**, **urn**, **ran**, **run**, **rat**, **rut**, **rate**, **eat**, **era**

Surprised! The score is already quarter of a century

And you can add on

Nature is established as the best teacher in the poem. Now take up the word **TEACHER** for our activity. Write as many words as possible. Remember the rule of the game. Use any letter in **TEACHER** only once in your word. There are TWO 'e's in it. So, you can use e twice in any of your words. With six letters, you could make 25 words.

Now you have seven letters. What more do you aim to reach? Dream big. Aim high. You should easily cross half a century. Learning can be such an enriching fun!

Keep Going

Edgar Guest

Objectives

- To show to the learners how the path ahead may have thorns as well
- To equip the learners with means to convert those threats into opportunities
- To prove to the learners how words work as a wand of magic filling minds and souls with inspiration inexhaustible

Appetizer

You have heard your friend saying that the speech by Shri V.V. Lakshminarayana garu was **electrifying**. You couldn't believe it. You also heard elsewhere that words heal, comfort, console, inspire, motivate, make peace etc. You thought it was an exaggeration. Here is a chance to find out for yourself how words can charge

Hey! Running already! Come on! **Keep going**

ABOUT THE POET



Edgar Albert Guest was born in England on 20 August 1881. But soon after, their family moved to the U.S.A. His father lost his job when Edgar was just 12, and so he had to work as a copy boy in Detroit Free Press. At 14, Edgar lost his father. That forced Edgar to quit school and work in that press as a full-time employee. He composed his own experiences as rhymes. For about 30 years he went on writing a poem a day, which were published in that paper.

All his poems were later published as 20 + volumes. He is regarded as a people's poet who wrote easy-to-read poems. He died on 5 August 1959.

ABOUT THE POEM

The poem, **Keep Going**, by Edgar Albert Guest, has unanimously been acclaimed as one of the classic inspirational poems. This 24-lined rhymed easy-to-read verse is undoubtedly a people's poem. Edgar Guest proclaimed once: "I take simple everyday things that happen to me - which also happen to everyone - and make simple rhymes of them." This tells us in Edgar's own words, how **Keep Going** took its shape. With each word working as a capsule of inspiration, the poem can dispel depression in tons instantly and permanently.

GIST

This simple sounding poem speaks volumes about the need to keep going, despite difficulties in scores. The poem opens with a warning that the path ahead has many thorns. It keeps on advising the reader **NEVER TO QUIT**. Troubles may come and stay. Goals may stand beyond your reach. Funds may be low. Needs may be more. Yet, give up not! March ahead! Rest if need be. But stop not in efforts. One more blow may turn failure into success. Fall is excusable. Not trying to rise is unpardonable. Winners never quit. Quitters never win. Keep going. Success is thine, sure! This is the plain but invaluable message of the poem.

THE POEM - SEGMENT 1/2

When things go wrong, as they sometimes will,
When the road you're trudging seems all up hill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest if you must - but don't you quit.

1

Life is queer with its twists and turns,
As every one of us sometimes learns,
And many a failure turns about
When he might have won had he stuck it out;
Don't give up, though the pace seems slow -
You may succeed with another blow.

2

Questions that help and check understanding

- List four difficult situations mentioned in the first five lines of the poem.
- What may be permitted and what is not allowed to a man facing such problems according to the first stanza?
- What is the essential quality of life that everyone learns at times?
- What is the hope the speaker offers one to go ahead?

GLOSSARY

- trudging (v+ing) /trʌdʒɪŋ/ : walking wearily (in a tired way) with heavy, slow steps
- queer (adj) /kwɪə(r)/ : odd, strange
- stuck (past tense of stick) /stʌk/ : remained attached to

THE POEM - SEGMENT 2/2

Often the goal is nearer than
 It seems to a faint and faltering man,
 Often the struggler has given up
 When he might have captured the victor's cup,
 And he learned too late, when the night slipped down,
 How close he was to the golden crown. 3

Success is failure turned inside out
 The silver tint of the clouds of doubt,
 And you never can tell how close you are,
 It may be near when it seems afar;
 So stick to the fight when you're hardest hit
 It's when things seem worst that you mustn't quit. 4

Questions that help and check understanding

- Who sees the goal at a far off place, though it is much nearer?
- When does a struggler learn that he/she has missed the victor's cup?
- What does the speaker mean by **the golden crown**?
- How does the narrator describe success in the last stanza?
- When shouldn't one particularly quit?

GLOSSARY

- faint (adj) /feɪnt/ : weak, lacking energy and courage
- faltering (v+ing) /ˈfɔːltərɪŋ/ : wavering, moving unsteadily
- captured (v-pt) /ˈkæptʃə(r)d/ : took control of; won
- tint (n) /tɪnt/ : colour

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- Rest if you must - but don't you quit.

Answer: These wonderful words of valuable advice form part of the poem, **Keep Going**. It was penned by the well-known people's poet, Edgar Albert Guest. **Keep Going** has universally been acknowledged as one of the best inspirational poems. True to its popularity, the poem keeps on advising the reader never to give up. The poem straightaway states that life may pose problems. Yet, one shouldn't lose the fighting spirit. Samples of types of problems are presented first. They could be money-related, health-related or of some other kind. If the pressure overweighs, one may take rest. But one should never quit. The line encapsulates inspiration invaluable! The artistic arrangement of words – particularly inversion – adds to the force and beauty as well.

- b) You may succeed with another blow.
- c) Often the goal is nearer than
It seems to a faint and faltering man,
- d) Success is failure turned inside out

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) **Keep Going** is a classic inspirational poem, claim many critics. Substantiate.

Answer: Edgar Albert Guest is very popular as a people's poet. His poem, **Keep Going**, is undoubtedly an inspirational poem of immeasurable value. All through its twenty-four lines of rhymed verse, the poem keeps advising the reader never to quit. With the help of convincing images and commendable comparisons, the poem encourages the reader to keep on the struggle till the goal is attained. It openly admits that life may be a mixture of more pains and less pleasures. Yet, one must continue with one's effort, though with intervals of rest, till success greets one with smiles. The poem emphatically announces that the faint see goals afar and the weak give up in the middle. It asserts that winners never quit. It is no surprise that the world welcomes it as a classic inspirational poem.

- b) **Life is queer with its twists and turns, ...** . List a few twists as mentioned in the poem.
- c. **It may be near when it seems afar;** What seems afar and why?
- d. 'An easy-to-read poem, **Keep Going** is rich both in its content and form.' Explain the above statement with examples.

3. Appreciating the Poem

- In this poem of four stanzas, **quit and give up (never)** appear twice each. In all **never quit and don't give up** occur four times. Can you see the significance? Do they bore the reader? Or do they reinforce the message the poem seeks to impress on the reader, like booster doses?
- The poem opens with a list of **wrong** things. Is it to frighten the reader? When does, by the way, one need motivation? In times of troubles or in pleasant moments? Do they serve the poet's purpose?
- ... **the night slipped down** ... Is this the night of darkness of doubts and weak spirit or of the absence of the sun?
- What popular proverb are you reminded of as you see **the silver tint of the clouds of doubt**? How does that proverb strengthen the poet's message?
- Notice the beauty of the rhyme scheme **aa, bb, cc** in all the four stanzas.

4. Fun with Punctuation

Read the following sentences.

It is a china doll. It is a China doll.

Are both the sentences identical? If you don't see the difference, go to the topic's name - **punctuation**. Using **capital letters** is also a part of **punctuation**. In the first sentence, the word **china** begins with lower case **c**. The same word in the second sentence begins with capital **C**. This makes the difference and the fun.

In the first sentence **china** means **porcelain**.

The doll is made of **porcelain**.

In the second sentence **China** with capital **C** refers to the country.

The doll was made in **China**!

Now read the following (pairs of) sentences and enjoy for yourself the difference and the resulting fun of course!

i. We are expecting a guest today even in Covid times!

What? Is the poet Guest coming to your house today?

ii. Here comes Constable. (proper noun - capital C - name of a person)

[No one is worried or afraid.]

Here comes the constable. (common noun - name of a profession - lower case c)

[The guilty start running away.]

- iii. James Watt developed a unit, called watt (**w - lower case**), to measure electricity.
- iv. Students often boycott (**b - lower case**) classes as a mark of protest.
A popular Irish land agent Boycott (**B - capital**) was
- v. They plan to build a house and are looking for a good mason (**m - lower case - common noun**)

A famous author John Mason (**M - capital**) says that

Collect as many sentences of this type as you can and enhance your fun levels as you enrich your learning experience!

5. Word Study

- ❖ There are pairs of **antonyms** within the poem.
One example is : *low* × *high* (Line 3)
Now, pick up from the poem three sets of **antonyms**.
- ❖ Similarly there are pairs of **synonyms** too.
One example : *twists* = *turns*
Pick up one more set of **synonyms**.
- ❖ Note the difference between the words **succeed** and **success** (in terms of grammar). Both the words appear in the poem.
- ❖ See more related words (not from the poem).
success succeed successful successfully
- ❖ Note the difference between **stick** (Line 23) and **stuck** (Line 10) (again in terms of grammar).

6. Listening and Speaking

Plenty of motivational / inspirational audios / videos are available on the Internet. Select one short and interesting piece. **Listen** and keep listening to it repeatedly till you **listen** to each word clearly and correctly. Then **speak** the same matter to your classmates. Ask them if they have understood the sounds clearly. **Listen** to your teacher as he / she reads / recites the poem **Keep Going**. **Listen** again if there is a need. Then, **READ / RECITE (SPEAK OUT)** the poem! [Listen to some **Ted Ex** talks on the YouTube]

7. Writing

The poem, **Keep Going** keeps on advising the reader never to quit/give up.
Now read the following quotations that sum up the same idea.

- a) **Winners never quit: Quitters never win.**
- b) **Victors see opportunities in difficulties:
Victims see difficulties in opportunities**
- c) **Arise! Awake! Stop not till you reach the goal.**
(Thundered Swami Vivekananda.)

Now try writing one or two slogans like the above.

More models for you.

- i. **Leave not: Live great.**
- ii. **Give up not: Gain many.**
- iii. **Depart not: Derive a lot.**
- iv. **Fall you may: Forget not to rise: Fame and name be thine!**

Now, keep going!!!

8. Thinking

Keep Going is an inspirational poem. So, it is very popular. Why? Is it because **inspiration** is in such a demand? Can you figure out who needs inspiration / motivation most? Do you see that those in troubles / sorrows / pain / depression / failures need inspiration a lot? What do you **think** is the reason for such sorrows / diffidence / depression etc?

Have you heard that Gauthama Buddha said that **desire** is the root cause of all our sorrows? Is it possible to root out desire from our minds? If not, shall we accept sorrow as part of our life? Keep on **thinking**. Who knows, yet another Buddha may arise from within you!

9. Word Games

One day, our Professor proposed to play with **heroine**, not a person, the word. We were thrilled. He asked us to write the word without the last letter.

heroine - a female lead character

heroin (-e) - a drug like brown sugar

(He quipped - the word with e or without e is capable of thrilling you!)

The Professor then asked us to remove the last two letters.

hero : Then remove one more letter.

her : again remove one more letter.

he

heroine (-e) → heroin (-in) → hero (-o) → her (-r) → he

"Can anyone, except the English teacher, turn a man into a woman, again into a man so instantly?" was the cryptic, concluding remark of that professor with an enchanting smile on his lips.

Now continue the game.

Add a letter at a time anywhere - in the beginning, ending, middle, etc. Keep on creating new words.

Here are some models!

I + t = it + h = hit + l = hilt

↓

+ w = whit

a + n = an + t = ant + p = pant + l = plant + i = plaint

↓

+ m = man + i = main

a + t = at + h = hat + t = that

↓

+ e = eat

+ l = halt

ate

+ w = what

↓

+ m = meat / mate

Unlimited are the opportunities to build your vocabulary. The reverse i.e., removing a letter at a time is also equally rewarding.

smart -s = mart -m = art -r = at -t = a.

Let us quit here for now, though Guest advises us to quit not!

Two Sides of Life

Booker T Washington

Objectives

- To make the learners know the value of life
- To show to the learners how people think in terms of understanding men and matters
- To enable the learners to know the role of a teacher in the classroom in moulding the young minds into future citizens
- To inculcate in the students a sense of respect and responsibility towards their teachers

Appetizer

Have you heard of the word trait? It means a particular quality in one's personality and is generally used as personality traits. Everyone has his or her own traits depending on the mental status. This makes a MAN or a WOMAN what he or she is.

Let's read on to find out the two sides of life or rather two kinds of traits

ABOUT THE WRITER



Booker T. Washington (1856-1915) was born into slavery and rose to become a leading African American intellectual of the 19th Century. He founded Tuskegee Normal and Industrial Institute (Now Tuskegee University) in 1881 and the National Negro Business League two decades later. He was an American educator, author, orator, and adviser to several Presidents of the United States. Between 1890 and 1915, Washington was the dominant leader in the African American community and of the contemporary black elite. His life and industry are the hallmarks of his personality.

ABOUT THE SPEECH

Washington had the habit of delivering practical, straightforward Sunday Evening Talks to the students and teachers for many years in Tuskegee Institute. These addresses have had much to do with the building up of the character of his

race. For they are very forceful explanations of character building. He has put into them his whole moral earnestness, his broad common sense and his eloquence. His utterances have been put together in a volume called *Character Building*. *Two Sides of Life* is a speech from this popular book, with all the above described qualities abundant in it.

GIST

Booker T Washington discusses the two sides - the bright, the dark - of life though many more divisions are possible. Like the two sides of life, even people are of two classes - those who see only the bright side; the others who see only the dark. Both are likely to make mistakes by seeing only one side of the two. Here, they try their best to send out students with skills to see the bright side. Both teachers and students alike tend to make mistakes. But it is good to see the strengths. It is good to see the happier side more and spread cheer all around.

THE SPEECH - SEGMENT 1/3

There are quite a number of divisions into which life can be divided, but for the purposes of this evening I am going to speak of two; the bright side of life and the dark side.

In thought, in talk, in action, I think you will find that you can separate life into these two divisions -- the dark side and the bright side, the discouraging side and the encouraging side. You will find, too, that there are two classes of people, just as there are two divisions of the subject. There is one class that is schooling itself, and constantly training itself, to look upon the dark side of life; and there is another class, made up of people who are, consciously or unconsciously, constantly training themselves to look upon the bright side of life.

Now it is not wise to go too far in either direction. The person who schools himself to see the dark side of life is likely to make a mistake, and the person who schools himself to look only upon the bright side of life, forgetting all else, also is apt to make a mistake.

Notwithstanding this, I think I am right in saying that the persons who accomplish most in this world, those to whom on account of their helpfulness the world looks most for service -- those who are most useful in every way -- are those who are constantly seeing and appreciating the bright side as well as the dark side of life.

You will sometimes find two persons who get up in the morning, perhaps a morning that is overcast with shadows -- a damp, wet, rainy, uninviting morning --

and one of these persons will speak of the morning as being gloomy, will speak of the mud-puddles about the house, of the rain, and of all of the disagreeable features. The second person, the one who has schooled himself to see the brighter side of life, the beautiful things in life, will speak of the beauties that are in the rain drops, and the freshness of the newly bathed flowers, shrubs and trees. Notwithstanding the gloomy and generally disconsolate appearance of things, he will find something attractive in the scene out of doors, and will discover something in the gloomy morning that will cheer him.

Suppose that you see these same two persons eat their breakfast. Perhaps they will find out that the rolls are bad, but that the coffee is excellent. If the rolls are poor, it is a great deal better in such a case to get into the habit -- a habit that you will find pays from every standpoint -- of being able to forget how unpalatable they are, and to let your thoughts dwell upon the good and satisfactory coffee. Call the attention of your near neighbour at the table to the excellence of the coffee. What is the result of that kind of schooling? You will grow up to be an individual whom people will like to see coming near them -- an individual to whom people will go for encouragement when the hours are dark, and when everything seems to be discouraging.

Questions that help and check understanding

- Into how many divisions is life classified?
- Who are the two classes of people?
- Does the speaker defend one class of people? Why? Why not?
- Who are the most acceptable persons, according to the speaker?
- To whom will people go for encouragement?

GLOSSARY

accomplish (v) /ə'kʌmplɪʃ/	: achieve something
appreciating (v-pp) /ə'pri:ʃieɪtɪŋ/	: valuing something highly
overcast (adj) /əʊvə'kʌst/	: cloudy, dark, gloomy
mud-puddles (n) /mʌd-'pʌdlz/	: small muddy water pools
disconsolate (adj) /dɪs'kɒnsələt/	: extremely sad, gloomy, unhappy
unpalatable (adj) /ʌn'pælətəbl/	: hard to accept, not tasting good
dwell upon (phrasal verb) /dvel ʌpɔ:n/	: to think or talk a lot about something

THE SPEECH - SEGMENT 2/3

In just the same way, when you go into the classrooms to recite your lessons, do not dwell upon any mistakes that you may think you see the teacher make, or upon any weakness in the presentation of the lesson. All teachers make mistakes sometimes, and you may depend upon it that it is an excellent teacher and a person of fine character who, when he or she has made a mistake, says frankly and plainly, "I have made a mistake," or "I don't know." It takes a very good and a very bright teacher to say, "I don't know." No teacher knows everything about every subject. A good teacher will say frankly and clearly, "I don't know. I cannot answer that question."

Let me tell you, right here, too, that when you go out from here to become teachers yourselves--as a large proportion of you will go--whenever you get to a point where a student asks you a question which you are not able to answer, or asks you something about a subject on which you are not well informed, you will find it better to say frankly and honestly, "I am unable to answer your question." Your students will respect you a great deal more for your frankness and honesty. Education is not what a person is able to hold in his head, so much as it is what a person is able to find. I believe it was Daniel Webster who said that **the truly educated man was not the one who had all knowledge in his head, but the one who knew where to look for information upon any subject upon which at any time he might want information.** Each individual who wishes to succeed must get that kind of discipline. He must get such training that he will know where to go and get facts, rather than try to train himself to hold all facts in his head.

I want you to go out from this institution so trained and so developed that you will be constantly looking for the bright, encouraging and beautiful things in life. It is the weak individual, as a rule, who is constantly calling attention to the other side--to the dark and discouraging things of life. When you go into your classrooms, I repeat, try to forget and overlook any weak points that you may think you see. Remember, and dwell upon, the consideration that has been given to the lesson, the faithfulness with which it was prepared, and the earnestness with which it is presented. Try to recall and to remember every good thing and every encouraging thing which has come under your observation, whether it has been in the classroom, or in the shop, or in the field. No matter where you are, seize hold on the encouraging things with which you come in contact.

In connection with the personality of their teachers, it is very unfortunate for students to form a habit of continually finding fault, of criticising, of seeing nothing

out what the student may think are weak points. Try to get into a frame of mind where you will be constantly seeing and calling attention to the strong and beautiful things which you observe in the life and work of your teachers. Grow into the habit of talking about the bright side of life. When you meet a fellow student, a teacher, or anybody, or when you write letters home, get into the habit of calling attention to the bright things of life that you have seen, the things that are beautiful, the things that are charming. Just in proportion as you do this, you will find that you will not only influence yourself in the right direction, but that you will also influence others that way. It is a very bad habit to get into, that of being continually moody and discouraged, and of making the atmosphere uncomfortable for everybody who comes within ten feet of you.

Questions that help and check understanding

- What does the speaker say about the teachers?
- What is education according to the speaker?
- Is the speaker an optimist or a pessimist? Support your answer.
- Generally speaking, what opinion do the students hold about their teachers?
- What is the speaker's advice to the student community?

GLOSSARY / NOTES

recite (v) /rɪ'saɪt/	: read aloud
Daniel Webster (Prop N)	: an American lawyer and statesman (1782-1852)
seize (v) /si:z/	: grab or catch hold of

THE SPEECH - SEGMENT 3/3

There are some people who are so constantly looking on the dark side of life that they cannot see anything but that side. Everything that comes from their mouths is unpleasant, about this thing and that thing, and they make the whole atmosphere around them unpleasant for themselves and for everybody with whom they come in contact. Such persons are surely undesirable. Why, I have seen people coming up the road who caused me to feel like wanting to cross over on to the other side of the way so as not to meet them. I didn't want to hear their tales of misery and woe. I had heard those tales so many times that I didn't want to get into the atmosphere of the people who told them.

It is often very easy to influence others in the wrong direction, and to grow into such a moody fault-finding disposition that one not only is miserable and

unhappy himself, but makes everyone with whom he comes in contact miserable and unhappy. The persons who live constantly in a fault-finding atmosphere, who see only the dark side of life, become negative characters. They are the people who never go forward. They never suggest a line of activity. They live simply on the negative side of life. Now, as students, you cannot afford to grow in that way. We want to send each one of you out from here, not as a negative force, but as a strong, positive, helpful force in the world. You will not accomplish the task which we expect of you if you go with a moody, discouraged, fault-finding disposition. To do the most that lies in you, you must go with a heart and head full of hope and faith in the world, believing that there is work for you to do, believing that you are the person to accomplish that work, and the one who is going to accomplish it.

In nine cases out of ten, the person who cultivates the habit of looking on the dark side of life is the little person, the miserable person, the one who is weak in mind, heart and purpose. On the other hand, the person who cultivates the habit of looking on the bright side of life, and who calls attention to the beautiful and encouraging things in life is, in nine cases out of ten, the strong individual, the one to whom the world goes for intelligent advice and support. I am trying to get you to see, as students, the best things in life. Do not be satisfied with second-hand or third-hand things in life. Do not be satisfied until you have put yourselves into that atmosphere where you can seize and hold on to the very highest and most beautiful things that can be got out of life.

Questions that help and check understanding

- How do some people look on the life?
- What will happen when one thinks of the dark side of life?
- What will happen when one thinks of the bright side of life?
- Why does the speaker say not to be satisfied with second-hand or third-hand things in life in order to achieve something?

GLOSSARY

woe (n) /wəʊ/

: sadness, grief

disposition (n) /dɪspə'zɪʃn/

: character, nature, temperament

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- In thought, in talk, in action, I think you will find that you can separate life into these two divisions -- the dark side and the bright side, the discouraging side and the encouraging side.

Answer: We find this sentence in Booker T Washington's speech **Two Sides of Life**.

Washington used to give practical and straightforward speeches to the students and teachers for many years in **Tuskegee Institute**. These addresses have had much to do with the building up of the character of his race. Such utterances have been published in a volume called *Character Building*. This speech, **Two Sides of Life** is from this popular book.

While analyzing a number of divisions in human life, he finds two most important ones which are significant. They are the dark side of life and the bright side of life or the discouraging side and the encouraging side. These two are found in thought, in talk and in action of a person.

- b) Education is not what a person is able to hold in his head, so much as it is what a person is able to find.
- c) They are the people who never go forward. They never suggest a line of activity. They live simply on the negative side of life.
- d) Do not be satisfied until you have put yourselves into that atmosphere where you can seize and hold on to the very highest and most beautiful things that can be got out of life.

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) How do the two types of persons react to an overcast morning?

Answer: Booker T Washington's addresses are very forceful explanations of character building. In this talk, **Two Sides of Life** he describes how people react to an overcast morning. To a person who constantly looks at the dark side of things in life, the morning appears gloomy, dull and the streets full of muddy water. Everything looks disagreeable to him.

Whereas for a person who perpetually looks at the bright side of things in life, the morning appears beautiful in all aspects. He speaks of the beauties in the rain drops, of the freshness in the newly bathed flowers, shrubs and trees.

- b) How does Booker T Washington advise the teacher-trainees to develop frankness and honesty in their teaching?
- c) Why does the speaker feel it unfortunate about the students who fail in assessing properly the personality of their teachers?

- d) The whole speech is on the human traits. Comment with reference to Booker T. Washington's Two Sides of Life.

3. Match the following words in Column A with their meanings in Column B.

Column A

- i. accomplish
- ii. overcast
- iii. disconsolate
- iv. unpalatable
- v. recite
- vi. proportion
- vii. seize
- viii. woe
- ix. cultivate
- x. disposition

Column B

- a. read aloud
- b. sadness, grief
- c. character, nature, temperament
- d. hard to accept, not tasting good
- e. grab or catch hold of
- f. nurture, foster, tend
- g. a part or share of a whole
- h. cloudy, dark, gloomy
- i. achieve something
- j. extremely sad, unhappy

4. Appreciating the Speech

- Many divisions of life are possible. Can you think of a few divisions?
- People who see ONLY the bright side of life always are also likely to make mistakes. How true this is! Did you know this already? How?
- It takes a very good and a very bright teacher to say, "I don't know". Have you seen one like that? Why or why not?
- Education is not what a person is able to hold in his head, so much as it is what a person is able to find. Do you agree?
- Do not be satisfied with second-hand or third-hand things in life. What should you, then, be satisfied with?

5. Word Study

Let me tell you, right here, too, that when you go out from here to become teachers yourselves

Look at the use of let in the above sentence.

It is used to mean "allow someone to do something or to order someone or to give permission".

- i. Let them do whatever they want.
- ii. Don't let him go.
- iii. Let him go.

- iv. Let's go home; it's raining.

The expression **let+us** shows that the action to be carried out includes the person speaking and also the listeners. The utterance sounds like a suggestion or a solution to the problem likely to occur.

Rewrite the following sentences using **let**:

- i. Please allow me to speak.
- ii. I'd not permit her to leave the office.
- iii. Allow that boy to come in.
- iv. Come on, I will also try.

Rewrite the following sentences using **let's**:

- i. We shouldn't jump the red signal.
- ii. We'll go out for dinner.
- iii. We'll take a break.
- iv. We'll go through the letter again.

6. Fun with Punctuation

- i. **Comma saves life :**

Let's eat Grandma.

Let's eat, Grandma.

- ii. **Where is the comma?**

What would you choose?

Woman: without her, man is nothing.

Woman, without her man, is nothing.

7. Listening and Speaking

Here, a good number of students **LISTENED** to Booker T Washington, in rapt attention, as he **SPOKE** about the two sides life.

Practise **LISTENING** to such speeches intently. Then practise **SPEAKING** like them.

8. Writing

Write a paragraph recording your response to an inspiring talk.

9. Thinking

Thinking positively and thinking negatively are two human traits. Think now of the respective merits and demerits of these two traits. Then, **think** of the ways that help one acquire the better of these two traits.

10. Word Games:

The lesson uses quite a good number of sets of Antonyms. Look at them carefully.

encourage × **discourage** **consciously** × **unconsciously** **bright** × **dark**

Have you noticed that they belong to three different classes?

The first one : the root word **courage** takes two different prefixes

The second one : the root word takes just a prefix.

The third one : two entirely different words.

Is it interesting to note this aspect?

Now, play the actual game.

- ❖ The root **able** takes four prefixes : **unable** - **disable** - **enable** - **inable** (old use). Examine the meaning of each word.
- ❖ **cover** takes two prefixes : **discover** - **uncover**
- ❖ **ease** → **unease**
- ❖ **flammable** → **inflammable** (Note that both the words mean the same.)

Note that **indifferent** is not **in** + **different**.

Similarly **distance** is not **dis** + **tance**.

Have fun in identifying sets of words as listed above. Then enrich your vocabulary **quickly, easily and enjoyably!**

Father, Dear Father

Raj Kinger

Objectives

- To make the young learners understand how they feel when they are put to pressure in their studies
- To enable the learners perceive the parents' perspective on education
- To help learners distinguish between the old education system and the present one
- To enable the learners identify the defects in the present-day education system.

Appetizer

Does the present education system sound meaningful? Is it not shocking to have a question like this? Why are parents always worried about marks and ranks of their children? Is education for children or for parents? Think!!!

Read on to find out the anguish of a young school boy as conveyed to his father

.....

ABOUT THE WRITER

Raj Kinger writes for the press. **Father, Dear Father** is an article published in the English daily, **The Hindu**.

ABOUT THE WRITE-UP

Father, Dear Father is an effective, thought-provoking commentary on the education system prevailing now. It highlights the defects in the mind sets of parents, learners, teachers and the government bodies. It sets all to a new wave of thinking. The short write-up is in the form of a letter to a father.

GIST

Rahul is a school boy. He is the class topper. His first rank slips to the second. Admitting the guilt, he writes a letter to his father. While accepting his father's advice, he raises several pertinent questions about our education system. He believes that education should give 'a feel of life' to the learners and enable them to live a complete life. Instead, at the altar of unessential rigmarole of knowledge, the *joy de vivre* of children is sacrificed so much so that the learners feel that instead of living, they are letting life pass by.

THE WRITE-UP - SEGMENT 1/2

Dear Papa,

This is in answer to your letter about my transgression. Yes, my first rank slipped to the second. You advise that I should think before studying, before answering the papers. Yes, the operating word 'think' did make me muse and these are the results of those musings.

Father, we've never really been close and I can't rightly say, you've been my friend, philosopher, guide etc. Yet, I would like you to be aware of my musings. They are very important to me. You are highly educated and you provide very well for the family. But in your Departmental Store, do you apply Pythagoras Theorem or Newton's Law of Gravity? For that matter, does your doctor friend or your lawyer brother?

Papa, my grandfather speaks of a carefree and beautiful childhood. Of days spent in plucking mangoes and guavas from their **jameen**, of picnics on the banks of the river where the men cooked mouth-watering food, of playing marbles and **gilli danda**. From his talk, it seems studies were an ancillary subject; and living and experiencing, the major subject. Father, is he fibbing? Or is it possible that the world turned topsy-turvy in just about 70 years?

Papa, my grandmother is semi-literate. Yet she is at peace with her pots, pans, her flowers and garden, her Bhagavad Geeta and scriptures. My mother, highly qualified, is highly strung, tense and nervy. Do you think, literacy is a harbinger of restlessness, fear, frustration? Is it Adam and Eve eating the Tree of knowledge, all over again?

Questions that help and check understanding

- What is the transgression the boy refers to?
- What advice does the father give to his son?
- What type of relation does the boy expect from his father?
- What does the boy's grandfather speak of?
- What does the boy say about his mother?
- What does literacy bring according to the boy?

GLOSSARY / NOTES

transgression (n) /trænz'greʃn/	: doing wrong, violation of a code
Pythagoras (Prop n)	: Greek philosopher and mathematician of the 6th century BC
Pythagoras Theorem	: square on the hypotenuse of a right-angled triangle is equal to the sum of squares on the other two sides
muse (v) /mju:z/	: reflect, think over

ancillary (adj) /æn'sɪləri/	: secondary, additional
fibbing (v) /fɪbɪŋ/	: telling a trivial lie
topsy-turvy (adj) /ˌtɒpsi 'tɜːvi/	: upside down
highly strung (idiom)	: nervous and easily upset
nervy (adj) /'nɜːvi/	: nervous, rude
harbinger (n) /'hɑːbɪndʒə(r)/	: something that foretells the coming of something

THE WRITE-UP - SEGMENT 2/2

Oh! Papa, last week my rose plant almost died. Some pests. I asked my Biology teacher what I should do to save it. And she was cross. She said go ask the guy who keeps gardening things. He'll tell you. We learn about pesticides but we do not know to use them. Oh father, it matters not to me why the apple does not fall upwards, nor do I care what Archimedes did. What matters to me is that my rose plants remain healthy; when there's a fuse in my house, I should know to do something about it; I should know to make a desk for myself from my carpenters tools. Instead I learn about hypotenuse, relational square roots

Papa once I asked grandmother how she got to be so wise. Do you know what she said? By living and experiencing. And she laughed as though I had asked something which was so obvious. Are we living Papa? Or is life bypassing us? What I fear is that if I were to meet Newton face to face, I would fail to recognise him, so busy am I learning about him! You know just like that boy, Vinu, in that award-winning film. He prattles on -The Hibiscus is red - a hundred times, but in his book, he colours it yellow. Are we missing out on the essence of life? Papa, that's what happens in my craft and drawing class. My imagination wants to soar like a rocket to Jupiter and Mars; to traverse new worlds, new fields.

Anyway Papa, do you know where I lost that quarter mark that brought about my fall? It was a fill-in-the blank.

I held that *he was invited to tea* and my teacher was adamant that *he was invited for tea*. A matter of grammar. And Papa, if he says George Bush is the President of India, it will have to be so. If he says the sun rises in the West, so be it; and if he says the earth is flat, it will be, it will be, my Papa. At least on my answer papers. My first rank is at stake, you see. Still, my dearest Papa, I shall keep your advice in mind and strive not to lose any quarter marks.

As always,

Your ever obedient son,

Rahul

P.S.: Your eyes will not see this anguished plea, my father. This was only to lighten my over-burdened heart. It is not all arteries and muscle, it feels too.

Questions that help and check understanding

- Who did the boy approach when his rose plant almost died?
- What was the suggestion he got to save his dying rose plant?
- What matters most to the boy?
- How did the boy's grandmother become wise?
- What is the strong desire of the boy?
- Why did the boy write this letter to his father?

GLOSSARY / NOTES

cross (adj) /krɒs/	: annoyed, angry
Archimedes (Prop n)	: Greek mathematician of the 3rd century BC. Famous for his principle that a body immersed in a fluid is subject to an upward force, equal in magnitude to the weight of fluid it displaces.
hypotenuse, relational square roots	: terms used in geometry and algebra
prattles (v) /'prætlz/	: repeats meaninglessly
traverse (v) /trə'veɜ:s/	: travel across
adamant (adj) /'ædəmənt/	: unyielding, inflexible
at stake (idiom)	: at risk to be lost
anguished (adj) /'æŋgwɪʃt/	: expressing great mental pain

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- Yes, my first rank slipped to the second.

Answer: This sentence is taken from Raj Kinger's **Father, Dear Father**.

Rahul is the class topper in his school. He presents his anguish over the present education system through this letter to his father. He admits that his first rank slipped to the second. His father's advice to **think before studying, before answering the papers** makes him think and think. The word, **think** makes him reflect on several issues including many pitfalls in our education system.

Further, Rahul says that the essence of life is not taught to him. He likes to live happily, wishes to know many things of nature and feels that the education that he gets should be practically useful in his life.

- But in your Departmental Store, do you apply Pythagoras Theorem or Newton's Law of Gravity?
- And she was cross. She said go ask the guy who keeps gardening things.

d) This was only to lighten my over-burdened heart.

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

a) What does the boy think of his grandparents in his letter?

Answer: Rahul is very much happy with his grandparents who enjoy life. He says that his grandfather had a carefree and beautiful childhood. His grandfather recollects how he enjoyed in the mango and guava gardens; the picnics with mouth-watering food items and playing marbles and **gilli danda** on the river banks. Rahul says that to his grandfather studies were secondary and living and experiencing was the major subject. He asks his father very innocently whether his grandfather is lying.

Rahul's grandmother is semi-literate. But Rahul says that she is happy with her kitchen work, gardening and reading the Bhagavad Geeta and other holy books.

b) Write a paragraph on the present day education system as described in Rahul's letter.

c) What is the attitude of teachers towards learners as illustrated in Father, Dear Father?

d) What is the significance of the postscript to the text in Father, Dear Father?

3. Match the following words in Column A with their meanings in Column B.

Column A

- i. muse
- ii. ancillary
- iii. fibbing
- iv. topsy-turvy
- v. cross
- vi. prattle
- vii. traverse
- viii. obedient
- ix. adamant
- x. anguish

Column B

- a. unyielding, inflexible
- b. willing to obey, dutiful
- c. travel across
- d. secondary, additional
- e. great mental pain
- f. telling a trivial lie
- g. annoyed, angry
- h. upside down
- i. reflect, think over
- j. repeat meaninglessly

4. Appreciating the Write-up

- do you apply Pythagoras Theorem or Newton's Law of Gravity? Doesn't he know the answer? Then why did he ask this question?
- The teacher said go ask the guy who keeps the gardening things. Does the teacher know more or the garden worker? What does it show?

- Are we living Papa?
How shocking the question is!
- My heart is not all arteries and muscle, it feels too!
What does the boy want to say?

5. Word Study

- ♦ Examine the following sets of words:

strung tense nervy
restlessness fear frustration

- ♦ Understand the connection and add to the list of some such sets of words.
We learn about pesticides ... "cide is a suffix meaning kill or killing agent. suicide, matricide are some examples. Continue the list.

6. Fun with Punctuation

- What a difference in meaning a **comma** makes!

Look at the following sentences:

I saw the girl swimming. (Here the sentence means **girl is swimming**.)

I saw the girl, swimming. (Here the sentence means **the speaker is swimming**.)

- Examine one more sentence.

My three favourite things are eating my family and not using commas.

7. Listening and Speaking

- ♦ Imagine you are Rahul's father. **LISTEN** to Rahul (the teacher or a friend of you playing Rahul) as he **SPEAKS** out his heart.
- ♦ Then, you don the cap of Rahul and **SPEAK** out clearly, correctly Rahul's feelings.

8. Writing

You were asked to write a letter to your father about your studies. Think, muse and write the results of your musings.

9. Thinking

"Yes, the operating word, 'think' did make me muse and these are the results of my musings," writes Rahul.

Now, it is your turn to **THINK** (or **MUSE**) about Rahul's feelings first and then the circumstances that made him feel like that.

8 The Green Champion - Thimmakka

[Adopted from the Internet]

Objectives

- To help the students understand that a small group of thoughtful, committed citizens can change the world
- To make the students understand the importance of afforestation
- To prove to the students the idea that the level of education has nothing to do, if we are determined to do something for the betterment of the society
- To show to the students the way to make life meaningful

Appetizer



If a woman doesn't beget children, should she die?

She can adopt a child instead...

What difference does it make, if she adopts trees and nurtures them like her own children?

Read on to know... ..

ABOUT THE WRITE-UP

The inspiring write-up which has been taken from the internet traces the magnificent achievements of an ordinary woman with an extraordinary commitment to conserve Nature. Thimmakka, a woman more than 100 years in age, from Karnataka, has been lauded globally as the green champion for her tree-planting mission. The essay aptly describes her undying passion for planting trees even at an advanced age and insists on the need to emulate her selfless and excellent service in preserving and protecting the environment.

GIST



Born into a poor family in Gubbi village of Tumkur district in Karnataka, Thimmakka did not go to school. She worked as a labourer in her youth. She was married to Bikkala Chikkayya, a labourer too. When the couple came to

know that they could not beget children, they were not disappointed. Instead, they came up with the idea of planting saplings and nurturing them as their own children.

What started off as a solution to a personal crisis, soon became their life mission. They planted 400 banyan trees along a four-kilometer road between Hulikal and Kudur. Now there exist around 8000 other trees planted by them. Even after the death of Chikkayya, she pursued her mission with the same determination and courage. Her outstanding work earned her the name **Saalumarada** (a Kannada word, meaning row of trees) Thimmakka. She received many awards and citations which include the prestigious **Padmasri** award by the Indian Government in 2019. An environmental organization in the US called **Thimmakka's Resources for Environmental Education** is named after her. She is a true inspiration to us.

THE WRITE-UP - SEGMENT 1/2

Born in Gubbi taluk, Tumkur district, Karnataka, Thimmakka is popular as **Saalumarada** Thimmakka because of her work. At the age of 40, she wanted to end her life as she could not conceive. But she realized soon the true purpose of her life. She started planting banyan trees along with her husband and found a purpose in it. Both Thimmakka and her husband started with 10 banyan saplings on either side of the road along a stretch of 4 km between Hulikal and Kudur in the first year. They took care of the plants just like their children. Every year, the count of these trees kept increasing. To date, there have been more than 8000 other trees grown by her and her husband. Growing banyan trees is challenging in a place that is relatively dry.

Thimmakka could not go to school due to poverty and lack of facilities. At an early age, she had to take up grazing of sheep and cattle and also work as a coolie. As she grew up, she was married to Sri Bikkala Chikkayya of Hulikal village with whom she found a purpose in planting trees. She not only planted those trees but also fenced, watered and guarded them. Though the trees grown by her are worth several crores of rupees today, her life has no respite from poverty. Unfortunately, she is dependent on a pension of Rs. 500/- given by the government, which is the sole source of her income.

There is no end to hopes

One might think that growing trees is not a big deal but one would know the reality of it only when they do it on their own. Thimmakka and her husband used to carry four pails of water for a distance of 4 km to water the saplings. They used whatever little resources they had to plant trees. In order to get sufficient water for the trees, they started to plant the trees during monsoon. In this way, they could get sufficient rainwater for the saplings and the trees would have invariably taken root by the onset of the next monsoon. This became Thimmakka's daily routine for many years though it did not help in her financial condition.

Questions that help and check understanding

- Where was Thimmakka born?
- Instead of ending life abruptly, Thimmakka found a purpose in doing something. What was it?
- What did Thimmakka do in her childhood?
- Growing trees was quite an easy job for Thimmakka and her husband. Do you agree? Why/Why not.
- The couple planted trees during monsoon. Why?

GLOSSARY

Saalumarada (n)	: a row of trees (in Kannada language)
conceive (v) /kən'si:v /	: to become pregnant
saplings (n-pl) /sæplɪnz /	: young trees
stretch (n) /stretʃ /	: an area or extent of land
respite (n) /'respait/	: a short period of relief from something difficult or unpleasant
pails (n-pl) /peɪlz /	: buckets
invariably (adv) /ɪn'veəriəbli /	: without fail
onset (n) /'ɒnset/	: a beginning

THE WRITE-UP - SEGMENT 2/2

Although Thimmakka did not receive formal education, her work has been honoured with the National Citizen's Award of India. She has been recognized by the Government of India and was recently conferred with the Padma Shri award in 2019, which is the fourth highest civilian award in the Republic of India. There is also an environmental organization named after her in the U.S. called **Thimmakka's Resources for Environmental Education**. Saalumārada Thimmakka is an individual who has brought worldwide recognition to the state of Karnataka through her incredible and massive environmental services.

