

INVITATION TO ENGLISH

I to IV

(NEW EDITION)

(STUDY MATERIAL FOR THE FIRST YEAR OF +2
IN DISTANCE MODE)

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ODISHA, BHUBANESWAR

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FOREWORD

This unit of lessons deals with prose pieces and poems prescribed for the First Year of +2 in Invitation to English - 1 (New Edition). The lessons are meant for detailed study. The students are required to go through the original text thoroughly before going through this study material. According to the syllabus the candidates are required to answer short answer type questions on the texts. Therefore, it is imperative that in order to understand the lesson, the students should

- read through each unit of the text
- consult the glossary for the meanings of difficult words
- guess the meanings of other difficult words in relation to the context
- try to answer the questions in each unit to check comprehension

Hints for the questions should be checked to verify if answers are correctly written. Students should carefully follow the Post-Reading Activities worked out for them to enhance their knowledge of vocabulary and grammar.

Students should be more careful while studying a poem. Although poetry is one of the most revered forms of art, it is also considered to be the most difficult one to understand. Poems can greatly vary in their style and length, and their themes and forms are always slightly different. In other words no two poems are exactly the same. In order to have an effective poem analysis, students must learn exactly what to look for, and where they can find it. They should take care of the following steps for effectively analyzing a poem :

- The poems should be read several times in order to get a good feel of what the poem is about, along with its themes and the emotions involved. Reading the poem aloud will be useful.
- Difficult or confusing expressions should be noted down and their meanings should be checked with the Glossary & Notes given below the text. It is very important to note what every word in the poem means as poets select each one very carefully.
- The student should try to gain an idea of the dramatic situation of the poem, which can be done by making sure who the speaker in the poem is along with where it is taking place. It enables the student to identify the poet's point of view as well as the poem's imagery.
- The student should look at the objects and images in the poem in order to find out what they signify. This helps one to discover the theme and tone of the poem.

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STANDING UP FOR YOURSELF

Yevgeny Yevtushenko

Yevtushenko's "Standing Up For Yourself" is about a Russian boy. The boy is afraid of a mischievous boy of his age in his street. He tries to overcome his fear. He masters the art of self-defense to get rid of his fear. It seems that the story is narrated by the boy when he grows up.

Summary

A young boy was living alone in an empty flat. He had been left alone by his parents. He had no decent schooling. He picked up odd habits like using foul words, smoking, spitting and being ready to fight from the street. He learnt to be fearless. There was a boy in his street named Red who was a terror for other boys of the street. He could stop any boy and demand money from him. If any one resisted, he and his mates beat him up hard. The young boy was afraid of Red. He wrote a poem on Red to chide him. People in the street were amused and learnt the poem. One morning on his way to school he was face to face with Red and his mates. Red mocked at him for writing the poem and struck his head with a knuckle-duster. He fell down streaming with blood and fainted. He remained bedridden for several days. When he recovered a little, he went out. As he saw Red again, he was frightened and ran away. However, he made up his mind to overcome his fear for Red. He trained himself with parallel bars and weights to grow stronger. He exchanged a week's ration card for a textbook on ju-jitsu, a Japanese art of wrestling which gave the weak an advantage over the strong. He practised at home with two other boys for three weeks. Then he went out to face Red. Red was playing cards with his mates on the lawn. Before Red could pull out his knuckle duster, he punched Red hard. Red howled in pain and rolled on the ground. The narrator caught Red's wrist and squeezed slowly, the knuckle-duster dropped and Red fell down sobbing in pain. He defeated not only Red but also his fear of the strong.

Unit I

Summary

A young boy was living alone in an empty flat. He was left alone by his parents. He had no decent schooling. He picked up odd habits like using foul words, smoking, spitting and being ready to fight from the street. He learnt to be fearless.

Meanings of difficult words in the text

- front place where two armies are fighting in a war
- concert musical entertainment, usually given in a public hall
- elegantly showing a good sense of style

Comprehension Questions with clues:

1. Is the narrator a child or an adult narrating his childhood experiences?
(... an adult narrating his childhood experiences)
2. Does the narrator have happy experiences in his childhood? Why/ why not?
(... because he was separated from his parents ...)
3. What was his relationship with his father?
(... father never cared for him ... seldom wrote letters to him)
4. How did his mother spend her time? (... by giving concerts to the soldiers)
5. What does 'My education was left to the street' mean here? (... no decent schooling)
6. What were the two habits that remained with him all his life?
(... to keep my fists at the ready ... not to be afraid of anything or anyone)
7. What in your opinion was the best lesson that the street taught to the narrator? (...what matters in the struggle for life is to overcome fear of those who are stronger)

UNIT II

Summary

The narrator was afraid of a boy named Red who was a terror for the boys of the street. Red walked masterfully up and down the street with his followers. He stopped any boy and demanded money from him. If he resisted, he and his mates beat him up.

Meanings of difficult words in the text

- masterfully not caring for others
- rolling - a side-to-side movement
- gait - manner of walking
- deck - the floor of a ship
- tripped - walked with quick light steps
- knuckle-duster - metal covering for the knuckles, for attack or defence

Comprehension Questions with clues:

1. What made Red look older than he really was? (... his big and broad-shoulders)
2. How did he roam in the streets?

(...walked masterfully up and down our street with a slightly rolling gait like a seaman on his deck)

3. How did he dress himself?

(... wore a cap ... its peak was at the back of his head ... his forelock tumbled down in a fiery cascade)

4. Did he intentionally dress and walk in the manner described? Why? (... Yes.... to look impressive)

5. What was his way of forcing money out of other boys ?

(... stopped any boy and say impressively 'money'... His mates turned out the boy's pockets... if he resisted they beat him up)

6. How did he rule the street?

(... walked masterfully up and down the street with his followers ... his green eyes shone with scorn for everything and everyone... he carried a heavy metal knuckle-duster in his pocket... collected money with force)

7. Was the narrator afraid of Red? Quote the sentence from the text in support of your answer.

(Yes.... "Everyone was afraid of Red. So was I.")

UNIT III

Summary

The narrator wrote a poem on Red to get rid of his fear for him. Everybody in his street enjoyed the poem. One morning on his way to school he was face to face with Red and his mates. Red mocked at him and struck his head with a knuckle-duster. He fell down streaming with blood and fainted. He remained bedridden for several days. When he recovered a little, he went out. As he saw Red again, he was frightened and ran away. He made up his mind to defeat Red.

Meanings of difficult words in the text

exulted	showed great joy and excitement
triumphant	showing great joy in winning a battle
bore through	to stare in a way that makes somebody feel uncomfortable
drawl	to say something slowly with longer vowel sounds
impotent fury	futile anger
vanquish	defeat completely

Comprehension Questions with clues:

1. What was the first thing the narrator did to overcome his fear of Red?
(... wrote a poem on Red)

2. How did the people in the street respond to the poem? (... they got it by heart and enjoyed it)
3. How did Red sneer the narrator?
(... "Ah, the poet," he drawled, smiling crookedly. "So you write verses. Do they rhyme?")
4. What was the result of his first encounter with Red?
(Red hit him on his head with a knuckle-duster. He fell down streaming with blood and fainted)
5. 'This was my first remuneration as a poet.' - was the narrator happy with his reward as a poet? (... No)
6. What was a more difficult situation for Yevtushenko: to be injured by Red or to overcome his fear of Red when he saw Red after his injury?
(... to overcome his fear of Red when he saw Red after his injury)
7. What was the result of his second encounter with Red?
(... As he saw Red again, he lost his courage and took to his heels. But at home, he felt restless and was ashamed of himself for his cowardice... he made up his mind to get rid of his fear at any cost.)

UNIT IV

Summary

The narrator trained himself with parallel bars and weights to grow stronger. He exchanged a week's ration card for a textbook on ju-jitsu, a Japanese art of wrestling which gave the weak an advantage over the strong. He practised at home with two other boys for three weeks. Then he went out to face Red. Red was playing cards on the lawn. Before Red could pull out his knuckle duster, the narrator attacked him. Red howled in pain. The narrator caught Red's wrist and squeezed slowly, the knuckle-duster dropped and Red fell down sobbing in pain.

Meanings of difficult words in the text

parallel bars	a pair of parallel bars on posts for gymnastic exercises
session	single meeting (for a particular purpose)
miraculous	most remarkable, like a miracle
jujitsu	Japanese art of self defence
vingt-et-un	a card game
absorbed	entirely occupied, giving one's full attention to
impudence	utter disrespect or rudeness
menacingly	in a threatening manner
bewildered	puzzled, confused

Comprehension Questions with clues:

1. How did the narrator train himself to grow stronger?
(... with parallel bars and weights)
2. What is ju-jitsu?
(...a Japanese method of wrestling which gave the weak an advantage over the strong)
3. How did he get a textbook on ju-jitsu?
(...exchanged a week's ration card for it)
4. Where did the final encounter take place? What was Red doing then?
(... on the lawn in their yard... Red was playing at cards with his mates)
5. How did the narrator defeat Red?
(... before Red could pull out his pocket for the knuckle-duster the narrator punched Red ...Red rolled on the ground howling with pain... as he got up and came at the narrator furiously like a maddened bull... the narrator caught his wrist and squeezed it slowly... the knuckle-duster dropped from his limp fingers... Red fell down again)
6. What lesson did the narrator learn during his encounter with a bully like Red?
(...one need not fear the strong)

Post-reading Activities

DOING WITH WORDS

(B) Some words are in italics in each of the following sentences, and three different meanings are given below the sentence. Identify the meaning that best fits the words in italics.

1. What *matters* in the struggle for life is to overcome fear.
 - i. present situation
 - ii. have an important effect
 - iii. problems
2. Most of the play is written in *verse*.
 - i. Prose
 - ii. dialogues
 - iii. poetry
3. We have decided to complete the project at *whatever cost*.
 - i. no matter what the risk or loss may be
 - ii. without considering how much money is needed

- iii. in the least expensive way
- 4. I *know for certain* that daffodils bloom in Spring.
 - i. want to make sure
 - ii. know without doubt
 - iii. declare with confidence
- 5. She has *made up* her mind to buy a car this month,
 - i. hoped
 - ii. decided
 - iii. thought
- 6. We must *stand up* for what is right even if we are standing alone,
 - i. defend
 - ii. represent
 - iii. face boldly

(Clues: 1-ii, 2-iii, 3-i, 4-ii, 5-ii, 6-i)

- (C) Mark the use of 'heel' in "Two or three lieutenants, in peaked caps back to front like Red's, bripped at his heels." (para 10). Look up the word 'heel' in the dictionary. Study the meanings of 'heel' given in brackets in the following idiomatic expressions. Use each of them in a sentence of your own.

- (a) take to one's heels (to run away from someone)
- (b) on the heels of (very close behind)
- (c) cool one's heels (to be kept waiting)
- (d) kick up one's heels (to enjoy freedom after a period of work)
- (e) turn on one's heels (turn sharply around)
- (f) head over heels (upside down)
- (g) come to heel (to agree to obey somebody)
- (h) show a clean pair of heels (disappear quickly)

THE LEGEND BEHIND A LEGEND

By HARIHARAN BALAKRISHNAN

"The Legend behind a Legend" is a newspaper article published in the Literary Page of the Hindu, 22 Jan 2006. It is written by a columnist Hariharan Balakrishnan.

Summary

A legend is a story about a very famous person. People are called legends if they have been unusually successful in their own fields of work. The two legends mentioned in the topic are Mr. Saroj Raj Choudhury and his pet tigress Khairi. The writer comes across a small news item in *The Statesman* about Khairi in the Similipal forests of Orissa. He visits Saroj Raj Choudhury twice to have direct contact with him and his pet tigress. He writes to Choudhury for a visit to him and gets an invitation from him to visit them.

When the writer reached Khairi-Jashipur at 4.00 a.m. on the appointed day, he was escorted by a Forest Guard to the guest house of Mr. Choudhury. He took rest there for an hour. The grunt of a tiger just outside the door woke him up. He was terror-struck. Shortly, a bearer came to the room with hot tea and biscuits. He said that Khairi was outside the door, making friendly enquiries about the new guest in the house. He went to Mr. Choudhury's house after breakfast.

Saroj Raj Chaudhury was a frail man in his fifties, slightly balding on the top. He was playing with his pet bear Jambu. He narrated the story of Khairi to the writer. On October 5, 1974, Kharia tribals of Similipal brought a two-month old tiger cub to him. It was a female cub, famished and confused. She was giving angry snarls and scratching anyone who came near her with her claws. Mr. Chaudhury was a forester. He knew how to handle a hungry, angry cub. He imitated the sounds of a mother-tigress. Within minutes she was calm. Mr. Choudhury told the writer an interesting incident relating to Khairi.

One day, when Khairi was much younger, a baby krait entered his house. The krait is one of the most poisonous snakes. Khairi was curious to know more about this strange new creature. Every time the krait got too close to Khairi, Mr. Chaudhury pulled it back by its tail. This went on for some time. At some point, when he was a little unmindful the krait turned round and bit him. He immediately tied a tourniquet above that and got the poison out. Still some of the poison got into his blood stream and as a result, he became a permanent patient of hypo-glycaemia.

The next morning Mr. Chaudhury along with the writer started early for the inspection of the Tiger Reserve area in a jeep. During their travel the writer gathered some information about Mr. Chaudhury. His mother had given him a gun on his eighth birthday. As a young man, he shot

wildlife for pleasure. But he realised that there is greater happiness in conserving beautiful animals that do no harm to man. Mr. Chaudhury was an authority on the tiger and Director of Project Tiger in India. He has introduced the Tiger Tracing Method of tiger census where the pugmarks of each animal with distinctive measurements and characteristics are carefully recorded. They camped for the night at a guest house in the jungle. The writer spent the night on a magnificent *machan*. During his stay with Mr. Choudhury, the writer came to know a lot about the pets. He saw a mongoose, a pangolin, wild cat twins, a country dog and a blind Hyena. Each had a name.

He paid a second visit to Mr. Choudhury three months after his first visit. Saroj was gracious enough to welcome him once again. He found an eight-foot long young python as a new addition. He spent only a couple of hours with Mr. Choudhury as Choudhury had to leave for New Delhi for an important meeting. That was the last time he had met the legend behind a legend. In just over three months, Khairi died. Saroj Raj Chaudhury did not live much longer.

Unit I

Summary

The writer came to know about Khairi, a domesticated tigress of Saroj Raj Choudhury in the Similipal forests of Orissa from a small news item in *The Statesman*. He was interested in the tigress and contacted Mr. Choudhury for a meeting. Mr. Chaudhury invited him to his place and gave precise instructions about how to reach there.

Meanings of difficult words in the text

bandit queen	queen of the robbers
menagerie	a collection of wild animals
a shot in the dark	a hopeful attempt
brook no nonsense	tolerate only important and necessary things
suffer no fools	do not tolerate stupidity in others.

Comprehension Questions with clues:

1. Who is Khairi? (...a domesticated tigress of Saroj Raj Choudhury in the Similipal forests of Orissa)
2. How did the writer come to know about Khairi? (...from a small news item in *The Statesman*)
3. Who was the foster father of Khairi? (... Saroj Raj Choudhury)
4. Which State does the writer belong to? (Odisha)
5. What did he learn about Saroj Raj Chaudhury as a person? (... a gruff and tough man who brooked no nonsense and suffered no fools.)
6. How did he contact Mr. Chaudhury? (...got his address from friends and wrote to him)
7. Why did he refer some of his articles to Mr. Chaudhury? (... to introduce himself)
8. Did Mr. Chaudhury reply to the author's letter? What did he write? (... yes.... asked to let

him know in advance how and when I was reaching... gave precise instructions about how to reach there)

Unit II

Summary

The author reached Khairi-Jashipur from Bhubaneswar by bus. He was received by a Forest Guard and put up in a guest House. While he was taking rest, he heard the voice of Khairi at his door. He was frightened. A bearer who came to the room with hot tea and biscuits explained that it was Khairi outside the door making friendly enquiries about the new guest in the house. After tea and a quick bath he went to the main house. Mr. Choudhury was sitting on a large chair playing with his pet bear. He got up and greeted the author. Mr. Chaudhury was a frail man in his fifties, slightly balding on the top. The writer found him to be one of the most kind human beings he had ever met in his life.

Meanings of difficult words in the text

escort

guide

humane

showing kindness towards people and animals, caring

Comprehension Questions with clues:

1. How did the writer go to Bhubaneswar? (... by train)
2. How did he go from Bhubaneswar to Jashipur? (... by bus)
3. How did the forest guard receive him? (...welcomed him to Khairi-Jashipur... escorted him to the guest house)
4. Why was he terror struck? (... because he heard the voice of the Tiger just outside his door)
5. What did the bearer inform him about Khairi? (...that Khairi was outside the door, making friendly enquiries about the new guest in the house)
6. What was Mr. Chaudhury doing when the writer met him? (... playing with his pet bear Jambu)
7. How did Mr. Chaudhury greet the author? (...rose up from his chair to greet him)
8. What was the name of the bear? (... Jambu)
9. What was the physical appearance of Mr. Chaudhury? (...a frail man in his fifties, slightly balding on the top)
10. What kind of man did the author find Mr. Chaudhury to be? (... one of the most compassionate human beings he had ever met in his life)

Unit III

Summary

Mr. Chaudhury tells the story of Khairi's encounter with a krait, a poisonous snake. One day, when Khairi was young, a baby krait entered his house. Khairi was curious about it. She came

near the snake. Every time the krait got too close to Khairi, Mr. Chaudhury pulled it back by its tail. Unfortunately, when Mr. Chaudhury was a little unmindful the snake bit him. He immediately tied a tourniquet above the wound and got the poison out. He met the doctor as soon as possible. But some of the poison got into his blood stream and, as a result, he became a chronic patient of hypo-glycaemia. In the mean time Jambu, the pet bear, climbed behind the author to give his bear hug. A stern 'no' from Saroj was enough to dissuade him. In course of his talk, the writer came to know that Mr. Chaudhury had a large joint family with a mongoose, a pangolin, wild cat twins, a country dog and a blind Hyena.

Meanings of difficult words in the text

Debunk (v)	to expose as being false, or exaggerated
hypo-glycaemia	condition of having a very low blood sugar
tourniquet	a piece of cloth bound tightly on an arm or a leg to stop bleeding
take a fancy	to start liking someone or something
intermittent	occurring occasionally or at regular or irregular intervals
crackle	making short sharp sounds

Comprehension Questions with clues:

1. What theory did Mr. Chaudhury prove wrong? How did he prove it? (... wild animals cannot co-exist unless they are together from infancy ... he had put them together in his house bringing them in at different stages of their lives)
2. What was the first story about? (...Khairi meeting a poisonous krait)
3. Why did Mr. Chaudhury allow Khairi to come near a krait?(... because he wanted to experiment with the reaction of Khairi to a snake)
4. What was Khairi's reaction to the presence of the krait? (...Khairi was curious about the krait)
5. How did the experiment affect him? (... the snake bit him ... he suffered from hypo-glycaemia)
6. What did the bear try to do with the writer? (... tried to give him a hug)
7. What prevented the bear from doing so? (...A stern 'no' from Mr. Chaudhury)
8. What kind of family did Mr. Chaudhury have? (... a joint family)
9. What was his relationship with different animals? (... the animals belonged to his family... he gave each pet a name)

Unit IV

Summary

Saroj Raj Chaudhury came across Khairi on October 5, 1974. It was only a two-month old cub when 12 Kharia tribals of Similipal brought it to him. It was famished and confused giving angry

snarls and scratching with her claws. Mr. Chaudhury imitated the sounds of a mother-tigress to tame her. The next morning, Mr. Chaudhury and the writer started for the inspection of the Tiger Reserve area in a jeep. During their journey, the writer learnt how Mr. Chaudhury had realised that there is greater happiness in conserving wild animals.

At that time, he was an authority on the tiger and Director of Project Tiger in India. Saroj introduced the Tiger Tracing Method of tiger census where the pugmarks of each animal with distinctive measurements and characteristics are meticulously recorded.

They camped for the night at a guesthouse in the jungle. The writer had the experience of spending a night on a *machan* for the first time.

Meanings of difficult words in the text

famished very hungry

confused disturbed

with abandon recklessly

meticulous paying careful attention to every detail

lush foliage leaves of trees growing luxuriantly

wanton harm reckless harm

Comprehension Questions with clues

1. How and when did Mr. Chaudhury come across Khairi? (...on October 5, 1974, 12 Kharia tribals of Similipal brought a two-month old Khairi to him)
2. In what condition did he find it? (...very hungry and disturbed and snarling angrily and scratching with claws)
3. How did he manage the hungry and confused cub? (... imitated the sounds of a mother-tigress and tamed her)
4. How did he treat wild life in his young age? (...shot wildlife recklessly)
5. What did he say to the author about his change of attitude towards wild life? (... he realised that there is greater happiness in conserving beautiful wild animals that do no wanton harm to man)
6. What was his contribution to the tiger project? (... introduced the Tiger Tracing Method of tiger census where the pugmarks of each animal with distinctive measurements and characteristics are meticulously recorded)
7. What was the guesthouse like? (...a wooden structure built on poles 15 feet above ground with functional rooms and a bath)
8. What new experience did the author have in the Tiger Reserve area? (...spending a night on a machan.)

Unit-V

Summary

The writer met Mr. Chaudhury for the second time after three months. This time he found an eight-foot long young python as an addition to Chaudhury family. But the meeting was only for a couple of hours. Mr. Chaudhury left for New Delhi for an important meeting. The writer saw him off at the Dum Dum Airport. In just over three months, Khairi died. Saroj Raj Chaudhury did not live much longer too.

Meanings of difficult words in the text

quest search

passion strong feeling of love, hate etc.

Comprehension Questions with clues

1. After what interval of time did the writer visit Mr. Chaudhury for the second time? (...after three months of his first visit)
2. What new addition to Chaudhury family did he find there? (...an eight-foot long young python)
3. Why did he get less time to interact with Mr. Chaudhury this time? (...Chaudhury was invited by the World Wildlife Fund for an important meeting at New Delhi)
4. Who died first, Khairi or Mr. Chaudhury? (...Khairi)
5. Who are the two legends the writer talks about? (...Khairi and Mr. Chaudhury)

Post-reading activities

1. Arranging in Order

Provided below are some events from the lesson. These are not in order. Arrange them in order as they occur in the lesson by putting numbers within the brackets provided against the items. One is done for you.

- | | |
|---|------|
| a. Khairi played with the krait. | (—) |
| b. Khairi was brought to Mr. Chaudhury. | (—) |
| c. The writer sees Mr. Chaudhury off at Dum Dum Airport. | (15) |
| d. The writer reads a news item about Khairi. | (—) |
| e. Chaudhury writes a letter to the writer. | (—) |
| f. The writer reaches Jashipur by bus. | (—) |
| g. He stays with Chaudhury in a camp guest house in the forest. | (—) |
| h. The writer saw a Python as a pet of Chaudhury. | (—) |

You can do this task without looking at the lesson and then cross check with the help of the clues, (clues: a - 7, b -9, c -15, d -1, e - 3, f - 4, g -13, h - 12)

II. Note-making

Note-making helps you to develop your reading and writing skills. You have to read the lesson and make notes in outline on Khairi and Mr. Chaudhury. One has been done in the text on Khairi as a model. Make notes on Mr Chaudhury.

Saroj Raj Chaudhury : Director of Project Tiger in India

1. Commonly believed that he
 - was a gruff and tough man
 - brooked no nonsense
 - suffered no fools.
2. As a person he was
 - one of the most humane human beings
 - authority on wild life
 - debunked the theory that wild animals cannot co-exist unless they are together from infancy
3. His family : a joint family of human beings and wild animals like
 - a tigress, khairi
 - a bear, jambu
 - a mongoose
 - a pangolin
 - wild cat twins
 - a country dog
 - a blind hyena
 - a python
4. A good host
 - invited the writer to his house
 - took good care of him
 - showed him the wild life at Similipal

With the help of these notes, write a paragraph on Saroj Raj Chaudhury.

Doing with words

- a. Match the expression in Column B with their collocations in Column A and check the correctness with the clues given below it.

disturbed	legend
water	theory

living	instruction
absurd	sleep
specific	an idea
debunk	bearer

(disturbed - sleep, living - legend, absurd - theory, water -bearer, specific - instruction
debunk - an idea)

- b. Find out five collocations from the text. (Example: to take a fancy). Do it yourself.
- c. Which word in each line does not collocate with the headword?
 - i. a theory: come up with, do, debunk, build
 - ii. a debate: open, listen to, join in, find
 - iii. legend: fresh, famous, well-known, sports
 - iv. veteran: soldier, idealist, activist, man
 - v. gracious: welcome, hospitality, coldness, building

(Clues: i. - do, ii - find, iii - fresh, iv - man, v - coldness)

The Golden Touch

Nathaniel Hawthorne

In the story, 'The Golden Touch', the famous American writer Hawthorne narrates the misery of a legendary king who suffered for his greed for gold.

Summary

There once lived a very rich king called Midas who believed that nothing was more precious than gold. When a mysterious stranger offered to grant King Midas a wish, the king without any hesitation wished that all he touched would turn to gold. To his delight, his wish was granted and he soon set about transforming his ordinary palace into a place of golden beauty. The beautiful flowers in his garden turned into gold. The king grew hungry and thin, because each time he tried to eat, he found that his meal had turned to gold. When his beloved daughter Marigold became a golden statue with his touch he realised that what at first seemed a blessing could also become a curse. In despair, Midas looked about him. Suddenly he saw the stranger that had visited him the day before. Midas repented of his wish for golden touch. The stranger advised him to take a dip in the river nearby and sprinkle water on anything he wished to change back again. When Midas looked up again, the stranger had vanished. The king ran at once to the river, washed himself and was relieved of 'golden touch' which had made his life miserable.