Recognition began to come Thimmakka's way from the year 1995, a good five years after her husband, Chikkayya's death. Chikkayya too had devoted his life towards nature and had quit working to take care of his young trees. He patrolled the stretch of trees and kept the cattle away from them. Thimmakka recalls a facet of Chikkayya's life where he used to feed the cattle that were captured by the villagers for straying in other's agricultural properties – a task that is often forgotten by the villagers.

This mission of preserving the environment is taken forward by Thimmakka's foster son, Sri Umesh. B.N. Umesh has been planting and tending to trees along the roads, in schools, public places, and on the mountain and hilltops. He is also successfully running the PRITHVI BACHAO Movement. He has his own nursery and distributes plants to the farmers who are interested in growing plants.

Age is not bigger than aspirations!

In spite of receiving hundreds of awards, Saalumarada Thimmakka remains an innocent and modest person. She is 100 plus now and still cherishes the dream of planting more trees in future. The lone ranger's next mission is to bring a hospital close to her village, Kudur. She has been seeking the local panchayat's approval for the construction of a hospital. A trust has been set up to secure land and construct a hospital in the place where no medical aid is easily available.

Thimmakka continues her fight against deforestation and her contributions are truly remarkable. Her intentions are evidently good as she has planted trees rich in biodiversity. Today, she is invited for every tree planting initiative in the state. With her achievements, Saalumarada Thimmakka has become a role model to the entire world.

Thimmakka concludes: "Even one sapling each could make the world a better place for our children."

Questions that help and check understanding

- Why didn't Thimmakka receive any formal education?
- What are the awards Thimmakka has received so far?
- Who is taking forward Thimmakka's mission of preserving the environment?
- What is her next mission?
- What is her motto regarding tree planting?

GLOSSARY

conferred (v-pt) / kən'fɜ:d /	: awarded a degree, title etc.
incredible (adj) / ɪn'kredəbl /	: difficult to believe, extraordinary
massive (adj) / mə'sɪv /	: exceptionally large
patrolled (v-pt) / pə'trəʊld /	: went round an area to check that it was safe and there was no trouble
facet (n) / 'fæsɪt /	: a particular aspect
captured (v-pt) / 'kæptʃə(r)d /	: caught animals and kept them in confined spaces
foster son (n) / 'fɒstə(r) sʌn /	: adopted son
tending (v-ing) / 'tendɪŋ /	: looking after/ caring for

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- a) At the age of 40, she wanted to end her life as she could not conceive.

Answer: We see these touching words in the internet-based inspiring write-up, **The Green Champion - Thimmakka**.

The inspiring life of Thimmakka had its own share of pains and problems. She was poor and not properly educated. She had to work very hard since her childhood. Her married life wasn't happy because she couldn't become a mother till she was forty. However, her husband was very supportive of her. This particular disgrace was very much highlighted in rural areas. With nothing in life to be proud of or to cherish, Thimmakka thought of ending her life when instinct and emotions overshadowed her wisdom. Soon, she was able to dispel those clouds of instinct. Wisdom dawned. She saw a new purpose to life in giving.

- b) Though the trees grown by her are worth several crores of rupees today, her life has no respite from poverty.
- c) One might think that growing trees is not a big deal but one would know the reality of it only when they do it on their own.
- d) Her intentions are evidently good as she has planted trees rich in biodiversity.

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) **All great things have humble, small beginnings.** Justify the statement based on the life and work of Thimmakka.

Answer: Thimmakka was born poor. She wasn't educated. She worked as a coolie. Her married life wasn't happy because she couldn't become a mother till she was forty. Her husband was very cooperative. The couple, Thimmakka and Chikkayya, started planting trees in their village in a stretch of 4 km. They planted 10 banyan saplings in the first year and increased the number year after year. Now, there are around 400 banyan trees in the area. They not only planted them but tended them to maturity. Apart from banyan trees, she planted over 8000 other trees in over 80 years.

Thimmakka received many awards including the **Padma Shri**. Thus Thimmakka started her life and work in a humble manner, got name through her tree-planting mission.

- b) Why did Thimmakka and her husband decide to plant trees? Describe how hard they tried to succeed in their mission.

c) Who is taking the noble mission of Thimmakka forward and how?

d) Why was Thimmakka called Saalumaraada?

3. Match the following words in Column A with their meanings in Column B.

Column A

- i. saplings
- ii. confer
- iii. foster son
- iv. tending
- v. massive
- vi. conceive
- vii. invariably
- viii. pails
- ix. onset
- x. facet

Column B

- a. buckets
- b. adopted son
- c. exceptionally large
- d. without fail
- e. a beginning
- f. award a degree, title etc.
- g. a particular aspect
- h. young plants
- i. to become pregnant
- j. caring for

4. Appreciating the Write-up:

- Even a thousand-mile journey begins with a single step. Pick out a sentence from Para 1 that supports the above wise saying.
- At the age of 40, she wanted to end should she end her life? Contemplate on reasons for her decision and what happened later.
- How do **plantation** programmes go on these days? What did Thimmakka do? Make a comparative study.
- How did Thimmakka go on expanding her mission? What is her final motto?
- List the awards / honours Thimmakka received. What message do YOU receive from the list?

5. Fun with Punctuation

Read the following sentence closely, with an eye on **punctuation marks**.

The Padma Shri, the fourth highest civilian award in India, was conferred on Thimmakka in 2019.

Now read this :

The Padma Shri was conferred on Thimmakka in 2019.

Do you feel that any core meaning is missing in the second sentence as seven words have been left out? No. Why? The meaning those seven words express is **only some additional information, not essential information.**

- Words, phrases or clauses that convey **only some additional information** are separated from the main sentence with the help of a **comma** each before and after that part.
- In other words, a **comma** before and another after a group of words tell us whether that group of words is essential or additional to the main sentence.

Now read both the following sentences : (Same, but with **commas** and without **commas**)

My son who works in the US is coming to India this month.

(No **commas** – so essential – that implies **I have other sons.**)

My son, who works in the US, is coming to India this month.

(**Commas** – only additional, conveying **I have only one son.**)

Now see the **fun** or **drama**!

My wife / husband who works in Delhi is now in Hyderabad.

(Do you see the danger?)

My wife / husband, who works in Delhi, is now in Hyderabad.

(You are safe!)

Commas can save or smash one!

6. Word Study

- ❖ We love **plants** (1). My son loves to **plant** (2) a sapling on every occasion. The power **plant** (3) that is coming up near our village is going to be a major threat to **plants** (4) all around.

Do you notice the difference in the **parts of speech** and meaning of the word **plant**?

Yes : plants (1) – **noun**; plant (2) – **verb**;

plant (3) – **noun** (machinery); plants (4) – again **noun**

The same word can function as different **parts of speech** and have different meanings.

water, conceive, state, sole, condition ... are some such words you find in the text.

Pick out five more such words.

- ❖ Thimmakka was forced to graze sheep ...

Is **sheep** here one or more? Do you know that *sheep* is used both as a **singular** and a **plural noun**?

Other examples : **fish ... deer ...** Can you add one or more?

- ❖ Plant a sapling on every occasion.
Does **plant** always convey a good deed? Don't jump to a conclusion.
 - ❖ They are going to **plant** a bomb in the factory this night.
 - ❖ **Water** : As a verb, do you know who **waters**?
 - ❖ We **water** plants regularly.
 - ❖ Our eyes **water** when there is thick smoke around.
 - ❖ The aroma of kitchen made our mouths **water**.
- Interesting! That is how the study of words **waters** your aptitude to go for more!

7. Listening and Speaking

Sundarlal Bahuguna, the Chipko movement leader, died on 21 May 2021. Audios, about him are aplenty on the Internet. Select one, **listen to** it carefully. Then practise **speaking** for a while. Repeat till you **listen to** and **speak** it correctly.

8. Writing

As you read about Thimmakka, have you been reminded of a green warrior from our own Golden Telangana, also the Padma Shri awardee?

Yes, Vanajeevi Ramaiah.

Find out more about Ramaiah's achievements and **write** a small paragraph.

9. Thinking

Thimmakka thought of ending her life Then what made her change her mind? She found the true purpose of life elsewhere! And the result - green movement - tons of oxygen and inspiration to many millions. A single thought (idea) at the right time can impact the whole humanity and the environment!

Now think on to find out more ways to comfort oneself first and enrich the environment or humanity around us!

See for example, how the lily - in Ben Jonson's **The Noble Nature** - shows the way to become noble by spreading fragrance and happiness even for a day!

When life threatens one with twists and turns, turmoil and tribulations, how should one keep on going? Haven't we picked up the techniques from Edward Guest? Don't we have our own various ways?

Think on! Investigate, find out and propagate!

Promote peace and prosperity!

The First Four Minutes

Roger Bannister

Objectives



- To introduce to the students Dr Roger Bannister as a towering personality in the sports field
- To enthuse the young students to participate in games and sports
- To show to the learners how hard work, will power and indomitable spirit yield good results
- To show the learners how suspense and enthusiasm in games and sports enthrall the audience

Appetizer

"Ladies and gentlemen, here is the result of Event No. 9, the one mile," the announcer said, with dramatic flair and typical British restraint... .." It was shortly after 6 p.m. on May 6, 1954, when an Oxford public address announcer delivered the news of a just-completed race to 1,200 eager spectators. Bannister's feat was trumpeted on front pages around the world. He had reached "one of man's hitherto unattainable goals," **The New York Times** declared. His name, like those of Babe Ruth, Bobby Jones and Jesse Owens, became synonymous with singular athletic achievement.

Read on to find out the gripping and at-once-endearing narration of an athlete



ABOUT THE WRITER

Dr Roger Bannister was an English athlete as well as a Medical Professional. He was the first man to run the race of one mile in 3 minutes 59.4 seconds. He did this at Oxford in England on May 6th, 1954.

ABOUT THE ESSAY

The First Four Minutes is a revelation of the stress and strain Dr. Bannister underwent in achieving this record. The description of the first ever four-minute-a-mile race is remarkable for its vividness, economy and accuracy of expression.

GIST

Dr Bannister narrates his glorious moments and second to second experiences while running for the goal. He says that the decision was his. His entire energy and efforts were put forth to break the 4-minute barrier.

THE ESSAY - SEGMENT 1/3

Failure is as exciting to watch as success, provided the effort is absolutely genuine and complete. But the spectators fail to understand - and how can they know - the mental agony through which an athlete must pass before he can give his maximum effort. And how rarely, if he is built as I am, he can give it!

No one tried to persuade me. The decision was mine alone, and the moment was getting closer. As we lined up for the start, I glanced at the flag again. It fluttered more gently now, and the scene from Shaw's *Saint Joan* flashed through my mind, how she, at her desperate moment, waited for the wind to change. Yes, the wind was dropping slightly. This was the moment when I made my decision. The attempt was on.

There was complete silence on the ground ... a false start ... I felt angry that precious moments during the lull in the wind might be slipping by. The gun fired a second time ... Brasher went into the lead and I slipped in effortlessly behind him, feeling tremendously full of running. My legs seemed to meet no resistance at all, as if propelled by some unknown force.

We seemed to be going so slowly! Impatiently I shouted, "Faster!" But Brasher kept his head and did not change the pace. I went on worrying until I heard the first lap time, 57.5 seconds. In the excitement my knowledge of pace deserted me. Brasher could have run the first quarter in 55 seconds without my realizing it, but I should have had to pay for it later.

At one and a half laps I was still worrying about the pace. A voice shouting 'Relax' penetrated into me above the noise of the crowd. I learnt afterwards it was Stampfl's. Unconsciously I obeyed. If the speed was wrong it was too late to do anything about it, so why worry? I was relaxing so much that my mind seemed almost detached from my body. There was no strain.

Questions that help and check understanding

- When is failure as exciting to watch as success?
- What do the spectators fail to understand about an athlete?
- Explain the relevance of Shaw's *Saint Joan*.
- What was the moment of excitement at 57.5 seconds?
- Who encouraged Bannister to relax? Did it help the athlete?

GLOSSARY / NOTES

persuade (v) /pə'sweɪd/	: convince; make somebody believe that something is true
fluttered (v-pt) /'flʌtə(r)d/	: moved lightly and quickly
Shaw (Prop n)	: George Bernard Shaw, the well-known English playwright of the 19th century
Saint Joan (Prop n)	: a play written by Bernard Shaw
Shaw's Saint Joan	: The reference is to Scene III of the play which presents Joan praying for the wind to blow from the West and help the French ships to attack the British.
desperate (adj) /'despərət/	: beyond hope, extreme
lull (n) /lʌl/	: a period of less movement
Brasher (Prop n)	: Christopher Brasher, a famous English athlete
tremendously (adv) /trə'mendəsli/	: greatly, extremely
resistance (n) /rɪ'zɪstəns/	: refusal to obey, opposition
propelled (v-pt) /prə'peld/	: moved, pushed forward
kept his head (phrase)	: remained cool and balanced
pace (n) /peɪs/	: speed
penetrated (v-pt) /'penətreɪtɪd/	: entered or passed through
Stampfl (N)	: Fraz Stampfl, Bannister's Austrian coach

THE ESSAY - SEGMENT 2/3

I barely noticed the half mile, passed in 1 minute 58 seconds, nor when, round the next bend, Chataway went into the lead. At three-quarters of a mile the effort was still barely perceptible; the time was 3 minutes 0.7 seconds, and by now the crowd were roaring, somehow I had to run that last lap in 59 seconds. Chataway led round the next bend and then I pounced past him at the beginning of the back straight, three hundred yards from the finish.

I had a moment of mixed joy and anguish, when my mind took over. It raced well ahead of my body and drew my body compellingly forward. I felt that the moment of lifetime had come. There was no pain, only a great unity of movement

and aim. The world seemed to stand still, or did not exist. The only reality was the next two hundred yards of track under my feet. The tape meant finality - extinction perhaps.

I felt at that moment that it was my chance to do one thing supremely well. I drove on, impelled by a combination of fear and pride. The air I breathed filled me with the spirit of the track where I had run my first race. The noise in my ears was that of the faithful Oxford crowd. Their hope and encouragement gave me greater strength. I had now turned the last bend and there were only fifty yards more.

My body had long since exhausted all its energy, but it went on running just the same. The physical overdraft came only from greater will power. This was the crucial moment when my legs were strong enough to carry me over the last few yards as they could never have done in previous years. With five yards to go the tape seemed almost to recede. Would I ever reach it?

Those last few seconds seemed never ending. The faint line of the finishing tape stood ahead as a haven of peace, after the struggle. The arms of the world were waiting to receive me if only I reached the tape without slackening my speed. If I faltered, there would be no arms to hold me and the world would be a cold, forbidding place, because I had been so close. I leapt at the tape like a man taking his last spring to save himself from the chasm that threatens to engulf him.

Questions that help and check understanding

- When did Chataway take the lead?
- What was the moment of joy for Bannister?
- Who encouraged him to keep going?
- How did Bannister get boost during the crucial moment?
- How were the last few seconds for Bannister?
- How did Bannister reach the tape in the end?

GLOSSARY / NOTES

Chataway (N)	: a famous runner who later ran the
barely (adv) /'beəli/	mile under four minutes
perceptible (adj) /pə'septəbl/	: to a very limited extent
pounced (v-pt) /paʊnsd/	: observable
anguish (n) /'æŋɡwɪʃ/	: jumped suddenly on
compellingly (adv) /kəm'pelɪŋli/	: suffering, agony
	: forcefully

extinction (n) /ɪk'stɪŋkʃn/	: disappearance, loss, death
impelled (v-pt) /ɪm'peld/	: forced to do something
exhausted (v-pt) /ɪg'zɔ:stɪd/	: tired
haven (n) /'heɪvn/	: safe place
chasm (n) /'kæzəm/	: gap, wide difference
engulf (v) /ɪn'gʌlf/	: surround, cover

THE ESSAY - SEGMENT 3/3

My effort was over and I collapsed almost unconscious, with an arm on either side of me. It was only then that real pain overtook me. I felt like an exploded flashlight with no will to live; I just went on existing in the most passive physical state without being quite unconscious. Blood surged from my muscles and seemed to fell me. It was as if all my limbs were caught in an ever-tightening vice. I knew that I had done it before I even heard the time. I was too close to have failed, unless my legs had played strange tricks at the finish by slowing me down and not telling my tiring brain that they had done so.

The stop-watches held the answer. The announcement came - 'Result of one mile ... time 3 minutes' - the rest lost as it came in the roar of excitement. I grabbed Brasher and Chataway, and together we scampered round the track in a burst of spontaneous joy. We had done it --- the three of us!

We shared a place where no man had yet ventured - secure for all time, however fast men might run miles in future. We had done it where we wanted, when we wanted and how we wanted, in our first attempt of the year. In the wonderful joy my pain was forgotten and I wanted to prolong those precious moments of realization.

I felt suddenly and gloriously free of the burden of athletic ambition that I had been carrying for years. No words could be invented for such supreme happiness, eclipsing all other feelings. I thought at that moment I could never again reach such a climax of single-mindedness. I felt bewildered and overpowered. I knew it would be some time before I caught up with myself.

Questions that help and check understanding

- What was the scene after Bannister reached the tape?
- Why did he think, 'I was too close to have failed'?
- What did the stop-watches hold?
- What was the announcement?
- Who shared the moment?
- What was the ambition of Bannister?

GLOSSARY

exploded (v-pt) /ɪk'spləʊdɪd/

surged (v-pt) /sɜːdʒd/

vice (n) /vaɪs/

scampered (v-pt) /'skæmpə(r)d/

spontaneous (adj) spɒn'teɪniəs/

ventured (v-pt) 'ventʃə(r)d/

eclipsing (v-pr p) 'ɪklɪpsɪŋ/

bewildered (v-pt) /bɪ'wɪldəd/

caught up with (phrase)

: burst out

: increased suddenly, moved like waves

: a device with two jaws used to hold an object firmly while work is being done on it. Dr Bannister uses this comparison to show the extent of strain and tension he felt in his limbs as he finished the one-mile race.

: ran or skipped about briskly

: natural, on the spot, reflexively

: entered

: declined, shadowed

: confused

: managed to avoid problems later

1. Annotate the following in about 100 words each. The first one has been answered as a model.

a) No one tried to persuade me. The decision was mine alone.

Answer: This sentence is taken from Roger Bannister's *The First Four Minutes*.

Bannister, the first man to run the mile in 3 minutes 59.4 seconds, narrates his eventual victory of the race in the essay. He says that failure is as exciting to watch as success. This is possible only when the player exhibits his sport genuinely and completely. He is of the opinion that the spectators do not understand the mental pain that a sportsperson or an athlete passes through before he enters the field. He says that there was no force from anyone to make him participate in this four minutes running. The decision was entirely his own.

b) A voice shouting 'Relax' penetrated into me above the noise of the crowd.

c) The physical overdraft came only from greater will power.

d) No words could be invented for such supreme happiness, eclipsing all other feelings.

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

a) How did Roger Bannister feel in the first lap of the race?

Answer: Bannister was the first man to run the race of one mile in 3 minutes 59.4 seconds. During the first lap of the race, Bannister looked at the flag as he lined up for the start. The flag swayed gently as the sails moved gently in Bernard Shaw's *Saint Joan*. He felt complete silence on the ground. It seemed like a false start. He got angry. When the gun fired for the second time, Brasher went into the lead and he slipped in behind him. It seemed his legs lost control of himself. He understood that he was going very slow. He himself shouted 'Faster'. His worry increased when he heard the first lap time, 57.5 seconds. In that excitement his knowledge of pace had deserted him. But with all his strength he could succeed.

- b) Why did Dr Bannister feel that the moment of the lifetime had come?
- c) What gave Dr Bannister strength in the final spurt?
- d) Describe the feelings of Dr Bannister after the race was over.

3. Match the following words in Column A with their meanings in Column B.

Column A	Column B
i. tremendously	a. forcefully
ii. propel	b. observable
iii. pace	c. goal
iv. barely	d. disappearance, loss, death
v. perceptible	e. greatly, extremely
vi. penetrate	f. tire
vii. ambition	g. enter or pass through
viii. exhaust	h. speed
ix. extinction	i. move, push forward
x. compellingly	j. to a very limited extent

4. Appreciating the Essay

- Failure is as exciting to watch as success Sure? Do you agree to it? Does every one agree to it? Any conditions?
Note: You agree with a person, but agree to a concept / idea.
- I was relaxing so much that my mind seemed almost detached from my body. seemed, almost why? any doubt? If no doubt, why those words? Techniques to convince the reader. Do you believe in the powers of relaxation?
- The world seemed to stand still or did not exist. Do you too feel the same, as you RUN along these lines?
- Those last few seconds seemed never ending. When do people feel like that? Have you ever felt like that?

5. Word Study

Given below is a list of words.

spectators lining up ground shout track
pace relax joy announcement

Now write as many names of games and sports as you can, connected to the words.

6. Fun with Punctuation

Look at the following sentence :

The king declares Tenali Rama is an ass!

Tenali Rama added two commas : The king, declares Tenali Rama, is an ass!

The **punctuation marks** change the entire meaning.

Play the **punctuation game**:

- i. My mother said, "Srihith is industrious".

(Make My mother industrious by changing the **punctuation marks**.)

- ii. Sneha likes ice-cream, milk, chocolates, and bread.

(Make four items into three.)

7. Listening and Speaking

LISTEN to a running commentary of a running competition like the one you see here. Note the tone, speed, the way excitement conveyed etc. **LISTEN** to it again. Then, practise **SPEAKING** like that. (Audio / Videos of such commentaries are available on the net. Prefer audio to video for more focus on **Listening**.)

8. Writing

Write a paragraph about winning a prize in a sports event.

9. Thinking

"The decision was mine alone" Take your own decisions. But listen to good advice. Then **THINK** well about your abilities, conditions etc. Think about the decisions you have taken earlier. Think now in the light of that experience.

Box and Cox

A Romance of Real Life

IN ONE ACT

John Maddison Morton

Objectives

- To introduce to the learners the beauty of drama
- To help the students experience and enjoy the real sense of humour
- To prepare the learners become aware of the ways of the world
- To highlight the importance of using words carefully

Appetizer

Can you imagine how far greed can lead one? Is it possible for two men to live in the same ROOM for weeks together and NOT to know about that? What will happen when they realize the facts?

Read on to FEEL the thrill

ABOUT THE WRITER



John Maddison Morton was born into a well-known dramatist's family in England on 3rd January, 1811. Following his father's footsteps, he took to writing plays. Maddison Morton wrote dozens of humorous one-act plays, two-act plays and finally three-act plays. His plays won for him fame and lots of wealth. They also helped many actors establish themselves as great artists. He was able to write

as well at 80 as at 30. Yet, in his last days, he had to live on pension! He died in London on 19th December, 1891.

ABOUT THE PLAY

Box and Cox, by John Maddison Morton, is a comic one-act play. It is regarded as the best farce of the nineteenth century. It was translated into many European languages. **Box and Cox** is a humorous drama. It is short. It fulfills all the characteristics of a true one-act play. It has a small number (just three) of characters. It follows the unity of place (only one location). It observes the time limit too. Its action does not last for long. It has humour in abundance. It serves a social purpose by exposing certain follies we suffer from. **Box and Cox**, thus proves itself to be a perfect comic one-act play.

GIST

Mrs Bouncer is a greedy landlady. She unscrupulously lets her lodge room to two men, without their knowledge. The gentlemen pay weekly rent to Mrs Bouncer for the same room. One of them, Mr Box, a printer, works at night and stays at this lodge room only during the day time. The other man, Mr Cox, works in a hat shop all through the day and occupies the

room at night. Mrs Bouncer somehow manages to see that they do not come to the room at the same time. Yet, they doubt that something is wrong. They complain to Mrs Bouncer that their things like coals, candles are getting fast exhausted. Mr Cox also complains of tobacco smell in the room. Mrs Bouncer goes on offering one or the other excuse. One day Mr Cox gets an unexpected holiday from his master. So he comes back to his room. He meets Mr Box there. They initially find fault with each other. But finally they come to know of Mrs Bouncer's deceptive trick. She bursts into sobs and prays for pardon.

THE PLAY - SEGMENT 1/4**Characters**

John Box (a printer); James Cox (a hatter); Mrs. Bouncer (a lodging house keeper)

Costumes

BOX - *small swallow-tailed black coat; short buff waistcoat; light drab trousers (short, turned up at bottom); black socks; white canvass shoes with black tips; white collar; shabby black hat*

COX - *brown coat; long white waistcoat; dark plaid trousers; black shoes; white hat; black socks*

Mrs.. BOUNCER - *coloured cotton dress; apron.*

SCENE



A room fairly well furnished. In the centre an old-fashioned bed with curtains around it, closed. At left centre a door, leading to the passage. At left another door, leading to a store-cupboard; next to it a chest of drawers. At back, right centre a window. At right another door, leading to another store-cupboard; next to it a fire place with mantelpiece. A table and chairs. A few common ornaments.

(Cox, dressed, with the exception of his coat, is looking at himself in a small looking-glass, which he holds in his hand.)

Cox : I've half a mind to register an oath that I'll never have my hair cut again! *[His hair is very short.]* I look as if I had just been cropped for the army, and I was particularly emphatic in my instructions to the hair-dresser only to cut the ends off. He must have thought I meant the other ends. Never mind I shan't meet anybody worth troubling about so early. Eight o'clock! I declare I haven't a moment to lose. Fate has placed me with the most punctual and particular of hatters, and I must fulfill my destiny. *[Knock at door]* Open locks, whoever knocks! *(Enter Mrs. Bouncer.)*

Mrs. B. : Good morning, Mr. Cox. I hope you slept comfortably, Mr. Cox?

Cox : I can't say I did, Mrs. B. I should feel obliged to you, if you could accommodate me with a more protuberant bolster, Mrs. B. The one I've got now seems to me to have about a handful and a half of feathers at each end, and nothing whatever in the middle.

Mrs. B. : Anything to accommodate you, Mr. Cox.

Cox : Thank you. Then, perhaps, you'll be good enough to hold this glass, while I finish my toilet.

Mrs. B. : Certainly. *[Holding glass in front of Cox, who ties on his tie.]* Why, I do declare, you've had your hair cut!

Cox. : Cut! It strikes me I've had it mowed! It's very kind of you to mention it, but I'm sufficiently conscious of the absurdity of my personal appearance already! *[Puts on his coat.]* Now for my hat! *[Puts on his hat, which comes over his eyes.]* That's the effect of having one's hair cut. This hat fitted me quite tight before. Luckily I've got two or three

more. *[Goes in at door on left and comes back again with three hats of different shapes, and puts them on one after the other-all of which are too big for him.]* This is pleasant! Never mind. This one appears to me to wobble about rather less than the others-*[Puts on hat.]*-and now I'm off! By the bye, Mrs. Bouncer, I should like to call your attention to a fact that has been evident to me for some time past-and that is, that my coals go remarkably fast!

Mrs. B. : Lor. Mr. Cox!

Cox. : It is not the case only with the coals, Mrs. Bouncer, but I've lately observed a gradual and steady increase of evaporation among my candles, wood, sugar, and matches.

Mrs. B. : Lor. Mr. Cox! you surely don't suspect me?

Cox. : I don't say I do, Mrs. B; only I wish you distinctly to understand, that I don't believe it's the cat.

Mrs. B. : Is there anything else you've got to grumble about, sir?

Cox. : Grumble! Mrs. Bouncer, do you possess such a thing as a dictionary?

Mrs. B. : No, sir.

Cox. : Then I'll lend you one-and if you turn to the letter G, you'll find "Grumble, verb neuter-to complain without cause." Now that's not my case, Mrs. B. And now that we are on the subject, I wish to know how it is that I very often find my apartment full of smoke?

Mrs. B. : Why, I suppose the chimney-

Cox. : The chimney doesn't smoke tobacco. I'm speaking of tobacco smoke, Mrs. B. I hope, Mrs. Bouncer, you are not guilty of Cheeroots or Havanas?

Mrs. B. : Not me, Mr. Cox.

Cox. : Nor partial to a pipe?

Mrs. B. : No, sir.

Cox. : Then how is it that-

Mrs. B. : *[Confused]* Why-I suppose-yes-that must be it-

Cox. : At present I am entirely of your opinion-because I haven't the most distant particle of an idea what you mean.

Mrs. B. : Why, the gentleman who has got the attic is hardly ever without a pipe in his mouth-and there he sits with his feet upon the mantelpiece-

Cox. : The mantelpiece! That strikes me as being a considerable stretch, either

of your imagination, Mrs. B., or of the gentleman's legs. I presume you mean the fender or the hob.

Mrs. B. : Sometimes one, sometimes the other. Well, there he sits for hours, and puffs away into the fireplace.

Cox : Ah, then you mean to say that this gentleman's smoke, instead of emulating the example of all other sorts of smoke, and going up the chimney, thinks proper to affect a singularity by taking the contrary direction.

Mrs. B. : Why-

Cox : Then I suppose, the gentleman you are speaking of is the same individual that I invariably meet coming up stairs when I'm going down, and going downstairs when I'm coming up?

Mrs. B. : Why-yes-I-

Cox : From the appearance of his outward man, I should unhesitatingly set him down as a gentleman connected with the printing interest.

Mrs. B. : Yes, sir-and a very respectable young gentleman he is.

Cox : Well, good morning, Mrs. Bouncer.

Mrs. B. : You'll be back at your usual time I suppose, sir?

Cox : Yes-nine o'clock. You needn't light my fire in future, Mrs. B. I'll do it myself. Don't forget the bolster! [*Going - stops.*] A pennyworth of milk, Mrs. Bouncer, and be good enough to let it stand; I should like the cream to accumulate.

[*Exit at door, left centre.*]

Questions that help and check understanding

- Do you see Cox in a happy mood? Why or Why not?
- What does Cox complain about to Mrs Bouncer?
- Does Cox agree to Mrs Bouncer's explanations?
- What two things does Mr Cox want Mrs Bouncer to get ready in his room by the time he returns at 9 o' clock?

GLOSSARY

box and cox (phrase) /bɒks ænd kɒks/: an arrangement where space or facilities are shared by different persons in strict shifts (gained coinage only after the popularity of this play, **Box and Cox**)

cropped (v-pt) /krɒpt/	: cut
protuberant (adj) /prəˈtju:bərənt/	: bulging outward
bolster (n) /ˈbəʊlstə(r)/	: a large round pillow
wobble (v) /ˈwɒbl/	: move unsteadily
lor (n) /lɔ:(r)/	: short form of 'lord', a respectable way of addressing a gentleman
<p>'Lor' also means an expression of surprise and dismay. Even this meaning fits well here! The playwright's skill becomes evident here!</p>	
cheeroots (n-pl) /tʃeˈru:ts/	: cigars (also spelled as cheroot)
Havanas (n-pl) /həˈvænəz/	: cigars of a famous brand from Cuba
mantelpiece (n) /ˈmæntlpi:s/	: a shelf affixed to the wall above a fireplace (also spelt as mantelpiece)
fender (n) /ˈfendə(r)/	: a low metal framework in front of a fireplace
hob (n) /hɒb/	: an iron shelf at the side of a fire grate
emulating (v+ing) /ˈemjuleɪtɪŋ/	: imitating

THE PLAY - SEGMENT 2/4

Mrs. B. : He's gone at last! Really I was all in a tremble for fear Mr. Box would come in before Mr. Cox went out. Luckily, they've never met yet; and what's more, they're not very likely to; because Mr. Box is hard at work in a newspaper office all night, and doesn't come home till the morning, and Mr. Cox is busy making hats all day long, and doesn't come home till night; so that I'm getting double rent for my room, and neither of my lodgers is any the wiser for it. It was a capital idea of mine—that it was! But I haven't an instant to lose. First of all, let me put Mr. Cox's things out of Mr. Box's way. [*She takes the three hats, Cox's dressing gown and slippers, opens door of left-hand store-cupboard and puts them in; then shuts door and locks it.*] Now then, to put the key where Mr. Cox always finds it. [*Puts the key on the ledge of the door.*] I really must beg Mr. Box not to smoke so much. I was so dreadfully puzzled to know what to say when Mr. Cox

spoke about it. Now then, to make the bed—and don't let me forget that what's the head of the bed for Mr. Cox becomes the foot of the bed for Mr. Box; people's tastes do differ so. [*Goes behind the curtains of the bed, and seems to be making it—then appears with a very thin bolster in her hand.*] The idea of Mr. Cox presuming to complain of such a bolster as this!

[*She disappears again behind curtains.*]

Box : [*Outside.*] Pooh! Why don't you keep your own side of the staircase, sir?

[*Box enters at door, left centre, dressed as a printer. Puts his head out of door again, shouting.*]

It was as much your fault as mine, sir! I say, sir, it was as much your fault as mine, sir!

Mrs. B. : [*Coming out from behind the curtains of bed.*] Lor, Mr. Box! what is the matter?

Box : Mind your own business, Bouncer!

Mrs. B. : Dear, dear, Mr. Box! What a temper you are in, to be sure! You are quite pale in the face.

Box : What colour would you have a man be, who has been setting up long leaders for a daily paper all night?

Mrs. B. : But, then, you've all the day to yourself.

Box : [*Looking significantly at Mrs. Bouncer.*] So it seems! Far be it from me, Bouncer, to hurry your movements, but I think it right to acquaint you with my immediate intention of divesting myself of my garments, and going to bed.

Mrs. B. : Oh, Mr. Box! [*Going.*]

Box : Stop! Can you inform me who the individual is that I invariably encounter going downstairs when I'm coming up, and coming upstairs when I'm going down?

Mrs. B. : [*Confused.*] Oh—yes—the gentleman in the attic, sir.

Box : Oh! There's nothing particularly remarkable about him, except his hats. I meet him in all sorts of hats—white hats and black hats—hats with broad brims, and hats with narrow brims—hats with naps, and hats without naps; in short, I have come to the conclusion that he must be individually and professionally associated with the hatting interest.

Mrs. B. : Yes, sir. And, by the bye, Mr. Box, he begged me to request of you, as a particular favor, that you would not smoke quite so much.

Box : Did he? Then you may tell the gentle hatter, with my compliments, that if he objects to the smell of tobacco, he had better domesticate himself in some adjoining parish.

Mrs. B. : [*Pathetically.*] Oh, Mr. Box! You surely wouldn't deprive me of a lodger?

Box : It would come to precisely the same thing, Bouncer, because if I detect the slightest attempt on your part to put my pipe out, I at once give you warning—that I shall give you warning at once.

Mrs. B. : Well, Mr. Box, do you want anything more of me?

Box : On the contrary, I've had quite enough of you.

Mrs. B. : Well, I never! What next, I wonder?

[*Exit by door, left centre, slamming door after her.*]

Questions that help and check understanding

- Why is Mrs Bouncer in a tremble of fear?
- What is the capital idea of Mrs Bouncer? Is she happy (at this moment) about it?
- Why is Mr Box quite pale in the face, according to himself?
- Who requests Mr Box not to smoke quite so much?

GLOSSARY

capital (adj) /'kæpɪtl/	: excellent
ledge (n) /ledʒ/	: a narrow shelf
leaders (n-pl) /'li:də(r)z/	: pieces of writing in newspapers giving the papers' opinions; editorials
acquaint (v) /ə'kweɪnt/	: inform
divesting (v+ing) /daɪ'vestɪŋ/	: removing something one wears
attic (n) /'ætɪk/	: a space or room just below the roof of a house
brims (n-pl) /brɪmz/	: bottom parts of hats that stick out
nap (n-pl) /næps/	: soft surfaces of leather or fabric with threads turned into one direction

parish (n) /'pærɪʃ/

: a civil subdivision of a village

deprive (v) /dɪ'praɪv/

: deny; take away something from someone

THE PLAY - SEGMENT 3/4

Box : It's quite extraordinary the trouble I always have to get rid of that venerable female.

She knows I'm up all night, and yet she seems to set her face against my indulging in a horizontal position by day. Now, let me see—shall I take my nap before I swallow my breakfast, or shall I take my breakfast before I swallow my nap—I mean, shall I swallow my nap before—no—never mind! I've got a rasher of bacon somewhere. [*Feeling in his pockets*] I've the most distinct and vivid recollection of having purchased a rasher of bacon—oh, here it is—[*Produces it, wrapped in paper, and places it on table.*—and a two penny roll. The next thing is to light the fire. Where are my matches? [*Looking on mantelpiece, and taking box opens it.*] Now, upon my life, this is too bad of Bouncer—this is, by several degrees, too bad! I had a whole box full, three days ago, and now there's only one! I'm perfectly aware that she purloins my coals and my candles, and my sugar, but I did think—oh, yes, I did think that my matches would be sacred. [*Takes candlestick off the mantelpiece, in which there is a very small end of candle and looks at it.*] Now I should like to ask any unprejudiced person or persons their opinion touching this candle. In the first place, a candle is an article that I don't require, because I'm only at home in the day time—and I bought this candle on the first of May calculating that it would last me three months, and here's one week not half over, and the candle three parts gone! [*Lights the fire—then takes down a gridiron, which is hanging over the fireplace. Looks at it suspiciously*] Mrs. Bouncer has been using my gridiron. The last article of consumption that I cooked on it was a pork chop, and now it is powerfully impregnated with the odour of red herrings. [*Places gridiron on fire, and then with a fork lays the rasher of bacon on the gridiron.*] How sleepy I am, to be sure! (*yawning*) I'd indulge myself with a nap if there was anybody here to superintend the turning of my bacon. [*Yawning again.*] Perhaps it will turn itself. I must lie down; so here goes.

[He lies down on the bed, closing the curtains round him. After a short pause — enter Cox, hurriedly]

Cox : Well, wonders will never cease. Conscious of being eleven minutes and a half behind time, I was sneaking into the shop in a state of considerable excitement, when my venerable employer with a smile of extreme benevolence on his aged countenance, said to me—"Cox, I shan't want you today—you can have a holiday." Thoughts of "Gravesend and back—fare, one shilling," instantly suggested themselves, intermingled with visions of "Greenwich for four pence!" Then came the two-penny buses and the penny boats—in short, I'm quite bewildered. However, I must have my breakfast first; that'll give me time to reflect. I've bought a mutton chop, so I shan't want any dinner. *[Puts chop on the table.]* Good gracious! I've forgot the bread. Hullo! What's this? A roll, I declare. Come, that's lucky! Now, then, to light the fire. Hullo! *[Seeing the match-box on table.]* Who presumes to touch my box of matches? Why, it's empty! I left one in it—I'll take my oath, I did. Well, I'm blest; the fire is alight already! Where's the gridiron? On the fire, I declare. And what's that on it? Bacon? Bacon it is! Well, now, upon my life, there is a quiet coolness about Mrs. Bouncer's proceedings that's almost amusing. She takes my last match, my coals, and my gridiron, to cook her breakfast by! No! No! I can't stand this! Come out of that! *[Pokes fork into bacon, and puts it on a plate on the table, then places his chop on the gridiron, which he puts on the fire.]* Now, then, for my breakfast things.

[Taking key from the ledge of the door, opens door of the left-hand store-cupboard, and goes out, slamming the door after him with a loud noise.]

Questions that help and check understanding

- What is the extraordinary trouble Mr Box talks about?
- "This is too bad of Mrs Bouncer," says Mr Box. What is too bad of Mrs Bouncer?
- Why doesn't Mr Box require a candle at home?
- "No! No! I cannot stand this!" says Cox. What is that he cannot stand?

GLOSSARY

get rid of (idiom)	: dismiss, become free, remove
indulging (v+ing) /ɪn'dʌldʒɪŋ/	: satisfying one's wishes; letting oneself do that one enjoys
horizontal (adj) /hɒrɪ'zɒntl/	: level, flat, parallel to the plane
rasher of bacon (phrase)	: a strip or slice of meat of a pig
purloins (v) /pɜ:'ləɪnz/	: takes property of others
gridiron (n) /'grɪdaɪən/	: an iron grate used for broiling fish, meat etc over coals
impregnated (v-pp) /'ɪmpregneɪtɪd/	: infused, filled with
herrings (n-pl) /'herɪŋz/	: a type of small, oily fish (pl)
sneaking (v+ing) /'sni:kɪŋ/	: moving in stealthily
benevolence (n) /bə'nevələns/	: charitable kindness

THE PLAY - SEGMENT 4/4

Box : [*Suddenly showing his head from behind the curtains.*] Come in, if it's you, Mrs. Bouncer; you needn't be afraid. I wonder how long I've been asleep. [*Suddenly recollecting.*] Goodness gracious—my bacon! [*Leaps off the bed, and runs to the fireplace.*] Hullo! What's this? A chop! Whose chop? Mrs. Bouncer's, I'll be bound. She thought to cook her breakfast while I was asleep—with my coals, too! And my gridiron! Ha, ha! But where's my bacon? [*seeing it on table.*] Here it is. Well, upon my life, Bouncer's doing it! And shall I curb my indignation? Shall I falter in my vengeance? Not a bit of it! [*Digs the fork into the chop — opens the window, and throws the chop out; shuts the window again.*] So much for Bouncer's breakfast; and now for my own. [*With the fork he puts the bacon on the gridiron again.*] I may as well lay my breakfast things.