Unit I

Summary

King Midas was a rich man. He had a little daughter called Marygold. He loved gold more than anything else in the world. The only music he loved was the jingle of the gold coins. He could not bear to touch anything that was not gold. He used to go down to a secret room under his palace where he kept his precious store, count his gold pieces, hold the bars of gold, and admire his gold cups and plates. Now in those days a great many wonderful things used to happen just as they do today. One morning, King Midas came across was a stranger in his treasure-room. He could know that the tragger was not an ordinary person. Midas expressed his desire for 'the golden touch'. The stranger fulfilled his wish and disappeared.

Comprehension Questions with clues:

1. What do you learn about King Midas from the first two paragraphs of the story? (... King Midas was a very rich man ... he loved gold more than anything else in the world... he had a little daughter called Marygold ... he loved his daughter dearly ... the more he loved her, the more gold he wanted for her)

2. What did he wish when he saw the golden light of the evening sun? (... he wished the golden light of the sun to turn everything it touched into real gold)
3. Why didn't he like the roses of his garden? (...because they were not made of gold.)
4. How did he spend his time in his 'treasure-room'? (... count his gold pieces... hold the bars of gold,... admire his gold cups and plates)
5. How did he come across the stranger? (... one morning, when he was in his treasure-room, he came across the stranger standing there smiling at him in the light of the sunbeam)
6. How did King Midas answer the stranger's question, "What else do you want"? (...I wish everything I touch could be turned into gold'.)
7. How did the stranger fulfill the King's wishes? (... the stranger said that the next morning at sunrise the King would have the Golden Touch)

Unit II

Summary

Next morning, as the golden rays of the rising sun shone through the window, Midas found that the sheet on his bed had become cloth of gold. He got out of bed in excitement and put on his clothes, and found himself dressed in golden cloth. He went into the garden and among the rose-trees changing them into gold. When he sat for breakfast that morning, he felt more hungry than usual. He poured himself a cup of coffee. The coffee pot was a golden one and the coffee had become liquid gold. All the food was uneatable for him. He looked across the table at Marygold. She was eating happily. She looked up, saw that something was wrong. As she came round to comfort her father, Midas bent down and kissed her and she turned into a figure of solid gold.

Comprehension Questions with clues:

1. When did the king discover that his desire for the golden touch had been fulfilled? (...the earliest sunbeam of the rising sun shone through the window and up to the ceiling of the palace)
2. Why was the king not sad when his spectacles turned into gold? (...he thought that the Golden Touch was worth more than a pair of spectacles ... consoled himself that Marygold would read to him)
3. What was Marygold's complaint about the golden rose? (...they were yellow and hard, and their sweet scent was gone)
4. How did the king console his daughter? (...they are worth much more)
5. Why couldn't the king enjoy his breakfast? (...all the food like, ttf fish, JM bread, tKe butter he tried to eat was uneatable for him)
6. What happened to Marygold when the king kissed her? (...she turned into a figure of solid gold)

Unit III

Summary

King Midas could not bear to look at the figure of Marygold. He felt sad. In despair, he looked about him and suddenly noticed the stranger who had visited him the day before. King Midas expressed his sorrow and regret to the stranger and said that gold was of no use to him. He wanted his little daughter back to life again. The stranger asked Midas to wash himself in the water of the river at the end of his garden and sprinkle some water over anything that he wished to change back to life again. King Midas bowed his head. When he looked up again, the stranger had vanished. The king ran at once to the river. Without waiting to take off his clothes, he dived in. In the coolness of the water, he felt at once that a weight had been lifted from his heart and body. He came out of the river. He was free of the Golden Touch.

Comprehension Questions with clues:

1. How did the king realize that the golden touch was useless gift for him? (... as he finds his beloved daughter Marygold turned into a statue of gold)
2. 'You are wiser than you were' - why did the stranger say so? (... because the stranger felt that King Midas had lost everything he really loved, repented of his golden touch and yearned for his daughter and food)
3. What did the stranger advise the king to do to get rid of the golden touch? (... to wash himself in the water of the river at the end of his garden and sprinkle some water over anything that he wished to change back to life again.)
4. How did the king get back his daughter? (... he sprinkled the water on the golden figure of little Marygold and brought her back to life)
5. Is the story a tragic or comic one? Give your reasons. (... a comic one ... the king got back what he really loved)

Post-reading activities

A. Arrange the following sentences according to their logical order:

- (a) Midas said, 'I wish everything I touch could be turned into gold'
- (b) 'The Golden Touch!' exclaimed the stranger.
- (c) Midas said, 'It would give me perfect happiness'.
- (d) The stranger said, 'Tomorrow at sunrise you will find that you have the Golden Touch'.
- (e) King Midas came across a stranger smiling at him.
- (f) The stranger asked, 'What do you want?'
- (g) He guessed that the stranger was no ordinary person.

(Answers: e, g, f, a, b, c, d)

B. Doing with words.

1. Write the antonyms of the following words:

love ——— please ——— beautiful ——— bright ——— usual ———
careful ——— perfect ——— happiness ——— proud ———
wise ———
common ——— sincere ———

(Answers: hate, displease, ugly, dark, unusual, careless, imperfect, sorrow, humble, stupid, uncommon, insincere)

2. Match each of the following expressions with its one-word substitute given in the brackets

- (a) that which is fit to eat
- (b) to be late or slow in going away
- (c) tremble with fear or disgust
- (d) strong desire for more food, wealth etc.
- (e) to go head first into water

(linger, eatable, greed, dive, shudder)

(Answers: eatable, linger, shudder, greed, dive)

3. Write the nouns derived from the following verbs:

collect ———, satisfy ———, exclaim ———, disappoint ———, reflect ———, astonish ———, expect ———.

(Answers: collection, satisfaction, exclamation, disappointment, reflection, astonishment, expectation)

4. Fill in the blanks with the adjectival forms of the following nouns:

gold ———, beauty ———, palace ———, magic-spectacle ———, comfort ———, sorrow ———, passion ———.

(Answers: golden, beautiful, palatial, magical, spectacular, comfortable, sorrowful, passionate)

5. Fill in the blanks with the verbs from which the following nouns have been derived:

speech ———, thought ———, excitement ———, collection-service ———

(Answers: speak, think, excite, collect, serve)

IN LONDON IN MINUS FOURS

LOUIS FISCHER

Louis Fischer (1896 - 1970) is an outstanding American writer, columnist, and analyst of world affairs. He occupies a unique place among Gandhiji's admirers in the West. He has closely studied the life and teachings of Mahatma Gandhi in his biography *Gandhi: His Life and Message for the World*. "In London in Minus Fours" is the title of Chapter 18 of this book.

Summary

In August, 1931, Gandhi travelled with his son and entourage from Bombay to London as India's emissary to the second Round Table Conference. He stayed in London through the end of the year. He often walked through slum areas where the local kids called him Uncle Gandhi. A reporter asked him about his dress. Gandhi responded "You people wear plus-fours, mine are minus-fours." He was comfortable in London and wore his loincloth everywhere, even to Buckingham Palace to meet the King and Queen. Churchill refused to see him. He enjoyed himself everywhere. He had talks with Lord Irwin, war time Prime Minister David Lloyd George, the Archbishop of Canterbury, Field Marshal Smuts, Bernard Shaw, and scores of others. He went down into the country near Reading to pay his respects to Colonel Maddock who had performed the appendectomy on him in Poona jail. He also addressed several public meetings. He always tried to explain what he meant by the independence of India - the complete freedom of India from the British rule. Everywhere he made friends by his charm, frankness, humanity, and accessibility. He made friends even among those he hurt. He visited Lancashire where his agitation for khadi and against foreign cloth had caused unemployment. At a meeting of the textile millworkers he got popular support for his khadi movement. He hoped that his talks to people in England might result in softening the British spirit. The Round Table Conference failed as the political leaders of England did not like to give up their position in India.

Unit I

Summary

Gandhi sailed from Bombay on the *S.S. Rajputana* on August 29, 1931, accompanied by his youngest son, Devadas, his chief secretary, Mahadev Desai, Miss Slade, Pyarelal Nayyar, an aide, G.D. Birla, Pandit Malaviya, and Mrs. Sarojini Naidu as delegates of Congress to the Second Round Table Conference in London. He stayed in London from September 12th to December 5th mostly at Kingsley Hall as the guest of Muriel Lester. He took walks through the nearby slums talked to people and visited their homes. Children called him "Uncle Gandhi".

Meanings of difficult words in the text

S.S. Rajputana Steam Ship Rajputana

out-Boswelled Boswell Mahadev Desai seemed to outshine Boswell in the art of keeping diaries

aide assistant

segment section

segment of vocal India a large section of people who spoke in India's interest

slum an urban area heavily populated by the poor

sidle walk in a shy or nervous way

Comprehension Questions with clues

1. Why did Gandhi sail for London? (... to attend the Second Round Table Conference as sole delegate of Congress)
2. Why was Gandhi chosen as the sole delegate of Congress to the Second Round Table Conference? (... because he spoke for Congress and for a considerable segment of vocal India)
3. Who were his companions? (... his youngest son, Devadas, his chief secretary, Mahadev Desai, Pyarelal Nayyar, an aide, G.D. Birla, Pandit Malaviya, and Mrs. Naidu)
4. How did Gandhi befriend the men and women of the slum areas of London? (... he took walks through the slums ... greeted men and women on their way to work ... engaged them in conversation visited their homes)

UNIT II

Summary

Journalists always surrounded him. When a reporter asked Gandhi about his dress, he replied, "You people wear plus-fours, mine are minus-fours." He visited King George V and Queen Mary in Buckingham Palace for tea with his usual loincloth, sandals, a shawl, and his dangling dollar watch. He enjoyed himself everywhere. He had talks with Lord Irwin, war time Prime Minister David Lloyd George, the Archbishop of Canterbury, Field Marshal Smuts, Bernard Shaw, and scores of others. He went down into the country near Reading to pay his respects to Colonel Maddock who had performed the appendectomy on him in Poona jail. Winston Churchill refused to see him. He also addressed several public meetings. He always tried to explain what he meant by the independence of India - the complete freedom of India from the British rule.

Meanings of difficult words in the text

buzz(v) talk noisily

incessantly continuously

plus-fours more clothing than the usual items of the Englishman's dress namely suit, shirt, hat, and tie

minus fours	without those conventional items but simple clothing of home-spun loin cloth and a shawl
agog	excited
dangling	hanging loosely
dollar watch	dollar like round shaped pocket watch
Bernard Shaw	famous British dramatist, public speaker and free thinker
appendectomy	surgical removal of appendicitis
memorable	unforgettable
Empire	the British Empire
Emperorship	power of the supreme ruler over subject nations
Dominions	self-governing countries of the British Commonwealth
equal terms	equal position or status
prevision	foresight
Commonwealth	former British colonies forming a group of free nations associating politically for common good
discern	see clearly
isolated independence	freedom alone or for its own sake
voluntary interdependence	willing acceptance of mutual help
treasure(v)	hold at great value
viable	feasible, capable of surviving

Comprehension Questions with clues

1. What was Gandhi's reply to the journalists' question about his dress? (... "You people wear plus-fours, mine are minus-fours.")
2. How was Gandhi dressed when he went to see King George V? (...the usual loincloth, sandals, a shawl, and his dangling dollar watch)
3. What did Gandhi say in reply to the question whether he had enough on during his meeting with the King? (... "The King had enough on for both of us.")
4. How did Gandhi enjoy himself in London? (...he had talks with important people ... addressed innumerable public meetings ... spent two memorable weekends at Oxford.)
5. What was Gandhi's idea of Free India as a dominion in the Commonwealth? (...complete independence from the British rule)
6. What did Gandhi mean by 'creative interdependence' of the member nations of the Commonwealth? (...an equal partner with Britain sharing her joys and sorrows and an equal partner with the Dominions.)

UNIT III

Summary

Everywhere in London he made friends by his charm, frankness, humanity, and accessibility. He made friends even among those he hurt. He visited Lancashire where his agitation for khadi and against foreign cloth had caused unemployment. At a meeting of the textile millworkers he got popular support for his khadi movement. He hoped that his talks to people in England might result in softening the British spirit. The Round Table Conference failed as the political leaders of England did not like to give up their position in India. Gandhi was very much friendly with two Scotland Yard detectives who guarded him in England. He discussed public affairs with them and visited their homes.

Comprehension Questions with clues

frankness	openness
humanity	kind consideration for man; humanitarian feeling
accessibility	readiness to be reached or to mix with
lion's den	lion's cave - a dangerous place. The boycott of foreign cloth under the Swadeshi movement started by Gandhi had paralysed Lancashire's cloth mills and the mill owners were most critical of him.
Homespun	cloth for which the spinning is done at home
squeezed	pressed from all sides
applaud	show appreciation by clapping of hands
embarrassment	mental discomfort
softening	making soft
brutalisation	the condition of being treated in a cruel and savage manner
abandon	give up
irresistible	what cannot be resisted or stopped
yearning	eagerness
immovable	fixed or static
Scotland Yard	London Metropolitan police
royalty	persons of royal descent
dignitaries	important personalities
at arm's length	at a safe distance

Comprehension Questions with clues

1. Which qualities in Gandhi turned his opponents to friends? (...charm, frankness, humanity, and accessibility)

2. How did he make friends even among those he hurt? (... by directly interacting with the people who opposed him ... for example, he addressed an audience in Lancashire where his agitation for khadi and against foreign cloth had caused unemployment)
3. What was Gandhi's work in London outside the Round Table Conference? (... to talk to important and common people outside the Conference ... to sow the seeds of good will might result in softening the British spirit and in preventing the brutalization of human beings in India)
4. Why did the Second Round Table Conference fail to bring about an agreement? (... the British delegation insisted on maintaining their position in India)
5. How did Gandhi treat the Scotland Yard detectives? (... as a part of his family ... he did not keep them at a safe distance or ignore them ... discussed public affairs with them and visited their homes)

Post-reading activities

Doing with words

- A. Match the italicized expressions in the text below with their synonyms given in the table:
1. The audience *praises* the speaker *by clapping of hands* who can make a nice speech.
 2. The 15th August is an *unforgettable* day for the Indians.
 3. The country is *excited* over a possible outbreak of war.
 4. Digging gold mines in Odisha is not a *feasible* project
 5. Nobody can *see clearly* the real cause of the spread of violence.
 6. Rapid industrialisation has brought in *the condition of being treated in a cruel and savage manner of human beings*.
 7. A *large section* of public opinion is in favour of the nationalisation of road transport.
- segment
agog
memorable
viable
discern
applaud
brutalisation

(Answers: segment - a large section, agog - excited, memorable - unforgettable, viable- feasible, discern - see clearly, applaud - praise by clapping of hands, brutalization -condition of being treated in a cruel and savage manner)

B. Make new words by adding-en.

Example : Soft-soften

hard —, strength —, length —, light —, height —, bright —, tight —

(Do it yourself)

C. Make sentences using the following expressions:

out-number, side up, pay respect, cutoff, above all, at arm's length.

(Do it yourself)

D. Insert the appropriate articles where necessary in the right places in the sentences given below:

1. Pyarelal was aide of Gandhiji.
2. Gandhiji was sole delegate to Second Round Table Conference.
3. He spent considerable portion of his salary for poor.
4. After graduation she joined university.
5. Germans are industrious nation.
6. Mr. James is European journalist.
7. Gandhiji's dream did not become reality.
8. Delightful picture of leader was taken outside the Greenfield Mill.
9. Rich lead life of unrest.
10. I like beauty of this place.

(Clues: *an aide, the sole delegate, a considerable, the poor, the university, an industrious, a European, a reality, a delightful, the leader, the rich, a life, the beauty*)

E. Use appropriate prepositions in the blanks.

1. He was sent as a delegate — the general body meeting. (for, to)
2. The social workers took a walk — the nearby slum areas, (through, into)
3. Pay proper respect — your superiors, (for, to)
4. She smiled — me while passing by our house, (to, at)
5. What do you mean — democracy? (for, by)
6. He was wrapped — white cotton cloth. (in, by).
7. He engaged them — conversation, (with, in)

(Answers: 1 - to, 2 - through, 3 - to, 4 - at, 5 - by, 6 - in, 7 - in)

The Cancer Fight, from Hiroshima to Houston

During the final stages of the World War II in 1945, two atomic bombs were dropped on the cities of Hiroshima and Nagasaki in Japan. *Little Boy* was dropped on the city of Hiroshima on 6 August 1945, followed by *the Fat Man* over Nagasaki on 9 August. The two cities were devastated. Radiation-related ailments have caused havoc in Japan for years. This essay relates Hiroshima to Houston as Dr. Ritsuko Komaki, a Japanese scientist, moves from Japan to the USA for her research on the treatment of cancer.

Summary

Dr. Ritsuko Komaki is the Program Director of Thoracic Radiation Oncology at The University of Texas M. D. Anderson Cancer Center in Houston, USA. She is one of the world's leading researchers and advocates of proton radiation beam therapy, the safest and most effective therapy available. In 1945, she was living with her family near Osaka when the atomic bomb exploded on her native Hiroshima. The family returned to the devastated city when she was four. Komaki grew up to witness the long-term effects of radiation causing the deaths of about half her relatives, including her father. When her close friend Sadako Sasaki died of radiation-related leukemia, Komaki vowed to become a cancer doctor. Her mission in life is to educate younger people to live healthy lives and achieve their goal to help others. Proton therapy as a form of radiation aims at ionizing protons onto a target tumor to destroy its cancerous cells. It is more effective than photon therapy. In photon therapy, the dosage is big enough to kill the cancerous cells, but some radiation also hits the healthy cells around the tumor. To minimize the damage to healthy tissues proton beams are shaped to match the specific tumor and aimed to strike it precisely. Proton therapy is more effective than photon therapy which is recommended for localized cancer. But Proton therapy is successful against many of the 130 known forms of cancer. A recent study led by Komaki and her husband Dr. James Cox shows that proton therapy used with chemotherapy for the treatment of lung cancer causes significantly less damage to surrounding healthy cells than other forms of radiation.

When she entered medical school in Hiroshima, Komaki learnt that surgery was the only viable cancer cure. But in the 1970s, while doing her externship, internship, residency and fellowship in Milwaukee, she began to learn that localized radiation treatment is less harmful than chemotherapy. In 1985, she and Cox went to Columbia Presbyterian Medical Center in New York to work with Dr. Eric Hall who was a leading international authority on the effects of the atomic bomb on humans. In 1988, she began to put her years of research to work at UT M. D. Anderson, Houston. Komaki and Cox visited Loma Linda and set up a Proton Therapy Center at UT M. D. Anderson in 2006 offering a complete range of proton treatments. Today, Komaki and her colleagues treat thoracic malignancies. In the Proton Therapy Center with Dr. Andrew

Lee as medical director, 75 to 80 patients get treatment daily. Komaki believes that proton therapy is extremely important to the future of cancer care.

Unit I

Summary

Dr. Ritsuko Komaki is the Program Director of Thoracic Radiation Oncology at The University of Texas M. D. Anderson Cancer Center in Houston, USA. In 1945, she was living with her family near Osaka when the atomic bomb exploded on her native Hiroshima. The family returned to the devastated city when she was four. Komaki grew up to witness the long-term effects of radiation causing the deaths of about half her relatives, including her father. When her close friend Sadako Sasaki died of radiation-related leukemia at 11, Komaki vowed to become a cancer doctor. Today, she is one of the world's leading researchers and advocates of proton radiation beam therapy. Many oncologists consider it the safest and most effective therapy available. She has been awarded the Juan A. del Regato Foundation Gold Medal for best educator and teacher. Her mission in life is to educate younger people, students and trainees as well as patients, to live healthy lives and achieve their goal to help others.

Meanings of difficult words in the text

devastated	ruined
fascination	attraction
radiation	form of energy that comes from nuclear reaction
leukemia	a type of cancer of the blood or bone marrow
sophisticated	advanced
therapy	treatment
oncologist	a doctor who treat cancer
compliance	fulfillment
innovators	people who create something new

Comprehension Questions with clues

1. How did Hiroshima become a part of world history? (... as an atomic bomb exploded on Hiroshima in 1945)
2. What are the three traumatic events of Ritsuko's childhood? (... atom bomb explosion on Hiroshima, death of her father, death of her friend)
3. What were the results of these experiences for Ritsuko? (...Komaki vowed to become a cancer doctor)
4. What is Dr Komaki's specialization? (...proton radiation beam therapy)
5. What is she famous for? (... being an educator and teacher)
6. Why does she prefer to work in a university? (...her work is much better done in the context of a university program than at private institutions)

7. Do you think she likes to teach? Why do you think so? (... Yes. ... because the higher education setting allows her to share her knowledge with future innovators)
8. What is she more interested in: research and patient care or money? Why do you think so? (...research and patient care... because she prefers to work at a university which pays less than a private hospital)
9. What is her mission in life? (...to educate younger people, students and trainees as well as patients, to live healthy lives and achieve their goal to help others)
10. Explain the meaning of this expression: (she) no longer fears it. (...she is no longer afraid of radiation)

Unit II

Summary

Proton therapy as a form of radiation aims at ionizing protons onto a target tumor to destroy its cancerous cells. It is more effective than photon therapy. In photon therapy, the dosage is big enough to kill the cancerous cells, but some radiation also hits the healthy cells around the tumor. This can cause such side effects as pneumonitis, esophagitis and bone marrow toxicity, or secondary cancers. To minimize the damage to healthy tissues proton beams are shaped to match the specific tumor and aimed to strike it precisely. Proton therapy is more effective than photon therapy. According to Komaki photon therapy is most recommended for localized cancer. Proton therapy is successful against many of the 130 known forms of cancer. A recent study led by Komaki and her husband Dr. James Cox shows that proton therapy used with chemotherapy to treat lung cancer, causes significantly less damage to surrounding healthy cells than other forms of radiation.

Meanings of difficult words in the text

toxicity	quality of being poisonous
delineated	described
collateral damage	harm that is not intentional; unexpected harmful side effects
feasible	possible
penetrate	to enter inside something
calibrated	measured
efficacy	effectiveness
Tumor	diseased growth
simultaneously	at the same time

Comprehension Questions with clues

1. What is proton therapy? (... a form of radiation that aims at ionizing proton particles to a target tumor to destroy its cancerous cells)
2. What are the damaging side effects of photon therapy? (...pneumonitis, esophagitis and bone marrow toxicity, secondary cancers)

3. What are the advantages of proton therapy over photon therapy? (... proton beams are much more localized and powerful than the photons)
4. Do you think proton therapy is more effective at certain stages of cancer? (... yes.)
5. For what stage of cancer is proton therapy the most useful? (... for localized cancer which has not spread to distant parts of the body)
6. For which age groups is proton therapy the best? Why? (... childhood ... because it causes little collateral damage to their still-growing tissues and organs)
7. Why do her patients think proton therapy is fabulous? (... because they rarely get sick from proton treatment)

Unit III

Summary

When she entered medical school in Hiroshima, Komaki learnt that surgery was the only viable cancer cure. But in the 1970s — while doing her externship, internship, residency and fellowship in Milwaukee she learnt that localized radiation treatment is less harmful than chemotherapy. In 1985, she and Cox went to Columbia Presbyterian Medical Center in New York to work with Dr. Eric Hall who was a leading international authority on the effects of the atomic bomb on humans. In 1988, she began putting her years of research to work at UT M. D. Anderson. Komaki and Cox visited Loma Linda University and set up a Proton Therapy Center at UT M. D. Anderson in 2006 offering a complete range of proton treatments. Today, Komaki and her colleagues treat thoracic malignancies. In the Proton Therapy Center with Dr. Andrew Lee as medical director, 75 to 80 patients get treatment daily. To Komaki, this is just the beginning. She believes that proton therapy is extremely important to the future of cancer care.

Meanings of difficult words in the text

externship, internship, residency, fellowship - stages in medical studies

viable possible

chemotherapy treatment by drugs

exposure contact

commence begin

expensive costly

confined limited

intrigued being curious

secondary malignancy a cancer that arises in the background of another malignancy

Comprehension Questions with clues:

1. What different kinds of therapies were used for treating cancer before the use of proton therapy? (...Surgery, chemotherapy, radiation, and photon therapy)

2. What did Komaki's initially learn about treating cancer? (... surgery was the only viable cancer cure)
3. What did she learn about cancer treatment in the USA? (...radiation could cure people)
4. What two things did Komaki learn about radiation? (... localized radiation treatment as less harmful than chemotherapy... it is different from the scattered, uncontrolled radiation to the whole body that comes with exposure to an atomic bomb)
5. How did Komaki and her husband start proton therapy at Anderson Cancer Center? (... being inspired by the Proton Treatment Center at Loma Linda University Medical Center in Southern California they have visited)
6. When did proton therapy first start? (... in 1954, at Berkeley Nuclear Physics Labs)
7. What is Komaki's opinion on proton therapy? (...proton therapy is extremely important to the future of cancer care)

Post-reading activities

Doing With Words

We can know the meanings of words by looking up a dictionary and finding out how a word has been used in a text. In a dictionary, words come in alphabetical order. The main word is called headword. However, we should try to guess the meanings of words first from the context. That is the best way to learn new words.

- a. Match each word with its definition. Go back to the text for clues.
- b. Then, put the headwords in alphabetical order.

Headword	Definition
i. radiation effects	a. harm that is not intentional; unexpected harmful side
ii. therapy	b. people who create something new
iii. clinical trial	c. quality of being poisonous
iv. innovators	d. spread all over
v. target	e. to enter inside something
vi. collateral damage	f. the smallest part in our body
vii. oncologists	g. a form of energy that comes from nuclear reaction
viii. scattered (dose)	h. scientific testing and assessment
ix. penetrate	i. treatment
x. cell	j. doctors who treat cancer
xi. toxicity	k. object to be hit

(Answers: a. i - g, ii -i, iii -h, iv-b, v-k, vi -a, vii -j, viii - d, ix - e, x -f, xi -c

b. Do it yourself)

STOPPING BY WOODS ON A SNOWY EVENING

Robert Frost

Robert Lee Frost (1874 - 1963) is one of the most popular and critically respected American poets. He is highly regarded for his realistic depictions of rural life and his command of American colloquial speech. His poetry reveals a keen interest in the varying beauties of nature and the apparently small but deeply meaningful joys and sorrows of ordinary men and women. "Stopping By Woods On A Snowy Evening" was a favourite poem of Jawaharlal Nehru.

Summary

On a dark winter evening, the narrator stops his horse to watch the snow falling in the woods. At first he worries that the owner of the property will be upset by his presence. But it occurs to him that he knows the owner who, though he lives in a nearby village, will not be able to see him. Therefore, he feels that he is free to enjoy the beauty of the falling snow in the woods. The horse is confused by his master's behaviour - stopping by a lonely place far away from any farmhouse; and shakes his harness bells in impatience. The horse perhaps wants to know if his master stops there by mistake. The place is desolate. The only other sound besides the tinkling of the horse's bell is of the soft wind and the snowfall.

Although he is tempted to stay longer to watch the snow falling in the woods, even with his horse's impatience, he has "promises to keep," obligations that he cannot ignore even if he wants to. He remembers his duties and the long distance he has to travel before he can rest for the night. After some time, the narrator unwillingly leaves the place and continues on his way.

Meanings of difficult words in the text

woods	an area of trees, smaller than a forest
little	humble, ordinary
queer	strange
harness bells	small bells attached to a strap/ band around the neck of horse which tinkles as the horse rides or moves
flake	pieces of snow which are soft, light and white as feathers
easy wind and downy flake	easily flowing wind, and (down) falling snow
mile	a distance of 1.6 kilometres ('miles'-implies a long distance)

Comprehension Questions with clues

1. How is "woods" different from "forest"? (... woods-an area of trees, smaller than a forest)
2. Where does the rider stop? (...by some woods, away from any farmhouse near a frozen lake)
3. Why does he stop? (... to enjoy the snowfall in the woods)
4. "He will not see me stopping here" - what does this expression mean? (... The owner of the woods will not see him since he is away)
5. Why does the horse give his harness bells a shake? (... perhaps it was impatient/ perhaps it could not understand his master's intentions)
6. What is 'the only other sound' that fills the atmosphere? (... soft wind and snowfall)
7. Why does the poet use such expressions like "dark", "deep", "darkest"? (... because of the unusual time and place)
8. What picture of natural beauty do you get from the poem? (...snowfall in the lonely woods, soft wind blowing, the frozen lake)
9. In the final stanza, the speaker repeatedly expresses his regret that he is not yet ready to "sleep". What has he to do before he can take rest? (... the responsibilities he has)
10. What does the expression, "The darkest evening of the year", suggest? Does it mean 'the longest night of the year' or 'the most depressing state of his mind'? Give a reasoned answer. (... on the surface it suggests, 'it was the longest night of the year' in winter, and at a deeper level, 'the most depressing state of his mind')
11. A four-line stanza is called a quatrain. How many quatrains are there in the poem? (... four)

Post-reading activities

1. Arrange the following sentences in their logical order to narrate the theme of the poem:
 - (a) He passes by the woods which are 'lovely, dark and deep'.
 - (b) The poet is riding his horse to a destination.
 - (c) But he remembers that he has 'promises to keep', before he can rest.
 - (d) It is snowing and the wind flows gently.
 - (e) The beauty of the woods tempts him to stop and enjoy the scenery.
 - (f) It is an evening in winter.(Answer: f, d, b, a, e, c)
2. Note the rhyme scheme in the first quatrain, it is A A B A ('know', 'though', 'here' 'snow'). Mention the rhyme scheme in other quatrains?

(Answer: Within the four lines of each stanza, the first, second, and fourth lines rhyme. The third line does not, but it sets up the rhymes for the next stanza. For example, in the third stanza, queer, near, and year all rhyme, but lake rhymes with shake, mistake, and flake in the following stanza. The notable exception to this pattern comes in the final stanza, where the third line rhymes with the previous two and is repeated as the fourth line.

2nd stanza- BBCB, 3rd stanza -CCDC, 4th stanza - DDDD)

Of, In the Stilly Night

Thomas Moore

Thomas Moore (1779 -1852) is an Irish poet, satirist, composer, and political propagandist. "Of, In the Stilly Night" (1819), also known as "The Light of Other Days", was immensely popular poem during the nineteenth century and continued to be widely known and sung during the first decades of the twentieth. Thomas Moore canvasses memories of past and links them to the present in this poem. It is a poem of nostalgia for the past like Dylan Thomas's "Poem in October".

Summary

Very often in the quietness of the night before the poet has fallen asleep, sweet and sad memories of the past haunt him. He remembers the smiles, the tears, the words of love of his boyhood days. He cherishes the memory of the near and dear ones who are no more with him. When he remembers that his intimate friends have departed from his life like leaves falling off the trees in winter, he feels desolate. He feels as if he is the lone survivor of a party walking down a dark and deserted banquet-hall when his loved ones have left. Thus he is often engulfed with memories, both sweet and sad, before he falls asleep.

Meanings of difficult words in the text

oft	often
stilly	quiet, calm
ere	before
slumber	sleep
tread	to walk
banquet-hall	a hall where people gather to enjoy an event
deserted	left
departed	dead

Comprehension Questions with clues

1. When do the past memories occur to the poet? (... before he falls asleep)
2. What does "other days" mean? (... boyhood years)
3. Are the memories of boyhood sweet or sad? Quote the line in support of your answer. (... both sweet and sad ... "The smiles, the tears,/ Of boyhood's years,")
4. Pick out one fond memory of the poem.(The smiles of boyhood's years/the words of love)
5. Pick out one sad memory of the poem. (The friends so linked together have departed/ the cheerful hearts now broken)

6. How does the poet grieve for his dear ones who have passed away? (... the shining eyes of his dear ones are dim or gone, and their cheerful hearts are broken)
7. How does he recall his friends? (... his friends have departed like leaves falling off the trees in winter)
8. Explain, "The friends so linked together I've seen around me fall". (... The close friends of the poet have departed from his life - they are either dead or moved far away.)
9. Does the poet feel lonely in the absence of his near and dear ones? Quote the line in support of your answer. (... yes ... "I feel like one/Who treads alone/Some banquet-hall deserted,")
10. Explain "I feel like one who treads alone some banquet-hall deserted". (... He feels as if he is the lone survivor of a party walking down a dark and deserted banquet-hall when his loved ones have left.)
11. Why does he feel like one who treads alone? (... Because all his loved ones have either drifted away from him or dead)
12. What does "Lights are fled, whose garlands dead..." signify? (... there is darkness in his life, there are no friends and he is alone)
13. Simile is a figure of speech used to make comparison between two unlike things using "as", "like". What is the figure of speech used in the following lines "The friends so linked together I've seen around me fall like leaves in wintry weather"? (... Simile)
14. What is the figure of speech used in the following lines - "I feel like one/Who treads alone /Some banquet-hall deserted,"? (... Simile)
15. The figure of speech used to express inanimate beings as living beings is called personification. The word begins with a capital letter like a proper noun. Give the example of personification used in the poem? (... 'slumber')
16. What is the rhyme scheme of the first four lines of the first stanza? (... a b b a)

The Inchcape Rock

Robert Southey

Robert Southey's "The Inchcape Rock" was published in 1802. It is a literary ballad, a poem that tells a story with a moral. The 'Inchcape Rock' is a perilous reef off the east coast of Scotland near the mouth of the river Tay. The rock was a few inches above the surface of the sea in low tide and was completely covered by the sea in high tide or when the sea was rough. Many ships had been wrecked on the 'Inchcape Rock' when it was covered by the sea. This poem is based on this notorious 'Inchcape Rock.' In this poem, Southey decries the evildoing of Sir Ralph the Rover who pays with his life for the crime of removing the Inchcape bell and for his sins against humanity.

Summary

The Inchcape rock was a huge and dangerous rock near the coast of Scotland. During sunny days it could be easily noticed but during a storm, it was submerged under water. The ships sailing by were wrecked on it when it was buried under high tide or during a storm. The Abbot of Aberbrothok, placed a bell upon this rock with the help of a buoy to warn the sailors. The bell could be heard loudly and clearly during a storm so that the sailors could know the presence of the fatal Inchcape. One day, a pirate called Sir Ralph the Rover, while walking along the deck of his ship, came across the Inchcape bell. He was a wicked person. He was also jealous of the Abbot of Aberbrothok. He rowed in a boat to the Inchcape rock and cut the bell from the buoy. The bell sank with a gurgling sound. He was pleased that no one would bless the Abbot. Once when Sir Ralph was returning home with the loot he had plundered, his ship was engulfed by a thick fog. He was completely at a loss. It was so dark that they could not see land. He tried to encourage his sailors by saying that the moon would soon appear and that they would be able to see. From the sound of the waves breaking, one of the sailors said that they were near the shore. He wished that they could hear the Inchcape bell and be warned of the danger ahead. The ship was soon wrecked on the rock. Sir Ralph cursed himself as the ship was sinking beneath the tide. As he was dying, Ralph felt that he could hear a dreadful sound as if the Devil was ringing his death knell at the bottom of the sea with the very bell that he had sunk.

Unit I

Summary

In a bright weather when the air was still, the sea was calm and the ship was quietly at rest, small waves flowed over the Inchcape Rock. The Inchcape Bell which had been placed on the perilous Rock on a buoy by the Abbot of Aberbrothok rocked gently. But during the storm it floated and swung over the waves and rang loudly. The mariners could hear the bell. They were warned about the presence of the Rock and blessed the Abbot.

Meanings of difficult words in the text

keel – bottom part of the ship

buoy – a floating object on the sea to mark a dangerous place

surge's swell – rise of the tidal waves

mariner – sailor

Comprehension Questions with clues:

1. How does the poet describe the Inchcape Rock? (... the Rock was slightly visible above the sea ... when the sea was calm, waves passed gently over it... when the sea was rough, it lay buried)
2. Was the Inchcape Rock dangerous? Give your reasons? (... yes. ... ships were wrecked on it when the sea was rough)
3. Why did the Abbot place a bell on the Inchcape Rock? (... to warn the mariners about the presence of the Rock)
4. When did the Inchcape bell ring? (... during a storm when the sea was rough)
5. Why did mariners bless the Abbot? (... because he placed the Inchcape Bell to warn the sailors)

Unit II

Summary

One day during spring, the sun was shining pleasantly. The sea-birds were screaming joyfully as they wheeled round in the sky. A notorious pirate named Sir Ralph the Rover was walking on the deck of his ship. He came across the Inchcape Bell from a distance. It looked like a dark spot. He felt the cheering power of spring. He was whistling and singing in joy. But his joy was in wickedness. He asked his men to row him to the Inchcape Rock. When he reached the Rock, he bent over from the boat and cut the Bell from the buoy. The Bell sank with a gurgling sound. Bubbles rose and burst around. He was glad that no one would bless the Abbot of Aberbrothok any more. Wicked people get pleasure by causing pain to others.

Meanings of difficult words in the text

speck	a very small spot
mirth	delight
quoth	said
plague (v)	cause pain

Comprehension Questions with clues:

1. How does the poet express 'the cheering power of spring'? (...the sun was shining in the sky pleasantly... 'All things were joyful'... The sea-birds were screaming joyfully as they wheeled round in the sky.)
2. How did Ralph come across the Inchcape Bell? (...He came across the Inchcape Bell from a distance while he was walking on the deck of his ship.)
3. What was the effect of 'the cheering power of spring' on Ralph? (...the cheering power of spring made him whistle and sing mirthfully ... His heart was filled with

extreme mirth ... He felt like doing something evil)

4. What kind of a person was Ralph? Which line tells you so? (... wicked ... 'But the Rover's mirth was wickedness')
5. What act of wickedness did he do? (... sank the Inchcape bell)
6. Why did he do the wicked act? (... out of malice towards the Abbot... no one would bless the Abbot)

Unit III

Summary

Sir Ralph the Rover sailed away. He plundered many ships and grew rich. One day he was heading towards Scotland. His ship was engulfed by a thick haze. They could not see the sun. The wind blew hard all day and died away in the evening. The Rover came to the deck. It was so dark that he could not see the land. He hoped that the moon would soon rise and it would be lighter. From the sound of the waves breaking, one of the sailors said that they were near the shore. He wished that they could hear the Inchcape bell and be warned of the danger ahead. Suddenly the ship was grounded with a shivering shock. The ship was wrecked on the Inchcape Rock and began sinking. The Rover tore his hair and cursed himself in despair. In his dying fear the Rover could hear one dreadful sound. He felt as if the Devil below the sea was ringing his knell with the Inchcape Bell.

Meanings of difficult words in the text

scoured	rubbed, plundered
plunder	loot
haze	fog
gale	storm
quoth	said
breakers	waves
canst	can
knell	death bell

Comprehension Questions with clues:

1. How did Ralph become rich? (... by plundering ships in the seas)
2. Why did the ship lose its way in the sea while it was heading towards Scotland? (... because of bad weather... thick haze covered the atmosphere ... the was not seen ... the wind was blowing hard)
3. Why did a mariner think that they were near the shore? (... because he mistook the roar of the breakers for the waves dashing against the shore)
4. 'Oh Christ! It is the Inchcape Rock'- why did the mariners exclaim so? (... as they felt that the ship was wrecked on the Inchcape Rock)

5. Why did Sir Ralph curse himself? (... for his misdeeds ... for sinking the Inchcape bell)
6. 'The Devil below was ringing his knell.' - What does this expression mean? (... the Devil is supposed to ring the death bell when a sinner dies... it seemed to the Rover as if the Devil below the sea was ringing his knell with the Inchcape Bell.)
7. Do you find this poem musical? The rhyme scheme of the first stanza is AABB (sea -A, be -A, motion- B, ocean-B). Is the rhyme scheme same for all the stanzas? (...The first line rhymes with the second, third with the fourth)

Fishing

Gopa Ranjan Mishra

Poetry is, first of all, for enjoyment. The musical qualities as well as the rhythm of a poem are its foremost attractions. Many poems also tell a story to enchant us. "Fishing" of Gopa Ranjan Mishra is such a poem with both the qualities - music and charm.

Summary

One day the narrator went out for fishing with his fishing rod, line and bait. As he was confident of a good catch, he asked his family members to wait for him and assured them that they would have fish-fry at night for dinner. Though none of them uttered a word on his face, he could sense their soft laughter at his back, as if they were mocking at him. He quietly accepted the challenge and ran to the nearby pond with his fishing-tackle and a can. For three hours he tried but could not catch a single fish. It seemed luck did not smile on him. Feeling desperate he prayed for a fish. After he noticed the float sinking and rising again, he pulled the string without delay and caught a one-foot long fish. He was very much excited. But as he looked at the fish, he felt as if the fish seemed to beg to let it back to water. He thought of his three hours toil, the appetising flavour of the fried fish and also some mocking face if he went back to home without fish but did not care for anything. As the sun was sinking behind the hill, a strange feeling of joy filled his heart.

Meanings of difficult words in the text

seasoned	(of a person) with a lot of experience in a particular kind of work
angler	one who fishes with an angle - a hook, attached to a fishing line
bait	food put on a hook to catch fish
chuckles	silent laughter, (<i>here: meant to taunt</i>)
fishing tackle	all the equipment, such as rods, lines, etc., used in angling
jeers	taunts

Comprehension Questions with clues:

1. "Like a seasoned angler sure of his feat" - What does this expression suggest? (... the angler does not have enough experience of fishing but he was confident of his skills)
2. How did the speaker prepare himself for fishing? (collected his fishing rod, line, bait and a can)
3. What did he declare to his family? (...he asked his people to wait for him and assured them that they would have fish-fry at night for dinner)

4. What silent reaction did he sense from the members of the family? (...They were not confident of his skills... none of them uttered a word on his face... last he should feel hurt. He sensed some quiet laughter at his back as if silently mocking at his skill in fishing.
5. Describe his initial experience of catching fish. (... he waited for minutes and hours but luck did not smile on him ... he could not catch any fish)
6. What did he dread to face when he would be back at home? (... mocking words of some people)
7. How was his prayer answered? (... the float rose and sank showing that a fish had been hooked ... his prayer for a fish was going to be answered)
8. Discuss the contrasting moods presented in stanzas 3 and 4, and 5. (... anxiety that he might be without luck ... fear that he might be jeered at home if he returned without fish Relief to see the sign of a catch as the float rose and sank showing that a fish had been hooked)
9. Describe the 'catch'. (... a one-foot long fish glistening in the air... wriggling to be free)
10. How has the speaker described his joy and the despair of the fish? (... his joy knew no bound ... he ran round and round in excitement... the fish was desperate to be free)
11. What did he think the fish was pleading for? (... freedom)
12. What was the debate in the speaker's mind? (... to free or not to free ... three hours' labour and the spicy fish-fry flavor or mocking stare of his people if he returns without fish)
13. Discuss the significance of: "For nothing, however, I did care." (... he didn't care for, the jeers of his people at home)
14. What was the strange feeling that the speaker felt? (a strange feeling of joy at the thought of letting the fish go)
15. Which action brought about a greater joy in the heart of the speaker? In comparison to the ultimate greater joy, what do you think would have been a lesser happiness? (...letting the fish go into water... enjoying 'the fish fry')
16. Why does he find this feeling strange? (... because he had not felt such joy arising out of mercy showing before)
17. Do you think the speaker was sensitive? Why do you think so? (yes... he is easily moved to pity ... he does not care for simple praise)
18. Notice that all the stanzas excluding Stanza 7 have four lines each and make one complete sentence. How is Stanza 7 different from other stanzas? (... Stanza 7 has six lines ... 3 sets of rhyming lines)
19. Describe the change that the speaker had between the morning and the evening of the same day. (... enthusiasm for catching fish and enjoying delicious fish fry ... serene joy in being kind)

To My True Friend

Elizabeth Pinard

We meet our true friend only once in a lifetime. Friendship is a relationship between two persons who hold mutual affection for each other. The value of friendship lies in a person's desire to do what is best for the friend, showing mutual understanding, emotional support, and compassion. Friendship is also marked by enjoyment of each other's company, trust in each other and positive reciprocity. "To My True Friend" of Elizabeth Pinard shows how the poet cherishes the memories of her friend.

Summary

The poet has found a friend in their first meeting. She prays that their friendship should last for ever. Whenever she passes through a bad time her friend's sweet smile is encouraging for her. The friend has never been critical of her, understands her sorrow, and always inspires her to hope for better days to come. She depends on the friend for advice and encouragement whenever she is at a loss. The friend has helped her to learn how to love herself and be confident of her own abilities. In the company of her friend she has felt how good life is.

Their friendship has passed through many ups and downs. There were times when they had differed from each other, and there were times when both of them had cried in sorrow but their friendship has survived. Circumstances have compelled them to remain far away from each other. But she has treasured the memory of her friend's smile which is a source of inspiration for her. She values their friendship as most precious and hopes that it will last till their last day.

In praise of her friend she says that the friend is extra-special to her, the only true friend, and her 'Guardian Angel'. Their friendship is one-in-a-million. She urges her friend to have a lasting bond of friendship and enjoy its pure bliss. Finally, she says that she loves the friend and will always continue to do so.

GLOSSARY

when day was as dark as night	when the poet was passing through a difficult time
see eye to eye	agree entirely
never judged	never formed opinion on, taken for granted
Guardian Angel	one who protects and guides

THINK IT OUT

1. What does the poet pray for? (... their friendship will never end)

2. How did the friend encourage the poet? (...Inspire her with a bright and sweet smile when she passes through a difficult time)
3. How did the friend reassure her? (... by assuring her the hope of a better tomorrow)
4. Why did the poet trust her friend? (... because her friend gave her advice and encouragement whenever she didn't know what to do)
5. How did the friend inspire self-confidence in the poet? (...By helping her to learn to love herself and her life ...making her confident by saying that she could do anything she decided)
6. How does the poet cherish the memory of her friend? (... She remembers the ups and downs in their friendship ... in spite of their differences and bitterness which made them both cry their friendship has survived.)
7. Are the friends staying close to each other? Quote the line in support of your answer. (...No.... "Circumstances have pulled us apart,/We are separated by many miles.")
8. How does the poet value her friendship? (... as precious)
9. Why does she call her friend extra-special? (...Because she has a true friend who is her 'Guardian Angel')
10. What is the poet's final wish? (... to always love her friend)

INVITATION TO ENGLISH -2

(NEW EDITION)

**(STUDY MATERIAL FOR THE FIRST YEAR OF +2
IN DISTANCE MODE)**

**PREPARED BY: Dr. Bhagabat Nath
REVIEWED BY: Dr. Gopa Ranjan MISHRA**

COUNCIL OF HIGHER SECONDARY EDUCATION ODISHA, BHUBANESWAR

FOREWORD

This unit of lessons deals with Short Stories, One- Act Play and excerpts from biographies of eminent persons prescribed for the First Year of +2 in Invitation to English - 2 (New Edition). The lessons are meant for non-detailed study. The aim is to develop reading skills. The students are required to go through the original text thoroughly before going through this study material. According to the syllabus the candidates are required to answer long answer type questions on the texts. In order to understand the lesson, the students should

- read through each unit of the text
- consult the glossary for the meanings of difficult words
- guess the meanings of other difficult words in relation to the context
- try to answer the questions in each unit to check comprehension

He should try to answer the questions given at the end of each unit of the text. He should follow the hints given in the study material for answering each question correctly.

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Three Questions

Leo Tolstoy

Leo Tolstoy (1828 -1910) is a Russian novelist, short story writer, playwright and essayist. His two most famous novels *War and Peace* and *Anna Karenina*, are acknowledged as two of the greatest novels of all time. "Three Questions" of Leo Tolstoy deals with three questions that occurred to a certain king. They are still relevant today.

Summary

The thought came to a certain king that he would never fail if he knew three things: (i) the right time to begin everything, (ii) the right people to listen to, (iii) the most important thing to do. The learned men of his kingdom attempted to answer the king's questions, but they all came up with different answers. The king was not satisfied with their answers. He decided to ask a vjws^hermit who was known for his wisdom.

As the hermit received only the common folk, the king put on simple clothes, dismounted from his horse far away from the hermitage and left his guards behind to see the hermit. The hermit was digging the ground in front of his hut when the king arrived. He greeted the king and went on digging. The king went up to him and asked his questions, the hermit listened to the king but did not say anything. The king offered to dig for him for a while. After he had dug two beds, the king stopped and asked his questions again. Before the hermit could answer, a man emerged from the woods. He was bleeding from a serious stomach wound. The king attended to him, and they stayed the night in the hermit's hut. The next morning as the king woke up, he found the stranger looking at him. The man confessed that he had come to kill the king as the king had executed his brother and seized his property. The guards recognized him and wounded him in the stomach. He was moved by the king's kindness to him and pledged allegiance to the king. The king was glad to win over an enemy.

The king went up to the hermit who was sowing seeds in the bed. He wanted to know the answers to his questions from the hermit. The hermit responded that he had already answered the questions. He said: (i) The most important time is 'now'. The present is the only time over which we have power, (ii) The most important person is whoever we are with, (iii) The most important thing is to do good to the person we are with.

UNIT I

Summary

Once a certain king thought if he knew three things: (i) the right time to begin everything, (ii) the right people to listen to, (iii) the most important thing to do, he would always be successful. The

learned men of his kingdom attempted to answer the king's questions, but they all came up with different answers. The king was not pleased. He decided to visit a wise hermit to get the answers.

Meanings of difficult words in the text

occurred	came to mind
undertake	carry out
proclaimed	made known publicly or officially
reward	prize
beforehand	earlier
absorbed	engaged
renowned	famous
pastimes	things done to pass time pleasantly

Questions for Discussion with clues

1. What were the three questions that occurred to the king? (... what is the right time for every action ... who are the most necessary people ... what is the most important thing to do.)
2. What did he do to get the answers to his questions? (... made a proclamation throughout his kingdom that he would give a great reward to anyone who would answer his questions)
3. What answers did the wise men give to his first question? (... to know the right time for every action, he must draw up in advance, a table of days, months and years, and must live strictly according to it... he should always attend to all that was going on, and then do what was most needful... he should have a Council of wise men, who would help him to fix the proper time for everything... he must consult magicians)
4. How did the wise men answer his second question? (... some said, the king needed his councillors the most; others, the priests; others, the doctors; while some others said the warriors were the most necessary)
5. What answers did the king get for his third question? (... the most important thing in the world was science... the skill in warfare... religious worship)
6. Why did he decide to consult a hermit? (... because the king was not pleased with any reply ... the hermit was widely renowned for his wisdom)

UNIT II

Summary

The king called on the hermit for the answers to his questions. The hermit lived in a wood. As he received only the common people, the King put on simple clothes. Before reaching the hermitage

he got down from his horse and went alone. The hermit was digging the ground in front of his hut. He greeted the King and went on digging. The King went up to him and wanted to know from him the answers to his questions. The hermit listened to the King, but said nothing and resumed digging. The King offered his help and dug the ground. After he had dug two beds, he King stopped and repeated his questions. The hermit again gave no answer. The King continued his work till the sun began to sink behind the trees. He stuck the spade into the ground and repeated his questions. The hermit pointed to somebody coming towards them. The King saw a bearded man running towards them out of the wood. He was bleeding from his stomach. When he reached the King, he fell fainting on the ground. The King and the hermit nursed him and took him to the hut and laid him on the bed. The King was so tired that he also fell asleep. When he woke up in the morning, he found the stranger looking at him. The man confessed that he had come to kill the king as the king had executed his brother and seized his property. The guards recognized him and wounded him in the stomach. He was moved by the king's kindness to him and pledged allegiance to the king. The king was glad to win over an enemy. He not only forgave him, but promised to give him back his property.