[*Goes to the mantelpiece, takes key out of one of the ornaments, opens door of right-hand store-cupboard and exits, slamming the door after him.*]

Cox : [*Putting his head in quickly at the door of left-hand store-cupboard*] Come in, come in. [*Opens door and comes in with a small tray, on which are tea things, etc., which he places on the chest of drawers, and suddenly recollects.*] Oh, goodness! My chop! [*Running to fireplace.*]

Hullo—what's that? The bacon again! Oh, pooh! Zounds—confound it—dash it—damn it—I can't stand this! [*Pokes fork into bacon, opens the window and flings it out—shuts the window again and comes back to the chest of drawers for the tea things—encounters Box coming from his cupboard with his tea things. They walk down to the centre of the stage together.*] Who are you, sir?

Box : If you come to that—who are you?

Cox : What do you want here, sir?

Box : If you come to that—what do you want?

Cox : [*Aside.*] It's the printer!

[*Puts tea-things on the chest of drawers.*]

Box : [*Aside.*] It's the hatter!

[*Puts tea-things on table.*]

Cox : Go to your attic, sir.

Box : My attic, sir? Your attic, sir!

Cox : Printer, I shall do you a frightful injury, if you don't instantly leave my apartment.

Box : Your apartment? You mean my apartment, you contemptible hatter, you!

Cox : Your apartment? Ha! ha! Come, I like that! Look here, sir [*Produces a paper out of his pocket.*] Mrs. Bouncer's receipt for the last week's rent, sir!

Box : [*Produces a paper, and holds it close to Cox's face.*] Ditto, sir!

Cox : [*Suddenly shouting.*] Thieves!

Box : Murder!

Both, Mrs. Bouncer!

[*Each running to door at left centre, calling.*]

MRS. BOUNCER [*Running in at door.*] What is the matter?

[*Cox and Box seize Mrs. Bouncer by the arm, and drag her forward.*]

Box : Instantly remove that hatter,

Cox : Immediately turn out that printer,

Mrs. B. : Well—but, gentlemen—

- Cox : Explain! [*Pulling her round to him.*]
 Box : Explain! [*Pulling her round to him.*] Whose room is this?
 Cox : Yes, woman, whose room is this?
 Box : Doesn't it belong to me?
 Mrs. B. : No!
 Cox : There! You hear, sir, it belongs to me.
 Mrs. B. : No. It belongs to both of you! [*Sobbing.*]
 Cox & Box : Both of us?

THE END (of our selected part)

NOTE : This is a little less than the first half of the play. It continues... ..

Questions that help and check understanding

- Who puts, according to Mr Box, his bacon on the table? Is he right?
- Why does Mr Box throw the chop out?
- What is that Mr Cox says he cannot stand?
- What is the question Mr Box and Mr Cox ask each other?
- How do Mr Box and Mr Cox react to Mrs Bouncer's answer that the room belongs to both of them?

GLOSSARY

goodness gracious (interjection)

/'gudnis 'greɪʃəs / : expressing great surprise

curb (v) */kɜːb/* : control, check, restrain, rein in

indignation (n) */ˌɪndɪɡ'neɪʃn/* : anger

vengeance (n) */'vendʒəns/* : revenge, payback

zounds (interjection) */zaʊndz/* : expressing anger, surprise, etc

confound (v) */kən'faʊnd/* : damn, destroy, ruin

frightful (adj) */'fraɪtfl/* : horrific, dreadful, awful

contemptible (adj) */kən'temptəbl/* : hate worthy, deserving disgrace

1. Annotate the following in about 100 words each. The first one has been answered as a model.

- It is not the case only with the coals, Mrs. Bouncer, but I've lately observed a gradual and steady increase of evaporation among my candles, wood, sugar, and matches.

Answer: We come across these interesting words in **Box and Cox**. It is a one-act play, written by John Maddison Morton. Mr Cox addresses these words to Mrs Bouncer.

Mrs Bouncer, a greedy landlady, rents out her room to two persons at the same time, without letting one know of the other person. They are Mr Box, the printer who works all night and lives here only during the day. The other man, Mr Cox is employed in a hat shop where he spends all day. Thus Mrs Bouncer manages to ensure that they do not meet each other in the room. But, they suspect something is wrong there. They notice their things being used up by others. The given words from Cox complain about this loss of things. The style speaks a lot about Cox's nature!

- b) It was a capital idea of mine - that it was!
- c) It's quite extraordinary the trouble I always have to get rid of that venerable female.
- d) "Cox, I shan't want you today - you can have a holiday."

2. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) **Box and Cox** is regarded as the best farce of the nineteenth century. Support the statement with illustrations from the play.

Answer: **Box and Cox**, crafted by John Maddison Morton, is a one-act play. It is hilarious. It drives readers into one continuous roar of laughter. Hence, critics labelled **Box and Cox** as the best farce of the nineteenth century. And they are right. A farce is a play with a style of humour marked by improbabilities. And **Box and Cox** is remarkable for its stark improbabilities. Mrs Bouncer, the greedy landlady, renting out the same room to two gentlemen separately is the most unimaginable improbability. The tenants, Mr Box and Mr Cox, do not know this. Mr Box, a printer, stays in the room only during the day. Mr Cox, a hatter, occupies the room only at nights. Mrs Bouncer somehow manages to ensure that they don't meet each other in the room. Yet, they suspect that something is wrong. Her explanations to their complaints add to the fun. The language Mr Box and Mr Cox use is so verbose that it evokes lots of laughter! Thus the play proves itself to be a farce of rare quality.

- b) Sketch, in a paragraph, the character of Mrs Bouncer.
- c) " ... so that I'm getting double rent for my room, and neither of my lodgers is any the wiser for it," says Mrs Bouncer. Is she right in her estimate of her lodgers? Support your answer with details.
- d) **Box and Cox** fulfills all the characteristics of a one-act play. Explain.

3. Match the following words in Column A with their meanings in Column B.

Column A

- i. crop
- ii. bolster
- iii. wobble
- iv. zounds
- v. emulating
- vi. capital
- vii. ledge
- viii. parish
- ix. deprive
- x. herrings

Column B

- a. expressing anger, surprise, etc
- b. a narrow shelf
- c. deny; take away something from someone
- d. a type of small, oily fish
- e. move unsteadily
- f. a civil subdivision of a village
- g. a large round pillow
- h. imitating
- i. cut
- j. excellent

4. Appreciating the Play

- Have you ever come across a person like Mrs Bouncer? Is it possible for us to rent out a room as Mrs Bouncer does?
- Why is Mrs Bouncer often in a tremble of fear?
- What does Mr Cox say about Mrs Bouncer using the word 'grumble'? Any lesson for us to pick up?
- Mr Box uses expressions like

"... .. divesting myself of my garments",

"... .. indulging in a horizontal position."

And Mr Cox uses phrases like

"... .. gentleman's smoke, instead of emulating the example of all other sorts of smoke, and going up the chimney, thinks proper to effect a singularity by taking the contrary direction."

Are these expressions normal?

What is their impact on the reader?

Would you like to use such expressions?

5. Word Study

What is the meaning of the word **leaders** as used by Mr Box in "... .. setting up long leaders for a daily paper"? What is the meaning of this word as you know it? Interesting to discover the difference? Yes, discovery thrills.

Cover the syllabus to DIScover many such fun filled thrills! Add your own examples from the play to the above word.

6. Fun with Punctuation

Read the following expression.

I'll take my oath.

The **apostrophe** (a **punctuation mark**) in the above expression indicates that some letters are left out. (*I will ...* leaving out *wi*, we write *I'll*.)

Suppose that punctuation mark is, either by mistake or deliberately, left out, see what happens!

I'll (**I will**) becomes **III** (**sick**)!

The example shows the value of **punctuation marks**.

See some more examples.

Can you sing? No, I can't (cannot).

No, I cant (lean or make something lean).

It's (It is) character that counts!

Its character — (the character of it!) that counts.

Won't = will not wont (n) = habit

7. Listening and Speaking

Form yourselves into a group of three.

'A' should **SPEAK OUT** (Read aloud) Mr Cox's part of the dialogue. As 'A' speaks out, 'B' and 'C' should practise **Listening**. As 'B' speaks out Mrs Bouncer's part, 'A' and 'C' must get **Listening Practice**. And as 'C' speaks out Mr Box's part, 'A' and 'B' would get **Listening Practice**.

8. Writing

Mrs Bouncer, the lead character in **Box and Cox**, is greedy. She ends up sobbing. Her greed leads her into grief. This can be summed up as a proverb like saying: **Greed leads one into grief**. (Are you reminded of దురాశ దుఃఖమునకు చేటు?) Now, write a paragraph elaborating the idea of this saying.

9. Thinking

We find Mrs Bouncer in a tremble of fear quite often. Can you think of the reasons for her fear? Does that fear result from her own deeds? **Think** critically about the reasons and the ways to avoid that fear!!

Playing the Game

Arthur Mee

Objectives

- To show to the students that helping the old and being polite to them is a rewarding experience
- To make the learners know how exciting it would be to reach a destination for a particular purpose
- To make the students know how suspense teaches a lesson to all

Appetizer

When you love cricket, you become fascinated to play the game. And it's something more when you are selected for a match in a team. But things sometimes turn differently without our knowledge.

Read the story to know what happens to Alan, a school boy...



ABOUT THE WRITER

Arthur Henry Mee (1875-1943) was an English writer, journalist and educator. Mee was the editor of his *My Magazine*. He is best known for *The Harmsworth Self-Educator*, *The Children's Encyclopedia*, *The Children's News Paper* and *The King's England*.

ABOUT THE STORY

The story, *Playing the Game* is taken from *My Magazine*. This touching incident, narrated by Mee, is about a school boy, Alan. Narrated in a simple, racy style, it is at once engaging and gripping.

GIST

Alan, a school boy, was a cricket buff. The story talks about the day Alan had to play in the school cricket team. On his way to school, he met an old man whom he helped to reach his place. He sacrificed the cricket match. His father was very proud of him and his classmates cheered him for his kind gesture. Note how dramatic the whole piece is. Though it is in the form of a short story, it reads like a play.

STORY IN ONE SEGMENT

Alan's mother came to the gate to see him off.

"Goodbye, Alan, do your best," she called out.

"Rather, Mummy," answered Alan, and, waving his hand, he ran out of the gate and up the road.

Do his best! Of course he would. For Alan was playing in the school cricket match and was mightily proud of being chosen to play. He had practised bowling with his father for weeks now, and Daddy said he was shaping well. Daddy was nearly as excited as Alan over the match and he promised that if Alan's side won he would buy him a bicycle.

No wonder Alan was excited!

On his way to the sports ground Alan had to pass the little three-cornered meadow, and as he reached it, he saw a very old man leaning heavily on his stick. As Alan passed he called out to him.

"Can I help you?" asked Alan kindly, going up to him.

"Perhaps you will let me take your arm, little boy," said the old man in a thin, cracked voice.

"This road is so hilly, and the wind is almost too much for me."

"Rather" said Alan, for he knew he could easily make up what time he had lost by running when he left the old man.

But the poor old gentleman leaned heavily on Alan's sturdy little arm, and tottered along like a baby. So slowly did he walk that five minutes had gone before they were half-way up the road.

Alan explained to the old man that he was on his way to a cricket match, and that he must not be late, but he seemed not to hear him.

"Where do you live, sir?" called Alan at last in the old man's ear.

"Up the road and some way round the corner," he answered in his thin, weak voice. "I should be so much obliged if you could see me home. You look a very kind little boy."

See him home? And they were still a long way off! If only he could walk a little faster. Why, the teams would be already on the field, and the captain would be wondering why he did not come.

Suddenly the old man stumbled over a loose paving-stone, and fell heavily on the ground.

"Don't leave me, little boy," murmured the old man.

"No, I will stay here," said Alan, and he sat down beside him, for he felt sure that someone would come that way soon.

Alan stared anxiously up and down the road during the minutes that followed. The minutes almost seemed like hours. Then, at last, turning the corner came a jolly-looking policeman. Alan could have shouted for joy.

"I'll see this gentleman home, little boy," he said after Alan explained what had happened.

Then Alan ran off, and flew as fast as his legs would carry him to the sports ground. But the game had started when he arrived.

"Why, it's Alan," said the teacher, who was standing out just inside the entrance.

"You're not much good if you can't come up to time. We have put in young Harold Banks in your place. Fortunately, he's putting some good balls over."

Alan bit his lip. How could he explain? He turned away and made his way slowly home.

His father opened the door.

"Bravo, Alan," he said, patting his little son on the back.

"But, Daddy," began Alan. But his father interrupted him.

"It's all right, old man," he said. "You see, I came up behind that policeman and he told me what had happened. So I knew you were playing the game although it wasn't on the cricket pitch. So I went back into the High Street and bought the bicycle I promised you. It's a beauty. And, Alan, we're proud of you, your Mother and I."

And in the classroom next morning the boys gave Alan three loud cheers, as only schoolboys can, for in some mysterious fashion they too had learned all about his kind act.

Questions that help and check understanding

- Why was Alan excited?
- What was the old man's problem? Why did Alan decide to help him?
- What did the teacher tell Alan on his late arrival?
- Explain the significance of the sentence, *So I knew you were playing the game although it wasn't on the cricket-pitch.*

- e) Why were the parents proud of Alan and what did they buy (for) him?
 f) Why did the boys in the class give Alan loud cheers?

GLOSSARY

playing the game (phrase)	: doing what is right
to see him off (idiom)	: to say goodbye to him
mightily (adv) /'maɪtli/	: greatly
shaping well	: making progress
thin, cracked voice	: weak, unsteady voice
sturdy (adj) /'stɜːdi/	: strong
tottered (v -pt) /'tɒtə(r)d/	: walked with unsteady steps
obliged (adj) /ə'blaɪdʒd/	: thankful
stumbled over	: walked in an unsteady way as if falling on the ground

1. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) Write a paragraph on how Alan and his parents felt excited when he was chosen to play for the school cricket match.

Answer

Alan was a school boy. He was a cricket buff. His father also encouraged him to play cricket. He practised bowling with his father. He was selected for school cricket team. His father and his mother were very excited at his selection. Alan's father promised to buy him a bicycle if his team won the match. Both his parents cheered Alan whole heartedly and wished him to do his best in the school cricket match.

- b) Narrate the feelings of Alan as he was not able to reach the ground in time after meeting the old man on his way.
 c) Helping the old is as good as playing the game. Elucidate with reference to the story
- 2. Read the following passages and answer the questions that follow in a word or a sentence each.**

- a) Do his best! Of course he would. For Alan was playing in the school cricket match and was mightily proud of being chosen to play. He had practised bowling with his father for weeks now, and Daddy said he was shaping well.

Daddy was nearly as excited as Alan over the match and he promised that if Alan's side won he would buy him a bicycle.

- i. **Do his best! Of course he would.** Who would be doing well?
 - ii. What was he proud of?
 - iii. How did he practise cricket?
 - iv. What was his father's promise?
 - v. Write the **Antonym** of win.
 - vi. 'Daddy was nearly as excited as Alan over the match.' Here the adverb, **nearly** means Choose the answer.
a. almost b. completely c. quietly d. happily
 - vii. What is the informal name of father mentioned in the passage?
 - viii. Write the **noun form** of practise.
- b) "Where do you live, sir?" called Alan at last in the old man's ear.
"Up the road and some way round the corner," he answered in his thin, weak voice. "I should be so much obliged if you could see me home. You look a very kind little boy."
See him home? And they were still a long way off! If only he could walk a little faster. Why, the teams would be already on the field, and the captain would be wondering why he did not come.
- i. What did Alan ask in the old man's ear?
 - ii. Where was the old man's house?
 - iii. What request did the old man make to Alan?
 - iv. Why was Alan in a hurry?
 - v. **If only he could walk a little faster.** Why did Alan want the old man to walk faster?
 - vi. Why would the captain be wondering?
 - vii. **I should be so much obliged if you could see me home.**
Obliged in the sentence means Choose the answer.
a. forceful b. thankful c. polished d. all the above
 - viii. Pick out the word from the passage which is the **Antonym** of strong.
- c) And in the classroom next morning the boys gave Alan three loud cheers, as only schoolboys can, for in some mysterious fashion they too had learned all about his kind net.

- i. From which story is this passage taken?
- ii. Who is the writer of the story from which this passage is taken?
- iii. Where and when did the schoolboys meet?
- iv. What did they do?
- v. Why did the boys give Alan **three loud cheers**?
- vi. What does the phrase **three loud cheers** mean?
- vii. How did the boys come to know about Alan's kind act?
- viii. Pick out the word from the passage which means **strange**.

3. Appreciating the Story

- Alan stared anxiously up and down the road during the minutes that followed. The minutes almost seemed like hours Why?
... .. because of anxiety?
Have you ever experienced that?
- I knew you were playing the game though it wasn't on the cricket-pitch ...
... playing? What game? Do we all play games outside the play fields?
- "... .. gave **three loud cheers** as only schoolboys can" Why only schoolboys can? Why not adults? What about you? Can you give cheers like those boys?

4. Word Study

- a. Look at the expression **three loud cheers** in the story. It's used to indicate an atmosphere of happiness and appreciation among the group of students or friends.

Similarly, **three cheers for the winners!** - Used to congratulate or cheer the winners three times, as is done by people with three times claps to express their joyfulness. Use the expression in your own sentence.

- b. Remember, though it is in the form of a short story, it reads like a play. Look at the following expressions.

'Goodbye, Alan, do your best.'

'Can I help you?'

'Where do you live, sir?'

'Bravo, Alan!'

These expressions are used in communication. They make a lot of meaning. Goodbye, Alan, do your best. is a form of leave taking; and wishing

Can I help you? is a polite offer.
Where do you live, sir? a polite question.
Bravo, Alan! is cheering, congratulating on one's good deed(s).
Learn to use them in your conversation.

5. Listening and Speaking

... said the old man in a thin, cracked voice. YET Alan could listen to him and understand him. The reason, Alan was willing to **LISTEN** to. Develop that kind of **READINESS** to **LISTEN** to any kind or level of voice. But practise **SPEAKING** clearly, audibly and correctly.

6. Writing

Write a short paragraph on **Doing good to others**.

7. Thinking

Alan wanted to play cricket. But he **PLAYED** a different **GAME** - off the ground. **Think** of the Games on / in the play ground. **Think** about the kind of game you should play in any given situation.

8. Word Games

See the meanings of the following words.

cricket	=	1. name of a game,	2. an insect
bat	=	1. a flat wooden tool to hit a ball,	2. a bird like mammal
pitch	=	1. the space between wickets,	2. level of the tone
bowl	=	1. throw a ball,	2. a small container
match	=	1. a competition,	2. a suitable person / thing

Note that some of the above words have some more meanings each. All the words belong to **CRICKET**. Now play **CRICKET** with words (NOT with a ball and bat!) Select any field like 'class room', 'examination' Write at least three words that belong to a specific subject and have at least two meanings each.

See the title : Play = participate in a sport; drama; Game = sport = hunted animal

9. Related Reading

Read the story **Abraham Prize** by David McRobbie and find out the similarities between the two stories. You can download it from the Internet.

The Five Boons of Life

Mark Twain

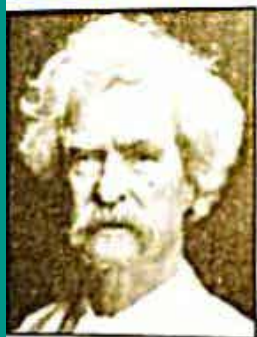
Objectives

- To make the students understand the importance of making right choices in life
- To show the students the difference between short-lived pleasures and long-lived values
- To let the learners know how vanity leads to one's downfall
- To make the students realize that riches alone can't make one happy

Appetizer

Do you know that life offers many choices and the choice you make helps YOU become an absolute man? If God appears and offers you a choice between wisdom and wealth, what would you prefer? Of course ... the invaluable. What happens if someone makes a wrong choice? Anxious? So read on to find... ..

ABOUT THE WRITER



Samuel Langhorne Clemens (November 30, 1835 - April 21, 1910) is popularly known by his pen name *Mark Twain*. He was an American writer, humorist and lecturer. He is greatly praised as the greatest humorist of the United States. He is rightly called the father of American literature. Among his notable works are *The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1884).

ABOUT THE STORY

Mark Twain's short story **The Five Boons of Life** is a parable with his characteristic twist at the end. The main theme of the story is the deceiving nature of human life. This theme is enhanced through the motifs of **Fame, Love, Riches, Pleasure and Death**. These five metaphorical gifts are actually five human experiences which are more or less universal. The story conveys the pessimistic message of the writer that there is nothing pure in life and every good thing one experiences is shadowed by its reverse. According to him, Death is the only eternal truth which becomes a gift when one transcends the fear of death.

GIST

A fairy offers a young man one of her five gifts: **Fame, Love, Riches, Pleasure and Death**. The fairy tells him that only one of these gifts is valuable, so he should choose wisely. But each time he seems to make the wrong choice. The first four choices he makes are **Pleasure, Love, Fame and Wealth**. None of these is found to be valuable. Pleasure is followed by pain, Love by grief, Fame by envy and decay, and Wealth by poverty. He seeks for Death last of all realizing that he has nothing to live for. But the fairy gives her gift of Death to a child leaving the man in a miserable state.

THE STORY - SEGMENT NO. 1/2**CHAPTER I**

In the morning of life came a good fairy with her basket, and said:

"Here are gifts. Take one, leave the others. And be wary, choose wisely; oh, choose wisely! for only one of them is valuable."

The gifts were five: **Fame, Love, Riches, Pleasure and Death**. The youth said, eagerly:

"There is no need to consider"; and he chose **Pleasure**.

He went out into the world and sought out the pleasures that youth delights in. But each in its turn was short-lived and disappointing, vain and empty; and each, departing, mocked him. In the end he said: "These years I have wasted. If I could but choose again, I would choose wisely."

CHAPTER II

The fairy appeared, and said:

"Four of the gifts remain. Choose once more; and oh, remember-time is flying, and only one of them is precious."

The man considered long, then chose **Love**; and did not mark the tears that rose in the fairy's eyes.

After many, many years the man sat by a coffin, in an empty home. And he communed with himself, saying: "One by one they have gone away and left me; and now she lies here, the dearest and the last. Desolation after desolation has swept over me; for each hour of happiness the treacherous trader, **Love** has sold me I have paid a thousand hours of grief. Out of my heart of hearts I curse him."

CHAPTER III

"Choose again." It was the fairy speaking.

"The years have taught you wisdom -- surely it must be so. Three gifts remain. Only one of them has any worth -- remember it, and choose warily."

The man reflected long, then chose **Fame**; and the fairy, sighing, went her way.

Years went by and she came again, and stood behind the man where he sat solitary in the fading day, thinking. And she knew his thought:

"My name filled the world, and its praises were on every tongue, and it seemed well with me for a little while. How little a while it was! Then came envy; then detraction; then calumny; then hate; then persecution. Then derision, which is the beginning of the end. And last of all came pity, which is the funeral of fame. Oh, the bitterness and misery of renown! target for mud in its prime, for contempt and compassion in its decay."

Questions that help and check understanding

- How many gifts did the fairy offer? What are they?
- What was the condition laid down by the fairy?
- What prompted the youth to choose **Pleasure** at first? Was he right in doing so?
- When the youth chose **Love**, there were tears in the fairy's eyes. Why?
- Why did the youth curse **Love**?
- If you were in the place of the youth, what would you choose?

GLOSSARY

wary (adj) /'weəri/	: cautious, careful
mocked (v-pt) /mɒkt/	: laughed at somebody in an unkind way
coffin (n) /'kɒfɪn/	: the box in which a dead body is buried or cremated
communed (v-pt) /kə'mju:nd/	: talked
desolation (n) /dɛsə'leɪʃən/	: misery combined with a feeling of being lonely
treacherous (adj) /trɛɪʃərəs/	: intending to betray somebody
curse (v) /kɜ:s/	: to say offensive words about somebody in an angry way
solitary (adj) /sɒlɪtəri/	: without company, being alone

detract (v) /dɪ'trækt/	: a state of having lower value
calumny (n) /kæləmni/	: a false statement about somebody made to damage his/her reputation
persecution (n) /pə'si:kju:ʃən/	: a state of being treated in a cruel way
derision (n) /dɪ'rɪʒən/	: contemptuous laughter
contempt (n) /kən'tempt/	: lack of respect
compassion (n) /kəm'pæʃən/	: pity for the sufferings of others

READ FURTHER - SEGMENT NO. 2/2

CHAPTER IV

"Choose yet again." It was the fairy's voice.

"Two gifts remain. And do not despair. In the beginning there was but one that was precious and it is still here."

"Wealth -- which is power! How blind I was!" said the man. "Now, at last, life will be worth living. I will spend, squander, dazzle. These mockers and despisers will crawl in the dirt before me, and I will feed my hungry heart with their envy. I will have all luxuries, all joys, all enchantments of the spirit, all contentments of the body that man holds dear. I will buy, buy, buy! deference, respect, esteem, worship -- every pinchbeck grace of life the market of a trivial world can furnish forth. I have lost much time, and chosen badly heretofore, but let that pass; I was ignorant then, and could but take for best what seemed so."

Three short years went by, and a day came when the man sat shivering in a mean garret; and he was gaunt and wan and hollow-eyed, and clothed in rags; and he was gnawing a dry crust and mumbling:

"Curse all the world's gifts, for mockeries and gilded lies! And miscalled, every one. They are not gifts, but merely lendings. **Pleasure, Love, Fame, Riches:** they are but temporary disguises for lasting realities -- **Pain, Grief, Shame, Poverty.** The fairy said true; in all her store there was but one gift which was precious, only one that was not valueless. How poor and cheap and mean I know those others now to be, compared with that inestimable one, that dear and sweet and kindly one, that steeps in dreamless and enduring sleep the pains that persecute the body, and the shames and griefs that eat the mind and heart. Bring it! I am weary, I would rest."

CHAPTER V

The fairy came, bringing again four of the gifts, but **Death** was wanting. She said:

"I gave it to a mother's pet, a little child. It was innocent, but trusted me, asking me to choose for it. You did not ask me to choose."

"Oh, miserable me! What is left for me?"

"What not even you have deserved: the wanton insult of Old Age."

Questions that help and check understanding

- What gift did the man choose the fourth time?
- What did he want to do with the gift? Did he succeed?
- Describe the condition of the man after he chose the fourth gift.
- Why did he want to choose **Death** finally?
- Was **IGNORANCE** bliss to the child? How?

GLOSSARY

despair (v) /dis'peə/	: to stop having any hope at all
squander (v) /skwɒndə/	: to waste something foolishly or carelessly
dazzle (v) /dæzl/	: impress somebody greatly
despisers (n-pl) /dis'paɪzəz/	: persons who treated one with contempt
deference (n) /defərəns/	: yielding to the views, wishes of others because of respect
esteem (n) /is'ti:m/	: high regard
garret (n) /gærət/	: a small, dark, unpleasant room
gaunt (adj) /gɔ:nt/	: made exceptionally thin by suffering or hunger (also means 'old')
wan (adj) /wɒn/	: pale and tired
gnawing (v-ing) /nɔ:ɪŋ/	: biting
crust (n) /krʌst/	: the hard, outer surface of bread
gilded (adj) /gɪldɪd/	: coated with gold, false
inestimable (adj) /ɪn'estɪməbl/	: too great to calculate, priceless
weary (adj) /'wiəri/	: very tired
wanton (adj) /'wɒntən/	: excessive

1. Answer the following questions in about 100 words each. The first one has been answered as a model.

- The young man feels that the five boons are not gifts, but merely lendings. Justify his opinion with reference to his experiences.

Answer: Mark Twain's *The Five Boons of Life* portrays the downfall of a wretched and self-conceited young man. When a fairy offers the young man one of her five gifts among **Fame**, **Love**, **Riches**, **Pleasure** and **Death**, he chooses **Pleasure** first. **Pleasure** makes him disappointed. His next choice is **Love**. He has spent his life loving people who leave this world one by one leaving him in grief. Then he goes for **Fame** perceiving it to be something magnificent. But, in reality, it brings him shame. On having chosen **Wealth** later to deride his detractors, he becomes a pauper. Finally he realizes that **Death** is the only gift which soothes him and pleads with the fairy to grant him that invaluable gift but in vain. The fairy has already given **Death** to an innocent child. Thus the man ends up seeing what he thought are great gifts are actually mere lendings.

- b) Every time the youth chooses a gift, the fairy expresses her dissatisfaction with her gestures. Comment.
- c) "The years have taught you wisdom... surely it must be so," remarks the fairy. Is she right? Explain.
- d) What are the thoughts in the mind of the youth when he chooses wealth? What is the result?

2. Read the following passages and answer the questions that follow in a word or a sentence each.

- a) The man considered long, then chose Love; and did not mark the tears that rose in the fairy's eyes.

After many, many years the man sat by a coffin, in an empty home. And he communed with himself, saying: "One by one they have gone away and left me; and now she lies here, the dearest and the last. Desolation after desolation has swept over me; for each hour of happiness the treacherous trader, Love, as sold me I have paid a thousand hours of grief. Out of my heart of hearts I curse him."

- i. The man chose the gift Love at once, without thinking. Write **true** or **false**.
- ii. With whom did the man commune?
- iii. The word **rose** used as a verb in the passage means **came forth**. As a noun, it means.
 - a) stood up b) a flower c) a fruit
- iv. How is his sadness or loss expressed in the passage?
- v. Whom did the man call a **treacherous trader**?
- vi. 'Out of my heart of hearts I curse him'... whom does the word **him** refer to?

- vii. Find the **antonym** of the word **bless** from the passage.
- viii. Write the word from the passage which means **the box in which a dead body is buried or cremated**.

b) "Choose yet again." It was the fairy's voice.

"Two gifts remain. And do not despair. In the beginning there was but one that was precious and it is still here."

"Wealth -- which is power! How blind I was!" said the man. "Now, at last, life will be worth the living. I will spend, squander, dazzle. These mockers and despisers will crawl in the dirt before me, and I will feed my hungry heart with their envy."

- i) How many gifts had the man already chosen?
- ii) Did the man choose the precious gift before? How do you know?
- iii) Who does the word **I** refer to in the sentence, "How blind I was!"?
- iv) With what would his life be worth the living?
- v) How would the man feed his hungry heart?
- vi) The man said that he was blind to the fact. What was the fact?
- vii) What was the man's real motive in choosing wealth?
- viii) Write the **synonym** of the word **jealousy** from the passage.

3. Appreciating the Story

- i) A **boon** is a thing that is helpful or beneficial.

Are the **boons** mentioned in the story really beneficial to the young man?

If not, why are they called **boons**?

Discuss with your friends.

- ii) The young man in the story thinks that he can buy respect, esteem, worst etc. with wealth.

Can they really be bought with money?

Think of a few things which money can't buy.

4. Word Study

Can you distinguish the following homonyms and use them in your own sentences?

- a) rose (n) - rose (v)
- b) mean (adj) - mean (v)
- c) lies (n) - lies (v)
- d) mark (n) - mark (v)

5. Listening and Speaking

The fairy in the story said to him each time to choose wisely, for only one of those gifts was valuable, precious and worthy. Did he **LISTEN** to the fairy or just **HEARD** her? Practise **LISTENING** to someone. **HEARING**, everyone can! Your regular practise in **LISTENING** helps you **SPEAK** well!

6. Writing

Have you ever been troubled with making a choice in your life?

Narrate one of your experiences in writing.

7. Thinking

The man **reflected** (thought) long

... .. he sat solitary in the fading day, **thinking**

He **thought** long ... he sat **thinking** ... Yet he ended up in grief. Why? Was he not taught how to **think** right? **THINK** about it.

THINK right!

Choose wisely!

Learn well!

Live nobly!

8. Word Games

Read this. Remember, this is a game!

U C with I. S? Any doubt? Now read again.

You see with eye. Yes? No doubt.

Can you write some more letters that sound like words?

b for be, bee' c for see, sea; l for yell; p for pea ...

Complete the list. q, r, s, t, u, v, so on

Once a boy was asked to spell out the word 'cow' using 13 letters. He thought for a while, and said, "sea o double you". 13 letters.

Games can be so thrilling!

9. Related Reading

Read some excerpts from Mark Twain's book - **Huckleberry Finn**.

Read the poem, **The Road Not Taken** by Robert Frost.

Does this poem talk about making a choice?

Objectives

- To introduce to the learners the beauty of folklore and to create an interest in their minds to read more such tales
- To impress upon the learners the value of honesty
- To establish that short-sighted, selfish tricks can only be short-lived

Appetizer

Honesty is the best policy. Have you heard of this wise saying? Do you like it? Are you ready to practise it? Do you find people around you following this principle? Why doesn't everyone follow it? Eager to know the answers?

Now read on

ABOUT THE STORY

This folk tale makes an interesting reading. With its gripping narration, the story excites the reader thoroughly. In the end takes a sudden twist, stunning and surprising the reader. Equally shocked were the brothers in the story. The brief story effectively exposes the follies of the brothers, prompting many a reader to introspect!

GIST

Three aged brothers - central characters - were short-sighted, both physically and mentally. They were selfish and greedy. Citing their eldest brother's short-sightedness as a reason, the youngest brother proposed to manage their family finances. He was blind to his own disability. All of them suffered from the same flaw, sight problems and lack of values. Yet, each tried to outsmart the other. They planned to test their own vision by reading the inscription above the doorway of a nearby monastery. Each knew that he couldn't read it. So, they secretly and separately enquired with the monk there as to what was written on the tablet. And later, they pretended they were reading the inscription with their own eyes. It was then, that the monk revealed that the tablet was not put up yet! The brothers realized how foolish they were!

THE STORY - SEGMENT NO. 1/2

Three elderly brothers, all very short-sighted, lived in a large house on the outskirts of a city, in China. One day the youngest brother suggested that he should take charge of the finances. "Elder brother's sight is so bad, he cannot see how much money he's receiving or giving," he said, "and people take advantage of his disability."

"As if you can see better," sneered the second-youngest brother. "If you're saying our finances should be handled by the one who has the best sight, then it is I who should be given charge. I can see better than either of you."

"I have my doubts about that," said the eldest brother. "Let's settle this once and for all. I've heard the monastery is putting up a tablet inscribed with a saying, above the main doorway, tonight. Let's go there tomorrow and test our vision. Whoever can read the inscription with the least strain will get charge of our money. Agreed?"

"Agreed," said his brothers in unison.

"Good! Now go away and let me get a few winks."

As soon as they had gone, the eldest brother sneaked out of the house and went to the monastery where he met the monk.

"I've heard you're putting up an inscription over the doorway," he said. "Can you tell me what the inscription reads?"

"Certainly. It's a quotation from Confucius. It reads: Be Honest At All Times."

The brother went away chuckling at his cleverness. A little later the second brother arrived there.

"Can you tell me what the inscription you are going to put up over the doorway reads?" he said to the monk.

"Everybody seems to want to know," said the man. "It reads: Be Honest At All Times."

"Is there any decoration around it?"

"The tablet has a flowery border." The second brother went away very pleased with himself. Hardly had he gone when the third brother arrived there. He too enquired about the inscription and on being told what it was, asked if there was any other writing on it.

"Only the donor's name, Wang Lee, at the bottom," said the monk.

The next morning the three short-sighted brothers made their way to the monastery.

Questions that help and check understanding

- Did all the three brothers suffer from the same disability? Name it.
- What was the test they wanted to take to prove they had better eye-sight than the others?
- What did the inscription read?
- Did any of the three brothers really understand the true meaning of the inscription?
- What could have happened at the monastery the next day?

GLOSSARY

short-sighted (adj) /ʃɔ:(r)t 'saɪtɪd/	: unable to see objects clearly if they are not very near
folklore (n) /'fəʊklɔ:(r)/	: the traditional stories of an area, largely transmitted orally
to take charge of (phrase)	: to get control of : to have powers over something : to use a particular situation to get what one wants
sneered (v-pt) /sniəd(r)d/	: spoke in a very unkind way; spoke in such a way that shows no respect
monastery (n) /'mɒnəstri/	: a place where monks (members of male religious groups) live
tablet (n) /'tæblət/	: flat piece of stone with words cut into it
inscribed (v-pt) /ɪn'skraɪbd/	: cut words on the surface of a stone
strain (n) /streɪn/	: difficulty
in unison (phrase)	: (say) same words at the same time
get a few winks (idiom)	: sleep for a short while
sneaked (v-pt) /sni:kt/	: went secretly
monk (n) /mʌŋk/	: a member of an all men religious group living away from public
Confucius (prop. noun) /kən'fju:ʃəs/	: a great Chinese philosopher and teacher who lived from 550 - 479 BC

THE STORY - SEGMENT NO. 2/2

"There's the inscription," said the oldest when they drew near the entrance. "I can clearly make out the writing. It reads: Be Honest At All Times."

"Your sight is better than I thought," said the second brother. "But definitely not better than mine. Can you see the decoration around the inscription?"

"Decoration? What decoration?"

"There's a floral decoration all around the tablet," said the brother, triumphantly.

"Very good, very good," applauded the youngest brother. "But can either of you see any other writing on the tablet besides the inscription?"

"Other writing?" intoned the second brother, his face falling. "What other writing is there?"

"The name of the donor, Wang Lee," said the youngest brother, pointing. "Can't you see it? It's at that corner."

The monk they had talked to the previous evening came out of the monastery just then and walked towards the short-sighted brothers.

"Oh, you've come to see the inscription," he said. "So sorry. We couldn't put it up yesterday evening. We are going to put it up today."

The short-sighted brothers realised their follies.

Questions that help and check understanding

- How did the second brother prove that he had better sight than the elder one?
- What did the third brother read in addition to what his two elder brothers had read?
- Did they really READ, what WAS there?
- What did the monk tell them?

GLOSSARY

triumphantly (adv) /traɪ'ʌmfəntli/	: victoriously, with happiness at one's success over the other
applauded (v-pt) /ə'plɔ:dɪd/	: approved, praised
intoned (v-pt) /ɪn'təʊnd/	: said something slowly and clearly
face falling (phrase)	: looking sad, disappointed

1. Answer the following questions in about 100 words each. The first one has been answered as a model.

a) Is the title, *The Short-sighted Brothers* apt to the story? Explain.

Answer: Yes. The title is well suited to the story. The story discusses the disability of the three brothers. All of them were short-sighted. Their nature, outlook and personality too had this kind of flaw. They failed to see the outcome of their evil plans. They were just greedy. They thought they could very easily outsmart the others. In the process, they fooled themselves. They memorised the quotation, "Be honest at all times." But they did not adopt it in their own lives! The story clearly shows the physical weakness of the brothers. It also exposes their follies. Thus we can very firmly say that the name suits the story well. It at once tells us what we are going to find in the story.

b) How did the three brothers try to outsmart one another?

c) Were the brothers successful in executing their tricks? Support your answer.

d) Does the story support the wise saying, Honesty is the best policy? Discuss.

2. Read the following passages and answer the questions that follow in a word or a sentence each.

a) Three elderly brothers, all very short-sighted, lived in a large house on the outskirts of a city, in China. One day the youngest brother suggested that he should take charge of the finances. "Elder brother's sight is so bad, he cannot see how much money he's receiving or giving," he said, "and people take advantage of his disability."

i. Where did the three brothers live?

ii. What did the youngest brother propose one day?

iii. How did the youngest brother support his claim?

iv. How would people take the eldest brother's short-sightedness, according to the youngest brother?

v. Was the youngest brother sincere in his suggestion?

vi. Their sight problem was negligible. Is it true or false?

vii. Give the synonym of edge from the passage.

viii. Write a set of antonyms you find in the passage as good is the antonym of bad.

- b) "The tablet has a flowery border." The second brother went away very pleased with himself. Hardly had he gone when the third brother arrived there. He too enquired about the inscription and on being told what it was, asked if there was any other writing on it."

"Only the donor's name, Wang Lee, at the bottom," said the monk.

- i. What did the tablet have for its decoration?
 - ii. Who answered the question about its decoration?
 - iii. Who was very happy to know about that decoration?
 - iv. When did the third brother reach the monastery?
 - v. What did the youngest brother want to know particularly?
 - vi. Where was the donor's name mentioned?
 - vii. Why was the second brother happy with himself?
 - viii. Write the **Antonym** of **departed** from the passage.
- c) The monk they had talked to the previous evening came out of the monastery just then and walked towards the short-sighted brothers.

"Oh, you've come to see the inscription," he said. "So sorry. We couldn't put it up yesterday evening. We are going to put it up today."

The short-sighted brothers realised their follies.

- i. When did they all talk to the monk?
- ii. Did each brother know that the others also had talked to the monk?
- iii. Where did the monk go?
- iv. Why did the monk say sorry?
- v. What does the word **it** refer to?
- vi. When were they going to put it up?
- vii. What did the brothers realise?
- viii. They didn't put up the inscription as originally scheduled. How did it help the brothers?

3. Appreciating the Story

- ♦ Examine the title carefully. What does the word short-sighted mean? Does it have only one meaning? If it has more than one meaning, do they all fit in this context? Find out the beauty.

- ❖ Be honest AT ALL Times. Note the number of times the quote is used. Any significance? Discover its value.
- ❖ When did the monk come out of the monastery, before the brothers read out the tablet or after? Does the timing serve any purpose? Suppose he came out before they read it. See the difference.

4. Word Study

- a. **Short-sighted** is used in two different contexts with different meanings. Learn them and practice using the word in both the senses.
Long-sighted and **far-sighted** are the two antonyms of **short-sighted**.
- b. Do both the antonyms mean the same? Why? Why not? How interesting is the answer?
Short-sightedness is the noun form of the adjective **short-sighted**.
Try to give another form of **short-sighted**.
- c. Can you give two other meanings of the word **tablet** apart from the meaning **a flat piece of stone with words cut into it**?
What are such words - with the same spelling, the same pronunciation but with different meanings - called?

5. Fun with Punctuation

Examine the word short-sighted. It is a combination of two words, connected with a short dash '-' called the **hyphen**. The mark plays an important role in understanding or misunderstanding an expression.

Examine the following expressions:

- i) Jim Corbett killed many **man-eating** tigers.

Have you ever seen a man eating tiger?

- ii) People believed that industrialization is the **fast track** (n) to economic progress of all.

We always believe in and follow **fast-track** (adj) procedures.

- iii) Please give me **twenty two** litre oil bottles. (2 litre bottles - 20 numbers).
But he gave me **twenty-two** litre oil bottles. (One litre bottles - 22 numbers)

While examining examples of the above kind is real fun, knowing where to use or not a **hyphen** is a tough task. Develop the skill of using this mark properly through regular practice!

6. Listening and Speaking

A monk is the only other character in the story apart from the three short-sighted brothers. Have you ever listened to a monk's speech? Most monks, saints, sages speak in soft, sweet and clear voices with a sense of deep conviction.

Practise **LISTENING** to speeches / talks of monks available on the Internet. Then practise **SPEAKING** that way.

7. Writing

- Write a small paragraph describing your response to the story.
- Create a couple of quotations like **Honesty is the best policy**.

8. Thinking

All the three short-sighted brothers were thinking of the plans to outsmart others. But, finally they fooled themselves. Think about such experiences you have noticed and try hard to find out ways to avoid such unpleasant scenes.

9. Word Games

See the words **once, said** (from the text). Let us rearrange the letters in those words.

What do you get? once → cone; said → dais; name → mane → mean; read → dear → dare (all from the text)

Can you think of some such words.

listen → silent; mother in law → woman Hitler; eat → ate → tea; sing → sign; bear → bare; angle → angel

Try adding your examples. A real fun way to expand your word power!

9. Related Reading

Read a collection of folk tales from India - A.K. Ramanujam's *Folk Tales of India*.

Sanghala Panthulu

(An elderly gentleman helping form associations)

Suravaram Pratapa Reddy

(Translated by Elanaaga)

Objectives

- To familiarize the learners with their roots i.e., social, economic and cultural background
- To inculcate in the learners persuasive skills i.e., using language to make others agree to do something
- To acquaint the learners with techniques to disagree with others - even in power - politely but firmly
- To introduce to the learners the flavour of native language words being used in other tongue narration

Appetizer

When you face **Divide and rule** – dictators' devilish policy – encounter it with **United we stand** struggle for survival philosophy. Do you agree to this? Is it possible to follow that wise policy? Do such doubts trouble you? Do you have the will to practise? There is a way, no, there are many ways.

Read on to discover

ABOUT THE WRITER



An editor, researcher, writer, activist and motivator, **Suravaram Pratapa Reddy** is a multifaceted personality. Born at Itikyalapadu in Mahabubnagar District on 28 May, 1896, Pratapa Reddy worked hard to promote social and political awareness among the suffering masses. A polyglot (capable of using Telugu, Hindi, Urdu, Sanskrit, English and Parsi), he loved and respected Telugu so much that he founded, edited and popularized Telugu journals. His writings mainly reflect local history and local people's sufferings. He was elected as an MLA (1952), but could not continue for long, as he died on 25 August, 1953. Now (2021), we are celebrating his 125th birth anniversary to honour this social activist and a literary giant!

ABOUT THE STORY

Suravaram Pratapa Reddy's story, **Sanghala Panthulu** is a caustic comment on contemporary complex problems common man was compelled to suffer. Coming from the pen of a committed and concerned social activist, this original Telugu story (1940) was translated into English by Elanaaga (Dr N Surendra). Like any other work of Suravaram, this story too reflects local history and local masses' struggles and suffering. Gripping narration moves readers into those periods and places. Liberal use of the native idiom lends a rare flavor to the story. It offers interesting insights into the then social, economic, political and cultural conditions.

GIST

Sanghala Panthulu, a story by Suravaram Pratapa Reddy, has for its setting a tiny riverside village known as Ramasagaram, ruled by the *Nizams*. The time of the story is pre-1940. Most of the villagers were either illiterate or not well-informed. They were timid and unorganized. They lacked unity. Taking advantage of their ignorance and fear, the police were exploiting them to the core. In fact, the village needed no police station. Their only duty was to demand drudgery, fowls and required grocery without any payment. The only rewards people would get from the police for all this was scolding, beatings and insults. Once when **Sanghala Panthulu** entered the scene and explained to the innocent villagers the rule position and their rights, the situation improved a lot. Even the higher authorities realized the folly of the police. Finally, justice prevailed - courtesy **Sanghala Panthulu**. The story concludes on a note of colourful celebrations!

THE STORY - SEGMENT NO. 1/4

It was a village called Ramasagaram under the *Nizam's rule*. It was located on the bank of the river Krishna along the frontier of Palnadu. There were about 500 houses in that village; 30 belonged to *Komatis* while 80 were *Kapu* community's and *Madigas* had 100 houses. The rest belonged to sundry other castes. There was a police station in that village. Its staff comprised 12 *jawans*, a *jamedar* and an *Ameen*. Each *juwan* was given a horse and the *Ameen*, two big horses. *Ameen's* quarter was located just beside his work place viz., the police station. The police had never bought anything by paying money. They had *Madigas* for drudgery and *Komatis* for supply of commodities. But, of the 30 *Komati* families, only one actually had a grocery store. The rest led their lives by doing other jobs. So what? Didn't they belong to *Komati* caste? They did. So they must supply all the goods asked by the police. Fowls, eggs and splinters were to be supplied by *Madigas*.

Thus, things were moving happily. But the farmers were perturbed. They observed the lives of people on the other side of the river Krishna ruled by the British and found that people were happy there. There was no drudgery, no penalties – no beatings either. But if the people of Ramasagaram were to migrate to that side leaving the households and assets earned by their ancestors and their caste trades as well, how would they live?

One morning, the whole village seethed due to the death of a seventy year old *Madiga* woman. You may ask as to why the villagers should raise hue and cry. You may add “Should not an old woman die?” On that day, *Ameen Saab*’s wife who the villagers refer to as *Begum Saheba*, had asked the old woman to bring a bundle of splinters. She wanted to use those splinters as firewood for cooking. *Rela* wood suits that purpose well. But even though the woman searched a lot for *Rela* wood in the forest, she couldn’t find it. Hence she hewed branches of *Cassia* shrub and made a bundle out of them. When she reached *Begum Saheba*’s house, it was evening. She had no food since morning. She had toiled for whole day in the sun. She put the bundle on ground. *Begum Saheba* fumed saying “I asked for *Rela* wood. Why did you bring different wood?” Then she kicked the old woman in her ribs. The old woman died. “Remove this corpse” said *Begum Saheba*. Four *jawans* dragged the corpse and threw it in the graveyard of *Madigas*.

The *Ameen* had summoned a *Komati*. When the latter came *Ameen* asked: “Where are the *badam*, *akhrot* and *pista* nuts that I told you to bring? Why haven’t you brought them, treacherous fellow?” Then he instructed the *jawans* to beat him four times with *chappals*. At once a *jawan* gave eight beatings with his *chappal* instead of four. The *Komati* became angry. He also felt like weeping. But he remained quiet. All the *Komatis* discussed the incident. They persuaded a *Komati* on the other side of the river Krishna to supply commodities to the police on an annual contract of rupees 1200. They provided him with a shop too. But he had to supply goods worth rupees 1000 in just two months. One night he escaped and crossed the river Krishna. Then they brought a *Marwadi* from city for rupees 1000 a year and stationed him in the village. He came four months ago. He had been struggling since then.

Questions that help and check understanding

- What did the police personnel demand from the villagers?
- Why were the farmers perturbed?
- How did the seventy year old woman die? How did the villagers react?

- Q. Why was a Komati beaten by the jawans?
 A. Was the Marwadi happy in the village?

GLOSSARY

drudgery (n) /'drʌdʒəri/	: very hard and boring work
splinters (n-pl) /'splɪntə(r)z/	: small pieces of wood used as firewood
perturbed (adj) /pə'tɜːbd/	: disturbed, bothered
seethed (v-pt) /siːðd/	: was in an agitated mood; in angry mental state
hewed (v-pp) /hjuːd/	: chopped; cut
treacherous (adj) /'treɪʃərəs/	: deceitful; not faithful
persuaded (v-pt) /pə'sweɪdɪd/	: made someone to agree to do something
Jawan, Jamedar, Ameen	: names of cadres in police department in the olden days
Saab	: a Urdu word denoting respect
Rela wood	: a kind of wood used as firewood (రేల కట్టెలు)
Cassia	: a kind of wood used as firewood (తంగేడు)

THE STORY - SEGMENT NO. 2/4

One day when it was still dark in the early morning, an elderly man arrived at Ramasagaram from a neighbouring village on a bullock cart. On the outskirts of the village where Madigas' houses were situated, the elderly man came across a villager. The former enquired what time it was. "The dogs have barked just now. There must be quite some more night left", he replied. "How does the barking of dogs indicate the time?" asked the elderly man. "Ah, all the fowls of our village were fed to the policemen. For a month we have no cocks to crow in our village. These police lords don't eat dogs. Had they been consuming them too, even dogs wouldn't be left. Where are you going sir?" asked the man. "I came to meet patel Pulla Reddy. Where is his house?"

"It's very near. You will find it at the entrance of the village if you go straight. It's a two-storyed building. Are you his relative, sir?"

The news about the arrival of the elderly man from city had spread in the village by morning. The villagers said he was a tall stout man. He helped form associations in villages. He sported a kerchief like lawyers do. He brought a leather suitcase which was full of books. He knew all the bigwigs in the city. He would do away with all our troubles. He had come to us like a god – and so on. The people gained courage and enthusiasm which were hitherto not found. Everybody there talked only about him. Joy abounded the whole village as if a festival of local deity was taking place. As nobody knew the elderly man's name, they called him **Sanghala Panthulu** – the man of associations. A meeting was arranged in the patel's house in the evening. It was attended by all the *Komatis*. *Panthulu* gave them a book titled *Freedom of Business*. In his speech he said: "Why are you so soft? See the people on the other side of the river Krishna. How courageous they are! Why are you so timid? Why has the government put this police in place? Is it to protect you or to take your lives away?" The speech instilled courage in the hearts of *Komatis*. They realised that lack of unity had been the cause for their plight. A consensus emerged which led to the formation of traders' society. All *Komatis* became members of the association. It was decided to collect rupees 500 from each member towards fee. They alerted the *Marwadi* to be tough with the police. They also resolved not to give contract to anyone in future. On the very next day while selling rice, the *Marwadi* said: "One rupee fetches five *seers jawan sahib*". "Are", yesterday you gave 15 seers, why only 5 today? *Khabardar*" exclaimed the *jawan*. "Nothing doing, do you think there is no traders' association in this village?" replied the *Marwadi*. "What association? To hell with your association. Ok, we will see about it" snarled the *jawan* while leaving.

Questions that help and check understanding

- "For a month, we have no cocks to crow in our village". Why were there no cocks?
- "Joy abounded the whole village" What made the villagers happy?
- Give the meaning of **Sanghala Panthulu** as given in the text. Why did the villagers use that term to call the elderly man?
- Give the antonym of 'courageous' from the above passage.
- What did they tell the *Marwadi*?

GLOSSARY

fowls (n-pl) /faʊlz/	: birds; chickens
abounded (v-pt) /ə'baʊndɪd/	: was filled to full level
plight (n) /plaɪt/	: a difficult and unfortunate situation

consensus (n) /kən'sensəs/	: general agreement among members; unanimous opinion
alerted (v-pt) /ə'ltɜ:tɪd/	: warned
snarled (v-pt) /sna:ld/	: said angrily; complained rudely
seer (n)	: a weight of Indian ounces
are (interjection)	: a word used in Telugu (అరే / అరేయ్) to denote displeasure
khahardar (interjection)	: an Urdu word of warning which means something like beware

THE STORY - SEGMENT NO. 3/4

The next morning when *Sanghala Panthulu* was returning after attending nature call, a *Mala* woman cried prostrating to him from a distance.

"What is your trouble?"

"What shall I say sir? Accusing my sister of not cleaning the toilet satisfactorily, the *Begum* has branded my sister with hot iron on her cheek yesterday. The day before, a *jamedar* kicked my husband in his flank citing the reason that he refused to press his legs. Due to it, he is now bedridden. With all these atrocities, we cannot live. What would be our fate?"

"Okay, you ask all the people to assemble under the *peepul* tree near your village. I will come and settle everything."

"That's very nice. You alone are our God. May you live a hundred years happily" said the old woman bowing to him and blessing him while leaving.

In the evening, about five hundred people gathered under the *peepul*. *Panthulu* explained about the nature of drudgery to all of them. He also taught them legal points. He insisted that nobody should agree to drudgery if wages were not paid. While the meeting was still going on, *Ameen Saab* arrived pompously on a horse along with eight *jawans*. "*Panthulu*, are you aware of the *Nizam's* Act number 53 pertaining to patrolling?" asked the *Ameen*.

"Yes of course. It pertains to *siasi jalsas* (political meetings)."

"What does *siasi* mean?"

"It means criticizing the government and going against legal Acts."

"Aren't you doing the same thing?"

"It's not me, but you are doing it. It is clearly mentioned in the Acts that drudgery is not permitted and none should get a work done without paying wages.

Have you ever paid wages to the villagers when you made them work for you? Further, as per which Act *Begum Saheba* has the right to kill old people by kicking them, to brand the cheeks of young people with hot iron and to get your toilet cleaned by people for free?"

"You are talking much about law. O.K., I will teach you a proper lesson. You see" said *Ameen*, leaving that place.

Questions that help and check understanding

- Why did the *Begum* brand a young woman with hot iron?
- "You alone are our God", who was addressed as God? Why?
- What did *Panthulu* explain to the 500 people gathered under the *peepul* tree?
- "I will teach you a proper lesson." Who was going to teach a lesson to whom, according to this sentence?
- Seeing the *Ameen* Saab coming to them along with eight *jawans*, *Panthulu* was afraid. Say true or false.

GLOSSARY

prostrating (v+ing) /prɒ'streɪtɪŋ/	: lying flat with face down as a token of respect and submission
branded (v-pt) /'brændɪd/	: burned the flesh (with hot iron)
flank (n) /flæŋk/	: the flesh between the last rib and the hip
atrocities (n-pl) /ə'trɒsətɪz/	: very cruel acts; horrible acts of injustice
pompously (adv) /'pɒmpəsli/	: in a self-important way; in an affectedly grand way
pertaining (v+ing) /pə'teɪnɪŋ/	: relating to; connecting with
peepul (n) /pi:pl/	: the poplar leaved fig tree

THE STORY - SEGMENT NO. 4/4

A week passed by. Nobody cleaned the toilet of *Begum Saheba*. None agreed for drudgery. Fowls were not given at all to police people. Only 4 measures of rice were given for one rupee. No grass was provided to the horses of police. The police got enraged. But plenty of toddy was made available to them. All the villagers took oath not to drink toddy. Earlier, only one pot of *toddy* was supplied free of cost to the police station. But now three pots were being supplied. The *jawans* conducted a meeting that was presided over by the *Ameen*. They summoned *Panthulu* to the police station. After the latter left for the police station, a group of

30 Komati youths and 40 Madigas arrived with lathis and sat at the back of the police station. Neither *Panthulu* nor *jawans* knew about such formation of a group by the villagers. No sooner had *Panthulu* gone in than the tipsy *jawans* got further enraged. 'Arrest the *bomman*, handcuff him, shoot him with gun, what association did you start *Panthulu*?' 'Which town you hail from? You must be hanged'. This fellow has deprived us of our comforts and pleasures'. 'We get only 4 measures of rice for one rupee now. Never was it like this for us even during the days of our forefathers'. 'When asked to bring splinters, that *Begari Hussain* is demanding wages'. 'Why are you hesitating friends? Catch hold of *Panthulu*' - a buzz of this kind started. Without giving any answer, *Panthulu* stood quietly and watched them. When the *jawans* approached *Panthulu* to arrest him, the multitude of people entered in from the back, started beating the *jawans* and the *Ameen* with lathis so fiercely that their caps were flown off and all their intoxication vanished. The *jawans* shrieked in pain and asked the people to forgive. They beseeched *Panthulu* to stop the villagers from beating them, but to no avail. They were thrashed thoroughly. Four to five *jawans* were even wounded. *Ameen* hid himself under a cot. But he was dragged out. Fearing that his rotund body could not take the pain if beaten with sticks, they kicked him. He rolled on floor like a leather case of toddy.

After a week, the *Mohathemeem* arrived. The police didn't divulge the disgrace they faced. But they recorded that *Panthulu* had instigated the villagers to revolt by trying to run a parallel government. They also mentioned that if the army was not sent, a great danger was looming large. The *Mohathemeem* summoned the farmers and inquired with them about the incident.

"Sir, please see these hundreds of appeals. He has never paid us wages for the work done by us."

"My lord, see this brand mark on my sister's cheek"

"We would like to migrate from here. We cannot bear this drudgery anymore."

Hundreds of complaints were lodged. The *Mohathemeem* realised everything. He declared that he was dismissing the *Ameen* and scaling down the grade of *Jamedar*. All the *jawans* were suspended for six months and it was decided that the police station be removed from that village. When people heard the *Mohathemeem*'s decision, their delight knew no bounds. *Holi* festival was round the corner - just a week away. All of them decided to celebrate the festival in a big way. Feasts were arranged for a week. Even people on the other side of the river Krishna were invited to the *daavat*!

Questions that help and check understanding

- Why did the police get enraged?
- What was the oath the villagers took?
- Who sat at the back of the police station? Why?
- What happened when the enraged police tried to arrest *Panthulu*?
- What did the *Mohathemeem* declare?
- "... .. their delight knew no bounds." Whose delight? Why?

GLOSSARY / NOTES

enraged (v-pt) /ɪn'reɪdʒd/	: became very angry
deprived (v-pt) /dɪ'praɪvd/	: prevented someone from having or doing something important
fiercely (adv) /'fɪəsli/	: angrily and aggressively in a frightening way
beseached (v-pt) /bɪ'si:tʃt/	: begged; asked for something anxiously
rotund (adj) /rəʊ'tʌnd/	: having a fat round body
divulge (v) /daɪ'vʌldʒ/	: reveal; give some information to others
instigated (v-pt) /'ɪnstɪgeɪtɪd/	: incited; provoked; made someone do something bad
looming large (idiom)	: seeming hard to avoid something that is frightening
bomman	: an Urdu word for Brahmin
begari	: a messenger in revenue department
Mohathemeem	: name of a higher cadre in police department
daavat	: a feast

1. Answer the following questions in about 100 words each. The first one has been answered as a model.

- Is the title, *Sanghala Panthulu* apt for the story? Explain.

Answer: The story *Sanghala Panthulu*, crafted by Suravaram Pratapa Reddy, offers an insightful reading. Its rendering into English by Elanaaga (Dr N Surendra)

add value to the story. Right from the title to its last line, the story promises to promote social awareness. The village Ramasagaram is just a symbol. Atrocities witnessed in that village were common all over the Nizam's state. Lack of unity among people, their ignorance about their rights and their timidity came in handy to the exploiters. As a resolution of the crisis, the elderly and well-informed gentleman (Panthulu), helped the villagers form into associations (*Sanghalu*). He explained to them the need to be bold and to know their rights. Thus, their associations (*Sanghalu*), with their awareness, solved their problems, courtesy **Sanghala Panthulu**. Hence, the title is apt.

b) "With all these atrocities, we cannot live", cries a woman of Ramasagaram. Explain the atrocities the villagers were subjected to.

c) They realized that the lack of unity had been the cause for their plight. What followed this realization? How did it help the people of Ramasagaram?

d) Describe the result of the declaration by the *Mohathemeem*.

2. Read the following passages and answer the questions that follow in a word or a sentence each.

a) Thus, things were moving happily. But the farmers were perturbed. They observed the lives of people on the other side of the river Krishna ruled by the British and found that people were happy there. There was no drudgery, no penalties - no beatings either. But if the people of Ramasagaram were to migrate to that side leaving the households and assets earned by their ancestors and their caste trades as well, how would they live?

- i. "Thus, things were moving happily." 'Happily' to whom?
- ii. What did the farmers observe?
- iii. What did the farmers find out?
- iv. What was the reason for the vast difference in the lives of Ramasagaram people and that of those living on the other side of the river?
- v. Was it possible for the people of Ramasagaram to migrate to the other side of the river?
- vi. Give the word from the passage that means **disturbed / worried / anxious**.
- vii. According to the passage, two groups of persons were happy. Name those two groups.
- viii. Write the **Noun form** of the word **migrate**.

b) In the evening, about five hundred people gathered under the peepul. *Panthulu* explained about the nature of drudgery to all of them. He also taught them legal points. He insisted that nobody should agree to drudgery if wages were not paid. While the meeting was still going on, *Ameen Saab* arrived pompously on a horse along with eight *jawans*. "*Panthulu*, are you aware of the Nizam's Act number 53 pertaining to patrolling?" asked the *Ameen*.

- i. Where did the people assemble?
- ii. What did *Panthulu* explain to them?
- iii. The villagers meeting under the *peepul* tree already knew legal points. Say true or false.
- iv. What did *Panthulu* insist on?
- v. When did the *Ameen Saab* come there?
- vi. What did Act number 53 deal with?
- vii. Write the **antonym** of **modestly** from the passage.
- viii. The passage pictures *Panthulu* as a man (fill in).

1. interested in legal practice
2. promoting violence
3. committed to the cause of common man
4. serving the purpose of the police

c) After a week, the *Mohathemeem* arrived. The police didn't divulge the disgrace they faced. But they recorded that *Panthulu* had instigated the villagers to revolt by trying to run a parallel government. They also mentioned that if the army was not sent, a great danger was looming large. The *Mohathemeem* summoned the farmers and inquired with them about the incident.

- i. Why did the *Mohathemeem* come to Ramasagaram?
- ii. What did the police hide from the *Mohathemeem*?
- iii. What did the police charge *Panthulu* with?
- iv. What did the police request for?
- v. Who did the *Mohathemeem* call to know more about the incident?
- vi. Write the idiom used in the passage that means something very frightening was certain to happen.
- vii. Write the **synonym** from the passage of **called**.
- viii. Name the **part of speech** of **divulge**.

3. Appreciating the Story

- ◆ Do you hear about the atrocities of the type described in the story **Sanghala Panthulu** today? Why? Consider the time of the story.
- ◆ "Lack of unity" is cited as one reason for their misery. How is it brought about in the story? Who played a key role in that?
- ◆ How was *Panthulu* successful in bringing about unity among those villagers? Consider the skills and traits *Panthulu* had and made use of.
- ◆ List the words in native languages (Telugu, Urdu) used in the story. Examine the impact of such use.
- ◆ Write three points that made you like the story.

4. Word Study

- Read paragraph 5 of the story. The villager says "... .. all the fowls"

The villager in the next sentence says "... .. no cocks".

Do you see any connection between the two words in bold?

Yes, you are right. Both the words refer to **chicken**. They have similar meaning.

Both the words are **nouns**. Such words are called **Synonyms**. Remember that any two words, to be termed as **synonyms**, must belong to the same **parts of speech** and should have similar (not the SAME) meaning.

Write **synonyms** of the following words picking up from the first 4 Paragraphs of the story.

remaining	personnel	discovered	pulled	called
arrived	crying	convinced	annual	commodities

- Paragraph 7 shows us *Panthulu* saying that people on the other side of the river are **courageous**, while they (the villagers) are **timid**.

Have you noticed that the words in bold have opposite meanings?

Both the words are **adjectives**.

Now complete the following sentence.

Antonyms are in meaning to one another and belong to the same

Now, write **antonyms** of the following words (again from the story, Para 7).

departure	short	empty	village	sorrow
harsh	disperse	buying	heaven	lost

5. Writing

Write in the form of a table at least **five differences** between the conditions of people of Ramasagaram and those of any village (of your times) you know.

You can begin like this :

Ramasagaram	Krishnapatnam
1. ruled by hereditary kings	1. ruled by democratically elected representatives
2.	
3.	
4.	
5.	
6.	

6. Thinking

Ramasagaram villagers saved themselves from police atrocities by forming themselves into **ASSOCIATIONS**, guided by **SANGHALA PANTHULU**. Do we have associations today saving their members from different kinds of difficulties? Ponder over the possible reasons and proposed remedies.

7. Word Games

TRY forming word ladders as shown below. Begin with words that have their first letters in alphabetical order and number of letters in each word corresponding to the number of the step of the ladder! You can begin with any letter and start at any step.

		5 event	
	4 deed	four 4	
3 can		get 3	
2 be		he 2	
1 a			11

Such play-way techniques help enhance one's vocabulary enjoyably and at an accelerated pace. But the serious way of **READING** and **LISTENING** to English and improving one's vocabulary is recommended.

8. Related Reading

Read excerpts from the book **Roots** by Alex Haley and see how similar the situations are.

The Dinner Party

Mona Gardner

Objectives

- To show to the learners how deep-rooted gender bias is
- To prove to them that many a man is prejudiced against women
- To demonstrate to all how resourceful and composed women can be when needed
- To make them relish gripping narration and surprise endings

Appetizer



Have you ever attended a social gathering? You are enjoying yourselves with your friends in a party as you see in the picture. You could sense something winding to your leg under the table. You are sure that if you move, it hurts you. How will you react? Do you agree that

all women scream during a crisis? Are men alone strong during a crisis?

Read on to find out

ABOUT THE WRITER



Mona Gardner is an American author. She had her story **The Dinner Party** published in **The Saturday Review of Literature** in 1941.

ABOUT THE STORY

The story takes place in India during the time it was a British colony. Britain ruled over India for a long period. **The Dinner Party** takes place sometime during the later part of Britain's rule in India. In the story a colonel and a girl argue about how women act in a crisis.

GIST

An American naturalist at the party is watching the argument and observes the hostess, who is acting strangely, gestures for a bowl of milk to be put outside the door. The American understands that there is a cobra in the room, so to calm down everyone, he plays a game of control where they cannot move or they would lose money. When the cobra moves out for the milk, he shuts the door. Then, he

finds out that the cobra has been crawling over the foot of the hostess and she has had the most control in the room, proving that women can act bravely in a crisis.

THE STORY - SEGMENT NO. 1/2

The country is India. A colonial official and his wife are giving a large dinner party. They are seated with their guests - army officers and government attachés and their wives, and a visiting American naturalist - in their spacious dining room, which has a bare marble floor, open rafters and wide glass doors opening onto a veranda.

A spirited discussion springs up between a young girl who insists that women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era and a colonel who says that they haven't.

"A woman's unfailing reaction in any crisis," the colonel says, "is to scream. And while a man may feel like it, he has that ounce more nerve control than a woman has. And that last ounce is what counts."

The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. With a slight gesture, she summons the native boy standing behind her chair and whispers to him. The boy's eyes widen: he quickly leaves the room. Of the guests, none except the American notices this or sees the boy place a bowl of milk on the veranda just outside the open doors.

Questions that help and check understanding

- What is the argument at the beginning of the story?
- A "strange expression" comes over the face of the hostess because she.....
- What does the hostess ask the boy to do? Why?

GLOSSARY

attachés (n-pl) /ə'tæʃeɪz/	: persons who work in embassies
naturalist (n) /'nætʃrəlɪst/	: one who studies all living beings
spacious (adj) /'speɪʃəs/	: big, vast
spirited (adj) /'spɪrɪtɪd/	: energetic
era (n) /'ɪərə/	: a period of time with particular characteristics

unfailing (adj) /ʌn'feɪlɪŋ/	: reliable and always staying dependable
crisis (n) /'kraɪsɪs/	: problem
gesture (n) /'dʒestʃə(r)/	: body movement as a token of communication
summons (n-pl) /'sʌmənz/	: calls

THE STORY - SEGMENT NO. 2/2

The American comes to a start. In India, milk in a bowl means only one thing - bait for a snake. He realizes there must be a cobra in the room.

He looks up at the rafters - the likeliest place - but they are bare. Three corners of the room are empty, and in the fourth, the servants are waiting to serve the next course. There is only one place left - under the table. His first impulse is to jump back and warn the others, but he knows the commotion would frighten the cobra into striking. He speaks quickly, the tone of his voice so arresting that it sobers everyone.

"I want to know just what control everyone at this table has. I will count to three hundred-that's five minutes - and not one of you is to move a muscle. Those who move will forfeit fifty rupees. Ready!"

The twenty people sit like stone images while he counts. He is saying "... two hundred and eighty. . ." when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam the veranda doors safely shut.

"You were right, Colonel!" the host exclaims. "A man has just shown us an example of perfect control." "Just a minute," the American says, turning to his hostess. "Mrs Wynnes, how did you know that cobra was in the room?" A faint smile lights up the woman's face as she replies: "Because it was crawling across my foot."

Questions that help and check understanding

- What makes the naturalist think that there must be a cobra in the room?
- The cobra comes out because it is
 - frightened by the guests
 - attracted by the milk
 - awakened by the sound of the American counting
- ".....the tone of his voice so arresting" Why?
- Who is Mrs Wynnes?

GLOSSARY

realizes (v) /'ri:əlaɪzɪz/	: understands
impulse (n) /'ɪmpʌls/	: sudden desire
commotion (n) /kə'məʊʃn/	: noise
arresting (adj / v-pr p) /ə'restɪŋ/	: attracting, captivating
forfeit (v) /'fɔ:fit/	: lose as punishment
emerge (v) /ɪ'mɜ:dʒ/	: come out

1. Answer the following questions in about 100 words each. The first one has been answered as a model.

- a) Describe the role of the American naturalist in the short story, **The Dinner Party**.

Answer: Mona Gardner's **The Dinner Party** is a gripping narration with a stunning ending. Of the twenty guests at the dinner party, the American naturalist stands out distinctly. All others are busy with an animated discussion. This American scientist silently observes others. He notices a sudden change in the expression on the face of the hostess. He also sees how she calmly instructs a young servant to put a bowl of milk outside the dining hall. He thinks fast. He knows well that a bowl of milk in India indicates a snake around. He looks out for it on the rafters and in the corners. He guesses it to be under the table. He requests others to stay stable like stone images. The plan works out. The cobra creeps out. The host praises him for his nerve control. But the scientist proves that it is Mrs Wynnes, the hostess, who exhibits true nerve control, for the cobra has been crawling right across her foot!

- b) Describe the scene of the dinner party.

- c) "A spirited discussion springs up between a young girl and a colonel." Discuss.

2. Read the following passages and answer the questions that follow in a word or a sentence each.

- a) A spirited discussion springs up between a young girl who insists that women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era and a colonel who says that they haven't.

"A woman's unfailing reaction in any crisis," the colonel says, "is to scream. And while a man may feel like it, he has that ounce more nerve control than a woman has. And that last ounce is what counts."

The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess.

She is staring straight ahead, her muscles contracting slightly. With a slight gesture, she summons the native boy standing behind her chair and whispers to him. The boy's eyes widen; he quickly leaves the room. Of the guests, none except the American notices this or sees the boy place a bowl of milk on the veranda just outside the open doors.

- i. What are the young girl and the colonel arguing about?
 - ii. The American joins the discussion. Say **true** or **false**.
 - iii. What does the American naturalist notice?
 - iv. What does the hostess want the servant to do?
 - v. Identify the **Synonym** of **calls** from the passage.
 - vi. Find the **Antonym** of **familiar** in the passage.
 - vii. "..... he has that ounce more nerve control than a woman has." What does the word nerve mean?
 - viii. Pick out the word that fits the meaning of **making narrower** in the passage.
- b) "I want to know just what control everyone at this table has. I will count to three hundred-that's five minutes - and not one of you is to move a muscle. Those who move will forfeit fifty rupees. Ready!"

The twenty people sit like stone images while he counts. He is saying "... two hundred and eighty. . ." when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam the veranda doors safely shut.

"You were right, Colonel!" the host exclaims. "A man has just shown us an example of perfect control." "Just a minute," the American says, turning to his hostess. "Mrs Wynnes, how did you know that cobra was in the room?" A faint smile lights up the woman's face as she replies: "Because it was crawling across my foot."

- i. What is the proposal from the American?
- ii. What does the American do to make the guests at the party stay stable?
- iii. Pick out the word which means **lose as punishment** from the passage.
- iv. Pick out the word from the passage that means **weak** or **dull**.

5. Listening and Speaking

"The twenty people sit like stone images while he counts ... (SPEAKS)". Can you **LISTEN** to someone as those twenty people did! Practise **LISTENING** that way. Then start **SPEAKING** in such a way that others listen to you as those twenty people did.

6. Thinking

"The American (naturalist) comes to with a start. In India milk in a bowl means only one thing. It is a bait for a snake. He realizes there is a cobra in the room."

Have you heard many arguments and counter arguments as to snakes drinking milk or not? Now, **THINK** about it. And also about some other such beliefs.

7. Word Games

"As he looks, he sees" Do you see any special quality in the word "sees"? Yes, it is a **Palindrome** (which can be read the forward or backward - the same way). Anything more? Yes, there are only four letters, in fact two letters used twice each. Now can you write two such words? Clues? Yes, you meet one every day and you do the other every day. Got them? Four lettered (two letters) **Palindromes**. They are 'noon', 'deed'. Can you think of three more such words with the first four letters of the English alphabet? Yes, the answers are clear. **abba, acca, adda** : Love to see three more that begin with 'a'. Done! Enjoy. **alla, amma, anna**

Some more for you. Surprised? **dood, goog, meem, naan, peep, saas, teet, toot**

Play with words this way for the fun in learning!

8. Related Reading

Read the story **The Connoisseur** by Nargis Dalal.

Recite a rhyme about the parts of speech in English:

A noun is the name of a thing,
As a school, a garden, a kite, or a king;
Adjectives tell the kind of noun,
As great, small, pretty, white, or brown;
Instead of nouns the pronouns stand,
He, she, it, I, you, we, they-all in hand;
Verbs tell us of something being done,
To read, count, laugh, cry, or run;
How things are done the adverbs tell,
As slowly, quickly, very or well;
Conjunctions join the words together,
As men and women, wind and weather;
The preposition stands before
A noun, as in near or through a door;
The interjection shows surprise,
As- Oh! Ow! Aha! Ah! How wise!
These are the eight parts of English speech,
Which reading, writing, speaking teach.

Read the following passage.

Jawaharlal Nehru was one of the greatest men in the world. He was brave, kind and generous. He was also widely popular as a writer. He was not afraid of anything. The word 'fear' was unknown to him. He worked very hard during the span of his life of seventy-five years. Though he was born rich, he lived like an ordinary man. He was a true follower of Mahatma Gandhi during the freedom movement. He was the first prime minister of independent India and continued in that capacity for seventeen years. Oh! What a wonderful man he was.

Look at the bold words used in the above passage. They are Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, and Interjections. Words in English are identified as different classes on the basis of their form and function. The same word can be used as a different part of speech

in different sentences depending on the function. Observe the use of **all** in the following sentences

- i. All of you come here. (pronoun)
- ii. All the money was spent. (adjective)
- iii. He gave his all. (noun)
- iv. He is dressed all in white. (adverb)

I. NOUNS

A **Noun** is a naming word: It denotes the name of a person, place, thing, language, creature, day, month, river, mountain, branch of knowledge, idea, etc.

Nouns are classified as **proper nouns** and **common nouns**.

- i. **Proper nouns:** Gandhi, Ambedkar, Hyderabad, English, Warangal, Sunday, January, Philosophy, the Godavari, the Himalayas, etc.
- ii. **Common nouns:** poet, city, language, day, subject, river, animal, fish, etc.

Common nouns can be **countable** or **uncountable**. **Countable nouns** have **singular** and **plural** forms: boy-boys, girl-girls, town-towns, computer-computers, foot-feet, tooth-teeth, mouse-mice, man-men, woman-women, etc.

Uncountable nouns have no **plural forms**: milk, rice, oil, water, etc.

Just for Fun

Think and answer: Is the word **money** in English **countable** or **uncountable**?
Every day we count our money but in English it is **uncountable**! We count only coins and printed notes.

Common nouns, based on meaning, are classified into four categories: **concrete nouns**, **abstract nouns**, **material nouns** and **collective nouns**.

Words representing what can be seen, touched or perceived are called **concrete nouns**: a student, a room, a pigeon, a tree, an ant, an engine etc.

Nouns which represent something that cannot be seen or touched, but can only be imagined are known as **abstract nouns**. They express an idea, quality, state, action or a branch of knowledge: disease, death, knowledge, taste, smell, war, happiness, neatness, Botany, grammar, beauty, divinity, worship etc.

Material nouns are words like gold, silver, iron, mercury, etc.

Collective nouns are words like herd, committee, police, parliament, etc.

A **noun** can function as a **subject**, an **object**, a **complement**, etc.

- i. Telugu is my first language. **Telugu** — **Subject**

- trees** — **Object**

dancer -- Complement

2. PRONOUNS

A Pronoun is a word which is used instead of a noun.

Pronouns are classified into various types: **Personal Pronouns, Reflexive Pronouns, Emphatic Pronouns, Demonstrative Pronouns, Indefinite Pronouns, Interrogative Pronouns, Distributive Pronouns, Reciprocal Pronouns, Relative Pronouns.**

- i. Personal Pronouns** are those pronouns which stand for the persons speaking, spoken to or spoken of.

Person / Form		Subject	Object	Possessive		Reflexive
				Attributive	Predicative	
First Person	Singular	I	me	my	mine	myself
	Plural	we	us	our	ours	ourselves
Second Person	Singular	you	you	your	yours	yourself
	Plural	you	you	your	yours	yourselves
Third Person	Singular	he	him	his	his	himself
		she	her	her	hers	herself
		it	it	its		itself
	Plural	they	them	their	theirs	themselves

- ii. **Reflexive Pronouns and Emphatic Pronouns** look identical but their use is different.

- a) **Reflexive Pronouns** are used as substitutes for nouns or pronouns when the subject turns back upon itself.

I hurt myself.

- b) Emphatic Pronouns** are used for emphasis.

I myself will do it.

~~myself, ourselves, yourself, yourselves, himself, herself, themselves.~~

- iii. **Demonstrative Pronouns** point to some persons, things they stand for.

This is not my mobile.

this, that, these, those

- iv. **Indefinite Pronouns** are used to refer to persons or things in a general way, and do not refer to any person or thing in particular.

One should take care of **one's** parents in their old age.

one, none, no one, nobody, nothing, some, something, all, a few, many

- v. **Interrogative Pronouns** are those used for asking questions.

Whose is this book?

who, whom, whose, which, what

- vi. **Distributive Pronouns** are used to show things or persons taken as one at a time.

They gave **each** of us a gift.

each, either, neither

- vii. **Reciprocal Pronouns**

Vijaya and Mahima loved **each other**.

each other, one another

- viii. **Relative Pronouns** are used to refer to some noun going before.

who, whom, whose, where, which, that, etc.

a. I met a stranger **who** was a pilot.

b. This is the book **which/that** inspired many people.

c. These are the students about **whom** I have told you.

3. ADJECTIVES

An **Adjective** denotes the quality of a **noun** or **pronoun**. It tells something about a **noun / pronoun**.

Articles and some other words like **articles** – *no, some, any, much, many, few, a few, little, a little*, etc. also function like adjectives. Adjectives express quality, quantity, number, etc.

- The story is **interesting**.
- The Tajmahal is a **beautiful** memorial.
- It is a **costly** dress.
- Simla is a **cool** place.
- There are **many** shops in our area.

4. VERBS

A **Verb** is a word that describes an action, a state, possession, a process or

an experience. A verb always carries a **tense**. Verbs are divided into three classes: **main (or lexical) verbs, auxiliary verbs and modal verbs.**

Main verbs can be **transitive or intransitive.**

A **transitive verb** takes an **object**.

- a. Vinay drinks a cup of green tea daily. **drink** what? – a cup of green tea.
- b. We water the plants regularly. **water** what? – the plants
- c. They helped the villagers. **helped** whom? – the villagers.

Here **drink, water, help** are **transitive verbs**.

They answer the questions **what / whom**.

An **intransitive verb** does not take an **object**.

- a. I **wake up** early in the morning.
- b. Many Hindi actors **live** in Mumbai.
- c. My mother **walks** at least five kilometers daily.

Here **wake up, live, walks** are **intransitive verbs**. They don't answer the questions **what / whom**.