Meanings of difficult words in the text

hermit	a holy person living alone
frail	weak and thin
recommenced	resumed
revived	got well again
threshold	doorstep
intently	eagerly
executed	punished by death
ambush	hiding
restore	return

Questions for Discussion with clues

1. Where did the King meet the hermit? How did the hermit receive the King? (...in a wood where he was living in a hut... greeted him)
2. How did the King help the hermit? (... offered his help ... took the spade from the hermit and started digging the ground)
3. How did the King nurse the stranger? (...The King and the hermit opened the man's clothing ... the King washed the wound in his stomach and bandaged it with his handkerchief and with the hermit's towel... as blood did not stop flowing, the King again and again removed the bandage and washed it and bandaged the wound again... when bleeding stopped the man asked for something to drink ... the King brought fresh water and gave it to him. the King carried the wounded man into the hut with the hermit's help and laid him on the bed)

4. Why did the wounded person wish to kill the King? How did he plan to do it? (...the King had executed his brother and seized his property ... He had noticed the king walking alone to the hermit's cottage... he hid himself in the trees ... carried a knife to kill the king on his way back)
5. How did the King make peace with the wounded person? (... the wounded person was moved by the king's kindness to him ... he was repentant ... he begged the king's forgiveness-confessed that he swore to take revenge on the king for his brother's execution and the loss of his property ... He promised to serve the King as a faithful slave ... the King was glad to have made peace with his enemy)

UNIT III

Summary

The King came up to the hermit. The hermit was sowing seeds in the beds that had been dug the day before. The King wished to know the answers to his questions. The hermit said that the King had already got his answers. The King was surprised. The hermit explained that if the king had not helped him, the man would have attacked him. So the most important time was when he was digging the beds, the most important man was he (the hermit), and the most important business was to do him (the hermit) good.

Similarly when the man ran to them, the most important time was when they were attending to him otherwise he would have died. So he was the most important man, and what they did to him was the most important business.

Thus the sage explained that there is only one important time; it is 'Now'. It is the most important time because it is the only time when man has any power. The most necessary person is he with whom one is, and the most important affair is, to do him good, because for that purpose alone man was sent into this life.

Questions for Discussion with clues

1. How did the hermit answer the king's questions? (...if the king had not helped him, the man would have attacked him... the most important time was when he was digging the beds, the most important man was he (the hermit), and the most important business was to help him (the hermit)... when the man ran to them, the most important time was when they were attending to him otherwise he would have died ... he was the most important man, and what they did to him was the most important business... there is only one important time; it is 'Now'. It is the most important time because it is the only time when man has any power... The most necessary man is he with whom one is, and the most important affair is, to do him good, because for that purpose alone man was sent into this life)

AFTER TWENTY YEARS

O' Henry

William Sydney Porter (1862 - 1910), known by his pen name O' Henry, is an American writer. His short stories are known for their wit, word play, warm characterization and surprise. In "After Twenty Years", O' Henry intends to show - 'Devotion to duty triumphs over personal relationship'. The story depicts the irony and pathos of life in a subtle and dramatic manner.

Summary

Bob and Jimmy Wells were two friends. They were born and brought up in New York together. When Bob was eighteen and Jimmy was twenty, they parted ways in order to build their career. Jimmy stayed in New York. Bob went to the West. Before parting they had dinner at Brady's restaurant at 10 O' clock one night and agreed that they would meet there again exactly twenty years from that date and time. After twenty years on the appointed day, Bob reached the meeting place first and waited in the doorway of a darkened hardware store for his friend to turn up.

In the mean time a policeman was walking along the street twirling his club. He was on his beat casting his watchful eyes on the lonely street. He remembered what his boss had said about a criminal that morning. The criminal was notorious for printing counterfeit notes. He took a look at the reconstructed photograph of the criminal: 'a pale face, square-jaws, deep and dark eyes and a little white scar near the right eyebrow'. He stopped by Bob.

Bob told the policeman that he was waiting there for his friend. He came to know from the policeman that the restaurant had been demolished five years ago. Bob struck a match and lit his cigar and they started talking. Bob told the policeman about his career and how he had become rich in the West and how he wished that Jimmy too had done well. He wished to wait for Jimmy for half an hour. He hoped that if Jimmy was alive, he would be there by that time. The policeman wished him luck and continued on his beat.

Bob smoked his cigar and waited. It was drizzling. Twenty minutes later, a man walked up to Bob, and called him by his name. The two friends then continued walking and chatting. While they reached the lighted area near a drug store, both of them stopped and looked at each other. Bob suddenly realized that the person he had been talking to was not his friend Jimmy. He said, "You're not Jimmy Wells." The other man informed Bob that he had been under arrest for the past ten minutes. The stranger then passed a note to Bob. The note was from Jimmy Wells, the policeman. Jimmy had written to Bob that he had come to the appointed place at the given time. When Bob lit the cigar, he saw in his friend's face the face of a wanted criminal. He could not arrest his friend himself and had sent someone else to arrest Bob.

UNIT I

Summary

It was nearly 10 o'clock at night. It was drizzling. Chilly, wind was blowing. A policeman swinging his club was on his beat along the lonely street. The Majority of houses on either side of the street had long been closed. He was casting his watchful eyes on the lonely street. He remembered what his boss had said about a criminal that morning. The criminal was notorious for printing counterfeit notes. He took a look at the reconstructed photograph of the criminal : "a pale face, square-jaws, deep and dark eyes and a little white scar near the right eyebrow". He felt ashamed that the name of this notorious criminal was not known and that he was still moving about freely. He slowed his pace near a man who was standing alone in the doorway of a darkened hardware store. The man said that he was waiting for his friend. They had agreed to meet there at that time twenty years ago. The man struck a match and lit his cigar. The police man had a chance to have a look at the man's face.

Meanings of difficult words in the text

on the beat	on the route doing patrol duty
spectators	onlookers; viewers
kept early hours	went back home early in the night
depeopled	emptied of people
stalwart	sturdy; well-built
counterfeit	illegal
reconstructed photograph	picture of a person drawn by experts basing on the reports about his or her face
descried	saw (from a distance)

Questions for Discussion with clues

- (a) How does the writer describe the atmosphere of the story? (... it was barely 10 o'clock at night... chilly wind was blowing ... it was slightly raining ... the street was almost lonely)
- (b) How did the policeman perform his duties? (... moved up the avenue on the beat... looked impressive... was swinging his club skillfully ... was trying doors as he went... was keeping a watchful eye on the lonely street... appeared as a fine picture of a guardian of the law)
- (c) How did the stranger try to interact with the policeman? (... he said - he was waiting for a friend ... they had the appointment twenty years ago at that place where there was 'Big Joe' Brady's restaurant...)
- (d) How did the policeman see the man's face? (... in the light of the a match that the n an struck to light his cigar...)

UNIT II

Summary

The man said that he and his friend Jimmy Wells had their dinner at 'Big Joe' Brady's restaurant twenty years ago. Both of them were born and brought up in New York, just like two brothers. He was eighteen and Jimmy was twenty when they parted. He went to the West to make his fortune. Jimmy stayed in New York. They had agreed to meet each other there again exactly twenty years from that date and time. They wrote to each other for a year or two and then they lost track of each other. He was sure that Jimmy would meet him there if he was alive. He pulled out a handsomewatch and said that it was ten twenty five and it was exactly at half past ten they had parted. The policeman asked him how he fared in the West. He said that he must have earned better than Jimmy. He had to compete with some of the sharpest wits of the world to earn his dollars. The policeman hoped that the man would meet his friend. The man said that he would wait for his friend for half an hour bade good bye to the officer. The policeman wished him good night and went on his way.

Meanings of difficult words in the text

a homing bird	a person who does not like to stay away from home
corresponded	wrote letters to each other
staunchest	very sincere
gets into the rut	becomes very ordinary
appointed	fixed earlier

Questions for Discussion with clues

- (a) What was the appointment made between two friends twenty years before?
(... they would meet each other at 'Big Joe' Brady's restaurant exactly twenty years from that date and time, no matter what their conditions might be or from what distance they might have to come.)
- (b) What information about the friends do you gather from their conversation?
(... the man from the West and Jimmy Wells were good friends were brought up in New York together just like two brothers ... When he was eighteen and Jimmy was twenty they parted ... he went to the West to earn his fortune Jimmy stayed in New York... They wrote to each other for a year or two and then they lost track of each other. The man was busy in the West. He had to compete with clever people to become rich... Jimmy was honest ... he was doing hard labour to earn his living)

UNIT III

Summary

The drizzle was thickening. The wind was growing chillier. The street was almost empty. The man from the west waited at the door of the hardware store and smoked his cigar. Twenty minutes later, a man in a long overcoat walked up to Bob, and called him by his name. Bob

wanted to know if he was Jimmy. The man was glad to meet his friend and invited him to go to a place nearby. Both of them walked up the streets arm in arm and chatted. While they reached a well lighted area near a drug store, both of them stopped and looked at each other. Bob suddenly realized that the person he had been talking to was not his friend Jimmy. He said, "You're not Jimmy Wells." The other man informed Bob that he had been under arrest for the past ten minutes. The stranger then passed a note to Bob. The note was from Assistant Sub-Inspector Jimmy Wells. Jimmy had written to Bob that he had come to the appointed place on time. When Bob lit the cigar, he saw in his friend's face the face of the wanted criminal. He could not arrest his friend himself and had sent a policeman in plain clothes to do the job.

Meanings of difficult words in the text

sure as fate	very certain
puffed	feeling proud
rapt	deep
station	police station

Questions for Discussion with clues

1. How long did the man from the West wait? What was the weather then? (...About twenty minutes ... the drizzle was thickening ... the wind was growing chillier... the street was almost empty...)
2. How did the man from the West and the man in a long overcoat greet each other? (...the man in a long overcoat asked if he was Bob ... the man from the West wanted to know if he was meeting Jimmy Wells ... they shook hands ... the new man said that he was certain that he would find Bob there ... he wished the restaurant had been there so that they could have dinner)
3. When did Bob realise that the tall man he had met was not Jimmy Wells? (... as they came near a drug store lit brilliantly with electric lights they turned to look at each other's face)
4. Why did Jimmy get Bob arrested? (... by a policeman in plain clothes)
5. Did Jimmy keep his appointment with Bob after twenty years? What consideration did he show for his old friend? (... yes ... he did not arrest Bob himself... got a plain clothes man to do the job)

THE OPEN WINDOW

Saki

Hector Hugh Munro , better known by the pen name Saki, is an eminent English novelist and short story writer. His stories depict human behaviour in interesting and playful situations and are remarkable for gentle humor and sparkling wit. In "The Open Window" Saki narrates how a young girl befools the adults with her pranks.

Synopsis

A man named Framton Nuttel suffers from nervous disorder. He visits the Sappleton family to spend some time away from home. He arrives at the Sappleton's when his sister's friend Mrs. Sappleton is away. Her niece Vera answers the door. When Vera finds out that Mr. Nuttel knows nothing about her Aunt, she lies to him about a "tragedy" that has struck the family three years ago. While waiting to meet Mrs. Sappleton, Vera tells Mr. Nuttel that three years ago exactly on that day, her uncle (Mr. Sappleton), Mrs. Sappleton's two younger brothers, and the family dog went for shooting. They never came back. While crossing the moor to their favorite snipe-shooting ground they were engulfed in a treacherous piece of bog. Their bodies could never be recovered. Vera tells Mr. Nuttel that her aunt leaves a window open because she still believes that one day they will come back home through the window as they used to do.

Framton is relieved when Mrs. Sappleton bustles into the room making apologies for being late. She tells him that she expects her husband and brothers to return at any moment. He thinks that Mrs. Sappleton has gone crazy and feels sorry for her. Suddenly, Mrs. Sappleton brightens as she tells him that they have returned. He turns to Vera but she is staring out through the open window with horror in her eyes. He looks at the window and finds in the deepening twilight three figures walking across the lawn towards the window. A tired brown spaniel is close at their heels. He grabs his stick and hat, and rushes out of the room as if he has seen ghosts. Mrs. Sappleton doesn't understand his strange behavior, but Vera replies that he is deadly afraid of dogs. Not only has Vera tricked Mr. Nuttel but also she has befooled her aunt. Thus, "Romance at short notice is Vera's specialty."

Unit I

Summary

Framton Nuttel was suffering from nerve problems. He was advised by his sister to spend some time with total strangers to overcome his fears. He visited Mrs. Sappleton but she was away. Her niece Vera answered the door. While talking to him Vera came to know that he was a total stranger there. She invented a story to try his nerves and make fun of him. She said that

three years ago a great tragedy occurred in the family. Exactly on that day, her uncle, Mrs. Sappleton's two younger brothers, and their dog went for shooting wild life in the moor. While crossing the moor to their favourite snipe-shooting ground, they were trapped in piece of treacherous bog. Their bodies could not be recovered. It was a pity that her aunt still believed that one day they would come back home. She had kept the window open because they used to come through it. She stopped with a shudder. To his relief Mrs. Sappleton entered room and apologized for being late.

Meanings of difficult words in the text

self-possessed	calm and confident
put up with	accept somebody unpleasant
flatter	praise highly with a motive
discount (v)	belittle
a succession of	a series of
rural retreat	a safe and quiet place in a country-side
moping	in a dull state of mind
masculine habitation	the dwelling of men
rectory	a house where the rector (priest) of a church lives
restful	peaceful
snipe-shooting	shooting at something from a hiding place
treacherous bog	a marsh (an area of soft and wet land) with hidden dangers

Questions for Discussion with clues

1. Why did Nuttel visit Mrs. Sappleton? (... Framton had to visit total strangers as a cure for his nervous disorder... his sister asked him to visit all the nice people she knew around a rural area ... Mrs. Sappleton was one of them ... so he visited to present one of the letters of introduction from his sister)
2. What did the young lady say about her aunt's tragedy to Nuttel? (...Her great tragedy occurred three years ago. Her husband and her two young brothers went off for shooting wild life. While they were crossing the moor to their favourite snipe-shooting ground, they were lost in a piece of treacherous swamp ... Their dead bodies could not be recovered ... She believed that they would certainly come back one day.)

Unit II

Summary

Mrs. Sappleton came in to meet Nuttel. While talking to him she mentioned the open window. She said that her husband and brothers would come back home from shooting directly through the window. She talked cheerfully about shooting, the scarcity of birds, and the prospect of shooting ducks in winter. It was all horrible for Framton. He was restless. He noticed that his hostess was constantly looking at the open window and the lawn beyond. He felt that it was an

unfortunate coincidence that he paid his visit on the tragic day. He tried to change the topic and talked about his illness. Mrs. Sappleton was bored. Suddenly she said that the hunters were coming. Framton shook in fear. He looked at Vera but she seemed to stare at the open window with horror in her eyes. Framton swung round in his seat and looked at the window. In the deepening twilight he saw three figures walking across the lawn towards the window. They all carried guns under their arms. A tired brown, spaniel kept close at their heels. They approached the house noiselessly. Framton grabbed his stick and hat, and rushed out of the house. Mrs. Sappleton could not understand why he rushed out. Vera who is good at telling lies said that the reason of Mr. Nuttel's sudden exit was his fear for dogs.

Meanings of difficult words in the text

Briskly	quickly
rattle	to talk continuously
coincidence	two things happening by chance at the same time
delusion	false belief or opinion
gravel drive	a road paved with small pebbles
headlong retreat	going back in great haste
mackintosh	a raincoat named after its inventor, Charles Mackintosh
cemetery	graveyard
stray dogs	pariah dogs
snarling	making angry sounds
romance	a story of excitement and adventure

Questions for Discussion with clues

1. What did Mrs. Sappleton say about her husband and brothers to Mr. Nuttel? (... They have been out for hunting ... will be coming back home directly from shooting in the marshes ...)
2. How did Mr. Nuttel react to her? (...it was all purely horrible ... he felt sorry for visiting her on the tragic anniversary)
3. Why did Mr. Nuttel leave Mrs. Sappleton's house in a hurry? (... he believed that Mrs. Sappleton's husband and her brothers were dead ... when he saw three figures followed by a dog was coming noiselessly towards the house he shivered in fear ... When he heard "I said, Bertie, why do you bound?", he was out of his wits ... he felt that ghosts are coming ... so he left the house in a hurry)
4. How did Vera explain the cause of Nuttel's sudden disappearance? (..... she 'said that the cause was their spaniel... he had a horror of dogs a pack of pariah dogs once hunted him into a cemetery somewhere on the banks of the Ganges he had to spend the night in a newly dug grave with the dogs snarling and grinning at him)

5. How does Vera create romance at short notice in the story? (... she is an expert at telling lies at will... she invented the story of Nuttel's horror for dog to explain his sudden disappearance ... she could make fun of her elders with her instant cooked up stories.

THE ONE AND ONLY HOUDINI

ROBERT LADO

Harry Houdini (March 24, 1874 - October 31, 1926) was an American stunt performer, noted for his sensational escape acts. He first attracted notice as "Harry Handcuff Houdini" on a tour of Europe, where he sensationally challenged different police forces to try to keep him locked up. Dr. Robert Lado gives an account of one of Houdini's escapes in this play. The scene of the play is set by the swimming pool at New York's Shelton Hotel and the time was August 5, 1926.

A

Summary

Houdini was to perform his show at New York's Shelton Hotel. Houdini got inside an iron box and the cover was soldered. The box was airtight. There was a telephone and an alarm bell with batteries inside the box so that Houdini might call for help. The box was to be lowered underwater into the Swimming Pool. People gathered around the pool. Houdini could go without air for over an hour. The doctors checked his blood pressure and pulse rate and found both normal. They were worried because there would be enough oxygen inside the sealed box for an average man to take fifty breaths. But Houdini said that he knew how to breathe easily and save the oxygen. Doctors doubted that he would be able to live without air for more than fifteen minutes. They feared that he would pass out before he could signal for help. Houdini appeared wearing a black swimming suit. He was smiling. He seemed sure of himself. He thanked the spectators and said that a man could live only three minutes without air and he was going to prove it wrong. He entered the box. The iron cover was put in its place. The cover was sealed. The box was lowered into the pool. Joseph Rinn, the official timekeeper, started the clock. He was to call out the time every five minutes for the first hour. After that, if Houdini was still in the box, he would call out each minute.

Meanings of difficult words in the text

sealed	closed tightly
soldered	firmly fixed with solder (solder is easily melted metal)
emergencies	sudden happenings which make it necessary to act without delay
concerned	anxious
build (n)	general shape or size of a person's body
motioning	making a sign
rocked	moved backwards and forwards

Questions for Discussion with clues

1. What was the feat that Houdini took up in Hotel Shelton? (...Houdini would get inside an iron box with a lid of iron ... the cover would be soldered ... The box would be airtight... The box was to be lowered underwater into the Swimming Pool... he would get out of the box)
2. What were Houdini's purposes behind doing this miraculous act? (... it is said that a man cannot live for more than three minutes without air.... he was going to prove it wrong.)
3. Discuss how he prepared himself to do the act. (...He put on a black swimming suit ... He was smiling... He motioned to the spectators to be silent... thanked the ladies and gentlemen present there. ... explained his intention of proving that a man can live without air for more than three minutes..)
4. Focus on the role of the reporter during Houdini's performance. (... the reporter was giving a running commentary on Houdini's performance ... his discussions with Collins and Dr. McConnell reveal the details of the show ... how doctors checked Houdini's blood pressure and pulse... how he appeared ... how he addressed his audience ... how he got into the box ... how the box was lowered into water... how time was to be noted and announced)

B

Summary

While the performance was going on, the reporter was narrating Houdini's feats. The real name of Houdini is Ehrich Weiss. He was born in Appleton, Wisconsin, in 1874. His father was a poor priest. He went to work at an early age. At the same time, he became interested in magic. He became famous for his magic tricks. But his performance did not appear to be a trick. He had amazing control over his body. While working for a locksmith, he learnt how to open handcuffs with small picks. He also learnt about magic by reading about Robert-Houdini, the famous French magician. Finally, he decided to quit his job and became a professional magician under the name of Harry Houdini.

His wife Bessie is also a magician. After she married Houdini, they performed in many theatres. She dropped out after Houdini became famous for his escapes from handcuffs and jails throughout the country and in Europe and helped him. Once, after Houdini had been handcuffed to the bars in a jail cell, she kissed him good luck and passed a lock pick from her mouth to him. Several minutes later, Houdini surprised his jailers by walking into their office.

Houdini's underwater box escapes are famous. In such a performance, he is handcuffed and chained and put in a wooden box which is shut with nails. After that the box is dropped underwater. Minutes later Houdini swims to the surface. Though he uses tricks in this act, he has lock picks and other special tools hidden on him or in the box. He has great body control. He can control his chest muscles also. Before he is bound into a straitjacket, he fills his chest with air. Later, when he relaxes, he can move around inside the jacket. Others have tried the same trick but

failed. He could also make his stomach muscles almost as hard as steel to withstand the fists of big, strong men.

After thirty minutes of the performance, there was trouble. One of the swimmers standing on the box lost his balance. He fell into water. The other swimmers fell down too. The box had bobbed up above the water level. Collins called out to Houdini. Houdini responded. Though his voice sounded faint, Collins said that he was all right. Houdini has trained himself in controlling his breath. He learnt a lot about holding his breath while doing his underwater escapes. However, Houdini always trained long and hard before giving a show.

Meanings of difficult words in the text

dislocate	put out of position
straitjacket	kind of garment once used to prevent a madman from struggling
rabbi	Jewish priest
locksmith	one who makes locks
picks	small, sharp-pointed instruments
quit	give up
idol	somebody greatly admired or loved
cell	small room
career	way of making a living; profession
bobbed up	moved up quickly
sources	places from which information comes or is got
claims	says, declares
punch (v)	strike hard with the fist
tensed	stiffened or hardened

Questions for Discussion with clues

Describe some of Houdini's previous achievements.

(... Houdini is famous for his escapes from handcuffs and jails ... Once Houdini had been handcuffed to the bars in a jail cell... his wife kissed him good luck and passed a lock pick from her mouth to his. Several minutes later, Houdini surprised his jailers by walking into their office...

Houdini's underwater box escapes are fantastic ... In such a performance, he is handcuffed and chained and put in a wooden box which is shut with nails.... the box is dropped underwater... Minutes later Houdini swims to the surface ... He has great body control. He can move around inside the jacket... He can make his stomach muscles as hard as steel to withstand the fists of big, strong men)

Summary

After forty five minutes people were worried about Houdini's well-being. Doctors seemed afraid. Dr. McConnell said that if he was awake in the box, he must be suffering from extreme exhaustion. As fifty minutes passed, some of reporters were rushing for the phones making their stories that Houdini was able to go without air for over an hour. As fifty-five minutes passed, a group of doctors approached James Collins, Houdini's assistant and asked him to pull Houdini out when the sixty minutes were up. But Collins did not agree. A doctor asked Collins to tell Houdini that he had passed an hour. Collins told Houdini that he had just passed an hour and the doctors were urging him to pull him out. Houdini told him to wait.

Rinn was calling out each minute. The Doctor exclaimed that Houdini was an amazing man. People were whispering to one another around the pool. When Houdini passed the hour mark, some of the crowd seemed to relax but Houdini was far from being safe. After one hour and thirteen minutes Collins had a call from Houdini. Houdini said that the box had got a leak, but there was no danger.

After one hour and thirty minutes Houdini called Collins to get him up. The box was raised above water and opened. Dr. McConnell checked Houdini's pulse and blood pressure and found them very low. But Houdini said that he felt a little dizzy which would pass after an hour of exercise. The Reporter congratulated Houdini and asked how he did the trick.

Houdini said that it was no trick. He just took a series of deep breaths before the lid was soldered. He made very few body movements inside the box and took short breaths. The Reporter exclaimed that Houdini was a fantastic man.

Meanings of difficult words in the text

grim	(here) anxious, unhappy
trickle	weak or thin flow
dizzy	feeling as if everything were turning round, as if unable to balance
panic (v)	be frightened (suddenly)
fantastic	wonderful

Questions for Discussion with clues

1. How did the spectators express their concern as Houdini had spent more than forty five minutes in the box?

(...people were worried about Houdini's well-being... Doctors seemed afraid... Dr. McConnell said that if he was awake in the box, he must be suffering from extreme exhaustion. As fifty minutes passed, some of reporters were rushing for the phones making their stories that Houdini was able to go without air for over an hour... As fifty-five minutes passed, a group of doctors approached James Collins, Houdini's assistant and asked him to pull Houdini out when the sixty minutes were up ... as

Collins did not agree, a doctor asked Collins to tell Houdini that he had passed an hour)

2. Bring out the important aspects of Houdini's character.

(... a skillful performer... he is determined to make his show without fail... when he spent an hour without air to breathe and the people were worried about him, he did not like to give up ... he had nerves of steel... he was under water with no air for more than one hour and thirteen minutes, and the box is leaking letting water in, he did not give up.... Even he was fine after one hour and thirty minutes when came out of the box)

3. Why does the reporter say to Houdini, "You're a fantastic man"?

(...he had nerves of steel... he spent one hour and thirty minutes in an airtight box yet he was fine ... he is never in panic ... he is an example to trapped coal miners and deep- sea divers ...)

CHILDHOOD

Jawaharlal Nehru

Jawaharlal Nehru (1889 -1964), a great freedom fighter and statesman is the first Prime Minister of independent India (1947-64). He is highly respected for his instinctive sense of diplomacy and great knowledge of international affairs. He is a prolific writer in English and wrote a number of books, such as *The Discovery of India*, *Glimpses of World History*, An autobiography Nehru gives an account of some of his childhood experiences in this text.

Unit I

In this unit Nehru writes about his feelings for the English rulers and the common English men.

Summary

During his childhood Nehru often listened to his cousins talking about the insulting conduct of the English towards the Indians. His cousins felt that no Indian should tolerate such misconduct and fight it out. They discussed cases of clashes between the English and the Indians. When an Englishman killed an Indian, he was set free by the English jury. In railway trains, compartments were reserved for Europeans. Even when an Englishman entered on unreserved compartment, he did not allow any Indian to travel in it. Benches and chairs were also reserved for Europeans in parks and other public places. Nehru was angry with the English who misbehaved in this manner. He was glad whenever an Indian hit back. One of his cousins who was the strong man of the family often picked a quarrel with an Englishman, or more frequently with Eurasians who were even more rude than the English. Such quarrels took place especially during railway journeys. However, he had no ill will against any single Englishman. He rather admired the English.

Meanings of difficult words in the text

sheltered	protected
uneventful	dull
overbearing	arrogant, proud
Eurasians	Europeans and Asians
conflicts	difference, quarrels
acquitted	not found guilty, set free
resentment	anger
alien	foreigner

infrequently	occasionally
encounters	meeting
offensive	rude

Questions for Discussion with clues

1. Why did Nehru resent the behaviour of Englishmen in general in India? (During his childhood Nehru had listened to his cousins talking about the arrogant character and insulting manners of the English towards Indians ... he had heard of instances of conflicts between the rulers and the ruled ... whenever an Englishman killed an Indian he was acquitted by a jury of his own countrymen ... In railway trains, compartments were reserved for them ... no Indian was allowed to travel in those even though they were empty... Even they entered an unreserved compartment and did not allow any Indian to enter it... Benches and chairs were reserved for them in public parks and other places... Nehru resented the alien rulers)
2. How did he feel about the individual Englishman in India?
(... he had no feeling of ill will against individual Englishmen... he had English governesses... he admired the English)

Unit II

In this unit Nehru admires his father Motilal Nehru.

Summary

Friends came to visit Nehru's father in the evenings. He would relax with them. The house echoed with his laughter. His laughter became famous in Allahabad. Sometimes Nehru would peep into the room behind a curtain. If he was caught, he would be taken into the room and made to sit for a while on his father's knee. He had often seen his father and his friends drink whisky. Once he saw him drinking claret or some other red wine. He was frightened. He ran to his mother to tell that his father was drinking blood. He greatly admired his father. His father was a model of strength, courage and cleverness to him. He hoped to be like his father. But he was afraid of his father for his bad temper. He looked terrible then and Nehru shivered with fear. But Motilal had a strong sense of humour and an iron will. He could control himself as he grew older.

Meanings of difficult words in the text

resound	echo
embodiment	a typical example
treasure (v)	to keep something as extremely valuable
fright	fear
indulge in	to do something that one likes

Questions for Discussion with clues

1. How did Nehru's father spend his evenings in Allahabad?

(... many friends visited him ... he would relax after the tension of the day with friends ... the house would resound with his roaring laughter... often he and his friends drank whisky ... once Nehru had seen him drinking claret or some other red wine .)

2. How does Nehru express his admiration for his father?

(... admired his father greatly ... father seemed to him as the picture of strength, courage and cleverness ... Nehru hoped to be like him when he grew up ... admired him ... loved him ... feared him for losing his temper at servants and others ... as he grew older he could understand his temper ... he had a strong sense of humour and an iron will ... Nehru had high regards for his father)

Unit III

In this unit of the text Nehru recollects an incident of his father's anger.

Summary

When he was five or six, Nehru faced his father's anger. One day he found two fountain pens on his father's office table and picked up one for himself. When a search was made for the lost pen, he was so afraid that he could not confess his guilt. The pen was discovered and his father gave him a sound thrashing. Nehru rushed to his mother. For several days, creams and ointments were applied to his aching and quivering little body. He was still full of admiration for his father though a little afraid. However, he had no fear of his mother because she would forgive everything he did. As he spent more time with his mother, she seemed nearer to him and he used to confide in her. As he was almost as tall as she was and felt more of an equal with her. He admired her beauty and loved her amazingly small and beautiful hands and feet.

Meanings of difficult words in the text

recollections	memory
confess	admit
proclaim (v)	declare
mortification	shame
disgrace	dishonour
quivering	trembling
admiration	praise
condone	forgive
indiscriminating	overwhelming
dominate	influence
confide	disclose

Questions for Discussion with clues

1. Narrate briefly how Nehru became a victim of his father's temper. What was the effect of this incident on him?

(... he was about five or six ... he saw two fountain-pens on his father's office table... he thought that his father could not require both at the same time and took one of them for himself ... when the lost pen was searched, he grew frightened and did not confess... the pen was found out... his father was very angry and gave him a good thrashing... he was almost blind with pain and fear ... he rushed to mother... for several days creams and ointments were applied to his aching and shivering little body ...

... he did not have any ill-will towards his father... he felt that the punishment was just though overdone... his admiration and affection for his father did not become less ... fear formed a part of his respect for his father)

2. What impression of Nehru's mother do you get from this unit?

(... she had excessive and indiscriminating love for Nehru ... she condoned everything he didshe was short in stature she was beautiful ... she had amazingly small and beautiful hands and feet... she belonged to a fresher group of migrants from Kashmir)

Unit IV

In this unit Nehru writes how he treated his seniors in the family and what he learnt from them.

Summary

Munshi Mubarak AN was one of Nehru's childhood confidants. The munshi came from a well-to-do family of Badaun. The Revolt of 1857 had ruined the family. He was gentle and patient with everybody. Nehru always came to him whenever he was unhappy or in trouble. He listened to stories from *The Arabian Nights* or the accounts of the happenings in 1857 and 58. "Munshiji" died *. When Nehru was grown up-and he treasures his memory lovingly. Nehru also listened to stories from the old Hindu mythology, from the epics, *The Ramayana* and *The Mahabharata* from his mother and aunt. His aunt, the widow of Pandit Nand Lai, was learned in the old Indian books and had a never-ending supply of these tales.

Meanings of difficult words in the text

confidant	trusted person
exterminate (v)	destroy
affliction	suffering
forbearing	patient
haven	safe place
refuge	shelter
lore	knowledge

snuggle up get closer

Arabian Nights 1001 Thousand One Night's Tale of the Arabian Nights

Inexhaustible never-ending

Questions for Discussion with clues

1. How does Nehru cherish the memory of Mubarak Ali?

(Nehru cherishes the memory of Munshi Mubarak Ali as a dear and precious possession ... he was one of the early confidants of Nehru ... he was his father's munshi... Mubarak Ali came from a well-to-do family of Badaun ... his family was ruined during the Revolt of 1857 by the English troops ... he was gentle and forbearing with everybody, especially with children ... he was a sure haven of refuge for Nehru whenever he was unhappy or in trouble... with his fine grey beard he seemed to young Nehru very ancient and full of old-time lore ... he used to listen to stories from *The Arabian Nights* or accounts of the happenings in 1857 and 58.)

2. How did Nehru acquire the knowledge of Indian folklore and mythology during his childhood?

(... he listened to stories from the old Hindu mythology, from the epics, *The Ramayana* and *The Mahabharata* from his mother and aunt... his aunt, the widow of Pandit Nand Lai, was learned in the old Indian books and had an inexhaustible supply of these tales ... he owes to them for his knowledge of Indian mythology and folklore)

UNITY

In this unit Nehru writes about his childhood ideas of religion and the his family during those days:

Summary

During his childhood Nehru did not have a clear idea of religion. His father and his older cousins treated religion lightly. He enjoyed ceremonies and religious offerings performed by the women of the family. Sometimes he went with his mother or aunt to the Ganges for a dip and visited temples in Allahabad or in Benares or went to see a sanyasi reputed to be very holy. All this left little impression on his mind. However, he tried to imitate the casual attitude of the grown-up men of the family to some extent. Several Hindu and Kashmiri festivals were observed in his family. On the *Holi* they sprayed water on each other. On the *Diwali*, all the houses were lit up with thousands of dim lights in earthen cups. On the *Janmashtami* the birth of Krishna in prison was celebrated at the midnight hour in the temple. During the *Dasehra* and *Ram Lila* tableaux and processions reenacted the old story of Ramachandra and his conquest of Lanka. Children went to see the *Mohurram* processions with their silken alums and their sorrowful celebration of the tragic story of Hasan and Husain in distant Arabia. During the two Id days he would go to Munshiji's house and consume sweet vermicelli and other dainties. His family also observed smaller Hindu festivals like *Rakshabandhan*, *Bhayya duj* and some special Kashmiri celebrations like the *Naoroz*, the New Year's Day according to the Samvat calendar when all wore new clothes, and young people of the house got small sums of money as tips.

Meanings of difficult words in the text

hazy	not clear
notions	ideas
revelry	noisy fun, merrymaking
conquest	victory
attire	dress
dainties	tasty food

Questions for Discussion with clues

1. How does Nehru recall the religious atmosphere in his home during his childhood?
(During his childhood Nehru did not have a clear idea of religion ... his father and his older cousins treated the question of religion lightly... he enjoyed ceremonies and pujas performed by the women of the family ... sometimes he went with his mother or aunt to the Ganges for a dip ... sometimes with them he visited temples in Allahabad or in Benares or went to see a sanyasi reputed to be very holy ... all this left little impression on his mind.... however he tried to imitate the casual attitude of the grown-up men of the family to some extent)
2. How did Nehru family observe various festivals when he was a child?
(... on the *Holi* they sprayed water on each other... on the *Diwali*, the festival of light, all the houses were lit up with thousands of dim lights in earthen cups ... on the *Janmashtami* the birth of Krishna in prison was celebrated at the midnight hour... during the *Dasehra* and *Ram Lila* tableaux and processions reenacted the old story of Ramachandra and his conquest of Lanka ... children went to see the *Mohurram* processions with their silken alums and their sorrowful celebration of the tragic story of Hasan and Husain in distant Arabia ... during the two Id days he would go to Munshiji's house and consume sweet vermicelli and other dainties... observed smaller Hindu festivals like *Rakshabandhan*, *Bhayya duj* ... some special Kashmiris celebrations like the *Naoroz* the New Year's Day according to the Samvat calendar when all wore new clothes, and the young people of the house got small sums of money as tips)

UNIT VI

In this unit Nehru gives an account of his birthday celebrations, and other festivities in his family.

The Text

Nehru had great interest in his birth anniversary. It was a day of great excitement for him. Early in the morning he was weighed in a huge balance against some bagfuls of wheat and other articles which were then distributed to the poor. Then, dressed in new clothes, he received presents. Later in the day there was a party. He was the hero of the occasion. He complained that his birthday came so rarely. Sometimes the whole family journeyed to a distant town to

attend marriage ceremonies. These journeys were very much exciting for the children of the family. All rules were relaxed for them. He enjoyed the company of other children in the family and had his heart's fill of play and mischief.

Meanings of difficult words in the text

array (v)	put on ceremonial dress
grievance	complaint

Questions for Discussion with clues

1. How did Nehru enjoy his birthdays during his childhood? What was his grievance against this occasion?

(...his birthday was a day of great excitement for Nehru... early in the morning he was weighed in a huge balance against some bagfuls of wheat and other articles which were then distributed to the poor... he was dressed in new clothes ... received presents ... later in the day there was a party... he was the hero of the occasion ... he complained that his birthday came so rarely)

2. How did Nehru enjoy himself when his family visited relatives living in distant towns to take part in wedding ceremonies?

(...journeys to a distant town to attend marriage ceremonies were very much exciting for the children of the family ... all rules were relaxed for them ... Nehru enjoyed the company of other children in the family and had his heart's fill of play and mischief)

UNIT VII

In this unit Nehru makes his observations on Indian marriages.

Summary

Nehru considers Indian marriages as wasteful and extravagant display. It was painful to see the vulgar display of vanity which has no artistic or aesthetic value. The real guilty people belonged to the middle class. Some people suffered from poverty due to their social customs. The poor are also extravagant. They were buried under debts but as the life of the poor was terribly dull an occasional marriage celebration with some feasting and singing came to them as an oasis in a desert of soulless hard work, a relief from drudgery and the prosaic business of life. Without this little show their life would be drab and cheerless. Apart from wasteful extravagance marriages provide opportunities for big social reunions. Distant relations and old friends meet after long intervals. Hence the marriage celebrations are popular.

Meanings of difficult words in the text

condemnation	blame
extravagant	spending a lot of money
display	show
aesthetic	showing artistic taste

burdensome	hard to bear
monotonous	boring
toil	hard work

Questions for Discussion with clues

1. How does Nehru view customs of Indian marriages?
(... Indian marriages were wasteful and extravagant.... there was vulgar display of vanity which had neither artistic nor aesthetic value of any kind ... the middle class were the most guilty of this... some people suffered from poverty due to their social customs)
2. Why is he sympathetic to the poor with regard to their extravagant wedding ceremonies?
(... the life of the poor is terribly dull and monotonous ... an occasional marriage celebration with some feasting and singing comes to them as an oasis in a desert of soulless toil... it is a refuge from domesticity and the prosaic business of life.... It is an occasion of laughter for them)
3. What is Nehru's observation on the brighter side of wasteful marriage ceremonies?
(... apart from wasteful extravagance marriages are big social reunions ... distant relations and old friends meet after long intervals ...)

Unit VIII

In this unit of the text and learn Nehru depicts the status of Kashmiri women in the society.

Summary

Kashmiri women enjoyed equal status with men. They had never had any purdah, or seclusion among themselves. When they came down to the plains, they adopted it, but only with others and non-Kashmiris, as purdah was considered then in northern India an inevitable sign of social status. But among themselves they had free social life. In Kashmiri feasts and ceremonies men and women met together and sat together, though often the women would sit in one bunch. Boys and girls used to meet on a more or less equal footing.

He remembers one little incident of his childhood which stands out in his memory. He was about seven or eight then. He used to go out every day for a ride accompanied by a groom from a cavalry unit of Allahabad. One evening he had a fall and his pony returned home without him. His father was giving a tennis party. A procession of elderly men headed by his father set out in search of him. They met him on the way and he was treated as a hero.

Meanings of difficult words in the text

inevitable	unavoidable
squabble	quarrel
intervention	interference

Questions for Discussion with clues

1. How does Nehru focuss on the status of Kasmiri women in the society?

(... Kashmiri women have never had any purdah ... there is no seclusion of women ... when they came down from the Kasmir valley to the Indian plains, they adopted purdah which was a sign of social status there ... but they used it with non-Kashmiris... among themselves they stuck to the free social life of men and women ... in Kashmiri feasts and ceremonies men and women met together and sat together, though often the women would sit in one bunch.... boys and girls used to meet on a more or less equal footing...)

2. How does he record his adventure with horse-riding during his childhood?

(...he was about seven or eight... he used to go out every day for a ride accompanied by a groom from a cavalry unit in Allahabad ... one evening he had a fall ... his pony returned home without him ... his father was giving a tennis party... all the members of the party and his father set out in search of him they met me on the way ... he was treated as a hero)

MARRIAGE

Dr. Rajendra Prasad

Rajendra Prasad (3 December 1884 - 28 February 1963) was one of the architects of the Indian Republic. He was the first President of independent India. He was the President of the Constituent Assembly; President of Congress in 1943 and 1939. "MARRIAGE" is an excerpt from the autobiography of Dr. Rajendra Prasad.

Unit I

A century ago, the marriage ceremony was a family affair. Neither the groom nor the bride had a say in it. In this unit the author describes the rituals of his betrothal ceremony.

Summary

Marriage of Rajendra Prasad was arranged when he was in the fifth standard and was thirteen. The bride's father and his younger brother visited their house. They put some questions to him and approved of the match. They sent clothes, utensils and cash present of Rs. 2,000 after a few days as the *Tilak*. His father was not keen on the cash present, but as the bride's party insisted, he had to accept it. Two thousand rupees then was considered to be a fairly good sum. It was a custom that if the present for the *Tilak* is greater, the pomp and show in the marriage procession must be greater and the customary offering of ornaments for the bride must be costlier. Although their financial position was not very sound at that time due to expenses on deaths in the family, loss of income from the zamindari owing to famine and rising expenses on children's education and lawsuits, his father decided to make the marriage a grand affair in order to maintain the prestige of the family.

Meanings of difficult words in the text

Zeradei	native village of the author in Siwan district of Bihar
retire (v)	to leave a place
betrothal	engagement ceremony
customary	according to custom
considerable	huge
protracted	longer than usual
litigation	court case, lawsuit
lavish	large in amount, profuse

Questions for Discussion with clues

1. How was the author's marriage finalised?

(... the bride's father and his younger brother visited the house of Rajendra Prasad to see him... they asked him some questions... were satisfied and approved of the match)

2. What idea of the ritual of *Tilak* do you get from the passage?

(... *Tilak* is the engagement ceremony ... as a custom a token gift of clothes, utensils and cash is given to groom ... pomp and show in the marriage procession, and costlier gifts and ornaments for the bride depended on the present on the occasion of engagement ceremony)

3. What was the financial condition of the author's family? Did it affect the pomp and show of the author's wedding?

(... financial position was not very sound ... there was financial strain due to deaths in the family ... income from zamindari was less ... expenses had gone up due to children's education and long-drawn-out lawsuits ... no.... because it involved the prestige of our family ... the marriage was a grand affair)

Unit II

Marriage processions, almost a century ago, were elaborate and grand. In this unit the author gives the details of his marriage procession.

Summary

Those days there was a custom of elaborate marriage processions with horses and elephants. They could arrange only one elephant and a few horses for Rajendra Prasad's marriage as it was an exceptionally auspicious day and there were many marriages on that day. The marriage was to be held in Dalan-Chapra in Ballia district, 40 miles from Zeradei. It was a two-day journey. Besides one elephant and a few horses the party had several palkies. His brother was riding a horse. His father and other relatives were in palkies and he was in a special palki. Riding in a palki was no fun for him with the sun and the hot winds. In the evening, they camped in a village on the bank of the Sarju and rested for the night. The next morning they crossed the river. The luggage, the palkies, the horses, and the bullock carts were transported on boats while the elephant was made to swim across. But the elephant would not go forward and turned back. The mahout returned with his elephant. His father was unhappy because his own marriage procession had scores of elephants but he could not arrange a single tusker for his son. In the evening his wish was fulfilled. When we were nearing the bride's place they could hire a few elephants returning from another wedding. They reached the bride's place at 11 in the night.

The bride's party were worried because of the delay in their arrival. They were a bit disappointed as the marriage procession was not to their expectation in pomp and show. But their spirits revived when they saw the ornaments, dresses, sweets and other presents for the bride.

Meanings of difficult words in the text

elaborate	carefully prepared and organised
auspicious	showing signs of future success,
procure	get with difficulty, obtain
reluctantly	unwillingly
abandon (v)	give up,
wrench	sad parting
scores	sets of twenty
dejected	sad, gloomy
tusker	a male elephant

Questions for Discussion with clues

1. How does the author describe his marriage party?

(...they could arrange only one elephant and a few horses for his marriage procession ... the journey to the brides place Dalan-Chapra in Ballia district 40 miles from Zeradei was for two days ... the party was big ... besides the elephant and a few horses, many *palkies* were used ... his brother was riding a sturdy horse... his father and other relatives were in *palkies* ... he was in a special *palki*... his *palki* was made of silver... it was open at the top ... it had a canopy to protect the rider from the hot June sun ... it was a very heavy burden for the bearers in the evening, they camped in a village on the bank of the Sarju ... they rested for the night ... the next morning they started crossing the river ... the luggage, the *palkies*, the horses, and the bullock carts were transported on boats ... the elephant was made to swim across ...but the elephant did not move ... the mahout returned with his elephant)

2. Why was the author's father unhappy? How was his wish fulfilled?

(... because his son's marriage party did not have been even a single tusker when his own marriage procession had scores of elephants ... his wish was fulfilled when they were nearing Dalan-Chapra ... a few elephants were returning from another marriage party ... these elephants were hired for their party)

Unit III

As Rajendra Prasad was a teenager, the marriage ceremony was like a child's play for him. It was a family affair. In this unit the author describes the experiences of his wedding ceremony.

Summary

The wedding party arrived late in the night. The bridegroom had fallen asleep in the *palki*. It was quite a job for his people to wake him up. He managed to keep his eyes open through the pre-nuptial ceremonies. The wedding took place the same night. He neither understood the importance of the marriage nor felt its responsibility. It was like a doll's marriage for him. He did

whatever the Pandit or the women of the house told him to do during the ceremony. He could hardly understand what was going on. He only knew that someone would come into their house as his wife. They stayed in the bride's house for two days and then returned home. The bride did not accompany them to their home immediately. A year later his wife came into their house following a ceremony known as *Duragman*.

The custom of *pardah* was strictly observed then in his family. His brother's wife could talk only to the two maidservants she had brought with her. She had a room to herself and she never came even into the verandah. No one was permitted to enter the courtyard except the cook and the tender aged boy servants. The cook had to give a loud warning before he could walk across the courtyard to the kitchen. If he required anything, a maidservant got it for him. When his sister-in-law wanted to go for her bath, everyone was cleared out of the courtyard. Two maidservants would carry bed sheets as curtains on either side of her when she walked to the bath. She would pull on her veil even when her mother, aunt or sister entered her room. No maidservant of Zeradei could go to her room. Except for once or twice as a boy, Rajendra Prasad had never seen her face. His wife followed the same practice in Zeradei, but after a long time, the rules were relaxed.

Meanings of difficult words in the text

nuptial wedding ceremony

automaton automatic machine

Questions for Discussion with clues

What are the author's remarks on his marriage?

(... his marriage was a family affair ... he had had no hand in settling the match ... it was like the game of dolls' marriage ... he neither understood the importance of the marriage nor felt its responsibility ... during the ceremony he did whatever the Pandit or the women of the house told me to do... all that he knew was that someone would come into their house as his wife just as his brother's wife had come)

How does the author describe the ritual of *Duragman*?

(... the bride does not accompany the groom to his home immediately after the marriage is over... another small party goes to fetch the girl later... this ceremony is known as *Duragman*)

How does he narrate the custom of *pardah* observed by his sister-in-law?

(... she had a room to herself ... she never came even into the verandah ... she could talk only to the two maidservants she had brought with her... no one was allowed to enter the courtyard except the cook and tender aged boy servants ... the cook had to give a loud warning before he could walk across the courtyard to the kitchen ... when she wanted to go for her bath, everyone was cleared out of the courtyard ... two maid-servants would carry bed sheets as curtains on either of her when she walked to the bath ... she would pull on her veil even when her mother-in-law, aunt-in-law or sister-in-law entered her room)

INVITATION TO ENGLISH -3

**(STUDY MATERIAL FOR THE FIRST YEAR OF +2
IN DISTANCE MODE)**

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FOREWORD

This unit of lessons deals with reading and writing skills. Each Lesson contains study materials and activities designed to improve the reading and writing skills of the students. Students should take care to work out the activities and check their answers with the hints given at the end of each activity. They should keep it in mind that there is no better way of learning than self-study and peer interaction. It is imperative that they should study the material carefully and discuss their difficulties with friends and seniors.

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Lesson -1

VOCABULARY SKILLS

Building the vocabulary increases confidence in speaking and writing. The study material in this section will help the students to build their vocabulary. Let's study the use of 'suffixes' and 'prefixes' to learn new words.

SUFFIXES

A suffix is simply an ending that is added to a base word to form a new word. For example, the verb *read* can be made into the noun *reader* by adding the suffix *-er*, *read* can be made into the adjective *readable* by adding the suffix *-able*.

A key thing to know about a suffix is whether it starts with a vowel or a **consonant**.

Study the suffixes beginning with a vowel

<i>Suffixes</i>	<i>Examples</i>
-er, -or	farmer, collector
-en	mistaken, hidden
ish	foolish, thinnish
-ation	limitation, reservation
-ing	firing, sitting

Study the suffixes beginning with a consonant

<i>Suffixes</i>	<i>Examples</i>
-ful	hopeful, plentiful
-less	useless, tasteless
-ly	bravely, frankly -
-ment	movement, agreement
-ness	darkness, happiness

Have you marked the pattern? When a vowel suffix is added, **fire** becomes **firing** (dropping the e) and **sit** becomes **sitting** (doubling the letter t). When a consonant suffix is added, the base word doesn't change. If you can handle suffixes, you can avoid spelling mistakes.

Activity 1

Identify the consonant and the vowel suffixes in the following words :

Hopeless, notable, statement, calculation, spiteful, reservation, lately, latest, extremely, expensive
[consonant- -less, -ment, -ful, -ly, -ly; vowel -able, -tion, -tion, -est, -ive]

Activity 2

Add suffixes to the following to make new words. Remember to drop the e when adding a vowel suffix. (Note that y is regarded as a vowel suffix, so laze + y = lazy)

excite+ing _____, arrive+al _____, blame+less _____,
spice+y _____, waste+ful _____, care+ing _____,
place+ed _____, place+ment _____, Swede+ish _____,
create+ion _____

[exciting, arrival, blameless, spicy, wasteful, caring, placed, placement, Swedish, creation]

Activity 3

Link the verbs with their suffix to form new words.

- a) interest -ing
- b) noise -y
- c) breath -less
- d) popular -ity
- e) drop -let

[a. interesting, b noisy , c. breathless, d. popularity, e. droplet]

Activity 4

Link the verbs with their correct suffix to form NOUNS and write them down.

- a) IMAGINE 1. -er
- b) WEAK 2. -sion
- c) TEACH 3. -ation
- d) INFECT 4. -ness
- e) DECIDE 5. -ion

[a) imagination, b) weakness, c) teacher, d) infection, e) decision]

Activity 5

Link the verbs with their correct suffix to form NOUNS and write them down.