Based on their position, **verbs** are classified as **main verbs** and **auxiliary verbs** or **helping verbs**. In a **verb group** the last **verb** is the **main verb** and all others are **helping verbs**. The first one is the **finite verb**; a **finite verb** is the one that carries the **tense**. All other verb forms in group are **non-finite verbs**.

My parents **should have reached** the station a bit early.

Should is the **finite verb** because it carries the **tense**.

should, have — **auxiliary verbs**

reached — **main verb**

5. ADVERBS

An **Adverb** is a word that modifies a **verb** or an **adjective** or **another adverb**. (It indicates *how, when, where, or why* something happens, when qualifying a verb.)

- a. Koushik eats **slowly**.
- b. Parimala walked **very fast** to the office **today**.
- c. Jayakrishna **calmly** entered the room.
- d. Come **here now**.

On the basis of their meaning, **adverbs** are classified as:

- i. **Adverbs of time, frequency and duration:** Answer the question — **When?**
/ How often?

always, never, then, now, soon, tomorrow, yesterday, last year, etc.

- ii. **Adverbs of place:** They answer the question — **Where?**

near, below, away, around, here, there, up and down, etc

- iii. **Adverbs of manner:** They answer the question — **How?**

neatly, calmly, eagerly, angrily, happily, etc

- iv. **Adverbs of degree:** They answer the question — **To what extent?**

just, quite, very, hard, fast, well, etc

6. CONJUNCTIONS

A **conjunction** is a word that is used to link words, phrases, clauses and sentences.

Conjunctions can be classified into two categories: **Coordinating conjunctions** and **Subordinating conjunctions**.

Coordinating conjunctions link similar parts: words, phrases, clauses, and sentences.

and, but, or, still are **single word conjunctions**.

- Hari **and** I are twins.
- She is sick, **but** active.
- Run **or** you miss the train.
- The book must be on the table **or** on the shelf.

both ... and, not only ... but also, either ... or, neither ... nor, as well as, therefore, otherwise etc. are **multiple word conjunctions** or **correlative conjunctions**.

- Both** Srihan **and** Srihith are fond of playing basket ball.
- He drinks **neither** tea **nor** coffee.

Subordinating conjunctions introduce a **subordinate clause**.

that, since, as, after, because, if, as if, for, etc.

- Rajeev said **that** he would do business.
- As** they came late, they missed a part of the cinema.
- If** we waste time and money, we will suffer later.

7. PREPOSITIONS

A **Preposition** is a word which relates two elements (a **noun / noun phrase** + **prep** + **verb / verb phrase** or an **adjective** or another **noun**).

Prepositions which indicate time:

at, on, in, by, after, before, for, since, until, etc

Prepositions which indicate place or direction:

by, in, on, out, to, from, up, within, beside, between, etc

Phrasal prepositions: (more than one word)

due to, owing to, on account of, because of, according to, consequent upon, in spite of, in order to, on behalf of, etc.

Possessive preposition: of

The climate of Ooty is pleasant.

Miscellaneous prepositions:

besides, among, until, above, below, under, beneath, over, behind, with, etc

6. INTERJECTIONS

An **Interjection** is a word which is used to express a sudden feeling of emotion, excitement, sorrow, etc. to invite the listener's attention. It is followed by an **exclamatory mark (!)**.

Ah! Aha! Oh! Hurrah! Bravo! Alas! Etc.

Exercises and Activities

1. Read the following passage and identify the **part of speech** of the **each bold word**.

There was a **farmer** who **grew superior** quality rice. Every year, his rice won prizes in the state **competition**. Once a newspaper reporter **interviewed** him and discovered that the farmer shared his seed rice with his **neighbours**. "How can you afford to share your best seed rice **with** your neighbours when they are entering their own **produce** in the competition with yours, each year?" the reporter asked. The farmer replied, "Didn't you know? The **wind** picks up pollen grains **from** the ripening paddy and **swirls** it from field to field. If my neighbors grow inferior, substandard and **poor** quality rice, cross - pollination will **steadily** degrade the **quality** of my produce. If I have to grow good rice I must **help** my neighbours to grow good rice."

- II. Identify the **part of speech** of the **underlined words**.

1. Hyderabad is a historical city.

2. Children are a source of joy to the parents.
3. Honesty is the best policy.
4. We learn many things through observation.
5. Since it was raining, he took an umbrella with him.
6. Alas! The legendary athlete Milkha Singh is dead.
7. They themselves interfered in the dispute.
8. The boy ran into the park joyfully.
9. Music draws the attention of everyone.
10. Cricket matches are watched by lakhs of people.

III. Identify the **part of speech** of the **bold words** in the following sentences.

1. **Several** writers wrote **about** education.
2. The **hungry** dogs are howling.
3. People eat **vegetables** across the **world**.
4. An idea can change a life.
5. **Food** is a necessity for **life**.
6. I invited **him** to the party.
7. She is **interested** in painting.
8. He completed the **whole** work successfully.
9. The woman **beside** David is my cousin.
10. She has two children.
11. **Treatment** heals **wounds**.
12. **Ah!** Don't say you don't agree with me.
13. **Since** he was tired, he went to bed early.
14. I love singing **because** it is interesting.
15. I can't be at ease **until** I wash my face.
16. **Eureka!** I got it.
17. I like salt **and** pepper.
18. Have you passed? **Congratulations!**
19. Make hay **while** the sun shines.
20. Wake up **early** so that you can study.

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.9]

IV. Identify the **parts of speech** of the following **underlined words**.

1. It is a very (1) bad habit (2) to get into (3), that of being continually (4) moody (5) and discouraged, and (6) of (7) making the atmosphere (8) uncomfortable for everybody who comes (9) within ten (10) feet of you.
2. Do you (1) think, literacy (2) is a harbinger (3) of restlessness, fear (4),

- frustration? Is it (5) Adam (6) and (7) Eve eating the Tree (8) of (9) knowledge all (10) over again?
3. Although (1) Thimmakka did not receive (2) formal (3) education, her (4) work (5) has been honored (6) with (7) the National (8) Citizen's Award (9) of (10) India.
 4. I had (1) a moment (2) of (3) mixed joy (4) and anguish, when (5) my mind (6) took over. It (7) raced well (8) ahead of my body and (9) drew my body compellingly (10) forward.
 5. Box : Stop! (1) Can you (2) inform (3) me who (4) the individual (5) is that I invariably (6) encounter (7) going downstairs when I'm coming up (8), and (9) coming upstairs (10) when I'm going down?
 6. Ah (1), then you (2) mean to say that this (3) gentleman's smoke (4), instead of emulating the example of all (5) other sorts of (6) smoke, and (7) going up the chimney, thinks (8) proper to affect a singularity (9) by taking the contrary (10) direction.

VI. Identify the part of speech of the bold words in the following sentences.

1. What is the result of that kind of **schooling**?
2. I cannot **answer** that question.
3. Each individual who **wishes** to succeed must get that kind of discipline.
4. Such persons are **surely** undesirable.
5. I asked my Biology teacher **what** I should do to save it.
6. From his **talk**, it seems studies were an **ancillary** subject; and living and experiencing, the major subject.
7. **And** she was cross.
8. Papa, that's **what** happens in my craft and drawing class.
9. Anyway, Papa, do you know **where** I lost that **quarter** mark that brought about my **fall**?
10. Thimmakka could not go to school due to poverty and **lack** of facilities.
11. The decision was mine **alone**.
12. The **attempt** was on.
13. My knowledge of pace **deserted** me.
14. A voice shouting 'Relax' penetrated into me **above** the noise of the crowd.
15. There was no pain, **only** a great unity of movement and aim.
16. The world seemed to stand **still** or did not exist.
17. The noise in my ears was **that** of the faithful Oxford crowd.
18. There were only fifty yards **more**.
19. I felt like an exploded flashlight with no **will** to live.
20. **Well**, wonders will never cease.

Articles

Study the use of **Articles** in the following passage from Booker T Washington's *Two Sides of Life*:

When you go into **the** classrooms to recite your lessons, do not dwell upon any mistakes that you may think you see **the** teacher make, or upon any weakness in the presentation of **the** lesson. All teachers make mistakes sometimes, and you may depend upon it that it is **an** excellent teacher and **a** person of fine character who, when he or she has made **a** mistake, says frankly and plainly, "I have made **a** mistake," or "I don't know."

Look at the way **a**, **an**, **the** are used in the above passage. They are called **Articles**.

A or **an** is called the **indefinite article** and **the** is called the **definite article**.

A/an is commonly used before a **singular noun**.

a mistake, **an** excellent teacher, **a** person

The is used before nouns that are particular / referred to, etc.

the classrooms; **the** teacher; **the** lesson

How to use them?

I. Indefinite Article – A/An

A is used before a **singular noun** which begins with a **consonant sound** (**NOT** the letter).

a balloon, a champion, a drum, a finger, a hat, a jackfruit, a kite, a lesson, a man, a novel, a European, a one rupee coin, a university student, a U shape curve, a unique thing, etc.

An is used before a **singular noun** which begins with a **vowel sound** (**NOT** the letter).

an apple, an appointment letter, an electrician, an eraser, an island, an old man, an ulcer, an MLC, an honest politician, an SBI credit card, etc.

The indefinite article is used

1. before a **singular countable noun** in the general sense.

A surgeon should be very careful during operation.

An engineer supervises the construction of **a** building.

We can take **a** decision.

2. in the sense of the **same**.
Ramu and Srinu are of **a** size.
Birds of **a** feather flock together.
3. in the sense of **every**.
Tomatoes cost Rs. 40/- **a** kilo.
The Rajdhani express runs at a speed of 140 km **an** hour.
4. when **a** thing / a person is introduced for the first time.
They killed **a** snake there.
There is **a** swimming pool in our town.
5. With **quantity** expressions to refer to certain material objects like —
a piece of paper, a cup of tea, a packet of salt, a bundle of grass, a cake
of soap, **an** item of furniture, a piece of information, etc.
6. before **a singular noun used as an example of a class**.
A rose is a beautiful flower.
An elephant is a big animal.
7. before **names of professions**.
Prathibha is a doctor.
Sandeep is **an** architect.
8. in certain **numerical expressions / quantities**.
Did you order a hundred chairs for our college?
Ravali faced **a** lot of trouble to reach her home in the rain.
9. before **Mr./Ms. when he/she is a stranger**.
A Mr. Bharani has come to meet my father. (Bharani is unknown to me.)
A Miss. Sana is waiting outside.
10. before **plural forms used as singulars**.
a barracks, **an** innings
11. before **abstract nouns in the sense of a kind of or the same**.
A knowledge of history is always useful.

The indefinite article is NOT used:

1. Before **plural countable nouns**: donkeys, asses, cobras, locks etc.
2. Before **uncountable nouns**: sand, clay, news, water, rice, milk etc.
3. Before **material nouns**: silk, iron, silver, wool, gold, glass etc.
4. Before **names of meal (used in general sense)**: breakfast, lunch etc.

Exercises and activities

1. Fill in the blanks with a/an.

1. — ant is — industrious creature.
2. We can't live without — fan nowadays.
3. — apple — day keeps the doctor away.
4. — ATM is — useful machine.
5. — honest man is always respected.
6. Amitabh Bacchan is — famous actor.
7. Are you — vegetarian?
8. It is — absurd story indeed.
9. I don't believe him. He is — liar.
10. What — lovely Villa!
11. It is — one-man show!
12. I never witnessed such — long queue for Covaxin.
13. He is — United Nations employee.
14. We have quite — few books on Yoga.
15. I saw — accident this morning.

Study the following and notice the contrast.

1. It took us **an** hour to reach **a** hospital.
2. He is **an** M.L.A. and **a** man of principles.
3. He is **an** honest man and hasn't got **a** house of his own.
4. We have to take **an** umbrella to go to **a** university in some countries.
5. Interacting with **an** MP is **a** memorable experience.

2. Definite Article – the

Read the following passage:

Sir Charles Spencer Chaplin (1889–1977), popularly known as Charlie Chaplin, was an English comic actor, filmmaker and composer. He rose to fame in **the** silent film era. He became a worldwide icon through his screen personality. He is considered one of **the** most important figures of **the** film industry. His career spanned more than 75 years, from childhood in **the** Victorian era until a year before his death in 1977.

Observe how **the** is used.

The is used

1. with **nouns** which are specific, unique and which have some distinction.
the Sun, **the** Moon, **the** earth, **the** sea, **the** weather, **the** Pyramids, **the** North Pole, **the** Charminar, **the** Warangal Fort, **the** Church of South India, **the** silent film era, **the** film industry, **the** Victorian era

Or known to the speaker and the listener.

the railway station, **the** Commissioner, **the** Mayor

2. with **nouns** referring to musical instruments (**singular**).

Lord Krishna played **the** flute.

A. R. Rahman has impressed every one with his composition of music on **the** guitar.

3. (i) with **nouns** used as an example of a class (**in singular**).

The camel is the ship of **the** desert.

The lion is the king of **the** jungle.

- (ii) with **nouns** referring to a part of the human body.

The heart is a very important organ of our body.

The tongue decides **the** taste factor.

- (iii) if **the** is placed before an **adjective that is used as a noun**, it conveys the meaning of a **Plural Noun**.

The blind are very active. (**the** blind = blind persons)

We have to help **the** poor. (**the** poor = poor persons)

4. with most of the **common time expressions**.

The minister is arriving in **the** morning.

We will go and meet them in **the** evening.

5. (i) to refer back: before a **noun**, which becomes definite as a result of being mentioned again.

I met a girl and a boy at a railway station. **The** girl is about ten years old and **the** boy is about five years old.

- (ii) referring forward: when the **noun** is qualified by a **clause**:

The student whom I motivated became a doctor.

The novel I bought yesterday is interesting.

6. (i) before **adjectives** in the **superlative degree**.

R.K.Narayan is one of **the** greatest Indian writers in English.

Honesty is **the** best policy.

Vishwanathan Anand is one of **the** most famous Chess players in the world.

- (ii) before **ordinals**.

Rakesh Sharma was **the** first Indian to go into the space.

The Padma Shri is **the** fourth highest civilian award in India.

My parents will celebrate **the** 25th wedding anniversary next year.

- (iii) before **only** when used as an **adjective**.

Vijay was **the** only student who raised a doubt about articles.

Abdul Kalam is **the** only president who was also a scientist.

- (iv) before **names of seas, rivers, chains of mountains, groups of islands, canals, waterfalls, etc.**

the Pacific ocean, **the** Himalayas, **the** Andamans, **the** Niagara, **the** Kuntala Waterfalls, **the** Godavari, **the** Persian Gulf, **the** Kakatiya Canal

7. before **names of countries / states (proper nouns)** which signify a combination of more than one unit and those which have words like **Republic, United, Kingdom, Federation**.

the United States of America; **the** United Kingdom; **the** United Arab Emirates, **the** Republic of Germany, **the** Netherlands.

8. before names of some books of religious importance.

the Gita, **the** Bible, **the** Quran, **the** Guru Granth Sahib

If the author's name is mentioned, **the** is not used.

the Mahabharata – but – Vyasa's Mahabharata

9. before the types of meal if used not in general sense.

The breakfast served at Taj Hotel is very tasty.

10. before **comparatives** when they are repeated, (more, less)

The more you concentrate, **the more** you understand.

The less you work, **the less** you get.

11. before a **proper noun** used as a **common noun**.

Kumar is **the** Sachin of their team.

High-Tech city is **the** Silicon Valley of Telangana State.

12. before **nouns** which name the people of a country collectively.

The English ruled India for more than two centuries.

13. before **surnames** used in **plurals**.

The Birlas established Kesoram Cement Factory.

The Tatas are pioneers in Steel Industry.

3. The definite article is NOT used

- a) before **abstract nouns** (unless they are used to particularize): joy, sorrow, patience, excitement, anger, determination, knowledge, etc.
- b) Before **proper nouns** : India, Chennai, Saina, Deepthi
- c) before **names of meal** : breakfast, lunch, dinner (unless specified)
- d) before **parts of the body** (when they are used with possessive pronouns): my legs, his eyes, her hands
- e) before **names of substances** (used in a general sense) : steel, gold, silk
- f) before **nouns referring to certain institutions** (unless they are used with a specific purpose) : go to school, go to church, go to hospital, go to court,
- g) before **plural nouns** (used in a general sense) : students, houses
- h) before **titles / positions** like King, Pope, President, Principal, if the name follows : King Lear, Queen Victoria, Rani Rudrama, President Ramnath Kovind
- i) before **words showing nationality** used in **plural form** : Australians, Indians, Russians, Frenchmen, Hungarians
- j) before **names of mountains, peaks, hills** : Mount Everest, Mount Abu, Thirumala
- k) before **all day / all night**: It rained all day due to depression.

Exercises and activities

- I. Fill in the blanks with **a, an or the** and laugh out loudly.

___ vegetable seller's wife gave birth to ___ son. ___ customer who heard ___ good news, congratulated ___ vegetable seller and enquired about ___ state of ___ health of ___ newly born child. Then he said, "Sir, it's very fresh."

- II. Fill in the blanks with **a, an or the** and enjoy the joke.

In ___ accident ___ person who lost his legs was crying. At that time, ___ man who came there said, "Why do you cry like ___ child?" and said, "See that man who lost his head and ___ hand and still not crying."

III. Fill in the blanks with **a, an** or **the** in the following riddle.

Q: — truck driver is going in — opposite direction in — one-way street. — police officer sees him but doesn't stop him. Why doesn't — police officer stop him?

A: — truck driver is walking

IV. Fill in the blanks with **a, an** or **the**.

1. I bought _____ pair of new shoes.
2. I saw _____ movie last night.
3. It's raining. Do you need _____ umbrella?
4. Look at _____ woman over there! She is my mother.
5. _____ night is quiet. Let's take a walk.
6. _____ spider has eight legs.
7. Peter is _____ Italian.
8. I read _____ amazing story last Sunday.
9. _____ tiger is in danger of dying out.
10. She has got _____ long hair.
11. _____ blind, _____ deaf and _____ dumb lead _____ miserable life.
12. My sister is married to _____ farmer.
13. We spent _____ whole week in Hawaii.
14. They met _____ Minister yesterday.
15. It was _____ hottest day ever.
16. I put _____ unopened letters over there.
17. Is _____ clock slow, or is it me?
18. Keeravani is _____ music composer and also _____ singer.
19. I was moved by _____ kindness that he showed.
20. I did not know that _____ dictionary belonged to you.

V. Fill in the blanks with **a, an** or **the**.

1. I can't play _____ piano.
2. You are _____ first person to arrive here.
3. Our swimming costumes were dry, but _____ children's weren't.
4. They live in _____ old house.

5. Rajesh is ____ enterprising businessman.
6. Our plane was delayed. We had to wait at ____ airport for three hours.
7. ____ idea can change your life.
8. ____ more you learn ____ more you benefit.
9. Mukesh Ambani is ____ Bill Gates of India.
10. Is there ____ AC theatre in your town?
11. Panaji is ____ capital of Goa state.
12. ____ moon is ____ symbol of pleasantness.
13. I have given ____ one rupee coin to ____ beggar.
14. ____ rabbit runs very fast.
15. Is there ____ bank near here?
16. ____ talent of ____ writer can't be underestimated.
17. ____ simplicity which Gandhi followed is taken as ____ example everywhere.
18. I interviewed ____ M.P. in ____ evening.
19. Did you get married after leaving ____ university?
20. Would you like to be ____ actor?

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.10]

VI. Fill in the blanks with a, an or the.

1. There are quite ____ number of divisions into which life can be divided, but for ____ purposes of this evening I am going to speak of two; ____ bright side of life and ____ dark side.
2. You will not accomplish ____ task which we expect of you if you go with ____ moody, discouraged, fault-finding disposition.
3. Yes, my first rank slipped to ____ second.
4. Do you think literacy is ____ harbinger of restlessness, fear, frustration?
5. From his talk, it seems studies were ____ ancillary subject; and living and experiencing, ____ major subject. Father, is he fibbing? Or is it possible that ____ world turned topsy-turvy in just about 70 years?
6. You know just like that boy, Vinu, in that award winning film. He prattles on. ____ Hibiscus is red ____ hundred times, but in his book, he colours it

yellow. Are we missing out on — essence of life? Papa, that's what happens in my craft and drawing class. My imagination wants to soar like — rocket to — Jupiter and — Mars. To traverse new worlds, new fields.

7. Thimmakka could not go to school due to poverty and lack of facilities. At — early age, she had to take up grazing of sheep and cattle and also work as — coolie.
8. Thimmakka (She) has been recognized by — Government of India and was recently conferred with — Padma Shri award in 2019, which is — fourth highest civilian award in — Republic of India.
9. Failure is as exciting to watch as success, provided — effort is absolutely genuine and complete. But — spectators fail to understand - and how can they know — mental agony through which — athlete must pass before he can give his maximum effort.
10. If I faltered, there would be no arms to hold me and — world would be — cold, forbidding place, because I had been so close. I leapt at — tape like — man taking his last spring to save himself from — chasm that threatens to engulf him.
11. I can't say I did, Mrs. B. I should feel obliged to you, if you could accommodate me with — more protuberant bolster, Mrs. B. The one I've got now seems to me to have about — handful and — half of feathers at each end, and nothing whatever in — middle.
12. It is not — case only with — coals, Mrs. Bouncer, but I've lately observed — gradual and steady increase of evaporation among my candles, wood, sugar, and matches.
13. Why, — gentleman who has got — attic is hardly ever without — pipe in his mouth and there he sits with his feet upon — mantelpiece. From — appearance of his outward man, I should unhesitatingly set him down as — gentleman connected with — printing interest.

Prepositions

Examine the following passage from Raj Kinger's **Father, Dear Father**.

Papa, my grandfather speaks of a carefree and beautiful childhood. Of days spent **in** plucking mangoes and guavas **from** their jameen, **of** picnics **on** the banks **of** the river where the men cooked mouth-watering food, **of** playing marbles and gilli danda. **From** his talk, it seems studies were an ancillary subject; and living and experiencing, the major subject. Father, is he fibbing? Or is it possible that the world turned topsy-turvy **in** just **about** 70 years?

Observe the words in bold letters in the above passage. They are called **prepositions**. **Prepositions** show relationship. A **preposition** is usually followed by its object – noun / pronoun.

The **preposition** along with its **object** is called a **prepositional phrase**.

There are different kinds of **prepositions**. It is very important for learners to practise various uses of **prepositions**. Let us do it now.

Uses of certain **prepositions**

1. Prepositions of place and direction

These **prepositions** answer where? Some of them are

to, at, from, on, off, in, out of, upon, inside, within, by, under, above, below, behind, beneath, on top of, in front of, over, up, down, between, around, among, from, away, through, across, along, all over

- i. We use **in** to show location

Whales live **in** the sea.

in the college; **in** Delhi, **in** a town, **in** a queue

- ii. We use **on** for a surface....

There is a lizard **on** the wall.

on your door, **on** the ground floor

- iii. We use **at** to indicate a place

We were **at** the airport yesterday.

at school, **at** the door, **at** home, **at** the station

We use prepositions **up** and **down**, **along** and **across**, **round** and **through**, **from** and **to** with verbs of motion to express movement.

We drove **along** lovely woods / **around** the Tank bund / **through** the village / **from** Hyderabad **to** Bangalore.

2. Prepositions of time

Some common prepositions of time that tell us **when?** are

at, **on**, **in**, **after**, **before**, **for**, **since**, **till**, **until**, **during**, **by**, **up** etc

We use

- i. **at** for the specified time....

The flight leaves **at** 3 a.m.

at 4 p.m.; **at** that time, **at** dinner time, **at** night, etc.

- ii. **on** for days and dates ...

My daughter will come here **on** Saturday.

on Tuesday, **on** that day, **on** 15th December, etc.

- iii. **in** for weeks, months, years, for parts of the day ...

The syllabus will be completed **in** February.

in January, **in** that week/month/year, **in** 2014, **in** the morning, **in** the afternoon, etc.

We use **on time** to mean at the appointed / planned time.

The function has started **on time**.

In time is used to mean soon enough / early enough.

We reached the airport **in time** to catch the flight.

We use **until** to say that a situation will continue up to a certain moment.

My sister will stay here **until** the year end.

We use

- i. **since** to say when something has begun to happen; it is used with the **present perfect** and **present perfect continuous**.

They have been playing **since** morning.

- ii. **for** to say how long something has happened.

It has rained **for** two hours.

- iii. **during** to say when something has happened / will happen.

The accident must have occurred **during** the night.

3. Prepositions of divergent relations

We use **by**

- i. to say something will happen **at/ before a certain moment.**
He should leave **by 9 am. / by Monday / by next month.**
- ii. in the **passive voice.**
The case **was argued by** an eminent lawyer.
- iii. to indicate **mode of action.**
He has improved English **by** reading newspapers.
- iv. to indicate **mode of transport.**
We went to Chennai **by** air.
- v. to mean, way (in the place of **through**)
The thief escaped **by** a small lane.

We use **for**

- i. to indicate **period of time**
for ten days; **for** four years
- ii. to indicate **reason / cause**
He was rewarded **for** his good work.
- iii. to indicate **purpose**
You should read books **for** gaining knowledge.

We use **since** to indicate **point of time**

since 6 am today; **since** morning; **since** 2016; **since** last week etc.

We use **to**

- i. to indicate **time** with **from to**
Our College timings are **from** 10 am **to** 4.30 pm.
- ii. to indicate **destination**
They are going **to** the USA
- iii. to indicate **relationship**
This is my answer **to** your question.

We use **from**

- i. to indicate **time** with **from to**
Our College timings are **from** 10 am **to** 4.30 pm

- ii. to indicate **point of origin / source**

Thimmakka is from Karnataka.

- iii. to refer to **two places**

We travelled from Delhi to Jaipur.

We use **with** before **Nouns used as instruments**.

The walls were painted **with** imported brushes.

The goldsmith polished the ring **with** a chemical substance.

We use **between**, when we refer to a position in the middle of the two and **among** to refer to a position in the middle of many.

Srihan is standing **between** Hardik and Srihith.

He doesn't want to sit **among** girls.

We use **to** when we show the beneficiary and **for** to show the recipient of something.

The Mission Kakatiya Scheme in Telangana is of a great help **to** the farmers.

Kumar bought a mobile **for** his son.

4. The possessive preposition of

- i. We use **of** with **nouns** referring to feelings:

Love **of** animals is a good habit.

- ii. We use **of** to say something belongs to someone / something.

He is lying on the floor **of** the living room.

Are you talking **of** her bag?

- iii. We use **of** with quantifiers.

They make a lot **of** mistakes.

all of, any of, a bit of, a lot of, a kilo of, tons of

- iv. We use **of** to say that someone / something has a particular quality.

Shravan is a man **of** his word.

Yasmeen is a girl **of** great intelligence.

- v. We use **of** in front of a number to indicate age.

an old man **of** ninety nine; a child **of** two.

- vi. We use **of** with **reporting verbs** to indicate the general subject matter of a statement.

The local MLA informed the CM of the developments in the constituency.
 complain of; think of; write of; inform (someone) of; warn of

vii. We use **of** with **nouns / pronouns** to indicate **possession**.

She was an old friend **of** mine.

a student **of** mine; a poem **of** Tagore; a fan **of** Mahesh

5. Prepositions in questions

We use **prepositions** at the end of **questions** sometimes.

What are you thinking **about**?

Who did she send it **to**?

Prepositions, the ones like **on, at, of, for** (mostly **monosyllables**), are called **Simple Prepositions** while those consisting of two or more words like **in search of, in front of** are called **Complex Prepositions** (or **Phrase Prepositions**).

Here are some words (**adjectives, verbs**) that go with particular **prepositions**:

abide by	consequent on	made of
abound in	consist of	made with
according to	deal with	on account of
accustomed to	depend on	on behalf of
adjacent to	deprive of	owing to
afraid of	die of	prefer to
agree to (something)	due to	put off (postpone)
agree with (someone)	fond of	put on (wear)
ahead of	give up	put out (control fire)
along with	good at	refer to
avail... .. of	inferior to	rely on
aware of	in spite of	see off
bad at	interested in	send off
because of	junior to	senior to
believe in	lack of	suffer from
belong to	laugh at (insult)	superior to
brood over	leave for (go)	think of
call off	look after	think over
call on (meet)	look at (something)	weak in
concentrate on	look for (search)	
congratulate on	made from	

Exercises and activities

I. Fill in the blanks with suitable **prepositions** from the list given below.

(to, up, for, on, after, to, off, at, of, in)

1. We should not feel superior _____ others.
2. People usually put _____ new dresses _____ festival days.
3. He is good _____ English, but weak _____ Mathematics.
4. Don't rely _____ others for everything.
5. If you give _____ the efforts, you don't succeed.
6. I went to the airport to see _____ my son.
7. The minister left _____ Delhi yesterday.
8. We reached the station much ahead _____ the schedule time.
9. They have agreed _____ our proposal.
10. The government should look _____ the orphans.

II. Fill in the blanks with suitable **phrasal prepositions** from the list given below.

(adjacent to, believe in, put out, abide by, agree with, deal with, made of, adapt ourselves to, interested in, fond of)

1. Shloka is _____ music.
2. Are you _____ reading novels.
3. We must _____ the circumstances to lead a happy life.
4. Some poems _____ imaginary situations.
5. These chairs are _____ plastic.
6. The members must _____ one another to come to an agreement.
7. If you don't _____ the fire immediately, it will spread fast.
8. You must _____ the rules and regulations.
9. SBI is located _____ the new shopping mall.
10. We don't _____ superstitions.

III. Answer the following questions related to your daily activities using the appropriate **prepositions**.

1. What time do you get up?
2. When do you go to your college?
3. How long do you stay at your college?
4. When do you return home?

5. When did you see your last film?
6. When do you go to bed?

IV. Fill in the blanks with correct prepositions.

1. We lived _____ (in / at) the U.S.A _____ (for / in) two years.
2. The office is open _____ (from / on) 10 a.m. _____ (to / at) 5 p.m.
3. Abraham Lincoln came _____ (from / with) a poor family.
4. She has been suffering _____ (from / with) fever.
5. He prefers coffee _____ (with / to) tea.
6. He fell _____ (of / off) a bicycle.
7. There is a spider _____ (on / by) the wall.
8. We come to college _____ (by / in) bus.
9. The girl sat _____ (between / among) her parents.
10. We congratulated Ajay _____ (with / on) winning the award.
11. We cut the fruit _____ (by / with) a knife.
12. Children are fond _____ (of / off) toys.
13. Gandhiji was born _____ (on / in) 1869.
14. All of us are afraid _____ (off / of) mad dogs.
15. The patient was shifted _____ (to / for) a hospital.

V. Fill in the blanks with correct prepositions.

1. India got Independence _____ 1947.
2. I have been reading this book _____ 2018.
3. Suresh goes to college _____ foot.
4. He served in the military _____ thirty years.
5. Very few people can swim _____ the river Ganga .
6. The martyr wrote his final testament _____ blood.
7. Many great people hail _____ rural areas of the country.
8. The snake crawled _____ its pit.
9. There is a cold war _____ these two countries.
10. There is a beautiful painting _____ the wall.
11. Yoga is good _____ health.
12. She spoke _____ her travel experiences.
13. Suman left _____ Australia.
14. Mohan is a student _____ Delhi University.

15. Are you aware _____ Corona precautions?
16. There are many hills _____ the river.
17. Wealth is inferior _____ learning.
18. We open locks _____ keys.
19. He jumped _____ the well.
20. The issue is _____ you and me.

VI. Fill in the blanks with suitable prepositions.

1. My grandson is fond _____ chocolates.
2. My friend lives _____ Delhi.
3. The apples cost _____ Rs. 100/- a Kg.
4. I agree _____ you, cent percent.
5. Can you translate this _____ English _____ Telugu?
6. There is something extraordinary _____ Kohli.
7. Sheela is a nurse. She cares _____ the elderly.
8. Srikanth has gone away. He will be away _____ Monday.
9. The five thieves shared the stolen money _____ themselves.
10. The train started exactly _____ 6 o' clock.
11. It rained _____ two days.
12. Switch _____ the light, please, it is quite dark here.
13. The trains are seldom _____ time.
14. We live _____ the fifth floor.
15. She is familiar _____ computer hardware.
16. I have not slept properly _____ two days.
17. He trembled _____ fear when he was caught.
18. Looking forward _____ seeing you at the meeting.
19. Most foreigners dream _____ visiting India.
20. She insisted _____ joining us.

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.11]

VII. Fill in the blanks with suitable Prepositions.

1. I want you to go out _____ this institution so trained and so developed that you will be constantly looking _____ the bright, encouraging and beautiful things _____ life.

2. When you go — your classrooms, I repeat, try to forget and overlook any weak points that you may think you see. Remember, and dwell —, the consideration that has been given — the lesson, the faithfulness — which it was prepared, and the earnestness — which it is presented.
3. Everything that comes — their mouths is unpleasant, — this thing and that thing, and they make the whole atmosphere — them unpleasant — themselves and — everybody — whom they come — contact.
4. They live simply — the negative side of life.
5. Yet she is — peace — her pots, pans, her flowers and garden, her Bhagavad Geeta and scriptures. My mother, highly qualified, is highly strung, tense and nervy. Do you think, literacy is a harbinger — restlessness, fear, frustration? Is it Adam and Eve eating the Tree — knowledge, all — again?
6. My first rank is — stake, you see.
7. I would like you to be aware — my musings.
8. Papa, my grandfather, speaks — a carefree and beautiful childhood.
9. As she grew up, she was married — Sri Bikkala Chikkayya — Hulikal village — whom she found a purpose to plant trees.
10. Thimmakka and her husband used to carry four pails — water — a distance — 4 km to water the saplings.
11. Thimmakka continues her fight — afforestation.
12. — one and a half laps I was still worrying — the pace. A voice shouting 'Relax' penetrated — me — the noise — the crowd.
13. As we lined up — the start I glanced — the flag again. It fluttered more gently now, and the scene — Shaw's *Saint Joan* flashed — my mind, how she, — her desperate moment, waited — the wind to change.
14. — the appearance — his outward man, I should unhesitatingly set him — as a gentleman connected — the printing interest.
15. He's gone — last! Really I was all — a tremble — fear Mr. Box would come in — Mr. Cox went out.
16. So it seems! Far be it — me, Bouncer, to hurry your movements, but I think it right to acquaint you — my immediate intention — divesting myself — my garments, and going — bed.

SECTION I

The term **tense** refers to the form of a verb in English grammar. Relax! Don't get tense!! It's not difficult.

Look at the following boxes; compare the tenses and study them carefully to understand the differences.

Present Simple Tense

The **present simple tense** is used

- i. for a present state/ truths/scientific facts:
Indians love cricket.
He looks awful.
My father works in the USA.
The sun rises in the east.
Water boils at 100 degrees Celsius.
South Indians eat a lot of rice.
- ii. repeated actions:
We play in the field every week.
The train leaves at 5 pm.
- iii. in commentaries
He throws the ball and runs.

Past Simple Tense

The **past simple** is used

- i. For situations and events that took place in the past:
We lived in Hyderabad for thirty years.
There was a post office near our house.
- ii. habitual and regular actions in the past:
I walked a lot when I lived on campus.

Present Continuous Tense

The **present continuous tense** is used

- i. for a present action in progress at the time of speaking / writing or over a period of time:
I am reading an interesting novel.
- ii. for a temporary routine:
We are going home late this week.

Past Continuous Tense

The **past continuous** is used

- i. for an action over a period of past time / an action that was in progress at some time in the past:
It was raining at that time.
- ii. to show that one activity was in progress when another activity happened:
Two women were walking when the bus came from the opposite direction.

Explanations with more examples

Present Simple

Read the following passage.

A True Follower

I am a student of first year Intermediate. I **wake up** early in the morning daily along with my mother. First my mother **gets up** and calls me by my nick name, Banti, and I **move** out of my bed. Then my father also **gets up** and **goes** to the fields. He **brushes** his teeth with a neem stick while going to the fields. He **enjoys** walking. Though he **has** a bicycle, he **never uses** it in the morning. As he is growing old now, my mother often **advises** him to use the bicycle. Usually I **help** my mother in the kitchen, but now I am walking along with my father to help him in the fields.

Look at the verbs in bold in the passage.

They are in the **present simple tense**. The base form of the verb is used in them. When **third person singular** (he / she / it / any singular noun) is the **subject**, it takes -s or -es form.

The present simple shows

1. that something happens habitually or regularly.
 - i. He **practises** yoga daily in the morning.
 - ii. Children **do not sit** quietly in one place.
2. repeated actions/ something happening regularly/ always.
 - i. A cobra **hisses** when it is disturbed.
 - ii. Cocks **crow** every morning.
3. scientific processes and in commentaries.
 - i. Heat **evaporates** water.
 - ii. What **goes up** must come down.

In **negatives** and **interrogatives**, the **present simple** form is **do/does (not) + v₁**.

- i. He **doesn't wake up** early in the morning.
- ii. **Do you go** for a walk every day?

Note: The abbreviations, **v₁** for the **present form**, **v₂** for the **past form** and **v₃** for the **past participle form**, are used.

Look at the following examples.

Which do you **like** more? Tea or coffee?

I **like** coffee.

What channel **does** your mother **watch** usually?

My mother **watches** ETV, mostly serials.

Do you **read** any English newspaper?

Yes, I **do** / No, I **don't**.

Does your father **allow** you to use a mobile?

Yes, he **does** / No, he **doesn't**.

Do your parents **check** your studies?

Yes, they **do** / No, they **don't**.

Exercises and activities

I. Write your daily activities in the simple present tense based on the hints given below.

Get up — 5 am — daily — exercise for half an hour — brush teeth
— take a bath — have breakfast — go — college — attend
classes — return — 4 pm — relax — play — table tennis
— one hour — club — return home — take bath — again
— take supper — spend time — reading — two hours — go to
bed — 10 pm.

You can start like this. I get up at 5 am daily. ———.

II. What did you do yesterday? Write the past activities as shown below by using the v_2 form of the verb.

You can start like this.

I got up at 5am yesterday. I did physical exercise —

Present Continuous Tense

Read the following conversation.

Ravi : Why **are** you **mewing** like a cat?

Sonu : I **am trying** to learn mimicry.

Ravi : **Are** you **undergoing** training in mimicry?

Sonu : No, I **am learning** on my own with the help of my brother. In fact he **is going** to an institute.

Ravi : Oh! Wonderful. Good luck.

Sonu : Thank you.

Look at the verbs in **bold** in the conversation.

They are in the **present continuous tense**. (am/are/is + v₁+ing)

I

we/you/they/ any **plural noun**

he/she/it/any **singular noun**

: am + v + ing.

: are + v + ing.

: is + v + ing.

Answer the following questions.

1. What are you doing now?

2. What is your sister doing now?

3. What are your friends doing now?

1. I am reading _____.

2. My sister is _____.

3. My friends are _____.

Now compare the above with these sentences.

What were you doing at this time yesterday?

I was playing chess (at this time yesterday).

Now, frame questions and answer them.

Start like this.

1. What was your sister _____?

2. What were your friends _____?

Notice the difference.

Where **do** you come from?

Where **are** you coming from?

refers to your home town.

refers to the immediate place from where you are coming.

The present continuous shows

1. that some action/activity is happening at the time of writing or speaking.

i. It **is raining** heavily. (Now actually happening)

ii. She **is going** to the market.

2. that some action is in progress (or in the middle, though not necessarily happening at the time of writing or speaking).

i. They **are doing** business.

ii. He **is trying** for a job.

But there are certain verbs which show **state or cognition or perception**. These verbs cannot generally be used in their '**-ing forms**'.

They are: *agree, astonish, be, believe, belong, care, concern, consider, consist, contain, cost, depend, deserve, differ, disagree, dislike, doubt, equal, feel (emotion), forget, forgive, guess, hate, have (possession or relationship), hear,*

hold (contain), impress, include, intend, involve, know, lack, like, love, matter, mean, mind, need, notice (if followed by *that*-clause) owe, own, perceive, please, possess, prefer, realize, recall, recognize, refuse, regard, remain, remember, require, resemble, result, satisfy, see, seem, smell, suppose, sound, taste, think (when followed by a clause as in 'I think ...') trust, understand, want, wish, etc.

When these verbs are used in their **continuous form**, the sentences become unacceptable. To make them acceptable, we have to use the **present simple** or **past simple** form instead.

Unacceptable	Acceptable
1. I am knowing the address.	I know the address.
2. She is resembling her mother.	She resembles her mother.
3. Is anyone here having a flat?	Does anyone here have a flat?
4. He is understanding spoken English.	He understands spoken English.
5. They are belonging to Kerala.	They belong to Kerala.
6. I am hating loud noise.	I hate loud noise.

Exercise

1. Fill in the blanks with the **present simple** or the **present continuous** forms of the verbs given in brackets.

- Custard apple ——— (be) a tasty and healthy fruit.
- The moon ——— (appear) at night.
- It ——— (rain) now. We can't go out at present.
- A ray of the sun ——— (not, pass) through a wall.
- Hyderabad ——— (be) the Capital of Telangana state.
- All banks ——— (open) on the first and the third Saturday of the month.
- People ——— (speak) Telugu all over AP and Telangana.
- My English teacher usually ——— (speak) English in the class room, but surprisingly she ——— (speak) Telugu now.
- North Indians ——— (eat) chapatis daily?
- he ——— (do) any job at present?
- Usually I ——— (close) all doors before going to bed.
- you ——— (believe) in ghosts?
- My father ——— (watch) a serial at the moment.
- Water ——— (freeze) during winter in some areas of the Atlantic Ocean.