- a) ARGUE 1. -ance
- b) ASSIST 2. -ment

- c) REFUSE 3. -ence
- d) OCCUR 4. -ance
- e) RESIST 5. -al

[a. argument, b assistance, c. refusal, d. occurrence, e. resistance]

Prefixes

A prefix is a word-part placed in front of a base word. A prefix usually changes the meaning of the base word. Example: The prefix **un** added to the word **happy** makes a new word **unhappy** with a new meaning. The prefix **un** means not, so it changes the meaning of the word **happy** to **not happy**.

The two most common prefixes are **un** and **re**. These two prefixes are the most useful for beginners. **Un** means **not** (unhappy = not happy) or the opposite of (as in **untie**). **Re** means **again** (**redo** = do again) or **back** (as in **repay**).

The spelling of the base word never changes. Simply add the prefix to the beginning of the base word, as in the word **unhappy**. Look at these other words where double letters occur.

il + logical = illogical

im + mature = immature

il + legal = illegal

A prefix is usually added directly to the base word, but sometimes a hyphen is needed. Examples

un-American, pre-1980, ex-president (ex meaning former), *self-respect, ultra-ambitious, anti-intellectual, co-worker*

PREFIXES like DIS/IN/IM/IR/UN/IL/MIS are used to give an opposite/negative meaning to a word.

Examples: Dis +honest = Dishonest

Activity 1

Identify the prefixes in the following words: *unnoticeable, illiteracy, immoral, dissatisfy, irreconcilable, misspell, irregular, irrelevant*

[un, ll, im, dis, ir, mis, i, ir]

Activity 2

Make new words by adding prefixes to the following words:

possible, loyal, complete, replaceable, effective, popular, fortune, different, kind, agree

[impossible, disloyal, incomplete, irreplaceable, ineffective, unpopular, misfortune, indifferent, unkind, disagree]

Activity 3

Add prefixes to the following to make new words.

ab + normal , ante + chamber , anti + piracy , arch + rival , bi + annual , be + friend , circum + navigate , de + motivate , dys + function , equ/ + distant , extro + ordinary , fore + head , hydro + electric , infra + structure , macro + economics , mo/+ treat

Activity 4

Identify the prefixes in the following words:

megaphone , minibus , monorail , multicolor , neoclassical , nonexistent , omnipresent , overambitious , post independent , pre-independent , retell , retroactive , stepmother , supermarket , transportation , tricycle , ultraviolet , undercook , vice-president , withhold

Activity 5

Link the words with their suffixes to form new words.

demi	circle
hemi	exist
semi	sphere
co	god

[demigod, hemisphere, semicircle, coexist]

Vocabulary Skills are tested on the unseen passages. Let's read through some passages not related to the prescribed texts and drill vocabulary skills.

Example

Most shopping begins at the shop window. It is infuriating to see a bargain there, and then be told when you have gone in the shop that they have made a mistake. They are very sorry, but the price ticket is wrong. The goods are not for sale at that price. Angry customers are apt to think that they are entitled to have the goods at the price marked. After all, they feel, that is the understanding on which they have been tempted into the shop. If the price is not as marked, they have been brought in on false pretences. There is no doubt that under pricing in the window does cause a lot of hard feelings when the shopkeeper refuses to honour his own price ticket. Many shops, to keep the customer's goodwill, will in fact let the goods go at the price marked. But the courts have said that the customer cannot hold the shopkeeper to the price on the ticket. A shopkeeper is not obliged to sell goods at Rs.10.00 just because he marks them Rs.10.00 in the window. He is perfectly entitled to say that the correct price is Rs.15.00 and that he will not sell them for any less. He can even say that the goods were put in the window by

mistake, and are not for sale at all. His display is, so far as the law is concerned, nothing more than an indication to possible customers of the kind of goods he has in stock.

Questions:

- (a) Find out the words in the passage which have the following meanings:
i. filling one with anger, ii. something offered, sold or bought cheap, iii. make-beliefs,
iv. put on show v. suggestion
- (b) Make sentences with the following expressions: no doubt, not for sale, so far as
[Ans.: (a) i. infuriating, ii. bargain, iii. pretences iv. display, v. indication]

Activity 1

Read through the passage given below and find the words in the passage which mean the following:

nationalistic, learning a lot of thing in short time, strength, load, tired, too much worried

The aim of education is to draw out all the faculty of the young learner. It should develop in him intellectual and moral power, and strengthen him physically, mentally and spiritually. As a result he turns at the end of his college career a useful, patriotic, pious gentleman, who respects himself and respects those around him.

Education is a failure when it is simply cramming the learner's head with a lot of information poured into the head as into a basket, only to be poured out in the examination room, and the empty basket again carried into the world. It is not good education which, when a student has passed his examination, leaves him exhausted as to his body and overstrained as to his brain. When a boy goes out of his college, he should be full of life, full of vigour, full of energy, and full of delight in his young life to take up the burden of the work of the world. He should not be exhausted and overstrained when he has finished his educational career.

[Ans: patriotic, cramming, vigour, burden, exhausted, overstrained]

Activity 2

Read through the passage given below and find the words in the passage which mean the following:

- i. *A piece of work planned to achieve an aim, ii. a way of solving a problem, iii. at once, iv. a strong feeling of excitement*

Positive thinking in the workplace is extremely important. It is a mental attitude that expects good and constructive results. The managers of the business world must have positive thinking because when they find that work goes beyond expectation, they should look at it from a different perspective - one that concentrates on solutions rather than problems, in order to have the desired result.

However, it does not deny the existence of negative results or things beyond one's control. When a project does not go in the desired direction, a positive thinking person concentrates on solutions instead of the problem. But a person with negative thought has a natural tendency to

point fingers at others when things do not go right. He tends to whine and complain instead of starting to work on a solution immediately. Positive thinkers live up to the challenge of the problem and commit themselves to seeking a solution to the problem. They do not dwell in unproductive activities.

What we think affects how we behave. When our thinking is positive, our attitude is positive and we transfer a feeling of energy and enthusiasm to those around us. People feel good towards us and are more willing to help us. It is, therefore, important for to have positive thoughts. Positive thinkers know that when things go bad or unexpected result occurs, it is only momentary. That positive result is achievable.

[Ans: i. project, ii. solution, iii. immediately, iv. enthusiasm]

Activity 3

Read through the passage given below and find the words in the passage which mean the following:

the process of building towns and cities, to mix together, variety, social position

It is a fact that cities are where the middle classes grow, where people from different parts of the world mingle together, and where social mobility for the lower social groups is most possible. Urbanisation in most countries is closely associated with development. Cities provide opportunities for nonagricultural employment and a sufficient population mass to make a diversity of services, including education.

There are, however, some puzzles over urbanisation in India. The official statistics show India to have a surprisingly low rate of urbanisation. Most developed countries that urbanised rapidly now have around 80% of people living in urban areas, but urban population in India may still remain below 45% by 2030.

Urbanization in India is faster than what the official statistics suggest. An increasing number of people live in districts that have become developed, or absorbed into an urban area, but which are still designated as 'rural'. No one is in a hurry to have their district redesignated, as rural status brings various funding benefits. Gurgaon, for example, the satellite town outside Delhi which is one of the biggest IT-BPO (IT-Business Process Outsourcing) centres, maintains its 'rural' designation.

[Ans: urbanization, mingle, diversity, status]

Lesson - 2

INFORMATION TRANSFER

(Converting verbal information into non-verbal form)

Information presented through words is often converted into tables, diagrams, graphs, charts, etc. to present data visually. It saves the labour of reading. Let us examine a few examples to understand the information transfer.

Example I

Milk

Milk is a wholesome food. It contains all important nutrients for the growth and development of a living body. It consists of nutrients like carbohydrate, fat, protein, vitamin & minerals and water. In 100 ml. of milk, the percentage of water is the highest, i.e. 87.2%. The percentage of Vitamins and minerals is the lowest, i.e. 0.7%. The percentage of fat and proteins is 3.8 % and 3.5% respectively. Carbohydrate, which supplies instant energy, constitutes only 4.8%.

Let's convert the data in the paragraph into a table.

Contents in 100 ml. of milk		
Sl. No.	Name of the Nutrient	Amount in. %
1	carbohydrate	4.8%
2	fat	3.8%
3	protein	3.5%
4	vitamins & minerals	0.7%
5	water	87.2%

Activity 1

The average weight of children at school is lowest in Nagaland at 40 kilograms, while in Maharashtra, the average weight of 65 kilograms is the highest. In Punjab and Orissa, the average weight of school children is 50 kilograms and 48 kilograms respectively. Though the Intelligence Quotient (Id) of children in Maharashtra at 120 is the highest, there seems to be no correlation between weight and IQ. In Nagaland, while the average weight is the lowest, the IQ stands at a fairly high level of 115. In Punjab and Orissa, the IQ levels stand at 110 and 105 respectively.

Activity 2

The per capita income in India is pitifully low compared to the developed countries of the world. Against India's per capita income of 225 dollars, Canada, USA, Holland and Sweden have 1500, 2200, 2500 and 3000 dollars respectively. While 17 in 1000 people use cars in India, 650, 700 and 500 in 1000 people use cars in Canada, Holland and Sweden respectively. In USA, it works out to 2100 cars

per 1000 people. The number of bicycle users in India which stands at 300 per 1000 is lower than those of Holland and Sweden which stand 850 and 900 per 1000 people respectively. The number of bicycle users in Canada and USA are as low as 25 and 150 per 1000 people.

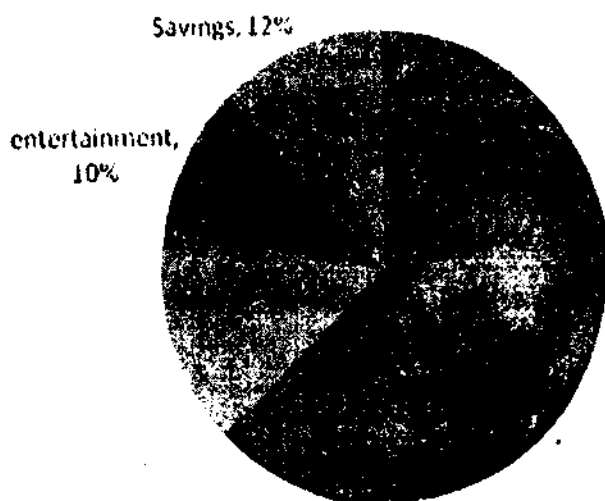
Pie Charts

Pie charts are useful to compare different parts of a whole amount. A pie chart is a circular chart in which the circle is divided into sectors. Each sector visually represents an item in a data set to match the amount of the item as a percentage or fraction of the total data set. Let's see how data presented in a paragraph is converted into a pie chart.

Monthly Expenditure of a Family

A family spends 45% of its monthly income on food, 18% on fuel, and 15% on the education of children, 12% on savings and 10% on entertainment. The family spends the maximum on food and the minimum on entertainment. The expenditure on fuel is more than that of the education of children. As a result, they are unable to save enough money for future.

Pie chart on Monthly Expenditure of a Family



Activity 1

Draw a pie chart on the data given below:

Mr. Das pays 45% of his savings on fixed deposits in a nationalized bank. He has 15% of his savings as recurring deposit in the post office. He pays 10% as premium of his life insurance

policies and he contributes 5% towards mutual fund. Rest of his savings goes to Public Provident Fund contributions. Thus, Mr. Das makes good use of his savings.

Activity 2

Draw a pie chart on the data given below:

Mr. Sharma spends 45% of his monthly income on food, 12% on house rent as he does not own a house in the city, 15% on the education of children, 20% on conveyance and medical expenses. He saves the rest on fixed deposits in the bank. He cannot afford to save much as much of his income is spent on food.

Activity 3

Draw a pie chart on the data given below:

A survey on the people engaged in various sectors of Indian economy reveal that the majority of people (40%) were daily labourers in 2012-13. The number of people engaged in industry (15%) was slightly higher than those engaged in agriculture (12%). The number of people depending on jobs both in the public and private sector is limited to 25% of the population. The rest do nothing and depend on others for their living.

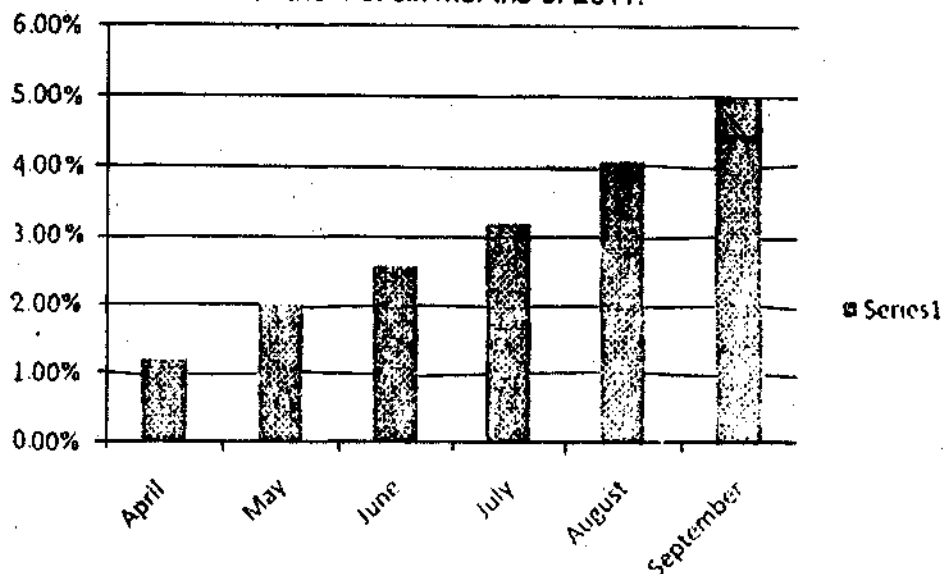
Diagrams

A diagram is representation of information in a geometric figure. Read the following paragraph on the Rise in Consumer Price Index in 2012:

Rise in Consumer Price Index

The Consumer Price index (CPI) of the first six months of 2012 shows a rising trend. It rises to 1.2% in April and reaches 5% in September. There is a steady rise and it has never been on the decline in any month. The CPI was 1.20% in April, 2.00% in May, 2.60% in June, 3.20% in July, 4.10% in August and 5.00% in September. It indicates that the consumers might have been in distress due to rise in prices of commodities and services.

Note how the data in the diagram is presented in the following Bar Diagram which represents rise in Consumer Price index in the first six months of 2011:



Activity 1

Represent the following information in a bar diagram:

During the last twenty years, there has been a steady decline in the number of people, below poverty line. While in 1990, forty-nine percent of people in India were below the poverty line, in 1995, the number was reduced to forty-five per cent. The year 2000 saw a further lowering of the percentage of people below poverty line which stood at forty while in 2009 and 2010, the figures stood at thirty-five percent and twenty six per cent respectively. It is indeed a good sign that the level of living is on the rise and increasing number of people have been able to overcome poverty.

Activity 2

Represent the following information in a bar diagram:

Export of Cement in India

India exported the highest amount of cement, i.e. 9000 tonnes in the year 2009 but it was the lowest in 2006. The amount of cement exported in 2006 was 3000 tonnes. In 2007, it was 5000 tonnes and in 2008 the export increased to 6000 tonnes. It is evident that the export of cement by India is on the increase every year.

Activity 2

Represent the following information in a bar diagram:

Line Graph

The title of the line graph tells us what the graph is about. The horizontal label across the bottom shows numerical data and the vertical label along the side shows the time span etc. The points or dots on the graph show us the facts. The lines connecting the point give estimates of the values between the points.

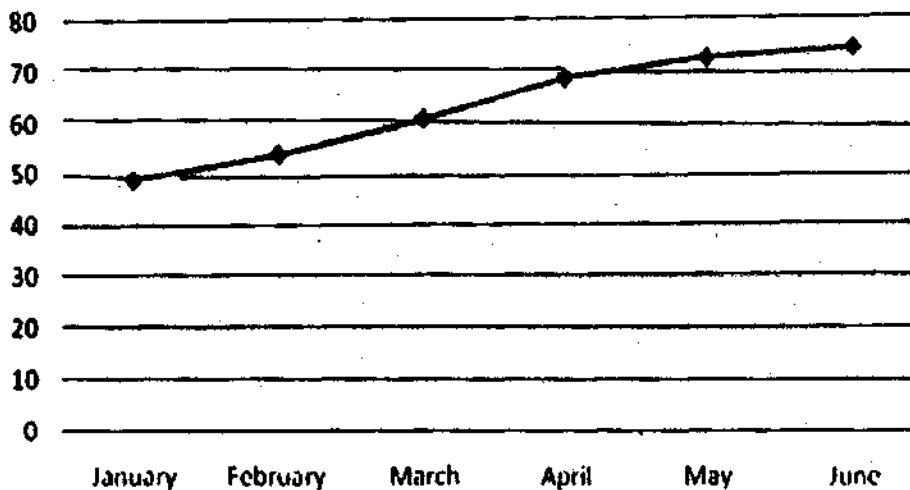
Study the following paragraph that shows the increase in weight of a young man named Ansuman during the first six months of 2012:

Ansuman's Weight in kilograms for 5 Months

Ansuman's weight was 49 kg. in January, 54 kg. in February, 61kg. in March, 69 kg in April, 73 kg. in May and 75 kg. in June 2012. It shows a rising graph. There has been an increase of 2 kilograms only in the last two months. This seems very unusual. The increase in weight does not seem to be under control and might be causing a lot of worries to Ansuman.

Let's represent the information in the paragraph in a line graph.

Ansuman's Weight



Activity 1

Represent the information in the following paragraph in a line graph:

Bhubaneswar is burning in May

The daily temperatures of Bhubaneswar in the first week of March 2013 show that the city is going hotter day by day. The temperature during daytime on Monday was 30 Degree Celsius, on Tuesday 31°C, on Wednesday 30°C, on Thursday 32°C, on Friday 35°C, on Saturday 36°C and on Sunday 38°C. The rise in temperature causes a lot of hardships to the city dwellers.

Activity 2

Represent the information in the following paragraph in a line graph:

Number of Road Accidents in Bhubaneswar in 2012

It is alarming that more and more people in Bhubaneswar die in road accidents. A survey of the number of road accidents and persons killed reveals that during the last decade there has been a startling increase in the number of road accidents and a distressing rise in the number of deaths. From January to March, about 6 persons died of road accidents in Bhubaneswar. The number has been rising rapidly excepting a marginal fall between July and September. There have been as many as 14 and 15 deaths due to road accidents from April to June and October to December respectively. Casualties in road accidents amount to 75 to 100 which is shocking.

Lesson - 3

REORDERING / SEQUENCING SENTENCES

Texts contain sentences of a variety of lengths in order to keep the reader engaged. Short and punchy sentences are interspersed with longer sentences of text. It is important that the sentences within a paragraph should fit together in order to make sense. The writer directs the reader by the construction of sentences and by choosing the order in which they should go. A logical progression of thought is necessary to make the text coherent. Usually, the first sentence is usually the topic sentence and that all the sentences should seek to develop a key point summed up by the topic sentence.

Let's go through the following paragraph:

Soon the moon rose out of the sea. We hired a boat and started towards the Vivekananda Rock at about 7 o'clock. We had a nice time there. The sky and the sea seemed to meet together in the distant horizon. The weather was fine at Kanyakumari.

The paragraph hardly makes any sense. It can make sense if it is arranged logically. The sentences are put in the correct sequence below to make the text coherent:

The weather was fine at Kanyakumari. The sky and the sea seemed to meet together in the distant horizon. We hired a boat and started towards the Vivekananda Rock at about 7 o'clock. Soon the moon rose out of the sea. We had a nice time there.

Activity 1

Rewrite the passage below putting the sentences in the correct sequence:

But some of these additives are harmful. They add colour and flavour to the packaged food. Food additives make the food more marketable. Additives like vitamin and mineral mixes are however good for health. They make ulcers in the stomach. The sweetmeat shops use colouring additives very extensively.

[Answer:- Food additives make the food more marketable. The sweetmeat shops use colouring additives very extensively. They add colour and flavour to the packaged food. But some of these additives are harmful. They make ulcers in the stomach. However, additives like vitamin and mineral mixes are good for health.]

Activity 2

She searched for such a house in vain. Buddha asked her to bring him a handful of mustard seed from a house where none had ever died. Buddha asked her not to grieve, because death

is inevitable. She came to Buddha. Once, a woman lost her only child. She prayed him to restore the dead child to life. She was overwhelmed with sorrow. Buddha was moved by her great sorrow.

[Hints: Once a woman ... She was overwhelmed ... She came to ... She prayed him to restore the dead child to life. Buddha was moved ... Buddha asked her... She searched.... Buddha asked her...]

Activity 3

The main causes of failure lie elsewhere. Primary education has suffered not entirely for lack of funds. More has been spent on primary education than university education. The Estimate Committee's

advice to set up a monitoring system is worth considering in this context. These have first to be identified.

[Hints: Primary education ... More has been spent ... The main causes ... These have first ... The Estimate Committee's advice ...]

Activity 4

Life-like dummies of wood-cutters, honey-collectors and fishermen, that give a shock, when touched, have been set up in selected places in the forest. When a tiger attacks a dummy, it gets a 230 volt shock, and villagers have seen a shocked tiger roar with pain. To prevent a tiger from becoming a man-eater and to tame the man-eater, a novel experiment is being conducted in the Sundarbans. The aim is to see how long the impact of the shock lasts on the tiger.

[Hints: To prevent a tiger... Life-like dummies... When a tiger attacks... The aim is to see...]

Activity 5

The problem is made worse by the climate in Hongkong which has very high humidity but, little wind. This is caused by fog in winter. Some solutions must be found as soon as possible in order to improve the health of the inhabitants. Pollution is a serious and urgent problem in Hongkong. As a result, fifty percent of the population of Hongkong suffers from respiratory diseases.

[Hints: Pollution is a serious... The problem is made worse ... This is caused by. Some solutions must be found ...]

Activity 6

Rewrite the following passage putting the sentences in correct sequence:

Firstly, medicines may help smokers quit smoking and keep them from starting again. Finally, a combination of these methods increases success rates. Secondly, nicotine supplements can help. There are several strategies for treating nicotine withdrawal. Thirdly, short-term use of antidepressants may help a smoker.

[Hints: There are several strategies ... Firstly, medicines may help ... Secondly, nicotine Thirdly, short-term ... Finally,...]

Activity 7

Rewrite the paragraph putting the sentences in the correct sequence.

We will have to check this man-made menace. Overpopulation has disturbed the ecological balance of nature. Natural resources like coal, petrol and flora and fauna are getting scarce. Forests have disappeared because of reclaiming land for producing more food. The future is grim with new problems.

Activity 8

Rewrite the paragraph below, putting the sentences in correct sequence:

He spends more than six hours in the college. After finishing his work at the college he returns home at 5 p.m. He helps himself to a simple lunch at the college canteen at 1 pm. Dr. Mohanty teaches English in a government college. He is very popular with his students.

Lesson - 4

Dictionary Reference Skills

Dictionary Reference Skills of the candidates are tested as they are asked to match the meanings of

words with their corresponding sentences.

Example: A popular dictionary gives the following meanings for the entry 'hard':

1. Solid, firm or stiff and difficult to break or bend;
2. difficult to do or understand; not easy ;
3. needing or using a lot of efforts
4. Full of difficulty and problems;
5. with great effort, energy or attention.

Match each meaning with its corresponding sentence given below:

- i. The first question in the examination was very hard.
- ii. He had a hard time when his parents died,
- iii. Diamond is a hard mineral.
- iv. She looked hard at the man but couldn't recognize him.

[Ans. - 1-iii. ,2-i, 3-v,4- ii, 5-iv]

Activity 1

A popular dictionary gives the following meanings for the word 'clear':

1. easy to see through
2. easy to see, hear or understand :
3. free from marks
4. to remove something that is not wanted
5. to give permission for something to happen

Match each meaning with its corresponding sentence given below:

- (i) It is clear from the photograph that Ram has a bald head.
- (ii) We get a very clear picture on our television,

- (iii) My examination result was cleared after I deposited the dues.
- (iv) The water was so clear that we could see the bottom of the lake.
- (v) Shall I help you clear the room?

[Ans:1-iv,2-i, 3-ii, 4-v, 5-iii]

Activity 2

A popular dictionary gives the following meanings for the word 'exercise':

1. Use of the body in a way that will keep you healthy
2. a piece of work that is intended to help you learn or practise something
3. A series of actions that have a particular aim
4. to do some form of physical movement in order to stay fit:
5. To make use of power, right etc

Match each meaning with its corresponding sentence given below:

- (i) Each lesson in our textbook has a lot of exercises.
- (ii) A lot of exercises are done before the budget is finalised.
- (iii) Walking is the best exercise for old people.
- (iv) Good administrators exercise their power for the benefit of common people.
- (v) You should exercise regularly.

[Ans: 1-iii, 2-i, 3-ii, 4-v, 5-iii]

Activity 3

A popular dictionary gives the following meanings for the word 'figure':

1. A written sign for a number.
2. a well-known or important person
3. An amount (in numbers)
4. The shape of the human body
5. To be included in something

Match each meaning with its corresponding sentence given below:

- i. Biju Patnaik was an important political figure.
- ii. Write the number in both words and figures.
- iii. The unemployment figures are lower this year.
- iv. Women don't figure much in his novels.
- v. She has got a slim figure.

[Ans. 1- iii., 2-1, 3- ii., 4 -v, 5- iv]

Activity 4

A popular dictionary gives the following meanings for the word 'step'. Match each meaning with its corresponding sentence given below:

Meanings:

1. the act of moving foot as in walking
2. sound of footfalls
3. a footprint
4. the distance covered while walking
5. to put or press the foot

Sentences:

- a) The hotel is only a few steps from the beach.
- b) The driver stepped on the brake to stop the car.
- c) He took a step towards the door.
- d) We heard some steps outside the room.
- e) The hunter followed the tiger's steps on the wet land.