Past Simple Tense

Read the following lines from a poem.

I **slept** and **dreamt** that life was a beauty
I **woke** and **found** that life was a duty.

Read the following passage.

I **entered** the third class compartment and **took** my seat. A few minutes later a large family **rushed** in and **occupied** the compartment. They **arranged** their luggage on the racks. The train **moved** and **gained** speed. Suddenly it **came** to a halt. There was a lot of commotion. Everyone was asking who had pulled the chain. Then I **observed** that an old woman had hung her bag to the alarm chain.

Look at the verbs in bold in the above passage. The second form of the verb (v_2) is used. These verbs show that something happened in the past and stresses the completion of an action. In the sentences with the past simple verb, the time of action may/may not be expressed.

- i. They **settled** in Hyderabad ten years ago. (time expressed)
- ii. I **attended** all classes. (time not expressed)

In negative and interrogative sentences, the simple past form is **did / didn't + v_1** .

Look at the examples given below.

- i. They **didn't** eat anything yesterday.
- ii. Where **did** you go last week?
- iii. **Did** he participate in the last week's meeting?

Past Continuous Tense

Read the following passage.

When I reached my home at eight, my daughter **was playing** the guitar and my parrot **was singing** the tunes. My son **was eating** a chocolate and my wife **was relaxing** in a chair.

Look at the verbs in bold in the passage. They are in the past continuous tense. (**was / were + $v+ing$**).

I/he/she/it/any singular noun

was + $v + ing$.

We/you/they/ any plural noun

were + v + ing.

It refers to a past event that was in progress at a given point of time in the

past.

- i. You **were doing** home work at 6 p.m. yesterday. (a past point of time)
- ii. The children **were playing** cricket all day yesterday. (over a period of time)
- iii. I **was making** tea when her friend came. (at the time of another past event)

Answer the following questions.

1. What **were you doing** when your father returned home?
2. What **was your sister doing** when your mother was reading a novel?

SECTION II

Present Perfect Tense

The present perfect tense (have/has+ past participle) shows

- i. a just finished action.
He **has just entered** the room.
- ii. a past action that has relevance to the present.
I **have seen** the movie.
Pussy cat, pussy cat where **have you been**?
I **have been** to London to see the queen.
- iii. repeated actions.
I **have been** to Kashmir four times.
- iv. for states.
The shop **has been** open for a month.

Past Simple Tense

The past simple (past form of the verb) shows

- i. an action in the past.
My brother **completed** degree last year.
They **lived** here for a long time.
- ii. repeated actions in the past.
We **went** to school every day.
- iii. for states in the past.
India **had** a glorious past.

Explanations with more examples.

Some expressions used with the present perfect tense.

just, recently, lately, already, before, so far, still, ever/never, today, this morning/evening, for weeks /years, since 2000, etc

Present Perfect Tense

Read the following dialogue.

- | | | |
|---------|---|--|
| Husband | : | Have you packed the luggage? |
| Wife | : | Yes, I have . |
| Husband | : | Have you informed the neighbours about our trip? |
| Wife | : | Yes I have . |
| Husband | : | Have you phoned our daughter about our visit? |
| Wife | : | No, I haven't . Let's give her a surprise. |
| Husband | : | Have you locked the door properly? |
| Wife | : | Yes, I have . |
| Husband | : | Have you checked all the doors? |
| Wife | : | Oh! God! I have forgotten to bolt the back door. |
| Husband | : | What! |

Look at the verbs in bold in the dialogue. They are in the present perfect tense - **have / has + past participle** (third form of the main verb).

I/We/You/They any plural noun	have + v ₃ (pp)
He/She/It/ any singular noun	has + v ₃ (pp)

The present perfect tense generally indicates that

- something happened **just now** or in the recent **past**.
 - He **has** just finished his homework.
 - They **have** just gone out.
- something happened at an unspecified **time in the past**. But its result is relevant now.
 - He **has** painted the door. (It is still wet.)
 - She **has** received the mail. (She is yet to read and respond.)
- something started to happen in the **past time** and is going on even now or till just now.
 - They **have** learnt dance for two weeks.
 - She **has** watched the serial regularly for three months.

In the **present perfect tense**, the result of the **past** action is seen in the **present**.
Now answer the following questions.

1. Have you ever met a film star or a sports star?
2. Has your teacher ever praised you?
3. Have you ever seen a horse flying?

A note of caution

Note that no past time expression is used with the **present perfect** and no question can be asked, using **when** with the **present perfect** tense.

We can use a past time expression with the **simple past**; we can ask a question, using **when** with the **simple past**.

- i. When **have** you met a famous person? (**wrong**)
When **did** you meet a famous person? (**right**)
- ii. I **have** met him last year. (**wrong**)
I **met** him last year. (**right**)

Just for Fun!

Still not perfect!

A school boy often wrote **I have went**, instead of **I have gone**.

One day the teacher said "You must stay after school and write **I have gone** a hundred times. Then you will remember it."

When the teacher came back, he found that the student had written **I have gone** a hundred times.

He had also left a note saying:

Dear Sir,

I have wrote **I have gone** a hundred times, and now **I have went**.

Vinod

Past Simple – Present Perfect – Contrast

The **past simple** tense shows that something happened in the past. It emphasizes the completion of an action in the past. The **present perfect** tense emphasizes the present relevance of the result of the action completed.

The **past simple** tense normally specifies the time of completion of an action. The **present perfect** tense is never used with specific **past time** expressions. The **past simple** tense answers the **when**-questions, whereas the **present perfect** tense cannot.

For + time expressions and this morning/month/year are used both with the **past simple** and the **present perfect**, but with different meanings.

- i. The player **relaxed** for ten minutes. (**Past simple**. That period in the **past**.)
- ii. My niece **has lived** in Delhi for two years. (**Present perfect**. This two year period extends till the present moment.)
- iii. I **contacted** the secretary this morning. (**Past simple**. It is afternoon or evening.)
- iv. It **has rained** heavily this morning. (**Present perfect**. It is morning still.)

Present Perfect Tense

The **present perfect** is used

- i. for situations that still exist.
We **have lived** in Warangal for years.
- ii. an action in the period leading to the present.
The players **have arrived**.
- iii. repeated actions.
My parents **have been** to the USA ten times.
- iv. for states.
The beauty parlour **has been** closed.
- v. to mention something that happened in the past without mentioning a specific time.
They **have noticed** some printing mistakes in the book.

Past Perfect Tense

The **past perfect** tense is used

- i. to refer to two earlier actions or activities that took place in the past and to show the sequence of events.
My friend **had completed** the homework by the time I went to his room.
- ii. the words **before/ after** are also used to indicate the sequence of events.
The bus **had left** before we **reached** the bus station.

Present Perfect Continuous

The **present perfect continuous** is used

to show that an activity that began in the **past** is still continuing in the **present**.

We **have been living** in Hyderabad since 2011 / for ten years.

Notice the use of **since** and **for**. **Since** refers to the point of time and **for** to the duration.

Past Perfect Continuous

The **past perfect continuous** is used

to show two actions in the past, one showing the duration of an action and another showing when it came to an end.

He **had been playing** cricket since he was a boy but gave it up later when he **took up** a job.

The murderer **had been holding** the knife for five minutes when the police **entered** the room. (Both activities happened in the past.)

Explanations with more examples.
Present Perfect Continuous Tense
 Read the following dialogue

Sahithi : Hai Meghana! So late? I **have been waiting** here for an hour
 Meghana : Oh! Sorry Sahithi. But it **has been raining** for over an hour and my
 brother **has been quarrelling** with me for this umbrella.
 That's why I am late.

Observe the verb groups in bold in the dialogue. **have been waiting, has been raining, has been quarrelling**

They are in the **present perfect continuous tense** - **has/have + been + v₁ + ing** (fourth form of the main verb).

I/We/You/They any **plural noun**

have + been + v₁ + ing

He/She/It/ any **singular noun**

has + been + v₁ + ing

The **present perfect continuous tense** shows that something has been happening over a period of time leading up to the present moment.

- i. Harika **has been reading** a novel since morning.
- ii. The ladies **have been playing** Holi for two hours.

Remember that **verbs** that denote a state cannot be used in the **present perfect continuous** either.

- i. They **are knowing** about this problem for a long time. (not acceptable)
- ii. They **have been knowing** about this problem for a long time. (not acceptable)
- iii. They **have known** about this problem for a long time. (acceptable)

Present Perfect – Present Perfect Continuous – Contrast

While the **present perfect** focuses on the completion of an activity now, the **present perfect continuous tense** emphasizes the duration of an activity over a period leading to the present moment.

- i. I **have repaired** the bike. (**present perfect** — activity completed)
- ii. I **have been repairing** the bike for the last two hours.
 (**present perfect continuous** — the continuation of an activity is stressed)

Usually, the **present perfect continuous tense** answers the question **how long**.

- i. I **have been repairing** the bike for two hours. (How long have you been repairing it?)

- ii. We **have been preparing** seriously for the examination since 1st January.

Since + time / for + time are normally used with the present perfect and the present perfect continuous forms; but for + time can also be used with the past and the future tenses; since + time is used only with the present perfect.

Since refers to a point of time — since yesterday, since morning

For refers to a period of time — for two days, for four weeks

Exercises and activities:

I. Fill in the blanks with the present perfect or the present perfect continuous forms of the verbs given in brackets.

1. Aarthi _____ (act) in films since her marriage with Raghu, a film director.
2. She _____ (appear) in about twenty films so far.
3. I _____ just _____ (receive) a call.
4. She _____ (not, pay) the exam fee yet.
5. How _____ you _____ (watch) this TV programme?

Past Perfect Tense

Read the following sentence.

We **had already consulted** a doctor before my father had an attack.

Look at the verb group in bold. It is in the past perfect tense - had+ v₁ (past participle form).

When two actions are said to have happened one after the other, the action that happened first is in the **past perfect tense**. The action that happened later is in the **simple past tense**.

- i. He **rushed** to the station but the train **had left**.
[= First the train left and then he reached the station.]
- ii. I **realized** that my pocket **had been picked**.
[= First my pocket was picked and then I realized it.]
- iii. She **did not see** me till I **had seen** her.
- iv. I **recognized** the man as I **had met** him last week.
- v. Our trip was comfortable as we **had made** arrangements earlier.
- vi. Reshma **felt** sleepy as she **had stayed** up through the night.
- vii. The student **was punished** as he **had not done** his homework.
- viii. Srikanth **had never seen** skyscrapers before he **went** to New York.

Hence, the **past perfect** cannot be used when there is reference to only **one past action**.

I **had received** your letter yesterday. (NOT acceptable)

I **received** your letter yesterday. (acceptable)

However, if the two past actions took place in quick succession, the **past simple** is used to refer to both the actions as in the following sentences.

- i. When he **goaded**, the bull **moved**.
- ii. When he **danced**, they **shouted**.

Past Perfect Continuous

The **past perfect continuous tense** (had + been + v₁) shows that something had been happening over a period of time leading up to another **past event** or **past point of time**.

- i. I **had been singing** a song for five minutes when my friend **came**.
- ii. Suresh **had been doing** research for two years when his sister **joined** the university.

Exercises and activities:

1. Fill in the blanks with the **Simple Past**, the **Past Continuous**, the **Past Perfect** or **Past Perfect Continuous** forms of the verbs given in brackets.

1. The tsunami _____ (break) while the sailors _____ (row) the boats.
2. How _____ you _____ (spend) your childhood?
3. I _____ (browse) the internet when he came to our house.
4. The audience _____ (occupy) their seats before the cinema began.
5. The farmers _____ (sow) seeds for two hours when the sun set.
6. There was a stampede when the pilgrims suddenly _____ (rush) into the temple.
7. I wish I _____ (have) a car.
8. When _____ (be) you born?
9. How long _____ your brother _____ (stay) in the US when you went there for MS?
10. Gandhi _____ (pass away) in 1948.

SECTION III

Future Time Representation: (or Note on Future Time)

English language operates with **two tenses** and these are technically called **Past** and **Non-past**. **Past** is a clear indication of the **past tense** to represent activities which have already happened or have been completed. The other tense **Non-past** is used to represent both the **present** and the **future** happenings.

Often, traditional grammar books refer to **Future Tense**, which is a misnomer. With extensive research in linguistics, our understanding of how language (English) operates is clearer. So we say, English does not have the **Future Tense form**. How do we establish this fact? It is simple. Let us look at the **verb forms** in the table given below:

Present	Past	Future
make	made	will make
do	did	will do
go	went	will go
take	took	will take
look	looked	will look
eat	ate	will eat
draw	drew	will draw

In this table we have deliberately chosen more **irregular verbs** than the regular ones. Secondly, we have indicated **tense** in an order to help you understand the differences among them in the three columns easily.

Take a close look at the first two columns. The forms of the **verb** in **present** and **past** are distinct. Whereas, in the third column, we have repeated the **verbs** as they are in column 1 with an addition of **will**. There is no distinct form as we have it in column 2.

If this is the case, how does English language represent **future time**? There are **four different ways** of doing this.

a. Using **simple present tense**:

The President **visits** Hyderabad tomorrow.

My examinations **begin** next week.

(These are events that are scheduled and are sure to happen. In such cases we use **simple present** to express a **future action**.)

b. **Using present progressive tense: (Present continuous tense)**

We **are planning** an exhibition of paintings in December this year.

You **are visiting** Bali on your trip to Indonesia next month.

(These are events that have been planned. Very likely these events will take place in the future, but there is a likelihood of these events being rescheduled. However, they are yet to happen.)

c. **Using going to**

I **am going to buy** a new car on the 1st of next month.

I **am going to be** a doctor in five years from now.

(The phrase **going to** is used to talk of actions that we intend to do or plan to achieve. To express a **future possibility**, this structure is used.)

d. **Use of modal will / should:**

I **will buy** a gift when you pass the examination.

You **will join** a good engineering college if you get a first class.

You **should join** the army if you choose to serve the country

We **shall be** in touch and discuss this matter.

(Will and Shall are **modal verbs** that help us to express our desire or propositions.)

In this short description we have tried to tell you that in **future**, when you **speak** of tenses, remember, in English we operate only with two tense forms but **represent** all three aspects of time.

However, let's try to know the **future forms** and their **uses** in detail.

Future Simple

The **future simple** is used to express futurity i.e., plain or colourless future.

Srihan and Srihith **will come** from the US in the next August.

They **will stay** here for three weeks.

Future Continuous

The **future continuous** is used to show that something will be happening at a point of time in future.

We **will be spending** our holidays in Shimla this summer.

She **will be sleeping** when I reach home.

Future Perfect

The **future perfect** is used to show that something will have happened before another point of future time.

We **will have cleared** the entire loan amount by 2026.

She **will have recovered** from her illness by the end of next week.

Future Perfect Continuous

The **future perfect continuous** is used to show that something begins to happen in the **past or future** and will be in progress at a point of future time.

They **will have been travelling** for 26 hours in the train when they reach Varanasi.

Explanations with more examples

Future Simple

Read the following dialogue.

Shop assistant : What can I do for you, sir?

Customer : Will you show me some 32 size shirts?

Shop assistant : Sure, Here are bright colored shirts. If you want formal shirts, I will take you to that side.

Customer : No, I shall select one among these. Well, this shirt seems to be good.

Shop assistant : You want to try it on or shall I pack it, sir?

Customer : Pack it, please. I will pay the bill. Thank you.

Shop assistant : Welcome.

Look at the verbs in **bold** in the dialogue. They are in the **future simple tense**. (**shall/will** + base form of the verb.) They express futurity.

Look at the following sentences.

1. I **will** conduct a quiz competition on spelling tomorrow.

2. The President **will** stay in Hyderabad for a month.

Shall and **will** are called **modal auxiliary verbs**.

In the sentences above, **will** and **shall** express plain or colourless future. The **modals** express various shades of meaning.

The negative in the **future simple** is **will/shall** + **not** + base form of the verb.

The short forms of **will not** and **shall not** are **won't** and **shan't**.

If these modal auxiliary verbs are brought to the front position they become questions: **will/shall + sub + base form of main verb**.

Let us study the **negative** and the **question** in the **simple future**.

- i. They **will not** start the road work tomorrow.
- ii. **Will** they plant the saplings?

But **shall** in the **question** expresses a suggestion/proposal.

- i. **Shall** we have some coffee?
- ii. **Shall** we sit here?

Future Continuous

Read the following dialogue.

- | | | |
|--------|---|--|
| Dinesh | : | Vijay, What's your tomorrow's programme? |
| Vijay | : | I will be washing my car at this time tomorrow. |
| Dinesh | : | Don't you have a driver? |
| Vijay | : | No, I myself do it every Sunday. What about you? |
| Dinesh | : | I will be spending my time in the library. |
| Vijay | : | Good. I like it. |

The **verb groups** in **bold** are in **future continuous**.

They show that something will be happening at a point in **future time** and the **verb** expresses that an action which starts before that time and probably continues after it.

Imagine a class of children at this moment — 9.00 a.m. Now they are listening to the lesson.

As tomorrow is a holiday they **will be playing** at this time.

The **future continuous** also expresses a future action without intention. It shows an action which is more casual and less definite.

He **will be meeting** Venkat next week. (Perhaps, they are colleagues.)

Future Prefect

Read the following dialogue.

- | | | |
|-------|---|--|
| Sloka | : | When are you going to start your medical practice? |
| Sneha | : | My medical course is not yet over. |
| Sloka | : | Is it so? |
| Sneha | : | Yes, I will have completed my M.B.B.S. course by 2025. |
| Sloka | : | Oh! I will have put in two years of experience in a software job by then. |
| Sneha | : | Of course, but I want to serve the rural poor as a doctor. |
| Sloka | : | Great! You are right. There are very few committed people like you. |
| Sneha | : | In fact, my uncle serves as a doctor in a village in Karimnagar District. He will have served there for ten years by next year. |
| Sloka | : | Great! A family of committed doctors!! |

The verb groups in bold are in the future perfect (shall/will + have + v₃). They show that an action will have happened before another point of future time. Usually a time expression by is used.

- i. We save Rs.10000/ a month. We started saving in January last.

We **shall have saved** Rs.120000/ by the end of the year.

- ii. They boarded the train at 6 o'clock in the evening. They **will have reached** Delhi tomorrow morning by 7.

The completion of an action before a given point of the future is stressed. The action might have started in the past:

The teachers **will have completed** the lessons by the end of the academic year.

Future Prefect Continuous

The future perfect continuous (shall/will + have + been + v+ing) shows that something begins to happen in the past or future and will be in progress at a point of future time. Continuation of the happening for a given period of time and completion of the happening at a given future point of time are emphasized. Hence the two expressions are used with this verb group.

- i. I **will have been teaching** them grammar for five years when they leave school next year.

- ii. He will have been staying in the USA for three years when I go there next month.

Exercises and activities

I. Fill in the blanks with the Simple Future, the Future Continuous, the Future Perfect or Future Perfect Continuous forms of the Verbs given in brackets.

1. Telangana _____ (become) a developed state in two years.
2. The umpire _____ (resolve) the controversy within a few minutes.
3. At this point of time tomorrow the children _____ (watch) a cartoon film.
4. _____ you _____ (solve) all these problems by next week?
5. If we follow A.P.J. Kalam's advice, India _____ soon _____ (become) a superpower.
6. He _____ (do) job for two years by next year.

II. Fill in the blanks with appropriate forms of the verbs given in brackets.

1. Surya Namaskar _____ (consist) of twelve postures.
2. Gandhi _____ (influence) by the writings of Tolstoy.
3. Bandla Sirisha _____ (be) the first Telugu woman (third Indian origin woman) to go into the space on July 11, 2021.
4. Rohit Sharma _____ (bat) for two hours when rain interrupted the match.
5. The meeting _____ (start) by 10.00 a.m. tomorrow.
6. Usually my father _____ (take) rice for lunch. But now he _____ (take) chapatis.
7. People _____ (speak) Telugu in Telangana and Andhra Pradesh.
8. Mary _____ (eat) her supper by 7.00 p.m.
9. Don't disturb! The child _____ (sleep)
10. If I _____ (be) a bird, I would fly high in the sky to have a beautiful view of the earth.
11. It is time we _____ (start) working hard.
12. If I were you, I _____ (construct) an independent house.
13. Don't get off the train till it _____ (stop).
14. Listen! Somebody _____ (scream).

15. A parrot _____ (repeat) our voice as soon as it listens to it.
16. Vinay _____ (lose) the job last year because of his misbehavior.
17. Dhirubai Ambani _____ (not, live) in a costly house even when he was a famous industrialist.
18. _____ he _____ (play) tennis daily?
19. While I _____ (teach) grammar, a student raised a doubt.
20. A philanthropist _____ (think) about the welfare of others.
21. My nephew _____ (do) business in Hyderabad for the last ten years.
22. The moon _____ (wax) and _____ (wane) during the cycle of a month.
23. I _____ (know, not) the right answer right now.
24. We _____ (have) hot coffee one hour ago.
25. The birds _____ just _____ (fly) away.

III. Rewrite the following sentences correcting the underlined parts:

1. He is doing homework since 8 o'clock.
2. If they are going out, we will follow them.
3. If you will depend on others for everything, you will not learn anything.
4. If you have helped your mother, she would have felt happy.
5. He is trying for a job since last year.
6. Mukesh Ambani has constructed the world's costliest house for his wife in Mumbai four years ago.
7. He has returned from Dubai a month ago.
8. He is not having any cash.
9. I am knowing them for the last many years.
10. Is he remembering our help?
11. He has borrowed a thousand rupees from me yesterday.
12. Don't disturb him. He reads.
13. Did you left for Hyderabad last year.
14. Sangeetha joins us tomorrow.
15. Are you smelling anything bad?

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.12]

A. Fill in the blanks with suitable forms of the verbs given in brackets.

1. There — (be) quite a number of divisions into which life — (be + divide). (2)
2. You — — (sometimes / find) two persons who — (get up) in the morning, perhaps a morning that — (be) overcast with shadows. (3)
3. A good teacher — (say) frankly and clearly, "I — (not know). I — (not answer) that question." (3)
4. I — (hear) those tales so many times that I — (not want) to get into the atmosphere of the people who — (tell) them. (3)
5. In nine cases out of ten, the person who — (cultivate) the habit of looking on the dark side of life — (be) the little person, the miserable person, the one who — (be) weak in mind, heart and purpose. (3)
6. No teacher — (know) everything about every subject.
7. They — (be) the people who never — (go) forward.
8. You — — (not, accomplish) the task we expect of you if you go with a moody, discouraged, fault-finding disposition.
9. This — (be) in answer to your letter about my transgression.
10. The operating word 'think' — (make) me muse.
11. Father, we've never really been close, and I can't rightly say you — — (be) my friend, philosopher, guide etc.
12. — you — (apply) Pythagoras Theorem or Newton's law of Gravity?
13. My grandfather — (speak) of a carefree and beautiful childhood.
14. Father, — he — (fib)?
15. She — (be) at peace with her pots, pans and Bhagavad Geeta.
16. — it Adam and Eve — (eat) the Tree of knowledge, all over again?
17. Last week my rose plant — (die)
18. I — (ask) my Biology teacher what I — (do) to save it.
19. If I — (be) to meet Newton face to face, I — (fail) to recognise him, so busy am I learning about him!
20. If he — (say) George Bush is the president of India, it — (have) to be so.

21. Every year, the count of these trees — (keep) increasing.
22. Thimmakka (She) not only — (plant) those trees but also — (fence),
— (water) and — (guard) them.
23. Although Thimmakka — (not receive) a formal education, her work
— (honour) with the National Citizen's Award of India.
24. Saalumurada Thimmakka — (be) an individual who — (bring)
worldwide recognition to the state of Karnataka through her incredible and
massive environmental services.
25. If I — (falter), there — (be) no arms to hold me and the world
— (be) a cold, forbidding place, because I — (be) so close.
26. Blood — (surge) from my muscles and — (seem) to fell me.
27. I — (know) it would be some time before I — (catch) up with
myself.
28. I felt that the moment of a lifetime — (come).
29. The air I breathed — (fill) me with the spirit of the track where I had run
my first race.
30. I felt suddenly and gloriously free of the burden of athletic ambition that I
— (carry) for years.
31. At present I — (be) entirely of your opinion because I — (have) not
the most distant particle of an idea what you — (mean).
32. The gentleman who — (get) the attic — (be) hardly ever without a
pipe in his mouth and there he — (sit) with his feet upon the mantelpiece
33. I — (be) so dreadfully puzzled to know what to say when Mr. Cox
— (speak) about it.
34. Why — (not) you — (keep) your own side of the staircase, sir?
35. She — (think) to cook her breakfast while I — (be) asleep with my coats

Transformation of Sentences

ACTIVE VOICE AND PASSIVE VOICE

The Active Voice

In grammar, **voice** is generally related to the form of the **verb**. We use the **active voice** when the doer of the action is important.

Read the following passage

Planting a Sapling

Planting a sapling is an easy job. It **requires** a bit of gardening skill. Usually people **take up** planting during the rainy season as it is the ideal time for this work. **Prepare** a small patch of land. **Dig** a pit. You **should mix** some cow-dung manure with the soil. If you **water** the soil a little, it becomes softer and more receptive to the roots of the sapling. You **have to put** the roots of the sapling into the pit. You **should adjust** the stem in the centre. Finally, **level the earth** round it and **sprinkle** a little water on it.

In these sentences the **verbs** are in the **active form**, the **doer of the action** (agent) is the **subject** and the **recipient/sufferer of the action** is the **object**.

The Passive Voice

We use the **passive voice** when the action / recipient of the action is more important than the doer of the action. We also use the **passive voice** when the doer of the action is either unknown or unimportant or widely known.

Read the following process

Planting a Sapling

Planting a sapling is an easy job. A bit of gardening skill **is required** for it. Usually **planting is taken up** during the rainy season as it is the ideal time for this work. A small patch of land **is prepared**. A pit **is dug**. Some cow-dung manure **should be mixed** with the soil. If the soil **is watered** a little, it becomes softer and more receptive to the roots of the sapling. The roots of the sapling **have to be put** into the pit. The stem **should be adjusted** in the center. Finally, the earth **is leveled** round it and a little water **is sprinkled** on it.

Look at the verb groups in bold. They are in the **passive form**.
Look at the following sentences.

1. The Manager **sent** a mail yesterday.
2. The conductor **has issued** tickets to all the passengers.

In these sentences, the **verbs** are in the **active form**. The **doer** of the **action** is the **subject**.

Now observe the changes in the sentences.

1. A mail **was sent** by the manager yesterday.
2. Tickets **have been issued** to all the passengers.

In the above sentences, the **verbs** are in the **passive form**. The **recipient / sufferer of the action** is the **subject**.

Usage

A sentence is normally put into the **passive** when the **active subject** contains **no real information**.

Thus instead of saying

Someone **admitted** him to the hospital immediately.

It is better to say

He **was admitted** to the hospital immediately.

Similarly

He **was killed** in the war.

Rice **is grown** in many parts of Telangana and Andhra Pradesh.

English **is spoken** all over the world.

Only when the **subject** and **object** both contain **real information**, we have a real choice between the **active** and the **passive**.

Narayana Murthy **started** Infosys.

Infosys **was started** by Narayana Murthy.

In the **passive voice** the **agent** is not mentioned when it is

Unimportant	The roads have been swept .
Unknown	The syllabus was changed last year.
Known by context	The shop has been closed .

In the **passive voice**, we mention the **agent** only if the **person or thing** is **important** or **known** as in the following sentence.

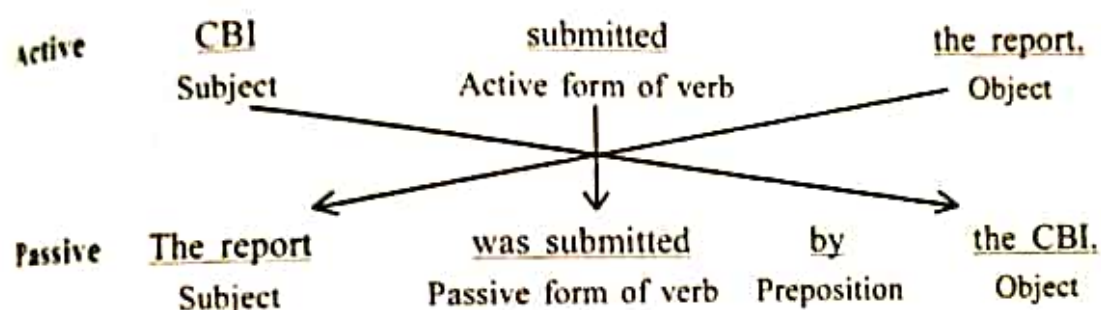
The doubts **have been cleared** by my teacher.

Agent

Transformation

- In the process of transformation, the general practice is that
- 1 the object in the active voice sentence becomes the subject in the passive voice sentence.
 - 2 the suitable form of **be** is added.
 - 3 the verb is changed into its past participle (v_3) form.
 - 4 **by** is added and the subject in the active voice sentence is mentioned at the end.

Look at the following sentence and observe the changes.



Verbs NOT used in the passive

Intransitive verbs are not used in the passive constructions.

We wake up (intr. verb) early in the morning.

Some transitive verbs, too, are seldom used in the passive. Most of these

are **Static verbs** — verbs which refer to status, NOT actions. e.g., *fit, have, lack, resemble, suit, cost, weigh, etc.*

They have a spacious triple bed room flat. But NOT: A spacious triple bed room flat is had by them.

Verbs with two objects

If the verb has two objects, an indirect object (a person) and a direct object (a thing), two passive structures are possible.

Active 1. I told them an interesting story.

2. I told an interesting story to them.

Passive 1. An interesting story was told to them.

2. They were told an interesting story.

Transformation of the active voice to the passive voice:

Tense	Active Voice	Passive Voice
Simple present	Floods cause a lot of damage	am/are/is + V ₃ (past participle) A lot of damage is caused by floods.
Present continuous	The gardener is watering the plants.	am/are/is + being + v ₃ The plants are being watered by the gardener.
Present perfect	We have organized a special programme for children.	have/has + been + v ₃ A special programme has been organized for children (by us).
Simple past	Raghavendar Rao directed the film 'Annamayya'.	was/were + v ₃ The film 'Annamayya' was directed by Raghavendar Rao.
Past continuous	When they were shifting the patient to the ICU, he died.	was/were + being + v ₃ When the patient was being shifted to the ICU, he died.
Past perfect	The driver had already alerted the passengers before the robbers entered the bus.	had + been + v ₃ The passengers had already been alerted before the robbers entered the bus.
Simple future	I will conduct a spelling-contest tomorrow.	shall/will + be + v ₃ A spelling-contest will be conducted tomorrow.
Future perfect	They will have decorated the hall by evening.	shall/will + have + been + v ₃ The hall will have been decorated by evening.
The future of intention	Keeravani is going to compose music for this song.	is going to be + v ₃ Music is going to be composed by Keeravani for this song.
Modal verbs (shall, will, should, would, must, ought to, can, could etc.)	I will type this letter tomorrow.	shall/will/should/would/must/ought to/can/could + be + v ₃ This letter will be typed by me tomorrow.
It is said (that) or subject + is said to be ...	Villagers say that there is a ghost in the old building.	It is said that there is a ghost in the old building.
Imperative	Check the spelling.	Let ... be + v ₃ Let the spelling be checked.
Interrogative (Yes/No)	Do you spell the word correctly?	Is the word spelt correctly (by you)?
Interrogative (Wh-)	Why have you sent it through courier?	Why has it been sent through courier?

Present perfect continuous, past perfect continuous, future continuous and future perfect continuous are NOT used in the passive constructions, though it is possible to use them theoretically.

Active : They **have been laying** this road for ten years.

Passive : This road **has been being laid** for ten years.

[This sentence is grammatically correct but NOT used in real life.]

Exercises and activities

I. Read the following recipe for tea.

Take sufficient water in a kettle. Add tea powder. Put it on the stove. Add milk. Stir it two or three times. Then strain the hot tea. Add sugar. Serve it hot in eco-friendly cups!

Rewrite the recipe in the passive voice as shown below.

Sufficient water is taken in a kettle.

II. Change the following sentences into the passive voice.

1. We practise yoga every day in the morning.
2. He will make all the arrangements.
3. The judge declared the verdict.
4. They had already announced the results before we entered the hall.
5. Many students sacrificed their precious lives for the sake of separate Telangana.
6. The students borrowed some books from the library.
7. Nobody can save him.
8. How much loan amount has the Bank sanctioned?
9. One should wear the helmet while riding a two-wheeler.
10. Money alone can't solve all problems.
11. Switch off the lights.
12. Please maintain silence in the prayer hall.
13. We have to undergo many formalities for getting a visa.
14. The workers called off the strike.
15. The teacher is explaining the lesson.

III. Change the following sentences into the active voice.

1. The parcels will be delivered at any time (by the courier agents).
2. Surya was invited to tea by Chandra.

3. Traffic rules should be followed.
4. Vegetables are washed before cooking.
5. Let the following sentences be changed into the passive voice.
6. How many times were you reminded of the medicine?
7. Let the dustbin be kept away from the eatables.
8. Have all your friends been invited to your birthday?
9. Every sentence can't be changed into the passive voice.
10. If the ointment isn't applied to the wound, it will not heal.
11. My brother has never been beaten at chess by any one in his school.
12. It is believed that Sammakka and Saralamma are the saviors of their lives in times of crisis by the villagers.

III. Change the following sentences into the passive voice.

1. Rainwater fills potholes on roads.
2. He is buying a TV set at the moment.
3. I have been growing plants since 1990.
4. They were reading the newspaper.
5. She had answered it already.
6. I will write an essay tonight.
7. You will have posted it by Monday.
8. Can she play violin?
9. They may not telecast it.
10. One must do one's duty.
11. Call in the doctor.
12. Close the door.
13. The Government has to do it.
14. Someone has already cast my vote.
15. Who could help him?

IV. Change the following into Active Voice.

1. He was seen crossing the road.
2. You are advised to be careful.
3. Let the picture be seen by me.
4. Her purchases were paid for by me.
5. There are no shops to be let.

6. She has been selected their monitor (by the class).
7. It is said that the earth is round.
8. The road had been repaired.
9. I am surprised at this news.
10. It is hoped that I shall win.

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.13]

A. Change the following sentences into the passive voice.

1. I have made a mistake.
2. Your students will respect you a great deal more for your frankness and honesty.
3. Call the attention of your near neighbour at the table to the excellence of the coffee.
4. Do you apply Pythagoras Theorem or Newton's law of Gravity?
5. Rahul lost a quarter mark in English.
6. She planted trees; fenced, watered and guarded them.
7. Their hope and encouragement gave me greater strength.
8. Instantly remove that hatter.

B. DIRECT SPEECH AND INDIRECT SPEECH

Read the following dialogue

1. Reporting a dialogue

- | | | |
|--------------|---|---|
| Reporter | : | Are you a vegetarian or a non-vegetarian? |
| Bernard Shaw | : | I don't want to make my stomach a burial ground for dead animals. |
| Reporter | : | How wonderful your answer is! |
| Bernard Shaw | : | Thank you for your compliments. |

We can report this dialogue in **indirect speech** in the following manner making certain changes in the words actually spoken.

A reporter asked the famous writer Bernard Shaw whether he was a vegetarian or a non-vegetarian. Bernard Shaw replied that he didn't want to make his stomach a burial ground for dead animals. The reporter responded by saying that it was a wonderful answer. Bernard Shaw thanked him for his compliments.

Just for information: 'Non-vegetarian' is a typical Indian use. We have regular food or vegetarian food. The term non-vegetarian is not understood outside India.

There are two main ways or forms of reporting, namely, the direct speech and the indirect speech.

If the actual words of the speaker are quoted, it is called the direct speech. If the words of the speaker are changed without changing the meaning of his / her words, it is called the indirect speech. The reporter conveys the speaker's idea to the receiver.

Notice the following changes that take place when a sentence is turned into the indirect speech.

1. A suitable reporting verb like *said, asked, replied, requested, exclaimed, argued, agreed, denied, apologized, etc.*, is used depending on the type of the reported clause (statement, question, exclamation, command or request) or on the meaning of the sentence.

- i. Direct speech : Gandhi said, "I respect all religions."
Indirect speech : Gandhi said that he respected all religions.

- ii. Direct speech : He said to me, "Who is your favorite politician?"
Indirect speech : He asked me who my favourite politician was.

- iii. Direct speech : An American said, "How hard-working Indians are!"
Indirect speech : An American exclaimed that Indians were hard-working.

- iv. Direct speech : A customer said to the manager, "Can you do me a favour?"

Indirect speech : A customer requested the manager if he could do him/her a favour.

2. Comma and quotation marks are omitted and a connecting word like *that, if / whether, to* is used.

3. All pronouns are changed according to the speaker and the listener.

- i. Direct speech : Abdul Kalam said, "I have come from a poor background."

Indirect speech : Abdul Kalam said that he had come from a poor background.

- ii. Direct speech : The teacher said to the student, "Are you confident?"

Indirect speech : The teacher asked the student whether he/she was confident.

4. a) **Tenses of the verbs in the reported part (in quotations) are changed into their corresponding past tense forms.**

Direct Speech**Indirect Speech**

am / is

was

are

were

do / does

did

has / have

had

 v_1 (-s / -es) v_2

(go / goes)

(went)

was / were + v_4 had been + v_4

(was / were going)

(had been going)

had v_3

remains the same

(had gone)

(had gone)

had been + v_4

remains the same

(had been going)

(had been going)

will / shall / can / may + v_1 would / should / could / might + v_1

(will go)

(would go)

must + v_1 had to + v_1

(must go)

(had to go)

would / should / could / might + v_1

remains the same

(would go)

(would go)

Exceptions

Tense in the reported part doesn't change in the following conditions.

- i. when the **reporting verb** is in the **present tense**.

Amulya says, "I am learning music."

Amulya says that she is learning music.

- ii. when the **reporting part** is a **universal truth / fact / a habitual action**.

The teacher said, "The sun rises in the east."

The teacher said that the sun rises in the east.

- 4 b) the words expressing nearness in place or time are changed into the words of distance, when the time and place of the reporting are different. These words remain unchanged if reported from the same place and during the same time.

Direct Speech	Indirect Speech
this	that
these	those
here	there
now	then
thus	in that way
ago	before
today	that day
tonight	that night
tomorrow	the next day
yesterday	the day before/the previous day
hereby	thereby
hither	thither
hence	thence
henceforward	thenceforward
last night	the night before / the previous night
next week	the following week
come (sometimes)	go

Now let us look at the changes in reporting according to the types of sentences (i.e. statements, questions, imperatives and exclamations).

REPORTING STATEMENTS

Reporting Verbs

- i. **Say / said** is the most commonly used verb in reporting statements.

Direct : Dr. Rahul said, "I will try my best to save the patient."

Indirect : Dr. Rahul said that he would try his best to save the patient.

- ii. **Say to / said to** is used when the listener is mentioned and they are changed into **tell / told**.

Direct : Yasoda **said to** Krishna, "You are mischievous and trouble me a lot."

Indirect : Yasoda **told** Krishna that he was mischievous and troubled her a lot.

- iii. **Add / Continue** is used when more than one sentence is reported.

Direct : They **said**, "The Minister has at last unveiled the statue today. It has not been unveiled for so many months for reasons unknown"

Indirect : They said that the Minister had at last unveiled the statue that day and added (that) it had not been unveiled for so many months for reasons unknown.

- iv. Besides **say to / said to** or **tell / told** some more **reporting verbs** are used when a statement (affirmative/negative) is reported. They are :
announce, answer, explain, complain, reply, affirm, declare, state, allege, propose, maintain, depose, pronounce, represent, put forward, swear, assure, protest, etc.

Use of the conjunction **that**

The conjunction **that** is used between the **principal clause** and the **subordinate clause** but **that** is optional in spoken form and with the verbs referring simply to the act of saying or thinking (**say, tell, think**).

Shakespeare says (that) talkers are not good doers.

Principal clause

Subordinate clause

That is used after verbs which give more information such as **explain, complain, reply, shout, etc.**

Direct : A North Indian friend of mine said, "Unlike in Delhi, the climate in Hyderabad is moderate."

Indirect : A North Indian friend of mine remarked **that** unlike in Delhi, the climate in Hyderabad was moderate.

Study the following examples.

Direct Speech	Indirect Speech
1. He said, "I have many problems."	1. He said that he had many problems.
2. "I am reporting her words," he said.	2. He said that he was reporting her words.
3. The cashier in the Bank said, "I have sent a report."	3. The cashier in the Bank said that he had sent a report.
4. A student said, "I have been trying to speak English for two years."	4. A student said that he had been trying to speak English for two years.
5. "I forgot my hall ticket," a candidate said.	5. A candidate said that he had forgotten his hall ticket.
6. "I was watering the plants in the garden," she said.	6. She said that she had been watering the plants in the garden.
7. "We will move to Hyderabad next year," Raju said.	7. Raju said that they would move to Hyderabad the following year.