[Ans: 1- c, 2- d, 3-2, 4-a, 5 -b]

Activity 5

A dictionary gives the following meanings for the word 'deposit'. Match each meaning with its corresponding sentence given below:

Meanings:

1. a sum of money paid as the part of a larger payment
2. a sum of money paid into a bank account
3. a layer of a substance found at the bottom of a liquid
4. to put money into a bank account
5. to put something at a safe place

Sentences:

- a. Millions were deposited in Swiss bank accounts.
- b. The shopkeeper will keep the thing for you if you pay a deposit.
- c. Guests may deposit their valuables in the hotel locker.
- d. Deposits can be made at any branch of the S.B.I.
- e. The rain left a deposit of mud on the windows.

[1-b,2-d,3- e,4-a,5-c]

Activity 6

A dictionary gives the following meanings for the word 'order': Match each meaning with its corresponding sentence given below:

Meanings:

- 1 condition or state in general
- 2 the established system
- 3 a sequence or arrangement of successive things
- 4 a request made by a customer
- 5 to give a command or instruction for

Sentences:

- a. The names are arranged in alphabetical order.
- b. We placed an order for a vegetarian lunch at the restaurant.
- c. The judge ordered a recount of the ballots.
- d. The computer is in good working order.
- e. Old order changes yielding place to new.

[1-d, 2-e, 3 -a, 4-b, 5-c]

Activity 7

A dictionary gives the following meanings for the word 'sign': Match each meaning with its corresponding sentence given below:

Meanings:

1. symptom of sickness
2. symbol
3. movement made to tell something
4. to write one's name on a document
5. to tell something through a gesture

Sentences:

- a. He gave a thumbs-up sign to encourage me.
- b. The policeman signed to the vehicles to pass.
- c. I cannot make out this mathematical sign.
- d. Headache is a sign of stress.
- e. He signed a cheque to make payment.

[1-d, 2-c, 3-a, 4-e, 5-b]

Activity 8

A dictionary gives the following meanings for the word 'top': Match each meaning with its corresponding sentence given below:

Meanings:

1. The highest point
2. the upper surface of something
3. a lid or a cap
4. To be at the head of
5. To put something on the top of something

Sentences :

- a. She topped the list of successful candidates.
- b. Where is the top of this pen?
- c. He is standing at the top of the stairs.
- d. I like green salad topped with cream .
- e. Can you clean the top of the table?

[1-c, 2-e, 3-b, 4- a, 5-d]

Activity 9

A dictionary gives the following meanings for the word 'bare': Match each meaning with its corresponding sentence given below:

Meanings:

1. without any cover or protection
2. without clothing
3. only just enough
4. empty
5. to show

Sentences:

- a. The room looks bare without furniture.
- b. The monkey bared his teeth to a naughty boy.
- c. He fought with bare hands.
- d. The poor try to fulfill the bare necessities of life.
- e. She never keeps her head bare.

[1-c, 2-e, 3-d, 4-b, 5-b]

Activity 10

A dictionary gives the following meanings for the word 'work': Match each meaning with its corresponding sentence given below:

Meanings:

1. to do physical or mental labour.
2. to have a job.
3. to function.
4. the result of an action.
5. A job to earn a living

Sentences:

- a. Both my parents work.
- b. He has been out of work for a year.
- c. What a wonderful piece of work is a man!
- d. He is working on a new novel.
- e. The phone is not working.

[1-d, 2-a, 3-e, 4-c, 5-b]

Lesson 5

LINKING DEVICES

Linking words are called 'text organizers'. They join

- clauses within the sentence
- ideas across sentences and paragraphs

Uses of linking words:

Linking words can be used for the following purposes:

- | | |
|--------------------------|--|
| • Sequencing ideas | <i>firstly, finally, the following.</i> |
| • For giving example | <i>for example, for instance.</i> |
| • For Adding information | <i>and, apart from, besides, in addition, moreover, too.</i> |
| • Contrasting ideas | <i>but, while, unlike, in practice.</i> |
| • Summarizing | <i>in short, to conclude, in summary, in conclusion.</i> |
| • Giving a reason | <i>because, since, owing to, as.</i> |
| • Giving a result | <i>therefore, as a result, so.</i> |
| • For giving opinions | <i>in my view, in my opinion.</i> |

A convenient way of linking the sentences in a paragraph is to use a system of numbering. Here is an example:

There are three kinds of book-owners. The first has all the standard sets and best sellers, but unread and untouched. The second has a great many books - a few read through, most of them dipped into, but all of them as clean and shiny as on the day they were bought. The third has a few books or many —every one of them dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled in froth front to back.

In the above passage the writer talks of three kinds of book-owners, who are classified in three groups such as "first", "second", and "third". The numbering system can 'firstly', 'secondly', 'thirdly', or 'first', 'next', 'last', etc.

Demonstratives (i.e., this, that, these and those) are used to achieve linkages among the sentences in a paragraph. For instance, "You might have seen London. This city is as dirty as Bombay."

A list of the commonly used connectives is given below:

ADDITION

also	Sunita has been to Cuttack. Monalisa has also been to Cuttack.
and	The boy was playing the music and the girl was dancing.
besides	I don't like that new dictionary. Besides , it is too expensive.
further	The-key was lost. Further , there was no hope of its being found.
in addition (to)	She has been suffering from low BP. In addition , she has the problem of anemia.
moreover	We are short-staffed. Moreover , no one is free.

CONTRAST

but	Ashok was not there but his brother was.
however	I am deeply hurt. However, I will not protest.
in contrast	Some Universities are not even able to pay their employees. In contrast, some others are having surplus funds. In spite of/despite In spite of floods there is a good harvest in Orissa.
nevertheless	There was no news of her lost son. Nevertheless, she went on hoping.
on the other hand	It is cheap, but on the other hand the quality is poor.
still	She has treated you badly. Still, she is your sister and you ought to help her.
though	Though poor, they are honest.
while	Miti is dressed in white, while Niki is 'dressed in blue.
yet	They work hard, yet they are poor.

CHOICE

either... or	Either come in or go out. But don't disturb others.
neither... nor	The management is neither willing to accept their demands nor is ready to start negotiations.
Or	Anjali is living in Delhi or she is vacationing there.

CAUSE

Because	Because I don't complain, you mustn't suppose that I am happy.
for	She asked me to come in, for she had something to tell me.
since	Since most of the questions were difficult the children could not do well in the examination.

PURPOSE

so that	Speak clearly so that everyone can hear you.
----------------	---

RESULT/EFFECT

- consequently** The bus broke down and **consequently** I was late.
- So** Last night there was a major accident and the road is blocked. So the traffic is being diverted.
- therefore** My results are not yet out. **Therefore**, I can't apply for the post.
- He is the eldest son and thus heir to the property.

TIME

- after** I arrived after he had left.
- afterwards** That was the original plan. **Afterwards** some changes were made.
- at last** The dry summer continued for long. **At last** there came the rain.
- before** Do it **before** you forget.
- by the time** **By the time** I reached the station, the train had already left.
- finally** We tried for long to set the machine right. **Finally**, the mechanic was called.
- first/then** **First** take the examination and **then** think of the results.
- till** The students have decided to continue the strike **till** their demands are met.
- until** Wait **until** the rain stops.
- when** The boy became very happy **when** he saw his mother after two years.

SIMILARITY

- likewise** He comes to the office late. **Likewise**, his assistants come late.
- similarly** His shoes were funny. **Similarly** his cap was amusing.

EXEMPLIFICATION

- for example** Anyone can do it. For example, even a child can.
- for instance** There are many things that a baby can't do. For instance, a baby can't tell lies.
- particularly** I like all the novels of Thomas Hardy, particularly *The Mayor of Casterbridge*.
- such as** Wild animals such as tigers and lions will soon become rare.

CLARIFICATION

- in other words** Government has lifted its control over kerosene. In other words, it is now possible to buy kerosene in the open market.

Activity 1

Read through the following text and underline the linking devices:

Smoking, which may be a pleasure for some people, is a source of serious discomfort for other

people. Further, medical authorities express their concern about the effect of smoking on the health not only of those who smoke but also for those who must involuntarily inhale the contribution of smokers to the atmosphere.

As you are doubtlessly aware, a considerable number of our students have joined together in an effort to persuade the University to ban smoking in the classrooms. I believe they are entirely right in their aim. However, I would hope that it is possible to achieve this by an appeal to reason and to concern for others rather than by regulation.

Smoking is prohibited by city by-laws in theatres and in halls used for showing films as well as laboratories where there may be a fire hazard. Elsewhere, it is upto your own good sense.

I am, therefore, asking you to maintain "No Smoking" in the auditoria, classroom and seminar rooms where you teach. This proof of your interest for their health and well-being is very important to a large number of students.

(Further, not only, but also, as, however, and, as well as, elsewhere, therefore,)

Activity 2

Fill in the blanks by choosing the most appropriate connectives from the alternatives given in brackets.

1. She is intelligent _____ she is beautiful, (so, and, as a result)
2. He was indifferent to his friends' needs. _____ there was a lot of bad feeling. (but, consequently, in other words)
3. She didn't work hard. _____ she came out first in the final examination, (yet, besides, for)
4. I rarely watch T.V. _____ most programmes are terrible, (because, therefore, further)
5. Ramesh first called on his friend. He went to the station to receive his uncle, (then, till, by that time)
6. Trees help us in many ways. _____ they provides us with oxygen, (in other words, for example, further)
7. The party didn't go well. _____ It was a disaster, (likewise, moreover, in other words)

[Ans. and, consequently, yet, because, then, for example, in other words]

Activity 3

Fill in the blanks with suitable linking devices given in brackets.

Sikta's sister is an airhostess for a famous international airline _____. Sikta wants to become one too. _____ she is still too young _____ the minimum age for an air hostess is twenty. _____ she has taken up a job in an office. She _____ attends evening classes to improve her French and Japanese. _____ foreign languages are an essential qualification for an air hostess.

Sikta is gaining experience through her present job _____ the office where she works is a travel agency. She is learning _____ how to deal with people _____ quite a lot about the places she one day hopes to visit.

(also, but, meanwhile, but also, not only, as, since, because, and)

[Ans. and, but, since, meanwhile, also, as, because, not only, but also]

Activity 4

Fill in the blanks with suitable linking words given in brackets:

(sometimes, because, at first, however, in this way, but, besides)

1. I didn't apply for the job _____ I didn't think I had much chance of getting it.
2. _____, I could get the job on the recommendations of a noble man.
3. The pay and conditions are very good. _____ my home to the office.
4. The working hours are short, the pay's excellent, and the people I work with are very nice. _____ it's a great job.
5. _____ I thought the work in the office would be boring, _____ in fact it was very interesting.
6. _____ I didn't feel happy with so much responsibility but now I feel quite confident that I can manage.

[Ans. because, however, besides, in this way, at first, but, sometimes]

Lesson - 6

LETTER WRITING

PERSONAL LETTERS

A personal letter is a type of letter which provides communication between a small number of people, usually two. There are many types of personal letters and they are written for a wide variety of personal interests like collecting information, thanksgiving, congratulating, inviting etc.

Surviving personal letters are often an important source of information about the lives of historical figures.

Personal Letter Writing Format

A Personal Letter has six parts, excluding the address on the envelope. Let's take note of these six parts.

(a) The address of the sender:

This is written on the right-hand corner of the page.

i. Town address is written as follows:

House number

Name of the street

City and PIN Code

ii. Village address is written as follows:

Name of the village

Name of the Post Office and Sub-post Office

Name of the District

PIN Code

Writing Sender's name above the address is not necessary as it comes at the end of the letter. Usually, commas are put after each line till the end of the address where a full stop is put. However, putting a comma and a full stop in this part is optional.

(b) Date: The date is written below the sender's address. It can be written in many ways, such as

14 Aug., 2010/14 August, 2010 / 14th August 2010 /Aug. 14th, 2010 / Aug. 14th 2010/August 14,2010/ 14.8.2010 or 14/8/2010/or 14-8-2010/ 8.14.2010 (American)

(c) The Salutation:

While writing to a friend, address him by his nick name - Dear Pintu.

While writing to parents / brother / sister / a very intimate friend, write "My dear father / My dear Mom / My dear Raju,"

Put a comma after the salutation.

(d) The body of the letter:

This is the most important part of the letter. A good personal letter must be simple, pleasant, informal and conversational. A lot of news and small details which appeal to the addressee must be included. The tone should be conversational. The number of paragraphs may vary depending on the ideas one wants to express.

(e) The Subscription:

The most common form of closing a personal letter is:

For friends - Yours sincerely, Yours intimately, Yours bosom, etc.

For parents and seniors - Yours affectionately, yours lovingly, etc.

Put a comma after the subscription.

(f) The Signature:

A personal letter does not need a full signature. Only the nickname by which you are known to the addressee should be used like 'Bunty'

Sample Personal Letter

Invite your friend who lives in New Delhi to spend a few days with you at your home in Bhubaneswar.

V11M68

Sailashree Vihar

Bhubaneswar- 751021

9 June 2011

Dear Sonu,

I was indeed delighted to receive your letter yesterday. I am glad to know that you have been selected for admission to the MBA at the Amity University. You must be free for a few days before your classes start.

I would like to invite you to come to Odisha at your earliest possible convenience and spend a few days with us at Bhubaneswar. My parents will be very much glad to have you with us.

If you plan your visit for about a week, we can go round some interesting places. We will pay our homage to Lord Jagannath at Puri and visit the magnificent Sun Temple at Konark. We will have a sightseeing tour of Bhubaneswar, cruise in Chilka in a moonlit night and visit the Buddhist monuments at Dhauili. We will enjoy places of scenic beauty like Zoological and Botanical

Parks at Nandankanan, Crocodile breeding centre at Bhitarkanika and mountain falls in Keonjhar which are also not very far from Bhubaneswar.

I am eagerly waiting for your visit.

With best wishes,

Yours intimately,

Mayank

Activity 1

You spent a few days in your friend's house. After you have come back, write a letter to your friend thanking him for his kind treatment. Fill in the blanks to complete the letter.

.....
.....
.....

(Address of the sender)

..... (date)

Dear

I reached here (time). The journey was comfortable. I am really thankful to you, uncle, aunty and Gudu for the nice treatment extended to me during my stay with you.

I can never forget the love and affection of aunty. She is so warm-hearted and cooks such delicious food! Our trip to Puri and Konark will remain a memorable experience. I must thank uncle for arranging a comfortable journey and stay at Puri. I can never forget the exciting dip at the sea.

Best wishes.

Yours

.....

Activity 2

You are starting a new restaurant and you want to invite a friend to a party you are arranging for the inauguration of your restaurant. Write a letter to your friend inviting him to join the party.

Fill in the blanks to complete the letter.

.....
.....

(Address of the sender)

..... (date)

Dear

You will be glad to know that I am going to at (place) on (date). I shall be delighted if you could join us at dinner at (time) to celebrate the inauguration of the restaurant. I have invited (name of a person), a local celebrity, for the inaugural function.

I am looking forward to meeting you at the party.

Yours

Activity 3

You have been invited by Mr. and Mrs. Sharma to attend the wedding of their son. But due to some personal problems you are not be able to attend the function. Write a note of regret.

Fill in the blanks to complete the letter.

.....
.....
.....
(Address of the sender)

..... (date)

Dear

Thank you for your kind invitation. I would have really loved to attend the wedding of on (date). I am afraid it will not be possible for me since I have an appointment with my doctor for a medical check-up at (place).

Please convey our blessings to the newly-weds.

With warm regards

Yours

Activity 4

You are staying away from your home. Write a letter to your mother enquiring about her health.

Activity 5

Write a letter to your younger brother advising him to do yoga exercises regularly.

Activity 6

Your friend has invited you to attend his birthday; but you are not able to attend. Write a letter to him expressing your regrets.

Activity 7

Your college is arranging a study tour to South India and you have to deposit five thousand rupees for it. Write a letter to your father requesting him to send the money.

Lesson - 7
LETTER WRITING
OFFICIAL LETTERS

A letter written to an official is, in most cases, about some problem that the letter writer is facing. Such letters generally have three parts: introduction, information and conclusion. The problem is briefly stated in the first part. It is then elaborated and substantiated in the second part. A specific request for a solution to the problem is made in the concluding part.

Layout of an official letter

From

.....

.....

..... (Sender's name and address)

..... (Date)

To

The

.....

..... (Recipient)

Sub:

Sir,

I have to draw your kind attention to the fact that
..... (why you are writing)

I/We, therefore, request you

.....

(your request)

Yours faithfully,

..... (signature)

Activity 1

There are frequent unscheduled power-cuts in your locality which seriously affects your preparation for CHSE examinations. Write a letter to the SDO, Electricals, of your locality

requesting him to check these unscheduled power-cuts. Fill in the blanks to complete the letter.

From

.....

.....

..... (Sender's name and address)

..... (Date)

To

The

.....

..... (Recipient)

Sub:

Sir,

With due respect I bring to your kind notice the frequent unscheduled power-cuts in
(the area).

The unscheduled power-cuts in our section are seriously affecting our studies as we are preparing for examinations of the CHSE, Odisha. The examinations start on
(date) and shall continue till (date). If it is necessary to cut power supply every day, the exact time of power-cut should be announced so that we can schedule our study hours accordingly.

I, therefore, request you to kindly take necessary steps for uninterrupted power supply in the interests of the plus two examinees of the area.

Yours faithfully,

..... (signature)

Activity 2

Write a letter to the Municipality Chairman complaining about the condition of roads in your Ward. Fill in the blanks to complete the letter.

From

.....

.....

..... (Sender's name and address)

.....(Date)

To

The

.....

..... (Recipient)

Sub:

Sir,

With due respect we, the residents Ward No. of the Municipality bring to your notice the miserable condition of the roads of our locality.

The main road from (place) to (place) is in a deplorable condition. It is full of potholes. It is difficult to walk along this road. Particularly, children face a lot of problems while going to school. It has become extremely unsafe for vehicles. The condition of the road might worsen during the rainy season.

We, therefore, request you to take necessary steps in this regard and oblige.

Yours faithfully,

..... (signature)

Activity 3

Write a letter to the Postmaster in charge of your Sub-post office complaining that a money order sent by you a month ago has not been delivered to your father.

Fill in the blanks to complete the letter.

From

.....

.....

..... (Sender's name and address)

.....(Date)

To

The.....

.....

.....(Recipient)

Sub:

Sir,

I remitted a money order for Rs. (amount in figures) (amount in words) only to my father from your post office on (date). The Receipt No. is I regret to inform you that though a whole month has passed, my father has not received the M.O.

I, therefore, request you to kindly enquire into the matter and trace the M.O without further delay.

Yours faithfully

..... (signature)

Activity 4

Miscreants are disturbing the peace of your locality. Write a letter to the Superintendent of Police to increase police patrolling in your area.

Fill in the blanks to complete the letter.

From

.....

.....

..... (Sender's name and address)

.....(Date)

To

The

.....

..... (Recipient)

Sub :

Sir,

I have the honour to draw your kind attention to the deteriorating law and order situation in (place). Miscreants are prowling in our area disturbing the peace of the residents. There is an increase in housebreaking, robbery and lifting. We have reasons to believe that there is a gang operating in this area.

I, therefore, request you to provide extra police patrol at night and take urgent steps to nab the gang.

Yours faithfully,

..... (signature)

Activity 5

As the President of the Students' Union of your college, write a letter to the Higher Education Minister inviting him to be the Chief Guest in the inaugural function.

Fill in the blanks to complete the letter.

From

.....

.....

..... (Sender's name and address)

.....(Date)

The Hon'ble Minister

.....

.....

..... (Recipient)

Sub:

Esteemed Sir,

The inaugural function of the Students' Union of our college is scheduled to be held at
..... (time) on (date).

It will be a great privilege for the College if you kindly agree to grace the function as the Chief Guest.

We are eagerly looking forward to your kind word of consent.

With regards

Yours sincerely,

..... (signature)

Lesson - 8

LETTER WRITING

WRITING AN APPLICATION

Applications are required to make requests for official work. For example, applications have to be written for admission to a school or college, for issue of certificates, reserving an accommodation on a train, for a job, for sanction of leave, for a grant of Scholarship or loan etc. In many cases, writing an application involves nothing more than filling in printed forms, which is simple. However, when applying for a job, we are generally required to write out a complete application in the form of a letter. The layout of an application is almost the same as an official letter.

Go through the following sample application and take note of the format and the content:

Write an application to the Controller of Examinations of the Council of Higher Secondary Education, Odisha, requesting him to issue the duplicate Mark Sheet of your Annual CHSE Examination as your original Mark Sheet has been eaten away by white ants.

To

The Controller of Examinations

CHSE, Odisha,

Bhubaneswar

.....(Date)

Sub : Application for issue of duplicate Mark Sheet

Sir,

With due respect I beg to state that my original +2 Science Mark Sheet for the Annual CHSE Examination, 2010 has unfortunately been eaten away by white ants. I urgently need the Mark Sheet for admission to B. Tech. Course in (name of the college).

I, therefore, pray you to kindly issue the duplicate Mark Sheet as early as possible.

Yours faithfully,

..... (signature)

Activity 1

Write an application to the principal of your college requesting him to exempt you from appearing at the Test Examination as the examination coincides with the inter-college cricket match in

which you are representing your college. Fill in the blanks to complete the application.

To

The

.....

..... (address),

..... (Date)

Sub : Application for

Sir,

With due respect I beg to state that
.....
..... (purpose).

I, therefore, pray you to
.....
..... (prayer).

Yours faithfully,

..... (signature)

Activity 2

Swine Flu has become an epidemic in your area. Write an application to the Chief Medical Officer of the District Headquarters Hospital to conduct a vaccination programme in your area.

Activity 3

Write an application to the Chief Medical Officer of the District Headquarters Hospital to conduct a blood donation camp in your college.

Activity 4

Write an application to the District Forest Officer to supply saplings of fruit bearing trees to be planted in a vacant field in your village.

Activity 5

Imagine that the Gopabandhu Memorial Educational Trust, Cuttack has invited applications for award of scholarships to the poor meritorious students of Odisha for higher education in Odisha. Write an application to the Secretary of the Trust. Arrange the jumbled up letter in the correct order.

1. Sub: Application for Scholarship to study in the College of Engineering and Technology, Bhubaneswar.
2. I look forward anxiously to a favourable response from you.

3. From

Bishnu Sharma

F 1130, Sector-9, CDA

Cuttack

4. In response to your advertisement in the Samaj of 25 July 2012, I beg to state the following for your kind consideration.
5. I have passed the annual +2 Science examination from Ravenshaw Junior college, Cuttack in First Class with 82.5 % marks. I have appeared at the OJEE, 2013 and has secured 250th rank. I wish to study Computer Science in a Govt. Engineering college but I am too poor to afford the expenses for my studies
6. Dear sir,
7. Yours sincerely
8. I, therefore, pray you to kindly provide me with a scholarship to enable me to Study engineering.
9. To
The Secretary
Gopabandhu Memorial Educational Trust
Cuttack
10. Bishnu Sharma

Application for a job

While applying for a job, we are generally required to write out a complete application in the form of a letter. An application for a job is usually accompanied with a Bio-data. In some cases, the information normally contained in a bio-data form has to be conveyed in the application itself. The information to be given in the application includes source of information about the job, educational qualifications, professional experience, extra-curricular activities, achievements, hobbies and interests, special claims, if any, for the job.

Layout of an application for a job

From

..... (Name)

.....

..... (Contact Information)

..... (Phone Number)

..... (email id)

..... (Date)

To

The

.....

..... (Address)

Sub: Application for (position you are applying for)

Dear, (Salutation)

First Paragraph

..... (Mention why you are writing, the position you are applying for and where you found the job listing)

Middle Paragraph

..... (Describe what you have to offer to the employer. Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your resume, not repeating it.)

Final Paragraph

..... (thanking the employer for considering you for the position. Include information on how you will follow-up.)

Complimentary Close

Yours sincerely,

.....(Signature)

Activity I

Write an application for the post of a Data entry operator in response to an advertisement in a local daily. Fill in the blanks to complete the letter.

From (Contact Information)

..... (Name)

.....

..... (contact information)

..... (Phone Number)

..... (email id)

..... (Date)

To

The

.....

..... (Employer Contact Information)

Sub: Application for (position you are applying for)

Dear Sir,

In response to your ad in the, I express my willingness to work as Data Entry Operator in your organization.

I am a graduate with PGDCA. I am efficient in handling computers with an appreciable speed in entering data. I can also manage front office work independently. I have six months' experience as DEO in (Place where you were working earlier)

I look forward to having a favourable response from you. I enclose my resume for your kind reference.

Thanking you.

Yours sincerely,

.....(Signature)

Activity 2

Write an application to a pharmaceutical company for the post of a medicine representative.

Lesson - 9

LETTER WRITING

BUSINESS LETTERS

Writing letters for business purposes has come down in the present age. Use of cell phones, SMS, e-mails has minimized the role of letters in the business world. However, letters are still in use for keeping records. There are a number of types of business letters in English. Accomplished speakers of English also need to write various types of business letters to be successful in business.

Making an Inquiry: Business letters of enquiry are written when the need for more information about a product or service is felt. This type of business letter requests for brochures/catalogues on the product.

Sales Letters: Sales Letters are used to introduce new products to new customers and past clients.

Replying to an Inquiry: Replying to inquiries is one of the most important business letters that one writes. It lends to excellent business prospects.

Terms and Conditions: Customers should be informed the terms and conditions for payment of a product or service

Letters of Acknowledgment: Letters of acknowledgment are often requested for legal purposes. These letters are also referred to as letters of receipt and are usually formal and short.

Placing an Order: This kind of business letters should make sure that the order placement is clear so that you receive exactly what you order.