Exercises and activities**I. Change the following statements into the indirect speech.**

1. Sunil said to his daughter, "I will take care of you."
2. The M.L.A. said to the villagers, "You have every right to question me."
3. The Inspector said to the constable, "I am your boss."
4. "It is better for you to join M.P.C.," said Bharath's mother.
5. The Principal said to the lecturers, "You should maintain records."
6. "I have been waiting here for you for one hour," Vasundara said to Vandana.
7. Kranthi said to the Inspector, "I met with an accident while taking a turn."
8. He said, "I have lost my bag."
9. The girl said, "I can change any given sentence into reported speech."
10. "I am your fan," said the boy to Allu Arjun.

II. Match the reporting clause of Set-A with the suitable reported clause of the direct speech in Set-B and then change the sentence into the indirect speech.**Set - A**

1. The palmist said to a woman,
2. In a press meet, the Union Minister promised,
3. Dr. Gopal said to them,
4. The lawyer said to his client,
5. The boy came late to the class and said to his teacher,

Set - B

1. "The government will take all precautionary measures regarding the cyclone."
2. "We can file an appeal in the High Court."
3. "My father has been ill for a few days."
4. "The operation is successful and the patient is out of danger."
5. "You will become a good writer."

REPORTING QUESTIONS

When we change a question into the indirect speech

1. we use a reporting verb like: *ask, question, enquire, want to know, wonder, etc.*

2. all **direct questions** are changed into **statements**.
3. there are two types of questions – **yes / no type questions** and **information questions / *wh*-word questions**.
4. ***wh*-word questions** are **information seeking questions**. When these **information seeking questions** are reported, the **question words** are used as **conjunctions**.
 - i. Direct : "How is your health?" said Dr. Charan to a patient.
Indirect : Dr. Charan asked a patient how his / her health was.
 - ii. Direct : A stranger said to me, "Where is Golconda?"
Indirect : A stranger asked me **where** Golconda was. Or
A stranger asked me **where** Golconda is.
5. When **yes / no type questions** are reported, ***if* / *whether*** is used as a **conjunction**.
 - iii. Direct : "Dheeraj said to his friend, "Are you interested in teaching?"
Indirect : Dheeraj asked his friend **if** he was interested in teaching.
6. ***Whether*** is used before **or** when an alternative is suggested in a **direct question of yes / no type**.
 - iv. Direct : I said to my daughter, "Do you want to do B.Tech. or B.Sc?"
Indirect : I asked my daughter **whether** she wanted to do B.Tech **or** B.Sc.

Study the following examples and observe how **questions** are changed into the **indirect speech**.

Direct Speech	Indirect Speech
1. The quiz master said, "When did the Quit India Movement take place?"	1. The quiz master asked when the Quit India Movement had taken place.
2. The teacher said to his students, "Who invented computer?"	2. The teacher asked his students who had invented computer.
3. I said to my son, "Have you ever thought about your future?"	3. I asked my son whether he had ever thought about his future.
4. The realtor said to me, "Do you want to purchase a flat or a plot?"	4. The realtor asked me whether I wanted to purchase a flat or a plot.
5. Raju said to his daughter, "Do you want to marry a doctor or a businessman?"	5. Raju asked his daughter whether she wanted to marry a doctor or a businessman.

Exercises and activities

1. Change the following questions into the Indirect speech.

1. A visitor said to me, "Are there any places worth seeing in Warangal?"
2. Mother said to son, "When will you have your breakfast?"
3. The shop keeper said to the customer, "Shall I show you the latest model?"
4. I said to the shop assistant, "What is the price of this dress?"
5. A classmate said to me, "Is your father a businessman?"
6. Harika said to her friend, "Will you come to my home tomorrow?"
7. The passenger said to the driver, "Does the bus stop at the crossroads?"
8. A girl said to the Principal, "Do I need to be a postgraduate to become an I.A.S. officer?"
9. Father said to his daughter, "Who teaches you English, Anita?"
10. Teacher said to Kavitha, "What does the word **corruption** mean?"

REPORTING IMPERATIVES

1. When we change an **imperative sentence** into the **indirect speech**, we may use the following **reporting verbs**, depending on the context: *ask, tell, advise, request, order, invite, warn, offer, promise, threaten, command, beg, pray*, etc.
2. All the verbs are changed into **infinitives** [to + verb (v₁)].

Direct Speech	Indirect Speech
1. The site engineer said to his colleagues, "Don't deviate from the plan."	1. The site engineer ordered his colleagues not to deviate from the plan.
2. A student said to the teacher, "Can you, please, repeat the question, Madam?"	2. A student requested the teacher to repeat the question.
3. Ahmad said to his son, "Don't waste time and money."	3. Ahmad advised his son not to waste time and money.
4. The invigilator said to the candidates in the examination hall, "Write your hall ticket number on the question paper."	4. The invigilator instructed the candidates in the examination hall to write their hall ticket number on the question paper

When **let** expresses a proposal or suggestion we may use **should** and change the reporting verb into **proposed** or **suggested**.

Direct Speech	Indirect Speech
1. Keerthi said to us, "Let us have some snacks."	1. Keerthi suggested (invited) to us that we should have some snacks.
2. Dev said to us, "Shall we visit the Thousand-Pillar temple today?"	2. Dev proposed that we should visit the Thousand-Pillar temple that day.

Exercises and activities

I. Change the following imperatives into the indirect speech.

1. Hima said, "Get out from here."
2. Neha said, "Mom, please give me your mobile."
3. Hardik said to Annu, "Go and study."
4. Nani said to me, "Exercise daily."
5. Father said to Swetha, "Switch off the fan."

REPORTING EXCLAMATIONS

The following reporting verbs are used when we change an exclamatory sentence into the indirect speech: *exclaim, wish, thank, congratulate, appreciate, warn, scream, shout, etc.*

Direct Speech	Indirect Speech
1. "Oh! They have lost the match", he said.	1. He expressed regret that they had lost the match.
2. "Hurrah! We have won the match", said the boys.	2. The boys exclaimed with delight that they had won the match.
3. My brothers said to me, "Better luck next time."	3. My brothers wished me better luck next time.

Exercises and activities

I. Change the following exclamations into the indirect speech.

1. Nivya said to his sister, "How interesting the serial is!"
2. My friend said to me, "What a wonderful opportunity!"
3. "Oh! he is dead," the doctor said.
4. "Thank goodness! I've passed my exams," my son said.

5. "Hurray! I've got the first rank in the entrance examination!" my friend said.
6. "How awful! She has missed the chance," Mahesh said.
7. A visitor said, "What a sultry weather!"
8. "What a pity! Many passengers died in the accident," said an eye witness.
9. Akshay said to his partner, "Bad luck, never mind."
10. "Oh! What a beautiful place it is!" he said.

II. Change the following sentences into the indirect speech.

1. A father said to his son, "Ramu, concentrate on your studies now."
2. "What a wonderful poem it is!" said the teacher.
3. The principal said to a student, "Vinay, can you spell this word?"
4. "Is there any train to Delhi now?" I asked the enquiry clerk.
5. "How much time does a ray of the sun take to reach the earth?" the quiz master asked the team.
6. "Alas! India has lost a famous scientist," said the Prime Minister on the death of Abdul Kalam.
7. "How would you help develop the company?" the interview board member said to the candidate.
8. "If I get a job, I will arrange a grand party," said Spandana.
9. The officer said to the cadets, "Stand where you are."
10. "Don't make friends with bad boys", said the mother to her son.
11. "Hearty welcome to our village," Radha said to her friends.
12. "Hurrah! We have defeated Pakistan in T20 too," said Kohli.
13. "Please be seated. My father is sleeping," said the girl to the visitors.
14. "I am a pure vegetarian," Gandhi said.
15. "How exciting it is to see Telangana as a separate state!" said a hundred-year old man.
16. "Remember, Man is mortal," said the Swamiji.
17. He said, "We need not wait here for the bus".
18. "While I was going to see Deepthi, it started raining," Kiran said.
19. The doctor said, "Sorry, I cannot help it."
20. "Nothing is in our hands," said the priest.

III. Change the following sentences into the indirect speech.

1. I said to her, "I had already applied for a job".
2. You said to me, "She loves you".
3. We said to him, "Can we use your phone?"
4. Teacher said to her, "Why did you fail the exam?"
5. She will say to me, "How do you solve the problem?"
6. I said to them, "I don't ever waste my time".
7. You said to me, "I have not yet met them".
8. The minister said, "The problem will be surely looked into."
9. They said to me, "Have you been working here since 2015?"
10. We said to them, "We were watching a movie?"
11. She said, "I went to the market yesterday".
12. They said to us, "We will be waiting for you?"
13. John said to her, "I will call a doctor for you."
14. I said to her, "Alas, I am undone!"
15. She said to him, "Please complete the job."
16. He shouted at them, "Shut up!"
17. The officer said to him, "Don't repeat this mistake in the future."
18. The teacher said, "Akbar died in 1605 AD".
19. She said to her, "Knowledge is power".
20. A soft voice said, "What a cold day!"

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.13]

IV. Change the following sentences into the other speech.

1. A good teacher will say frankly and clearly, "I don't know. I cannot answer that question."
2. I asked my Biology teacher what I should do to save it.
3. I asked my grandmother how she got to be so wise.
4. Thimmakka concludes, "Even one sapling each could make a better place for our children."
5. Box : Stop! Can you inform me who the individual is that I invariably encounter going downstairs when I'm coming up, and coming upstairs when I'm going down?

Changes from Direct Speech Into Indirect Speech (With a Past Reporting Verb)

Change 1	Change 2	Change 3	Change 4	Change 5	Examples
Reporting Verb	Conjunction in place of Comma	Pronouns	Tenses	Words of place and time	
1. Statements					
Said --> said said to --> told, (also) agreed, informed, replied, answered, remarked, added etc.	that (sometimes omitted)	All I Persons --> as per the speaker All II Persons --> as per the listener All III Persons no change	Present --> Past Past --> Past Perfect except when a universal truth or unchanged situation or a habitual fact is expressed in the quotations and reporting verb is in the present form	(--> arrow mark in the Table means - Changed into) words of nearness --> words of distance here --> there this --> that these --> those now --> then today --> that day tomorrow --> the next day yesterday --> the day before or the previous day ago --> before	1. He said to me, "You are lucky." He told me (that) I was lucky. 2. He said, "My father went to Chennai." He said (that) his father had gone to Chennai. Exceptions 1. He said, "The sun rises in the east." He said that the sun rises in the east. 2. He said, "Kutub Minar is in Delhi." He said that Kutub Minar is in Delhi. 3. He said, "I always go to bed early." He said he always goes to bed early.
2. Questions					
Said --> asked (also) questioned, wanted to know, enquired etc.	(a) if / whether Wh-Question (b) the same Question word Wh-Q - No Conjunction	as in Statements	as in Statements Note: Word order changes from MV + S + MV S + V	as in Statements Note: At the end of the sentence the Question mark is changed into the Full stop.	1. He said to me, "Do you want coffee?" He asked me if I wanted coffee. 2. He said to me, "Where did you go?" He asked me where I had gone.
3. Imperatives					
Said --> asked (also) told, instructed, begged, requested, advised	Commands and Requests ((S) + M.V. - Obj.) to (in Affirmatives) not to (in Negatives)	as in Statements	No change at all (after 'to' only the root verb is used)	as in Statements	1. He said to his son, "Go out and play." He told his son to go out and play. 2. He said, "Don't disturb me." He instructed him not to disturb him.
4. Exclamations					
Said --> exclaimed (with sorrow, pleasure, joy etc. to match the phrase)	Phrases and Sentences How / What + Adj. (N+S+V I)	as in Statements	as in Statements	as in Statements	1. He said, "What a terrible storm it is." He exclaimed that it was a terrible storm 2. He said to her, "How foolish of you!" He exclaimed that she was very foolish 3. He said, "Alas! What a tragedy." He exclaimed with sorrow that it was a great tragedy.

DEGREES OF COMPARISON

Study the use of **adjectives/adverbs** (positive, comparative and superlative) in the following passage.

Lahari : Is singing **easy** to learn?

Sheela : No, for me dancing is **easier** to learn than singing.

Lahari : But I think singing is the **best** of all art forms when it comes to relaxation.

Sheela : You are right, of course, but dancing is a kind of physical exercise too. Anyway, both are very good for health

Look at the use of **adjectives** in the following passage.

The Dead Sea is a **large** lake that lies partly in Israel and partly in Jordan. The climate is **very hot** and **dry** there. An enormous amount of water is lost by evaporation. This lake is the **saltiest** body of water in the world. The Dead Sea is also the **lowest** place on the earth, lying about 399 m below the sea level. As the water is salty, it is inhospitable to most forms of life. So it's called the Dead Sea. There are no fish in its water. This lake is **more suitable** for swimming than any other lake. One can lie back in the water as one would on a soft bed, with no risk of drowning.

Look at the **adjectives** used in different forms.

There are three **degrees of comparison** in English.

They are: the **positive degree**, the **comparative degree** and the **superlative degree**.

I. The Positive Degree

In the above conversation and passage the **adjectives** *easy*, *good*, *large*, *hot* and *dry* are used in the **positive degree**. These **adjectives** denote a certain degree of quality and without any comparison. The base form of the **adjective** is used in these sentences.

The painting is wonderful.

Akhila is an intelligent girl.

II. The Comparative Degree

The **adjectives** *easier*, *more suitable* are in the **comparative degree**. These **adjectives** denote a higher degree of quality. The **comparative degree** is used to compare two persons, places or things. Generally **than** follows the **comparative adjective / adverb**.

This sentence is **more impressive** than the earlier one.

A car is of course **costlier** than a bike.

III. The Superlative Degree

The **adjectives**, *the best*, *the saltiest* are in the superlative degree. These **adjectives** denote the highest degree of quality and they are used to compare more than two. The definite article 'the' is used before the superlative degree.

Jupiter is **the biggest** planet.

Ramagundam is **the hottest** place in Telangana.

Formation of comparatives and superlatives

All **mono-syllabic** and some **disyllabic** adjectives take **-er** in comparative and **-est** in superlative degree.

For many **disyllabic** adjectives and all **tri-syllabic** and **poly-syllabic** **adjectives**, **more** in comparative degree and **most** in superlative degree are used before the adjectives.

Which is **the largest** state in India?

Uttar Pradesh is **the largest** state in India.

i. Who is **the wealthiest** man in the world?

Bill Gates is **the wealthiest** man in the world.

ii. Which is **the most widely** used language in the world?

English is **the most widely** used language in the world.

Table 1

Positive	Comparative	Superlative	Positive	Comparative	Superlative
good/well	better	best	hard	harder	hardest
bad	worse	worst	high	higher	highest
small	smaller	smallest	tall	taller	tallest
soft	softer	softest	slim	slimmer	slimmest
hot	hotter	hottest	low	lower	lowest
big	bigger	biggest	heavy	heavier	heaviest
tasty	tastier	tastiest	thin	thinner	thinnest
happy	happier	happiest	thick	thicker	thickest
holy	holier	holiest	cheap	cheaper	cheapest
easy	easier	easiest	costly	costlier	costliest
old	older/elder	oldest/eldest	wide	wider	widest
fast	faster	fastest	cold	colder	coldest

Table 2

Positive	Comparative	Superlative
useful	more useful	most useful
active	more active	most active
beautiful	more beautiful	most beautiful
harmful	more harmful	most harmful
dreadful	more dreadful	most dreadful
dangerous	more dangerous	most dangerous
difficult	more difficult	most difficult
comfortable	more comfortable	most comfortable
durable	more durable	most durable
honest	more honest	most honest
important	more important	most important
courageous	more courageous	most courageous

Degrees of Comparison

Type	Positive Degree	Comparative Degree	Superlative Degree
I not so tall as taller than	No superlative degree for comparing TWO things
II	No other so / as tall as taller than any other the tallest
III	Very few as tall as taller than most other one of the tallest ...
IV	Some at least as tall as not taller than not the tallest

Study the following examples.

Positive	Comparative	Superlative
1. No other state in India is as small as Goa.	Goa is smaller than any other state in India.	Goa is the smallest state in India.
2. Very few men in the world are as rich as Mukesh Ambani.	Mukesh Ambani is richer than many other men in the world.	Mukesh Ambani is one of the richest men in the world.

Positive	Comparative	Superlative
3. The elephant is not so tall as the giraffe.	The giraffe is taller than the elephant.	Superlative degree is not possible when there is comparison between two persons/places/things.
4. Hyundai cars are as expensive as Maruthi cars.	Maruthi cars are not more expensive than Hyundai cars.	
5. His son can't speak English as fluently as his daughter.	His daughter can speak English more fluently than his son.	
6. Some girls in the college are at least as short as Reshma.	Reshma is not shorter than some other girls in the college.	Reshma is not the shortest of all the girls in the college.

Exercises and activities

I. Rewrite the following sentences as directed.

- LIC is one of the most popular insurance companies in India. (Other degrees)
- The custard apple is better for health than apple. (Positive)
- No other boy in the class is as active as Surya Teja. (Comparative)
- A computer works much faster than the human brain. (Positive)
- I cannot speak as fast as you. (Comparative)
- Virus infects a person faster than bacteria. (Positive)
- Teaching profession is the best of all professions. (Other degrees)
- Laxmi Mittal is one of the most popular industrialists of Indian origin. (Other degrees)
- No other bank in India is as widely spread as SBI. (Superlative)
- Cancer is one of the most dangerous diseases. (Other degrees)
- The Amazon is one of the longest rivers in the world. (Other degrees)
- Jupiter is bigger than any other planet. (Other degrees)
- A rainbow is one of the most beautiful sights in nature. (Other degrees)
- Very few English poets are as great as John Keats. (Other degrees)
- Lotus is the most beautiful flower. (Other degrees)
- Mathematics is more difficult than most other subjects. (Superlative)
- Shimla is cooler than Ooty. (Positive)
- He can't run as fast as I. (Comparative)
- Vinay is not as mischievous as some other boys in the college. (Comparative)
- Of all the Telugu singers S.P. Balasubramanyam had the most melodious voice. (Positive)
- Health is more important than wealth. (Positive)
- Very few TV channels are as popular as ETV. (Superlative)

II. Rewrite the following comparisons as directed.

1. The taste of Pizza is more pleasing than that of Berger. (into the other degree)
2. Sheela is getting smarter and smarter than Neela. (into the other degree)
3. Raj is one of the bravest fighters. (into comparative)
4. Radha speaks more fluently than Sudha. (into the other degree)
5. Riding a horse is not as easy as riding a motorbike. (into the other degree)
6. Silence is the most potent weapon to win an argument. (into positive)
7. Rachana's sister is taller than yours. (into the other degree)
8. Dogs don't look as cute as rabbits. (into the other degree)
9. He is not the worst student in the class. (into comparative)
10. Very few heroes are as great as Gandhiji in the world history. (into superlative)

III. Change the following sentences into other degrees of comparison.

1. Bus journey is not as comfortable as train journey.
2. Radhakrishnan is more highly respected than any other teacher.
3. Robert Frost is one of the best American poets.
4. No other road in the world is as long as the Pan American Highway.
5. Kashmir is one of the coolest places in India.
6. A foolish friend can be more dangerous than a wise enemy.
7. Money is not as important as character.
8. Modern culture is not as stable as Traditional culture.
9. For many Indians, cricket gives greater pleasure than football.
10. Natural flowers appeal more to our senses than artificial flowers.

D. QUESTION TAGS

Read the following dialogue and observe how question tags are used.

A student has gone to his teacher to get his doubts cleared:

Student : Good morning, Sir. Hope, I'm not disturbing you, **am I?**

Teacher : No, not at all. What can I do for you?

Student : Well, a grammar point. The **present continuous tense**, as you say, is used for present actions, **isn't it?**

Teacher : Yes, of course.

Student : But I have seen my friend using it to refer to future activity.

Teacher : Yes, it also has other uses. It may refer to an action in the immediate future, as in "I am going to Delhi tomorrow." I think you understand the point, **don't you?**

Student : Yes, sir. But...

Teacher : Another example: You are going to attend a job interview tomorrow, **aren't you?**

Student : Yes, sir. I am.

Teacher : Now it is clear to you, **isn't it?**

Student : Yes sir. Thank you.

In this conversation, forms like **am I? haven't you? Isn't it? don't you? aren't you?** are questions, but of a different kind. They are called **question tags**.

1. A **question tag (tag question)** is a type of question form which is added to a statement to invite the listener's attention to the statement. It is used in conversations.
2. When a **tag** is spoken, the voice may go down or up and the meaning of the tag depends on the intonation.

Rules for using Question tags

1. An **affirmative statement** → a **negative tag**
They are ready, **aren't they?**
3. A **negative statement** → an **affirmative tag**
They are not yet ready, **are they?**
4. A suitable **pronoun** is used according to the subject of the statement.
Srinivasa Ramanujan is a famous mathematician, **isn't he?**
Sportsmen practise regularly, **don't they?**
Sania Mirza is not a cricketer, **is she?**
5. The tag begins with the **auxiliary verb** of the statement.
She can speak in English, **can't she?**
He did not attend the class, **did he?**
6. Appropriate forms of **do / does** in the **simple present tense** and **did** in the **simple past tense** are used in **question tags**, when the **statement** doesn't have an **auxiliary verb**.
The Governor administers the oath of office to ministers, **doesn't she/he?**
He did not support any one, **didn't he?**
Most of the villagers depend on agriculture, **don't they?**
They do not seem to lead a happy life, **do they?**
Children love to play with toys, **don't they?**
7. The **positive tag** for **positive statement** when the speaker wants to show his / her reaction to what someone has just said (by expressing interest, surprise, doubt or anger).
Son : Dad, I got two prizes in sports.
Father : Oh, you got two prizes, **did you?**

8. With **imperatives** expressing an order or request, modal auxiliary verbs like **will, would, can, could** are used.
Do me a favour, Raju, **can you**?
Take a right decision, **will you**?
9. After a **negative imperative**, '**will you?**' is used.
Don't waste time, **will you**?
10. After **let's**, **shall we** is used.
Let's understand their problems, **shall we**?
11. For the **statements** beginning with **everybody / everyone, somebody / someone**, and **nobody / no one**, '**they**' is used in the **question tag**.
No one complained against us, **did they**?
Everyone appreciated her performance, **didn't they**?
Someone should take the initiative, **shouldn't they**?
12. For the **statements** beginning with **everything, something, nothing**, '**it**' is used in the **question tag**.
Nothing is impossible, **is it**?
13. For the **statements** beginning with **there** and **one**, they are repeated in the **question tags**.
There will be problems in that case, **won't there**?
One can achieve anything by faith, **can't one**?
14. The practice is to use **aren't I?** in place of **amn't I?**.
I am going home, **aren't I**?

Exercises and activities

I. Add an appropriate question tag to each one of the following statements.

1. Sandeep has attended all the classes, ?
2. We are lucky to be born in India, ?
3. English is an interesting language, ?
4. He was very busy yesterday, ?
5. I am very happy now, ?
6. I can face challenges, ?
7. Ravi always thinks positively, ?
8. He does not criticize others, ?
9. Some people always depend on others, ?
10. Discipline must be maintained at any cost, ?

11. Let us keep to the pavement, ?
12. Don't blame others for everything, ?
13. One can do wonders with knowledge, ?
14. Nothing is permanent except change, ?
15. Students are our best judges, ?

II. Add an appropriate question tag to each one of the following statements.

1. You don't like me, ?
2. It is not raining, ?
3. You have done your homework, ?
4. I'm not late, ?
5. I am invited to your party, ?
6. You like fast food, ?
7. You will come to my party, ?
8. You remembered to feed the cat, ?
9. Let's play tennis, ?
10. There's a problem here, ?
11. He never says a word, ?
12. Nobody came to your party, ?
13. Don't forget, ?
14. You think you're clever, ?
15. So you think you're clever, ?
16. We don't have to go to the party, ?
17. It is stopped raining, ?
18. Have a seat, ?
19. Help yourself to some cake, ?
20. Children, be quiet, ?

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.13]

III. Add an appropriate question tag to each one of the following statements.

1. I am unable to answer your question, ?
2. Rahul's first rank is at stake. ?
3. The noise in my ears was that of the faithful Oxford crowd. ?
4. The stop-watches held the answer. ?
5. It belongs to both of you. ?

Correction of Errors in Sentences

Many words and word-phrases in English are commonly used incorrectly by Indian users. A good grasp of grammar rules and an enrichment of vocabulary are of much importance for speaking and writing. One can avoid such errors by extensive reading, learning and practice.

Here are some errors in words, word-phrases and sentences and their correction. Learning to avoid these mistakes is one way of attaining mastery in English.

I. NOUNS AND NOUN PHRASES

- Read the following passage:

I love antique **furnitures**, but I would need **an advice** from an expert before I bought any. My **knowledges** in that area **are** very poor.

- The words in bold – **furnitures**, **advice**, **knowledges** in the above passage are wrongly used. They are **Uncountable Nouns**. They don't take **-s** (**Plural form**) after them in the meanings with which they are used here. **Advice** means 'counsel' which is an **abstract noun**. **A / An** is not used before them, but we can use **some / any / a piece of / an item of / a lot of** before these words.

- Hence the passage should read

I love antique **furniture**, but I would need **a piece of advice** from an expert before I bought any. My **knowledge** in that area **is** very poor.

- Some other **Uncountable Nouns** which follow the same rule are :
scenery, information, news, alphabet, luggage, diesel, wheat, sugar, water, milk, weather, poetry, politics, imagery, toothpaste, etc.

- Observe the following sentences:

S.No.	Don't say	Say
1	I have seen some beautiful sceneries in Ramoji Film City.	I have seen some beautiful scenery in Ramoji Film City.
2	I wish I had a better news for you.	I wish I had better news for you.
3	She bought a toothpaste .	She bought a tube of toothpaste .
4	Can you read the Urdu alphabets ?	Can you read the Urdu alphabet ?

- Some Nouns are always used in the Plural and take a Plural Verb. The common ones are:

glasses (spectacles), goods, trousers, shorts, jeans, shoes, contents, surroundings, police, premises, savings, thanks, etc

5	Here is your glasses!	Here are your glasses!
6	Have you seen the table of content of this textbook?	Have you seen the table of contents of this textbook?
7	The police is investigating the case.	The police are investigating the case.
8	Look at the man in blue jean.	Look at the man in blue jeans.

- Some Nouns look Plural in form but they are used as Singular Nouns. Some of them are:

Economics, Physics, Civics, gymnastics, athletics, measles, mumps, politics, news, series, etc.

9	There were a series of programmes to mark the Telangana Formation Day on 2 nd June.	There was a series of programmes to mark the Telangana Formation Day on 2 nd June.
10	Athletics are given more importance now-a-days.	Athletics is given more importance now-a-days.
11	Mumps are a kind of disease.	Mumps is a kind of disease.

- Nouns expressing number and weight when preceded by numerals are not used in Plurals

Five dozen apples / mangoes; ten kilo weight;

twenty thousand rupees; a four mile race

12	This box has twelve dozens apples.	This box has twelve dozen apples.
13	I received five thousands rupees from the Manager.	I received five thousand rupees from the Manager.
14	The athlete ran a four-miles race.	The athlete ran a four-mile race.

➤ **Some Nouns and their correct use.**

Wrong	Right
cousin brother/sister	cousin
brother-in-laws	brothers-in-law
sister-in-laws	sisters-in-law
passer-bys	passers-by
hanger-ons	hangers-on
looker-ons	lookers-on
Governor-generals	Governors-general
man-servants	men-servants
woman-servants	women-servants
poulties	poultry
sheeps	sheep
deers	deer
swines	swine
offsprings	offspring

15	She is my cousin sister .	She is my cousin .
16	There is a scarcity of man-servants nowadays.	There is a scarcity of men-servants nowadays.
17	Many passer-bys observed the accident.	Many passers-by observed the accident.
18	Most male deers have horns like antlers.	Most male deer have horns like antlers.

➤ **Beware of making false Plurals!**

*Women teachers but lady doctors, house maids,
Commanders-in-chief, men of war but tooth-brushes,
Lieutenant Governors and maid servants.*

➤ **Nouns connected in meaning should be clearly shown.**

- A black and white dog is following me. (One dog)
- A black and a white dog are following me. (Two dogs)
- The Principal and the Chairperson have attended the meeting. (Two persons)
- Many a man was cheated in this way.
- Eight hundred rupees is too much for a pen.

There is one more rule which we should remember
The Rule of Proximity is that things that are associated in *thought* should be associated as closely as possible in *expression*.

- When the Subject consists of two or more Nouns, some in Singular and some in Plural, remember the Principle of Proximity i.e., whichever phrase comes last determines the number of the Verb. This is a safe rule.
- Neither he nor his wife **has** arrived.
 - More than a thousand workers **are** working in the Lab.
 - More than one person **is** working in this Lab.
- Now, correct the mistakes in the following sentences and rewrite the sentences.

- The news of the earthquake have spread like wildfire.
- Keep your surrounding clean.
- The man in blue jean is my brother.
- The first inning is over.
- We must express thank to those who help us.
- Economics are an interesting subject.
- Athletics are an interesting sport.
- Measles are a dangerous disease.
- Ocean sands are not used for construction.
- The sceneries of Darjeeling are very beautiful.
- C.V.Raman's knowledges of all branches of physics are abnormal.
- Mouses have spoiled the crop.
- There are five womans in the team.
- We should wash our foots before coming into the house.
- He has many sheeps.

II. PRONOUNS

Test Yourself -

1. Each of these girls have wide eyes.	RIGHT	WRONG
2. Let me go home.	RIGHT	WRONG
3. Who's it? It's myself.	RIGHT	WRONG
4. Neither of these cars are worth the money.	RIGHT	WRONG
5. She and me are twins.	RIGHT	WRONG

1. Each of these girls have wide eyes. **WRONG**
 Each, every, none (person) are Singular;
 many, all, most, some (people) are Plural.
 Hence the sentence should be
Each of these girls has wide eyes. **RIGHT**
2. Let me go home. **RIGHT**
 Let follows an **Object Pronoun** but not a **Subject Pronoun**.
3. Who's it?
 It's myself. **WRONG**
Who's it?
It's me. **RIGHT**
4. Neither of these cars are worth the money. **WRONG**
 neither of, either of means **neither one of, either one of**
 and so take a **Singular Verb** i.e., is.
So, Neither of these cars is worth the money. **is RIGHT.**
5. She and me are twins. **WRONG**
 She and I are twins. **RIGHT**

Now observe some more sentences given below

S.No.	INCORRECT	CORRECT
1	One should respect his teachers.	One should respect one's teachers.
2	One of my classmates are an Officer in the Indian Army.	One of my classmates is an Officer in the Indian Army.
3	Both didn't attend the meeting.	Neither attended the meeting.
4	Sharma plays cricket better than me.	Sharma plays cricket better than I.
5	We all didn't go.	None of us went.
6	'Who did this?' 'Myself'.	'Who did this?' 'I'.
7	Anyone of these two boys are sent for pilot training.	Either of these two boys is sent for pilot training.
8	I haven't got some pens.	I haven't got any pens.
9	If I were him, I wouldn't have played the game.	If I were he, I wouldn't have played the game.

S.No.	INCORRECT	CORRECT
10	Sheila and Nancy like <u>one another</u> .	Sheila and Nancy like each other.
11	Only <u>they</u> who have passes will be allowed.	Only <u>those</u> who have passes will be allowed.
12	Every woman raised <u>their</u> voice.	Every woman raised <u>her</u> voice.
13	My neighbour <u>that</u> works in a bank has gone to Mumbai.	My neighbour <u>who</u> works in a bank has gone to Mumbai.
14	Drink water <u>which</u> tastes better.	Drink water <u>that</u> tastes better.
15	<u>Your's</u> obediently,	Yours obediently,

♦ Correct the mistakes in the underlined parts of the following:

1. Every men are responsible for this situation.
2. Each of them were given a gift.
3. Students must avail the opportunities.
4. The two players blamed one another for their defeat.
5. All Indians must respect each other.
6. Yourself are responsible for your future.
7. There are no less than ten employed persons in their village.
8. He and me are brothers.
9. Divide the pieces of bread between him and me.
10. My three sisters like each other.

III. ADJECTIVES

Read the following passage.

Vijay : Good Morning, Sir,

Teacher : Good Morning.

Vijay : Sir, What's the difference between **elder** and **older**?

Teacher : **Elder** and **eldest** are used with reference to one's members of the family or relations; **older** and **oldest** refer to all persons or things and these **Adjectives** also refer to age. We say "He's my **elder** brother." "He's **elder** to me." But not, "Ravi is **elder** to Ali." We should say "Ravi is **older** than Ali."

- Vijay : Sir, which is correct **senior than** or **senior to**?
- Teacher : **Senior to** is correct. The **Adjectives – senior, junior, superior, inferior, prefer take to not than.**
Shrika is **senior to** Srihan.
- Vijay : Thank you Sir, Goodbye.
- Teacher : Goodbye.

◆ Now learn a few more **Adjectives and Adjective Phrases** with their correct use

S.No.	INCORRECT	CORRECT
1	His both sons are lawyers.	Both his sons are lawyers.
2	These all mangoes are ripe.	All these mangoes are ripe.
3	I lost my all belongings.	I lost all my belongings.
<ul style="list-style-type: none"> Both and all come before the, this, these, those, my, you, etc. NOTE : These are qualifiers. All, both sometimes used as Predeterminers. 		
4	There are no less than ten thousand books in the library.	There are no fewer than ten thousand books in the library.
<ul style="list-style-type: none"> Less denotes degree, quantity; fewer denotes number. 		
5	She is worst than her cousin.	She is worse than her cousin.
6	This picture is the best of the two.	This picture is the better of the two.
<ul style="list-style-type: none"> When the Comparison is made between two persons or two things, only Comparative Degree Adjective is used. 		
7	He is more better than she.	He is better than she.
8	This is the most best book I have read.	This is the best book I have read.
<ul style="list-style-type: none"> Using double Comparative and double Superlative is incorrect. 		
9	Virat Kohli is better than any cricketer in India.	Virat Kohli is better than any other cricketer in India.
10	This is strongest of any other metals.	This is the strongest of all metals.
<ul style="list-style-type: none"> In the Comparative use any other. In the Superlative use the before and of all after the Superlative. 		

❖ Now study the following sentences

11	She has been helping the poors .	She has been helping the poor .
12	The two first chapters are very interesting.	The first two chapters are very interesting.
13	I am hopeless about his success.	I have no hope of his success.
14	She was not smart early .	She was not smart earlier .
15	This is a worth reading novel.	This is a novel worth reading.
16	He hasn't written much stories.	He hasn't written many stories.
17	Open your book at six page.	Open your book at page six .
18	This is a best book.	This is a very good book.
19	Ooty is cool than Thirupathi.	Ooty is cooler than Thirupathi.
20	I paid him rupees hundred.	I paid him a hundred rupees.

❖ Correct the mistakes in the following sentences.

1. As there are only few students, I can interact with them easily.
2. My all friends are very active.
3. Gandhi is more truthful than any political leader.
4. This is taller than many buildings in Hyderabad.
5. Raghu is my older brother.
6. Sania Mirza is more popular than any tennis player.
7. The streets of Hyderabad are wider than Warangal.
8. Of the two this is the best article I have ever read.

IV. ARTICLES

❖ Here are some sentences with Articles in correct use

S.No.	INCORRECT	CORRECT
1	My brother is working in tribal area.	My brother is working in a tribal area.
2	I have an urgent business.	I have (some) urgent business.
3	Kaleshwaram Project is built on Godavari .	Kaleshwaram Project is built on the Godavari.
4	Moon is very bright today.	The Moon is very bright today.
5	I shall be visiting UK next month.	I shall be visiting the UK next month.
6	Himalayas form the northern boundary of India.	The Himalayas form the northern boundary of India.

S.No.	INCORRECT	CORRECT
7	We should love <u>the nature</u> .	We should love <u>nature</u> .
8	<u>The Calcutta</u> is a big city.	<u>Calcutta</u> is a big city.
9	I have read <u>Ramayana</u> thrice.	I have read <u>the Ramayana</u> thrice.
10	David goes to <u>the church</u> every Sunday.	David goes to <u>church</u> every Sunday.
11	<u>The gold</u> is a precious metal.	<u>Gold</u> is a precious metal.
12	He can play <u>sitar</u> well.	He can play <u>the sitar</u> well.
13	<u>Lion</u> is the king of beasts.	<u>The lion</u> is the king of beasts.
14	I had <u>the lunch</u> at noon.	I had <u>lunch</u> at noon.
15	I met my friend at <u>college</u> .	I met my friend at <u>the college</u> .

❖ **Correct the mistakes in the underlined parts;**

- Suma is an popular anchor.
- Our apartment is on third floor.
- I waited for a hour.
- Sun rises in east.
- Onions cost Rs. 40 kilogram.

V. VERBS

❖ **The most common errors in English are seen in the Verb forms. Observe the following sentences ...**

S.No.	INCORRECT	CORRECT
1	One of my friends have gone to the UAE.	One of my friends has gone to the UAE.
2	Each of the girls were given the medals.	Each of the girls was given the medals.
3	Everyone of the workers have stayed away from work.	Everyone of the workers has stayed away from work.
4	Neither of the participants were able to win the match.	Neither of the participants was able to win the match.
• One, each, every, everyone, either, neither should be followed by a Singular Verb.		
5	Age and experience bring wisdom to man.	Age and experience brings wisdom to man.

S.No.	INCORRECT	CORRECT
6	Bread and butter are my favourite breakfast,	Bread and butter is my favourite breakfast,
<ul style="list-style-type: none"> Two Singular Nouns are connected by and but they together express one idea. So a Singular Verb is used. 		
7	Where you are going?	Where are you going?
8	When you will come here again?	When will you come here again?
<ul style="list-style-type: none"> In Interrogative Sentences the Helping Verb is used before the Subject. 		
9	He asked me if I am going to Dubai.	He asked me if I was going to Dubai.
10	I asked her if she is learning dance.	I asked her if she was learning dance.
<ul style="list-style-type: none"> In Reported Speech the Verbs and order change. 		
11	You are married, isn't it ?	You are married, aren't you ?
12	I like skating, do I ?	I like skating, don't I ?
<ul style="list-style-type: none"> A Question tag has a suitable Helping Verb and a Pronoun. An Affirmative Statement requires a negative tag and a Negative Statement takes an affirmative tag. 		
13	As I was ill so I could not go.	As I was ill, I could not go. OR I was ill so I could not go.
14	Both Hari as well as Krishna came to see me.	Both Hari and Krishna came to see me. OR Hari as well as Krishna came to see me.
<ul style="list-style-type: none"> Only one linker is required. 		

❖ The following are a few more sentences with correct use of Verbs... ..

S.No.	INCORRECT	CORRECT
15	She said that she saw him last night.	She said that she had seen him last night.
16	The train left before I arrived.	The train had left before I arrived.
17	I had been to Vijayawada yesterday.	I went to Vijayawada yesterday.

S.No.	INCORRECT	CORRECT
18	I took my supper.	I had my supper.
19	He knows to swim.	He knows how to swim.
20	She cut her pencil.	She sharpened her pencil.
21	I said to him to go.	I told him to go.
22	He gave a speech.	He made a speech.
23	He made a lecture.	He gave a lecture.
24	My tooth is paining.	My tooth is aching.
25	He made a goal.	He scored a goal.

♦ Correct the mistakes in the underlined parts:

1. When Rome was burning, Nero is playing on the flute.
2. They are staying in the same flat for the last many years.
3. How long are you waiting here?
4. He is interested to do a job.
5. They have moved to the new house last week.
6. He is having many imported clothes.
7. As soon as I opened the doors, the birds fly away.
8. If I will stand on my own legs, my parents will feel happy.
9. If you consult me I would have advised you what to do.
10. He is visiting the library daily.
11. She enjoys to sing patriotic songs.
12. Why you were absent yesterday?

VI. ADVERBS

♦ The following are a few wrongly used Adverbs with their right forms ...

S.No.	WRONG	RIGHT
1	I am too glad to see you.	I am very glad to see you.
2	This coffee is very hot to drink.	This coffee is too hot to drink.
3	She is very much sorry.	She is very sorry.
4	You are leaving back your bag.	You are leaving behind your bag.
5	You can lift it by and by .	You can lift it little by little by.
6	We scarcely see a lion.	We rarely see a lion.
7	He behaved cowardly .	He behaved in a cowardly manner .

S.No.	WRONG	RIGHT
8	Sarojini Naidu was called as the Nightingale of India.	Sarojini Naidu was called the Nightingale of India.
9	She works very hardly .	She works very hard .
10	He speaks English very good .	He speaks English very well .
11	His version is somewhat true.	His version is partly true.
12	She speaks the truth always .	She always speaks the truth.
13	He comes to me often .	He often comes to me.
14	Most likely the shops will remain closed tomorrow.	Most probably the shops will remain closed tomorrow.
15	The whole India is proud of his achievement.	The whole of India is proud of his achievement.

❖ **Correct the mistakes in the underlined parts:**

1. He walks very fastly.
2. We don't hardly believe it.
3. They don't do anything careful.
4. She scarce blames others.
5. He is walking very slow.

VII. PREPOSITIONS

Student : Good morning sir,

Teacher : Good morning.

Student : What is the difference between **among** and **between** sir?

Teacher : We use **among** when more than two persons or two things are involved.

*He divided his property **among** his three sons.*

We use **between** when two persons or two things are involved.

*Vijaya sat **between** Razia and Aruna.*

Student : Sir, is it correct to say, "You must discuss about the matter among yourselves"?

Teacher : *We discuss the matter but **don't discuss about the matter**.*

We can say, *You must discuss the matter among yourselves.*

By the by you look at the following sentences and then your doubts will be cleared.

Student : Thank you sir.

S.No.	We can't say ...	We can say ...
1	I have ordered for three dishes.	I have ordered three dishes.
2	He entered into the hall.	He entered the hall.
3	She has married with her cousin.	She has married her cousin.
4	We are awaiting for the train.	We are awaiting the train. / We are waiting for the train.
5	He has been suffering with Corona.	He has been suffering from Corona.
6	She covered her head by a shawl.	She covered her head with a shawl.
7	They waited three hours.	They waited for three hours.
8	I enquired her where her husband was.	I enquired of her where her husband was.
9	He went for riding .	He went riding . OR He went for a ride .
10	She is called with different names.	She is called by different names.
11	Sign the document with ink.	Sign the document in ink.
12	This is a comfortable house to live .	This is a comfortable house to live in .
13	I filled water in the bucket.	I filled the bucket with water.
14	I shall explain them this.	I shall explain this to them .
15	I travelled by my Principal's car.	I travelled in my Principal's car.
16	She was accused for stealing a gold ring.	She was accused of stealing a gold ring.
17	He congratulated me for my success.	He congratulated me on my success.
18	She got down the bus at Mancherial.	She got down from the bus at Mancherial.
19	I don't agree for your proposal.	I don't agree to your proposal.
20	This is the road to go .	This is the road to go by .

❖ **Correct the mistakes in the underlined parts:**

1. The property was divided between the four brothers.
2. I prefer fruits than sweets.
3. He is afraid with darkness.
4. Beside being a poet, Tagore is a short story writer.
5. The shops will be open between 10 to 8 p.m.
6. This is different to that.
7. She resembles to her mother.
8. I was prevented to do my work.

VIII. CONJUNCTIONS❖ **The following are a few wrongly used Conjunctions with their right forms**

... ..

S.No.	WRONG	RIGHT
1	Though he is fat, but he runs fast.	Though he is fat, he runs fast.
2	Scarcely had he gone than the phone rang.	Scarcely had he gone when the phone rang.
3	No sooner had he gone when the officer came.	No sooner had he gone than the officer came.
4	She is not only beautiful but intelligent.	She is not only beautiful but also intelligent.
5	I doubt that he will get through the exam.	I doubt whether he will get through the exam.
6	He was handsome but everyone admired him.	He was handsome and everyone admired him.
7	You are not right nor wrong.	You are neither right nor wrong.
8	Wait while I come.	Wait till I come.
9	Unless you do not try, you will never succeed.	Unless you try, you will never succeed.
10	City life is tense and village life is relaxed.	City life is tense but village life is relaxed.

♦ Correct the following sentences.

1. Either you must take up a job or start a business.
2. Neither she drinks tea nor coffee.
3. They asked me that where SBI was.
4. Sheela is as proud like a peacock.

Learning from Mistakes

Here is a list of some **very common errors** to be avoided. The first three sentences have been corrected and rewritten as examples.

1. Very good morning. (Good morning.)
2. What is your good name? (What is your name?)
3. Why you are late today? (Why are you late today?)
4. The staff meeting has been preponed.
5. I will report it to the concerned teacher.
6. We go home by walk.
7. I do not know what is your name.
8. He went to the back side of the house.
9. We have to take care of the females in our family.
10. Please bring your luggages here.
11. This road is more shorter than that.
12. We often chit-chat with our friends.
13. Please shut the TV.
14. I and my wife went to a movie.
15. Mohan and myself will come.
16. I am having a scooter.
17. This costed me a lot.
18. I doubt that he will succeed.
19. We are living in Bengaluru since 2015.
20. We have a lot of furnitures in our house.

A List of Common Errors in English

S.No.	Error in (a) word/s or (a) sentence/s	Correction
1	A bouquet of yellow roses <u>lend</u> color and fragrance.	A bouquet of yellow roses lends colour and fragrance.
2	Here <u>is</u> the keys.	Here are the keys.
3	Two miles <u>are</u> too far to walk.	Two miles is too far to walk.
4	If I <u>was</u> a bird, I would fly.	If I were a bird, I would fly.
5	I wish it <u>was</u> Sunday.	I wish it were Sunday.
6	All the staff <u>are</u> here.	All the staff is here.
7	The Captain with his men <u>were</u> killed.	The Captain with his men was killed.
8	It is a two <u>days</u> programme.	It is a two day programme.
9	Neither <u>he came</u> nor <u>he wrote</u> .	Neither did he come nor did he write.
10	One of my <u>friend</u> is here.	One of my friends is here.
11	He <u>enjoyed</u> at the party.	He enjoyed himself at the party.
12	He is in class <u>tenth</u> .	He is in class ten.
13	He <u>gave</u> his examination.	He took his examination.
14	Columbus <u>invented</u> America.	Columbus discovered America.
15	Edison <u>discovered</u> electric bulb.	Edison invented electric bulb.
16	Never I <u>have</u> seen such a mess.	Never have I seen such a mess.
17	Should I <u>cut</u> this word?	Should I erase this word?
18	He <u>asked a help</u> .	He asked for help.
19	They insisted <u>to pay</u> .	They insisted on paying.
20	Choose the <u>best</u> of the two options.	Choose the better of the two options.
21	He went <u>to foreign</u> .	He went abroad.
22	I asked <u>a question to him</u> .	I asked him a question.
23	We <u>are doing</u> Yoga everyday.	We do Yoga everyday.
24	All the roads are covered <u>by</u> snow.	All the roads are covered with snow.
25	He <u>does not care for my words</u> .	He pays no attention to what I say.

♦ **Correct the mistakes and rewrite the following sentences:**

1. They asked what was my name.
2. We elected Ram as President.
3. This article is made with cotton.
4. We look forward to meet the minister.
5. I know them for the last many years.
6. Why is she hating classical music?
7. It is raining since yesterday.
8. I am good in English.
9. If cleanliness will be maintained, we will be healthy.
10. We had seen them two weeks ago.
11. He has hanged his coat to a nail.
12. All banks are open from 10 a.m. and 6 p.m.
13. He is not an expert in grammar, isn't it?
14. Children are fond for chocolates.
15. Would you mind to open the door?
16. Did you went to school yesterday?
17. She explained me the matter.
18. Are you really interested with English grammar?
19. Bring me half glass water.
20. Every Sunday we go to the church.
21. He plays tennis, isn't he?
22. The river has flown over its banks.
23. I returned back from London.
24. A bend in the road is not an end of the road.
25. I must change my cloths at once.

Note: Next time you visit a library look for the following books:

- i. **ABC of Common Grammatical Errors** by Nigel D Turton (Macmillan)
- ii. **Practical English Usage** by Michael Swan (Oxford)

1. SPELLING

A good command over English **Spelling** plays a crucial role in your career. Correct **spelling** indicates discipline in learning. This helps you to present your answers in a correct manner. Errors in **spelling** show inadequate learning. The student who writes misspelled words usually scores less marks. Remember, you get marks not on what or how much you know but what and how you write on your answer sheet. This is the reason why **spelling** plays a vital role in written communication.

There are many reasons why the learners of English encounter problems while learning **spellings**. Unlike many other languages, especially the Indian languages, the English writing system is not close to its **pronunciation**. One letter can correspond to many **sounds** and one **sound** can be written by more than one letter in different words. There are 26 **letters** that correspond to 44 **speech sounds** in English. In the course of history, the English language adopted a number of words from other languages. Many of these words have affected the **spelling** pattern. The presence of **silent letters** in English words further complicates the **spelling** system. Though there are some rules to govern the **spelling** system, they have a few exceptions.

So, what should you do to improve your **spelling**? Learning **spelling** demands patience, keen observation and interest. It is not difficult. Do you know that children of South Asian Origin won **Scripps' National Spelling Bee Championship** in a row? The competition is a test for picking and rewarding good spellers. The key to their success is practice. Once you develop interest in **spelling** it is a fun activity rather than tedious work.

Here are some rules for correct **spelling**.

1. Most of the **monosyllabic** words with **short vowel** do not have **e** at the end.

hut	bus	tip	pet	kit	cut
bit	fit	hit	sip	pit	but

However there are exceptions such as
come some done

2. The **monosyllabic** words with a **long vowel** or **diphthong** usually have an **e** at the end.

tape	fate	hate	write
bite	gate	rate	tide

3. **Adverbs** are formed by adding **-ly** to **adjectives**. We do not remove **-e** in the **adjectives**.

slow-slowly	calm-calmly	late-lately	safe-safely
strange-strangely	absolute-absolutely	safe-safely	real-really
faithful-faithfully	complete-completely		

Exceptions

- | | | |
|----------|------------|--------------|
| due-duly | true-truly | whole-wholly |
|----------|------------|--------------|
4. For **adjectives** that end in a **consonant + y** the **-y** changes to **-ily**.
- | | | |
|-------------|---------------|---------------|
| easy-easily | happy-happily | angry-angrily |
|-------------|---------------|---------------|

Exceptions

- | | |
|-----------|-----------|
| shy-shyly | sly-slyly |
|-----------|-----------|
5. For **adjectives** that end in a **consonant + le** the **-le** changes to **-ly** after the **consonant**.

probable-probably	sensible-sensibly	idle-idly	noble-nobly	able-ably
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6. For **adjectives** that end in **-ic**, we add **-ally**.

tragic-tragically	automatic-automatically
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Exception

public - publicly

The doubling of final **consonants**.

When a one **syllable** word ends with one **vowel** and one **consonant** we double the final **consonant** before adding the suffix that begins with a **vowel**.

bat - batting	dub - dubbing	sad - sadder
dig - digger	travel - travelled	confer - conferred
fit - fitting	stop - stoppable	big - biggest
sit - sitting	hop - hopping	fat - fatter
plan - planned	rob - robbed	drop - dropped

7. **Spelling of regular verbs.**

The **past tense** and the **past participle** are the same in regular verbs. For example

call	called	called
------	--------	--------

- i. We simply add **-ed** to the **base form** of the verb.

clear - cleared	walk - walked	visit - visited
pack - packed	back - backed	talk - talked

- ii. If the word ends in - e, we add -d.

like - liked

smile - smiled

hope - hoped

save - saved

prepare - prepared

hate - hated

share - shared

- iii. For verbs ending in y preceded by two consonants, we change y to i before adding the suffix -ed.

hurry - hurried

comply - complied

reply - replied

try - tried

fry - fried

8. Examine carefully the order of the letters ie or ei.

believe

chief

field

piece

yield

achieve

grief

relieve

diesel

theif

receipt

conceit

deceive

perceive

neighbour

weight

eight

seize

height

either

heir

their

foreign

Exercise - A

Fill in the blanks with either "ei" or "ie".

n - - ther

br - - f

sh - - ld

cr - - d

tr - - d

fr - - nd

th - - f

gr - - f

l - - sure

c - - ling

s - - ze

Exercise - B

Correct the following misspelled words.

1. foregn

2. lugage

3. liesure

4. knowlege

5. twelth

6. tomorow

7. gurantee

8. momonto

9. ilegal

10. restaurent

Exercise - C

I. Fill in the blanks with suitable words.

- Please _____ (wait / weight) for me.
- I went to market to _____ (buy / bye) a tooth brush.
- He may not _____ (loose / lose) the match.
- When Chief Justice came to our state, people from different walks of life went to _____ (meat / meet) him.
- Ahmad cut the paper into many a _____ (piece / peace).
- The letters on the board cannot be _____ (scene / seen) clearly.
- My friend has a _____ (stationery / stationary) shop.
- It was a pretty _____ (sight / cite).

Here is a list of commonly misspelled words.

abbreviate	calendar	government	occurrence
accede	career	guarantee	parallel
acceptable	category	guidance	pilgrimage
accessible	cautious	handkerchief	plague
accommodate	cemetery	hygiene	preparation
accumulate	commission	hypocrisy	receipt
acquaint	committee	independent	receive
acquire	condemn	indispensable	recommend
adjourn	conquer	interview	resign
aerial	conscience	kitchen	resistant
aesthetic	conscious	leisure	restaurant
affiliate	contemporary	lieutenant	rhythm
affluence	courteous	maintenance	ridiculous
alien	deceive	manoeuvre	rumour
alliance	dialogue	millennium	scenery
allusion	discipline	millionaire	separate
amateur	divide	miniature	simultaneous
ambassador	embarrass	mischievous	suggestion
antique	endeavour	mosquito	surgeon
apparent	enmity	moustache	technique
architecture	equipment	municipal	thoroughly
ascent	etiquette	muscle	tuition
atheist	exclaim	necessity	twelfth
audience	exhilarate	negligence	tyrrany
autumn	explosion	neighbour	vacuum
awkward	fascinate	niece	valuable
banquet	fatigue	nineteen	variety
believe	February	ninety	warrant
besiege	fiery	nourish	weight
biscuit	gallery	nuisance	whistle
bouquet	genius	occasion	woollen
bureaucracy	genuine	parliament	
butcher	grammar	patience	

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.15]

1. Supply the *missing letters* in the following words.

Exercise 1

- | | | |
|-----------------|-------------------|-------------------|
| i. sch -- l | ii. enc -- raging | iii. app -- rance |
| iv. exce -- ent | v. sp -- k | vi. a -- ention |
| vii. p -- ple | viii. kno -- edge | ix. di -- ipline |
| x. a -- ord | | |

Exercise 2

- | | | |
|----------------|------------------|-----------------|
| i. tea -- er | ii. gl -- my | iii. le -- on |
| iv. re -- ect | v. f -- thful | vi. infl -- nce |
| vii. le -- ers | viii. pl -- sant | ix. su -- est |
| x. si -- le | | |

Exercise 3

- | | | |
|----------------|-----------------|--------------------|
| i. childh -- d | ii. p -- ce | iii. frus -- ation |
| iv. ha -- en | v. gra -- ar | vi. col -- r |
| vii. ang -- sh | viii. li -- ten | ix. obed -- nt |
| x. mu -- le | | |

Exercise 4

- | | | |
|---------------|-----------------|----------------|
| i. g -- de | ii. ma -- er | iii. mar -- es |
| iv. fi -- ing | v. ye -- ow | vi. h -- lthy |
| vii. sq -- re | viii. lau -- ed | ix. su -- ect |
| x. hi -- ly | | |

Exercise 5

- | | | |
|-------------------|-----------------|----------------|
| i. hi -- top | ii. ba -- an | iii. r -- tine |
| iv. conc -- ve | v. m -- ntain | vi. mi -- ion |
| vii. in -- edible | viii. mons -- n | ix. ca -- y |
| x. reco -- ition | | |

Exercise 6

- | | | |
|-----------------|-----------------|------------------|
| i. sa -- ling | ii. rup -- s | iii. hu -- and |
| iv. res -- rces | v. s -- rce | vi. su -- icient |
| vii. ma -- ive | viii. vi -- age | ix. init -- tive |
| x. a -- roval | | |

Exercise 7

- | | | |
|----------------|-----------------|----------------|
| i. pers -- de | ii. flu -- er | iii. p -- nce |
| iv. ex -- ode | v. a -- empt | vi. br -- th |
| vii. hu -- red | viii. pa -- ive | ix. co -- apse |
| x. thr -- ten | | |

Exercise 8

- | | | |
|-----------------|----------------|---------------|
| i. thr -- gh | ii. sli -- tly | iii. gr -- nd |
| iv. wo -- y | v. sp -- d | vi. ang -- sh |
| vii. prev -- us | viii. mi -- t | ix. rec -- ve |
| x. p -- ce | | |

Exercise 9

- | | | |
|-----------------|----------------|----------------|
| i. cro -- ed | ii. em -- atic | iii. tr -- ble |
| iv. consc -- us | v. pl -- sant | vi. dr -- dful |
| vii. chi -- ey | viii. pu -- le | ix. incr -- se |
| x. de -- ive | | |

Exercise 10

- | | | |
|----------------|-----------------|-----------------|
| i. app -- r | ii. wo -- le | iii. tre -- le |
| iv. con -- ary | v. cr -- m | vi. com -- ain |
| vii. f -- lt | viii. req -- st | ix. enc -- nter |
| x. acq -- int | | |

II. SILENT LETTERS

Some letters in English words are not pronounced. They are called **silent letters**. The knowledge of **silent letters** is important in that it affects our **pronunciation** and **writing**.

The following is a list of some words that have **silent letters** in them.

Silent letter	Example words
b	lamb, bomb, tomb, climb, dumb, subtle, plumber, womb, crumb, thumb
c	muscle, blackguard, yacht, indict, scene
d	Wednesday, handkerchief, handbag, handsome, adjourn, adjective, judge
g	gnaw, gnome, phlegm, foreign, resign, campaign, align, sovereign
h	honour, heir, ghost, night, rhyme, rhythm, when, where
k	know, knee, knock, knot, kneel, knowledge
l	talk, folk, salmon, colonel, calf, calm, half, walk, baulk

m	mnemonic
n	hymn, solemn, damn, autumn, column
o	leopard, jeopardy
p	psalm, psychology, receipt, psychic, pneumonia, psyche,
q (u)	lacquer
r	girl, bird, card, teacher, leader, curd
s	isle, aisle, viscount, island
t	often, thistle, fasten, mortgage, soften, watch, tsunami
w	whole, write, sword, two, who, wrist, wrong, wrap
y	prayer, mayor
z	rendezvous
gh	sigh, high, daughter, naughty, caught, brought, bought, night, taught, haughty

Some of the **silent letters** are pronounced when other word forms are created. For example.

bomb	b) bombard, bombardier
sign	g) signalman, signify, signature
solemn	n) solemnity, solemnize
column	n) columnist

Exercise

Underline the **silent letters** in the following words.

knell	yolk	wreath	debt
palm	delight	pneumonia	précis
poignant	feign	debris	yellow
pawn	rapport	consign	world
limb	climb	hour	
design	debut	knead	
chalk	malign	doubt	
thorough	benign	pseudonym	
depot	night	Christmas	
castle	knight	succumb	
honest	bridge	through	
almond	cupboard	whistle	
knack	fight	bustle	
lodge	coup	listen	
parliament	bouquet	exhibition	

The following exercises are on the lines of the Intermediate Public Examination Question Paper. [Q No.16]

1. Identify the *silent consonant letters* in the following words.

Exercise 1

- | | | | |
|-----------|-----------|-------------|---------------|
| i. bright | ii. scene | iii. hour | iv. neighbour |
| v. wrong | vi. knell | vii. wreath | viii. palm |
| ix. limb | x. design | | |

Exercise 2

- | | | | |
|----------|-------------|-------------|--------------|
| i. chalk | ii. knock | iii. depot | iv. teacher |
| v. often | vi. thought | vii. honest | viii. almond |
| ix. know | x. talk | | |

Exercise 3

- | | | | |
|-------------|------------|------------|--------------|
| i. lodge | ii. castle | iii. feign | iv. laugh |
| v. debut | vi. malign | vii. talk | viii. psyche |
| ix. lighten | x. muscle | | |

Exercise 4

- | | | | |
|------------|-----------|----------------|-------------|
| i. yolk | ii. would | iii. pneumonia | iv. consign |
| v. drawing | vi. what | vii. knead | viii. doubt |
| ix. island | x. aisle | | |

Exercise 5

- | | | | |
|-------------|---------------|--------------|--------------|
| i. thorough | ii. who | iii. benign | iv. receipt |
| v. rhythm | vi. diversity | vii. nursery | viii. column |
| ix. curd | x. kneel | | |

Exercise 6

- | | | | |
|-----------|--------------|-----------------|-------------|
| i. bustle | ii. although | iii. parliament | iv. fight |
| v. knee | vi. brought | vii. bomb | viii. could |
| ix. hymn | x. which | | |

Exercise 7

- | | | | |
|-------------|-------------|-------------|---------------|
| i. align | ii. ghost | iii. leader | iv. straight |
| v. calf | vi. plumber | vii. wrap | viii. thistle |
| ix. attempt | x. burden | | |

Exercise 8

- | | | | |
|------------|---------------|---------------|---------------|
| i. through | ii. sovereign | iii. slightly | iv. tsunami |
| v. watch | vi. tomb | vii. caught | viii. naughty |
| ix. half | x. leopard | | |

Exercise 9

- | | | | |
|------------|--------------|--------------|------------|
| i. wrist | ii. daughter | iii. receipt | iv. solemn |
| v. hatter | vi. mnemonic | vii. dumb | viii. damn |
| ix. should | x. folk | | |

Exercise 10

- | | | | |
|--------------|------------|---------------|-------------|
| i. knock | ii. autumn | iii. cupboard | iv. tight |
| v. walk | vi. sword | vii. subtle | viii. psalm |
| ix. handsome | x. gnaw | | |

III. PHONETIC ALPHABET / TRANSCRIPTIONS

Speaking and writing English as some **native** speakers is a tough task for many of us. The way we speak our mother tongue has a great influence on the way we speak English. Another problem is that there is no correlation between spelling and pronunciation in English. But don't give up! It is possible to learn English just as you learnt your mother tongue. In this unit you will learn the **vowel** and **consonant** sounds of English, and some **pronunciation** rules.

- Learn the **phonetic symbols** and refer to a **dictionary** frequently. This helps you learn and use correct **pronunciation**.
- Listen to English news channels like BBC, CNN, and NDTV and watch English movies. Observe and imitate the way the native speakers pronounce various words.
- Record your own voice and listen to it and make necessary corrections

Sounds of the English Language

We know that there are 26 **letters** in the English **alphabet**. These are divided into 5 **vowel** letters and 21 **consonantal** letters. But there are 24 **consonantal** **sounds** and 20 **vowel** **sounds** in English speech. One more important aspect to be noted is that there is no one-to-one correspondence between the **letters** and the **speech** **sounds** in English. So, we must learn the **sounds** in English to become proficient in **pronunciation**. We write the **sounds** of words by using the **phonetic script**. This is called **phonetic transcription**. These **phonetic** **symbols** are written within two parallel slant lines like this /p/.

Vowels

The **Vowels** in English are of two kinds — **pure** **vowels** or **monophthongs** and **diphthongs**. A **diphthong** is a combination of two vowels.

The vowel sounds in English are listed below in a table. Three examples are given along with the position of the sound. Note that when no word is written in a position, it implies that the sound does not occur in that position.

Observe the vowel sounds (in bold) with their phonetic symbols (and Telugu equivalents, wherever possible) given in the following table.

Phonetic symbols (and their possible) given in the following table.							
S. No	Vowel Symbol	(Telugu equiva-lent)	Examples	Position of the vowel			Remarks
				Initial	Medial	Final	
Pure vowels or monophthongs							
1	/ɪ/	ఇ	pit, sit, pretty	ill	bill	pity	
2	/e/	ఎ	pet, bed, ten	end	bend	—	
3	/æ/	-	rat, mat, bag	add	land	—	Not in Telugu
4	/ʌ/	అ	cup, cut, but	up	cup	—	
5	/ɒ /	-	pot, got, not	on	pot	—	Not in Telugu
6	/ʊ/	ఉ	put, book, woman	—	book	—	
7	/ə/	అ	about, allow, postman	about	suppose	writer	Similar but not identical
Long vowels							
8	/i:/	ఈ	bee, people, she	each	heat	fee	
9	/ɑ:/	ఆ	father, heart, ask	art	farm	car	
10	/ɔ:/	-	core, door, four	all	caught	saw	
11	/u:/	ఊ	too, shoe, move	oodles	loose	too	
12	ɜ:/	అం	bird, burn, word	earth	burn	sir	Similar but not identical
Diphthongs							
13	/eɪ /	ఎయి	day, baby, make	ape	late	day	Not in Telugu
14	/aɪ/	ఐ	buy, eye, nine	ice	night	fly	
15	/ɔɪ/	ఒయి	boy, oil, employ	oil	coin	toy	Not in Telugu
16	/əʊ/	అవు	low, go, flow	oats	joke	flow	Not in Telugu
17	/aʊ /	ఔ	how, now, cow	out	town	cow	
18	/ɪə/	ఇఅ	hear, dear, fear	ear	clear	near	Not in Telugu
19	/eə/	ఎఅ	there, care, hair	air	share	care	Not in Telugu
20	/ʊə/	ఉఅ	pure, sure, poor	—	pure	poor	Not in Telugu

Exercise – A

Read the words and fill in the spaces with the appropriate **vowel symbol**.

The first one is done for you. If necessary, use a **dictionary**.

- | | | | |
|-----------|-----------|-----------|------------|
| 1. beard | /bɪə(r)d/ | 13. bed | /b – d/ |
| 2. look | /l – k/ | 14. loot | /l – t/ |
| 3. about | / – bout/ | 15. sit | /s – t/ |
| 4. too | /t – / | 16. hard | /h – d/ |
| 5. play | /pl – – / | 17. but | /b – t/ |
| 6. ask | / – sk/ | 18. ash | / – sh/ |
| 7. cup | /k – p/ | 19. bat | /b – t/ |
| 8. bird | /b – d / | 20. root | /r – t/ |
| 9. dear | /d – – / | 21. clay | /kl – – / |
| 10. green | /gr – n/ | 22. great | /gr – – t/ |
| 11. coil | /k – l/ | 23. put | /p – t/ |
| 12. now | /n – / | 24. happy | /h – p – / |

Exercise – B

Pronounce the words **it** and **eat**. You must have noticed that the first one has a short /ɪ/ vowel sound whereas the second one has a long one /i:/. The **phonetic script** of these words is /ɪt/ and /i:t/ respectively. The difference must be maintained to avoid miscommunication.

Read the words according to the **vowel symbols** mentioned.

/ɪ/	/i:/	/u/	/u:/	/ɒ/	/ɔ:/
bit	beat	wood	wooded	pot	port
fit	feet	look	fluke	wad	ward
rich	reach	should	shoed	cod	cord
filled	field	soot	suit	don	dawn

Consonants

For the 21 consonant letters of the English alphabet, we have 24 consonant sounds. The consonant sounds are listed below. The symbols are written in slant lines, and three examples are given along with the position of the sound.

S. No	Consonant Symbol	(Telugu equivalent)	Examples	Position of the consonant			Remarks
				Initial	Medial	Final	
1	/p/	ప	pencil, power, put	pen	reply	gap	
2	/b/	బ	ball, bunch, beauty	bet	table	lab	
3	/t/	ట	table, tale, teeth	test	attain	fit	
4	/d/	డ	doll, dog, dance	do	wonder	bad	
5	/k/	క	kite, kettle, cat	cat	sky	walk	
6	/g/	గ	goat, big, go	go	ago	mug	
7	/tʃ/	చ్	chin, chair, church	chin	merchant	match	
8	/dʒ/	జ్	jam, jump, jug	jump	barged	large	
9	/m/	మ్	mug, ram, calm	man	tomato	dam	
10	/n/	న్	nurse, manner, hen	neat	many	ban	
11	/ŋ/	-	ring, sing, bang	—	bangles	sing	Not in Telugu
12	/l/	ల్	leaf, tall, leg	life	plate	bill	
13	/f/	-	fan, rough, cliff	file	refer	half	Not in Telugu but in Urdu
14	/v/	-	van, visit, five	van	liver	dive	Not in Telugu
15	/θ/	త్	thick, truth, cloth	thick	mathe- matics	myth	Similar but not identical
16	/ð/	ద్	that, then, mother	this	father	lathe	Similar but not identical
17	/s/	స్	sink, cell, kiss	son	basket	base	
18	/z/	-	zero, zoo, buzz	zoo	laser	lose	Not in Telugu
19	/ʃ/	శ్	shine, ship, caution	sugar	assure	dash	
20	/ʒ/	-	pleasure, vision	genre	measure	garage	Not in Telugu
21	/h/	హ	hat, hot, hotel	has	behave	—	
22	/r/	ర్	car, radio, carrot	rat	career	—	
23	/w/	వ్	water, wet, wall	wait	between	—	
24	/j/	య్	you, yes, young	you	pupil	—	

Some important features of pronunciation

1. Pronunciation of the letter 'r'

The letter 'r' is silent when a word ends with it and if it is taken as an individual word (as in **car**, **war**, etc.). It is also silent when it is followed by a **consonantal sound** (as in **pardon**, **warden**, etc.). But when the letter 'r' is followed by a **vowel sound**, it is pronounced (as in **paragon**, **autograph**, etc.).

Read the following words and observe where the letter 'r' is pronounced and where it is silent. (r) in brackets shows that some people pronounce it.

tar /tɑ:(r)/

bard /bɑ:d/

foreign /'fɒrən/

door /dɔ:(r)/

doctor /'dɒktə(r)/

period /'piəriəd/

dear /diə(r)/

clear /kliə(r)/

actor /'æktə(r)/

2. Pronunciation of the past tense suffix: -d/ -ed

- a. When the verb ends in a voiceless sound as /p/, /k/, /f/, /θ/, /s/, /ʃ/ or /tʃ/ the past tense is pronounced /t/.

pushed

laughed

backed /bækt/

latched

- b. When a verb ends in a voiced sound as /b/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /k/, /l/, /r/, /j/, /w/ or any vowel sound, the past tense marker is pronounced /d/.

lived /lɪvd/

named

cried

praised

- c. When a verb ends either in /t/ or /d/, then the past tense is pronounced /ɪd/

coded

heated /'hi:tɪd/

drafted

loaded

3. Pronunciation of a plural suffix, singular form of a verb -s- (-es) and possessive -s.

- a. It is pronounced as /s/ when a word ends in /p/, /t/, /k/, /f/, or /θ/.

bats

cats /kæts/

consists

talks

- b. It is pronounced as /z/ when a word ends in /g/, /b/, /d/, /v/, /ð/, /l/ or any vowel sound.

bags /bægz/

hands

toys

- c. It is pronounced as /ɪz/ when a word ends in /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/.

batches /bætʃɪz/

roses

horses

Exercise - C

Go through the words and identify the sounds they end with. The first one is done for you.

Word	/t/ /d/ /ɪd/	Word	/s/ /z/ /ɪz/
rounded	/ɪd/	rounds	/z/
packed		packs	
wished		wishes	
matched		matches	
flogged		flogs	
played		plays	
planted		plants	
worked		works	

Exercise – D

Read the following words. You will notice that in some words the letters 'th' are pronounced as /θ/ and in some others, as /ð/. Write the sound you noticed. The first one is done for you.

the /ð/	this / /	through / /	then / /
thus / /	thought / /	thick / /	mother / /

Exercise – E

We get confused with the sounds /w/ and /v/. The sound /w/ is pronounced with rounded lips. The sound /v/ is pronounced with the articulation of front upper teeth and lower lip and with more force.

Now, pronounce the words aloud.

wheel	ventilator
worst	verse
wet	veto

Exercise – F

Read the following **transcriptions** and write the words in ordinary **spelling**. The first one is done for you.

/bæt/	bat	/nait/	_____
/sku:l/	_____	/skri:n/	_____
/kʌntri/	_____	/ʌndə(r)/	_____
/sʌdn/	_____	/tekst/	_____
/steit/	_____	/ajlənd/	_____

Exercise – G

Pronounce the following words and **transcribe** them in the column **my transcription**. Later, consult a **dictionary** and make necessary corrections.

Word	My transcription	Correction
cricket		
teacher		
around		
catch		
five		
water		
paper		
question		
matter		
so		

Exercise – II

Words with short vowels are entirely different from their long counterparts. Understanding the difference is vital for **pronunciation**. Read the words in the following table and write a few more words from your text.

/ɪ/	/i:/	/ɪ/	/i:/	/ɪ/	/i:/	/ɪ/	/i:/
knit	neat	hid	heed	rim	ream	bid	bead
kill	keel	rid	read	lid	lead	din	dean
sit	seat	kin	keen	bin	bean/ been	fill	feel
grit	greet	hit	heat	grid	greed	chit	cheat

The following are the textual exercises on the lines of the Intermediate Public Examination Question Paper. [Q No.17]

I. Write the following transcriptions using ordinary English spelling.

Exercise 1

- i. /'pə:pəs/ ii. /ə'kʌmplɪʃ/ iii. /'bjʊ:tɪʃl/

- iv. /'kwɛstʃən/ v. /fɛɪθ/ vi. /'mɪzrəbl/

Exercise 2

- i. /spɪ:k/ ii. /'kɒnstəntli/ iii. /ə'tɛnʃn/

- iv. /ʌn'fɔ:tʃənət/ v. /wɒnt/ vi. /ɪndɪ'vɪdʒuəl/

Exercise 3

- i. /trænz'grɛʃn/ ii. /'nɜ:vi/ iii. /'hɑ:bɪndʒə(r)/

- iv. /'rɛkəɡnaɪz/ v. /straɪv/ vi. /'pestɪsaɪd/

Exercise 4

- i. /prə'vaɪd/ ii. /'lɪtərət/ iii. /frʌ'streɪʃn/

- iv. /ɪ.mædʒɪ'neiʃn/ v. /fɪə(r)/ vi. /'ædəmənt/

Exercise 5

- i. /stretʃ/ ii. /ɪn'kredəbl/ iii. /plɑ:nt/

- iv. /kən'dɪʃn/ v. /'hɒspɪtl/ vi. /ɪn'taɪə(r)/

Exercise 6

- i. /edʒu'keɪʃn/ ii. /'hɑzbənd/ iii. /'penʃn/

- iv. /'rɪsɪntli/ v. /'maʊntən/ vi. /kləʊz/

Exercise 7

- i. /'dɛspərət/ ii. /ʌl/ iii. /ɪm'pɛld/

- iv. /rɪ'zɪstəns/ v. /praɪd/ vi. /fɛɪnt/

Exercise 8

- i. /sək'ses/
iv. /'wari/

Exercise 9

- i. /əkweɪnt/
iv. /'grɪdaɪən/

Exercise 10

- i. /ɪm'fætɪk/
iv. /'dʒentlmən/

ii. /'efəʊ/

v. /'prɪvɪəs/

iii. /ɪk'saɪtmənt/

vi. /æ'θletɪk/

ii. /'ætɪk/

v. /kɜ:b/

iii. /hɒn'zɒntl/

vi. /'vendʒəns/

ii. /ə'ptərəns/

v. /'trembl/

iii. /'menʃn/

vi. /slɪp/

IV. SOUNDS THAT NEED EXTRA ATTENTION AND PRACTICE / ODD SOUNDS OUT

The **pronunciation** of English words is quite difficult. Learning good **pronunciation** is possible only through practice.

Look at the following words. Circle the word that **sounds** different with regard to the sound of the **bold** letters.

crop

clone

drop

brief

diet

grief

foot

food

tool

tough

ghost

rough

great

general

group

press

stress

pressure

college

garage

marriage

use

us

union

sure

salt

silk

read

beak

dear

mix

box

xerox

baggage

luggage

suggest

meal

measure

meant

cart

cat

back

student

stupid

study

laughter

daughter

cough

ink

island

if

agree

asleep

apple

dog

done

donkey

dark

day

danger

hope

rod

rope

fry	cry	tray
break	great	heat
finger	engine	anger
push	pull	pure
load	road	broad
earn	earth	each
nature	mature	tutor
east	exist	extra
suppose	sucrose	super
music	must	muscle
cry	bye	many
pencil	catch	dance
music	physics	basic
bury	fury	municipal
loot	cool	flood
done	one	ton
utter	butter	fuse

The following exercises are on the lines of the Intermediate Public Examination Question Paper. [Q No. 18]

I. Circle the words that sound *different* with regard to the sound of the bold letters.

Exercise 1

i. character	chapter	achieve
ii. grow	govern	gentle
iii. such	much	epoch
iv. like	link	limit
v. centre	class	come
vi. many	yet	quality

Exercise 2

i. kite	know	knife
ii. that	think	thousand
iii. easy	escape	sand
iv. go	to	no
v. hope	rod	rope
vi. earn	earth	each

Exercise 3

- i. real
- ii. fail
- iii. stout
- iv. thin
- v. life
- vi. do

peace
hair
out
this
drink
no

fear
affair
would
thick
sink
phone

Exercise 4

- i. use
- ii. ink
- iii. thorough
- iv. sit
- v. rose
- vi. week

us
island
this
fit
chose
meek

union
if
thin
write
lose
deer

Exercise 5

- i. village
- ii. massive
- iii. these
- iv. public
- v. state
- vi. age

sewage
passive
thousand
pull
take
cage

garbage
invite
other
put
walk
go

Exercise 6

- i. cheap
- ii. organ
- iii. huge
- iv. public
- v. yell
- vi. listen

chain
order
honour
pure
money
after

chaos
owl
hungry
tube
many
taken

Exercise 7

- i. head
- ii. time
- iii. way
- iv. eye
- v. march
- vi. being

bead
it
waste
get
start
stage

lean
I
want
check
nation
morning

Exercise 8

i. deer	feet	street
ii. barely	money	rely
iii. look	book	door
iv. ant	above	apple
v. one	orange	ox
vi. late	bat	make

Exercise 9

i. suggest	beggar	luggage
ii. cap	tap	tape
iii. shake	take	talk
iv. house	hour	mouse
v. buy	try	ray
vi. thin	this	thick

Exercise 10

i. call	cinema	cute
ii. leisure	sugar	sure
iii. arm	about	aloud
iv. exit	exam	exercise
v. meal	measure	meant
vi. dread	break	bread

V. SYLLABLES

The **sound system** of English consists of **vowel** and **consonant sounds**. Words are divided into **sound units** called **syllables**. A **syllable** is a group of one or more **sounds** with only one **vowel sound** in it as its important element. Words may contain one or more **syllables**. For example, the word **book** has one **syllable** while the word **tea-cher** has two syllables in it. The word **photography** has four **syllables**: **pho-to-gra-phy**. The number of **vowel sounds** in a word is equal to the number of **syllables** in it. The knowledge of **syllables** will help us improve our **pronunciation**.

Exercise - A

In the following table four categories of words are given. Read them aloud paying attention to the **syllabic division**.

S. No	Words with one syllable	Words with two syllables	Words with three syllables	words with four or more syllables
1	life	en-gage	te-le-phone	in-sti-tu-tion (4)
2	pen	suf-fer	po-la-to	clas-si-fi-ca-tion (5)
3	two	teach-er	ba-che-lor	e-du-ca-tion (4)
4	try	mat-ter	am-bu-lance	com-pe-ti-tion (4)
5	hat	spi-der	in-va-lid	math-e-ma-tics (4)
6	quite	to-day	com-pu-ter	con-gra-tu-late (4)
7	light	an-swer	con-tem-plate	in-tel-li-gence (4)
8	fly	Eng-lish	de-scrip-tive	ci-vi-li-za-tion (5)
9	few	fa-ther	re-pre-sent	he-li-co-pter (4)
10	bet	don-key	re-mem-ber	ob-serv-a-to-ry (5)

Exercise – B

Read the words in the table and write the number of **syllables** in the columns. Look up the words in a **dictionary** to check your answers. The first one has been done for you.

Word	Number of Syllables	Word	Number of Syllables	Word	Number of Syllables
sunday	2	apology		examine	
question		history		bun	
fixation		manager		student	
college		paper		instrumental	
grammar		but		Monday	
immoral		glass		doctor	
time		policy		intelligent	
feather		food		example	
near		present		bright	
go		phone		syllabus	
ugly		property		agitation	
create		persistent		criticism	
application		ant		resolution	
complain		particular		mother	
cricketer		bachelor		beautiful	
sorry		anaesthesia		discussion	
fate		honour		fan	
employee		amplification		fight	

The following exercises are on the lines of the Intermediate Public Examination Question Paper. [Q No.19]

I. Mention the number of syllables in the following words.

Exercise 1

- | | | |
|-----------------|---------------|---------------|
| i. misery | ii. direction | iii. remember |
| iv. information | v. encourage | vi. excellent |

Exercise 2

- | | | |
|-------------|--------------|----------------|
| i. person | ii. weakness | iii. dark |
| iv. thought | v. fact | vi. discipline |

Exercise 3

- | | | |
|---------------|--------------|-------------|
| i. lawyer | ii. literacy | iii. square |
| iv. harbinger | v. adamant | vi. muse |

Exercise 4

- | | | |
|-----------------|------------|-------------|
| i. before | ii. doctor | iii. mother |
| iv. imagination | v. essence | vi. quarter |

Exercise 5

- | | | |
|-------------|---------------|--------------|
| i. glance | ii. propel | iii. silence |
| iv. realize | v. excitement | vi. climax |

Exercise 6

- | | | |
|---------------|------------------|----------------|
| i. understand | ii. decision | iii. shout |
| iv. supremely | v. encouragement | vi. flashlight |

Exercise 7

- | | | |
|---------------|------------|------------------|
| i. pension | ii. source | iii. confer |
| iv. captivate | v. modest | vi. contribution |

Exercise 8

- | | | |
|------------|--------------|---------------|
| i. popular | ii. today | iii. side |
| v. plant | v. rainwater | vi. condition |

Exercise 9

- | | | |
|-----------------|--------------|--------------|
| i. punctual | ii. increase | iii. room |
| iv. mantelpiece | v. breakfast | vi. gracious |

Exercise 10

- | | | |
|---------------|--------------|-----------------|
| i. particular | ii. handful | iii. appearance |
| iv. often | v. apartment | vi. idea |