Making a Claim: A claim is made against unsatisfactory work. This sort of business letters provide a strong example of a claim letter and includes important phrases to express dissatisfaction and future expectations when making a claim.

Adjusting a Claim: This type of business letters address the specific concerns of the unsatisfied customers to retain them as future customers.

Lay out of a business letter

- 1) Letterhead (sender's address)

.....

.....

.....

Tel Fax
..... (e mail)

2) Recipient's address

.....
.....

3) Ref:

4) Date

5) Salutation

Dear Sir or Madam

6) (Opening which says why you are writing)

.....
.....

7) (The main message, which gives the details)

.....
.....

8) (The conclusion)

9) Complimentary ending & signature

Yours faithfully,

.....

10) Typed signature, position and title :

.....

.....

Lay out of a business letter asking for quotations

While we intend to buy a product or service we ask for quotations from several suppliers in order to select the most suitable one. The quotation letter should contain

- a polite request for quotation
- details of requirements with quality and quantity of goods
- place and time of delivery of goods required
- carriage paid or carriage forward
- special request about mode of delivery or packing
- need for a representative, if any, to discuss the details or for a demonstration
- suggestion that the volume of business will be large if the quotation is favourable.

Example 1

A Departmental store wants to purchase a lage stock of notebooks for its newly opened Stationery section. Draft a letter inviting quotations.

Letterhead (sender's address)

.....
.....
.....

Tel Fax

..... (e-mail)

Recipient's address

.....
.....

Ref:

Date

Dear Sirs,

We intend to purchase large stocks of notebooks for our newly opened Stationery section in our Departmental Store at, and invite you to submit your most competitive quotation.

If your prices and terms are favourable, and your note-books are of a high standard, we shall consider giving you a five year contract for the supply of notebooks. Please send your quotation, carriage paid, within a week.

Yours faithfully,

..... (signature)

..... (Typed signature, position and title)

.....

Example 2

An interior decorator of a construction company was attracted to a new kind of vitrified tiles for flooring exhibited in a Trade Fair. Draft a letter to enquiry about size, colour, design and price of tiles.

Letterhead (sender's address)

.....
.....
.....

Tel Fax

..... (e-mail)

Recipient's address

.....

.....

Ref:

Date.....

Dear Sirs,

During the recent Balijatra Fair at Cuttack, I saw some samples of your new granite tiles for flooring. I would like to use them for the interiors I am designing for a new housing complex. Please give me the following information:

(1) In what sizes, colour and designs can you supply the tiles? (2) Are the tiles likely to be affected by rising moisture? (3) Is any special processing of the under-flooring required?

I shall be most grateful if you could send me answers to these questions by the next week. Please include a price list and details of delivery.

Yours faithfully,

..... (signature)

..... (Typed signature, position and title)

.....

Useful phrases and vocabulary for writing business letters.

Salutation : Dear Mr. / Dear Ms. / Dear Sir, / Dear Madam, / Dear Sir or Madam, / Gentlemen

Starting: We (are writing to inform you that / to confirm that/ to request you that / to enquire about...)/ would like to know / I would like to .../ I would be interested in (obtaining/ receiving)

Referring to previous contact: Thank you for your letter of March 15 / Thank you for contacting us/ In reply to your request, ... / Thank you for your letter regarding ... / With reference to our telephone conversation yesterday... Further to our meeting last week ... / It was a pleasure meeting you in ... last month/ I enjoyed having lunch with you last week in / I would just like to confirm the main points we discussed on Tuesday

Making a request: We would appreciate it if you would .../ I would be grateful if you could .../ Could you please send me ... / Could you possibly tell us / In addition, I would like to receive .../ It would be helpful if you could send us .../ I am interested in (obtaining / receiving) .../ I

	would appreciate your immediate attention to this matter/ Please let me know what action you propose to take...
Offering help:	Would you like us to ...?/ We would be happy to ... / We are quite willing to .../ Our company would be pleased to ...
Giving good news:	We are pleased to announce that .../ I am delighted to inform you that .. / You will be pleased to learn that ...
Giving bad news :	We regret to inform you that ... / I'm afraid it would not be possible to .../ Unfortunately we cannot / we are unable to ... / After careful consideration we have decided (not) to ...
Complaining :	I am writing to express my dissatisfaction with ... /I am writing to complain about .../Please note that the goods we ordered on (date)/have not yet arrived/We regret to inform you that our order no.—is now/considerably overdue/I would like to query the transport charges which seem unusually high.
Apologizing:	We are sorry for the delay in replying to ... /I regret any inconvenience caused (by) .../I would like to apologize for the (delay, inconvenience).../Once again, please accept my apologies for...
Orders:	Thank you for your quotation of ... /We are pleased to place an order with your company for../ We would like to cancel our order no...../ Please confirm receipt of our order/I am pleased to acknowledge receipt of your order no...../ Your order will be processed as quickly as possible/It will take about (two/three) weeks to process your order /We can guarantee you delivery before ...(date) / Unfortunately these articles are (no longer available / are out of stock)
Prices:	Please send us your price list/ You will find enclosed our most recent catalogue and price list /Please note that our prices are subject to change without notice/We have pleasure in enclosing a detailed quotation/ We can make you a firm offer of...
Referring to payment:	Our terms of payment are as follows ... /Our records show that we have not yet received payment of ... /According to our records ... /Please send payment as soon as possible/You will receive a credit note for the sum of...
Enclosing documents:	I am enclosing ... /Please find enclosed ... /You will find enclosed ...
Closing remarks:	If we can be of any further assistance, please let us know / If I can help in any way, please do not hesitate to contact me /If you require more information ... /For further details ... / Thank you for taking

this into consideration /Thank you for your help/ We hope you are happy with this arrangement /We hope you can settle this matter to our satisfaction.

Referring to future business: We look forward to a successful working relationship in the future/ We would be (very) pleased to do business with your company/I would be happy to have an opportunity to work with your firm.

Referring to future contact: I look forward to seeing you next week/Looking forward to hearing from you, .../Looking forward to receiving your comments,/I look forward to meeting you on the (date)/I would appreciate a reply at your earliest convenience/An early reply would be appreciated.

Ending business letters: Sincerely,/ Yours sincerely,
for all customers / clients) Sincerely yours,/ Yours faithfully,
(in more formal letters) Regards,

Sample PURCHASE ORDER

..... [Date]

From

..... [Company and Address]

To

..... [Company and Address]

Dear.....,

Please accept this purchase order for the following:

Sl. No.	QUANTITY	PRODUCT	UNIT PRICE	TOTAL
1.
2.
3.
4.
5.

We require shipment by [date] to

.....

..... [ADDRESS]

Please refer to this order as purchase order. If this order cannot be processed as requested, please contact me at..... [ADDRESS] at your earliest convenience.

Sincerely,

.....
[YOUR NAME, ex. Tony Montana]

Sample Overdue Payment Reminder Letter

..... [Date]

From

..... [Company and Address]

To

..... [Company and Address]

Dear.....,

Our records indicate that payment on your account is overdue in the amount of.
[amount].

If the amount has already been paid, please disregard this notice. If you have not yet mailed your payment, please take necessary steps to make immediate payment and oblige.

Thank you in advance for your anticipated cooperation in this matter.

Very truly yours

.....

[NAME]

Lesson -10

DESCRIPTION OF OBJECT / EVENT / PROCESS

DESCRIPTION OF AN OBJECT

While describing an object, all the distinguishing features of it are to be noted. No description is complete without mentioning the significant features of the object. Go through the description of a Five Hundred Rupee Note given below and note how essential details of the note are written:

A Five Hundred Rupee Note

A 500 rupee note issued by the RBI is legal tender. It has Mahatma Gandhi's portrait and the Ashoka emblem on it. Behind the portrait 'RBI' and '500' are written. A thread runs through the note and 'Bharat' 'RBI' and '500' are written on it. The line appears broken but it is actually complete, 'panch sau rupiye' is written in the middle. The 'Reserve Bank of India' is written on the top of the note. There is a white space to one side of the note. It has a hidden picture of Mahatma Gandhi in it. Right on the center bottom, on the back side of the note, the year of printing appears.

Activity 1

Describe an ATM card using the outlines.

plastic debit card - Visa or the Mastercard logo - 86 x 54 mm size - The serial number and the holder's - signature of holder - a magnetic stripe on the card - PIN.

[Hints: An ATM card is a card issued by a bank. It is a multifaceted, power packed globally accepted plastic debit card. It enables one to access one's account from anywhere. The ATM debit card may have either the Visa or the Mastercard logo embossed on it. ATM cards are typically about 86 x 54 mm size. The serial number of the card and the holder's name are embossed on it. The card holder has to sign his name on it. There is a magnetic stripe on the card which makes the access possible. The card is authenticated through a personal identification number or PIN.]

Activity 2

Describe a cell phone using the following outlines:

an electronic device - makes telephone calls - a SIM card — IMEI number - a rechargeable battery - keypad or touch screens - users make calls, send text messages - play music and take photos.

[Hints : A cell phone or mobile phone is an electronic device used to make mobile telephone calls across a wide geographic area. It is unlike a cordless telephone which is used only within a home or an office. All mobile phones have a number of features in common, but manufacturers also try to make their own products different. All phones use a SIM card to allow an account to be swapped among devices. They are identified by a unique International Mobile Equipment Identity (IMEI) number. They have a rechargeable battery to provide power source. The most common input mechanism is a keypad, but touch screens are also found in some high-end smart phones. Basic mobile phone services allow users to make calls and send text messages. Besides making calls and sending text messages, playing music and taking photos are simple applications of a cell phone.]

Activity 3

Describe a Pressure Cooker using the following outlines:

a common utensil - made up of aluminum - available in different sizes and shapes - a lid - safety valve

- a handle - whistle - a rubber gasket - grids and separators - used to cook rice and curry - reduces the monotony of a kitchen.

[Hints: A Pressure Cooker is a common utensil in a kitchen. It is made up of aluminum. It is closed by a lid. The lid is attached with a handle. The handle has rubber or plastic covering. On the lid there is a metal pivot on whistle. Excess steam goes out through it. There is also a safety valve on the lid. In case the excess steam cannot find an outlet through the pivot, it escapes through the safety valve. A rubber gasket is attached to the lower side of the lid. It helps in closing the lid tightly so that steam never leaks through it. With the steam pressure food is cooked in a short time. Thus we save time and fuel. At the same time we retain the nutritional value of food. Pressure Cookers are available in different sizes and shapes. They have reduced the monotony of a kitchen.]

Activity 4

Describe a laptop using the following outlines:

A personal computer for mobile use - integrates components of a desktop computer

- a display monitor - a keyboard - a touchpad and speakers powered by mains electricity via an AC adapter - used in places where a desktop PC cannot be used - instant access to various information, personal and work files - easy Internet and local network connectivity.

[Hints: A laptop is a personal computer for mobile use. It integrates most of the typical components of a desktop computer, including a display monitor, a keyboard, a touch pad and speakers into a single unit. A laptop is powered by mains electricity via an AC adapter, and can be used away from an outlet using a rechargeable battery. A laptop has several advantages. It can be used in places where a desktop PC can not be used. It gives instant access to various information, personal and work files. It can have easy Internet and local network connectivity while remaining mobile.]

Activity 5

Describe the television using the following outlines:

A commonplace object in homes, businesses and institutions - a telecommunication medium - receives and transmits moving grey or multicolored images — sound - a source of entertainment - news - a vehicle for advertising - multiple internal electronic circuits for receiving and decoding broadcast signals a television system may use digital television (DTV) and high-definition television (HDTV).

Activity 6

Describe a Clinical Thermometer using the following outlines:

an instrument for measuring the temperature of human body... a thin glass tube containing mercury ... rises and falls as the temperature of the body rises or falls ... calibrated in Celsius or Fahrenheit... body temperature is measured in Fahrenheit ... body temperature for a normal person is 98.4° Fahrenheit... more than 98.4° F it is fever... temperature is measured for about two minutes ... most essential equipment for a doctor.

Description of a Process

All the details of a process are to be noted while describing a process. For example, while withdrawing cash with the use of an ATM debit card of a bank, the following steps are followed:

- Insert the card in the slot in the ATM counter.
- Enter the P/N (personal identification number) issued by the bank.
- Touch Banking button and then touch the option Cash Withdrawal.
- Enter the desired amount using the key board when instruction to enter the amount appears and press Yes.
- The transaction is processed and collect cash.
- This procedure of getting cash with the use of an ATM card is to be written in a paragraph.

Example:

Withdrawing Cash with an ATM Card

First of all, the card is to be inserted in the right slot in the ATM counter of a bank. Then the confidential PIN (personal identification number) issued by the bank is to be entered. Next, we should touch Banking button and then touch the option Cash Withdrawal. We should enter the desired amount using the key board when instruction to enter the amount appears and press Yes. The transaction is processed and cash comes out. A slip containing the details of withdrawal also comes out. After we collect cash the transaction is complete.

Activity 1

Write a paragraph narrating the process of making a telephone call from a telephone booth.

Answer:

For making a telephone call, we have to ascertain the telephone number; we have to lift receiver from the telephone instrument and hold the ear-piece end of a receiver near our ear. This will automatically put the mouth-piece close to our mouth. Then we have to dial the number as soon as we hear the dial tone. If we hear the telephone ringing, we have to wait until the person, whom we are calling, lifts the telephone and says 'Hello'. Then we can start talking.

Activity 2

Write a paragraph narrating the process of making tea.

Answer:

Brewing tea

Let's put a few cups of water in a kettle and put it on a burning stove to allow the water to boil. Shortly before the water comes to a boil, let's add tea dust, milk and sugar to the water according to taste. When the mixture is brewed, it is strained into cups with a sieve. If tea bags are used, then let's boil milk and sugar with water and after it is boiled, dip one bag in each cup.

Activity 3

Write a paragraph narrating the process of sending a letter by Registered Post.

Ans. We put the letter into an envelope and close it. On right hand side of the envelope, we write the name and address including the PIN code of the person to whom we are sending the letter. At the left corner of the envelope, we write the sender's name address. On the top of the envelope, we write BY REGISTERED POST. We go to the post office and give the letter to the person at the registration counter. If the services in the post office are computerised, he will weigh your letter, ask for the charges and give a receipt. If the services in the post office are not computerised, after weighing the letter, he will advise us to buy stamps of required amount and to stick them on the envelope. Then we hand over the envelope to him and he will give us a receipt.

Activity 4

Write a paragraph, on the following outlines, narrating the process of booking a berth at the railway booking counter for a train journey:

Collect a requisition form from the enquiry counter... enter the train no. and name, starting point and destination, date of journey, no of berths, preference for class ... check availability ... mention name of the passenger, age, sex ... lower or upper berth ... write name and address of applicant... submit at the counter... pay the charges ... get the ticket.

Activity 5

Write a paragraph narrating the process of planting a sapling.

DESCRIPTION OF AN EVENT

While describing an event all relevant details of the event are to be noted. Let's go through the description of a road accident given below:

A Road Accident

It was a Sunday. Fifty tiny tots, smartly dressed in blue and white, waved good bye to their parents. The bus began to roll towards their dream destination, the Nandankanan, Bhubaneswar. The children and their teachers were in high spirits. They were on a picnic to Nandankanan. No one had ever imagined what misfortune awaited the parents. It was on the National High way at Gopalpur that the bus rammed into a speeding truck. It was around nine in the morning. A roar of loud wailing rose up. The busy vehicular traffic came to a dead stop. Hundreds of people rushed to rescue them. The front part of the bus was completely smashed and the driver was unconscious. The children were somehow pulled out of the bus through the efforts of the public. All the fifty children had bruises and injuries. Some of them were in serious condition. Before long, the PCR van reached there. Ambulance vans came rushing to the spot. The injured children and the driver were sent to the SCB Medical College, Cuttack. The driver's condition was critical. The news spread like wild fire. Anxious parents rushed to the hospital. According to hospital sources there was nothing to worry about the children. The police apprehend that the truck was at a tremendous speed. The government has instructed the hospital authorities to take all possible care for the treatment of children.

Activity 1

Write a paragraph narrating the event of the marriage reception of your sister.

[Hints: Reception began at about seven in the evening ... The caterer —was ready with the arrangement... guests trickled in ... separate stalls for veg. ... menu for starter, veg. and non-veg. ... parents received the guests ... gifts for the bride ... photographs bridegroom reached in a procession ... Entertainment for the marriage party ... reception till the activities on the altar started]

Activity 2

Write a paragraph narrating the most important event of your life.

Lesson -11

Slogans, Telegrams, Caption Writing, E-mails, Personal Advertisements and Short Notices

WRITING A SLOGAN

Slogans need to be coined to capture the fundamental essence of a company. Slogans help brand building and are self-marketing in themselves. Slogans must have catchwords and phrases that inspire, capture and generate trust, be simple yet meaningful. Nike's slogan "Just do it" has an attitude about it.

Writing a slogan is an art. Effective slogans must be concise and precise. A short three words slogan is much more powerful than a sentence trying to convey a brand, idea or the company motto. The less words, the easier it is for the consumer to remember and recall the slogan. Add a dash of humor or an element of surprise to your slogan.

Read the examples of some famous commercial slogans.

There are some things money can't buy.

For everything else there's Mastercard. — Mastercard

Sharp Minds, Sharp Products. — Sharp

Wikipedia: the Free Encyclopedia.

Wikipedia: Let's Make Things Better. - Philips

The best a man can get. - Gillette

Come alive! You're in the Pepsi generation.

Pepsi Cola No battery is stronger longer.

Duracell Batteries

Activity 1 Write a slogan on Blood donation

[Hints:

- *Do something amazing today. Save a life. Give blood!*
- *Give the gift that costs nothing to give.*
- *We need each other. Please give blood.*
- *Every drop counts. Give blood today!]*

Activity 2 Write a slogan on good environment. [Hints:

- *Save Earth. We Have Nowhere Else To Go!*
- *He Who Plants a Tree Loves Others Beside Himself!*
- *The Earth is Yours. Save it!*
- *Plant a tree, green the earth, clean the air, live happily*
- *Save the Earth or Die*
- *Reduce, Reuse, Recycle*
- *Nature Saves Us, We Have to Save Nature*
- *Protect our Environment. Keep it Safe*

Activity 3 Write a slogan on saving water.

[Hints:

- *Water is life! Save water, save life!!*
- *Conserve water, our life's on the brink!*
- *Think outside the sink*
- *Prohibit the Drip.*
- *Tap the Tap.*
- *Waste water today - Live in desert tomorrow]*

Activity 4 Write a slogan on the dangers of rash driving.

[Hints:

- *The minute you save by speed may be your last.*
- *A tree never hits an automobile except in self defense.*
- *The shortest distance between two points is under construction.*
- *Rash driving is not about the driver's skill, but about the other drivers' alertness to avoid accidents.]*

Activity 5 Write a slogan on education for all

[Hints: To the uneducated, an A is just three sticks.]

Activity 6 Write a slogan on Road safety.

[Hints: • *Follow traffic rules, save your future*

- *Hug your kids at home, but belt them in the car!*
- *Leave sooner, drive slower, live longer.*
- *Night doubles traffic troubles.*
- *Better to arrive late than never.*

- *Speed Thrills But Kills*
- *Better Late than Never.*

Activity 7 Write a slogan on need for safe air.

Activity 8 Write a slogan on cleanliness.

WRITING TELEGRAMS

We send a telegram to convey an important and urgent message. As telegrams are expensive the message must be as brief as possible, containing only the absolutely essential words. Of course, in the present age of SMS and e-mail, telegrams have become out of date. However, it is used for academic and official purposes.

While writing a telegram we generally leave out determiners (a/the/some, etc.), auxiliary verbs (am/have, etc.), pronouns (he/she/my/his/our, etc.) and prepositions (in/on/at, etc.). For example, while converting the following message into a telegram, the words in bracket are left out,

(My) bag (has) (been) stolen. (I) (have) no money. Send Rs. 1000.00 (immediately).

The telegram is sent as — BAG STOLEN (.) NO MONEY (.) SEND RUPEES ONE THOUSAND (.)

Telegrams are written in capital letters.

Activity 1

Convert the following message into a telegram:

I have submitted for admission to Tourism and Hospitality Management course in Fakir Mohan University. I am staying with my friend Ansuman. I am returning on Monday. I'm perfectly well here. There is nothing to worry.

Activity 2

Convert the following message into a telegram:

Last evening grandmother complained of severe pain in stomach. We sent for a doctor. He gave her an injection and asked us to move her to hospital. Doctor says that her appendix has to be removed. The operation is on 10th. Mother wants you to come.

Activity 3

Convert the following message into a telegram:

We are going on an industrial visit to Nalco, Angul on the 10th of this month. The visit is necessary for our project report. We will visit the Accounts and HR department of the company for practical knowledge. Please send Rs. 1000.00 soon.

Activity 4

Draft a telegram for the following situation:

You have not received money from home to pay your hostel dues. Request your father for money.

Activity 5

Draft a telegram for the following situation:

You have sent a poem three months ago to an editor of a magazine for publication. It has not been published. Request the editor to return you the manuscript.

WRITING CAPTION

While writing a caption for a passage, one shall read the passage thoroughly and note the central idea. The caption should be suggested on the basis of the central idea of the passage. Go through the following passage:

Perhaps rice originated from some kind of a wild grass which grew along the lakes in India. Certainly rice flourishes in countries with a high summer temperature, abundant moisture and tropical rains. That is why most of the areas under rice cultivation are near river deltas, low-lying coastal districts and areas subject to flooding during summer rains. A good example of ideal conditions for rice is the Central Plains of Thailand. Rice seeds are usually very thickly sown. The young plants are then transplanted by hand and placed in tidy rows, and during certain stages of growth the crop is flooded. It remains flooded until harvest time and this means workers, mostly women, standing for hours in the muddy paddy fields.

The central idea of the passage is —how rice originated, how it grew what kind of climate is necessary. Hence the caption may be "Cultivation of Rice".

Activity 1

Read through the following passage and suggest a suitable caption:

Machines are made to be man's servants; yet he has grown so dependent on them that they are in a fair way become his masters. Already most men spend most of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with and must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up, and spread ruin and destruction all round them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule the animals.

[Hints: Dependence on Machines]

Activity 2

The population of the world has increased more in modern times than in all other ages of history combined. World population totalled about 500 million in 1650. It doubled in the period from 1650-1850. Today the population is more than five billion. Estimates based on research by the United Nations indicate that it will be more than double in the twenty-five years between 1975 and the year 2000, reaching seven billion by the turn of the century.

With recent advances in science and technology, including improved agricultural methods and great strides in medicine, some of the limiting factors in population growth have been lessened,

with obvious results, International organizations have put forward several recommendations to alleviate the problem of overpopulation, including an increase in food production, general economic development in target areas, and a decrease in birth rates. Most experts agree that it will be necessary to combine all three recommendations in an effort to effect a lasting control on population.

Activity 3

The earth itself becomes our enemy when an earthquake strikes. Every country in the world is threatened by the tremendous fury of earthquakes. Their power exceeds all the forces released by humankind. When a city is hit, buildings fall and explosions and fires occur. Underground railways are wrecked. Gaping crevices appear on streets. Bridges and dams collapse. Huge tidal waves rise on the sea. Avalanches roar down the mountain sides. An earthquake in Lisbon in 1755 destroyed the city and killed 450 persons. In Peru, 50,000 died in an earthquake in 1970. The subcontinent of Alaska was pushed 80 feet into the ocean in 1968. Faced with such tremendous forces, which cannot be resisted, scientists can only pinpoint the earthquake areas and take suitable steps to minimise the harm.

Activity 4

The great advantage of early rising is that one can start one's work long before others. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh and no sounds or noises disturb our attention. The work done at that time is generally well-done. Also one finds time to take some exercise in the fresh morning air. Exercise supplies him with good deal of energy that enables him to work hard until the evening. By beginning so early, he knows that he has plenty of time to do his work thoroughly. He has not to hurry over any part of his work. He gets to sleep long 'before midnight. At that time sleep is most refreshing. After a sound night's rest, he rises early next morning in good health for a new day.

Activity 5

The world is full of different organisms all fighting for survival. At one end of the scale are men; at the other, a very simple form of life - bacteria. These tiny organisms, which can only be studied through a microscope, consist of one cell only. They can easily squeeze through gaps into the complex tissues of a large animal such as man, where they may in some circumstances cause disease. Bacteria have a great ability to adapt themselves to circumstances. It is this quality which enables them to develop resistance to some antibiotics, like penicillin, and so defeat our attempts to overcome them. Fortunately, our own system is also able to adopt whatever drugs are given; it is always the body's own resources that beat the enemy in the end. Man's skill in evading infection is very often not to his credit at all, for many bacteria prefer to keep well out of human's way and remain free living in the open air. Others live in complete harmony inside the body tissues taking care not to disturb their 'protector'.

Activity 6

The polythene bags, as packaging material, came into our market only as late as 1982. Few, however, seem aware of the dangers the plastic carry bags pose. Polythene bags have often

caused the death of infants the world over. Babies love to cover their heads with polythene bags as part of their play but cannot remove them from their heads, and often die gasping for breath, since air will not pass through polythene. The same is the fate of fish and other marine life, when polythene finds its way into the waters, as it often does. Plastics indeed pose a sticky disposal problem for the world at large. You cannot burn it, you cannot bury it. Throwing it away clogs the arteries of the system. So you just cannot get rid of it, once you have produced it. It has enveloped your life.

Activity 7

Science not only provides knowledge about nature; it also provides means for controlling nature. So, besides general ideas, science also affects practical affairs of everyday life. It is however true that the increase of scientific knowledge does reduce superstition and also baseless speculation and useless argument and practices. Civilised people may be frightened at a volcanic eruption or an outbreak of plague, but they do not try to propitiate mysterious powers to stop the eruption or blame the plague on the sins of their enemies or on the machinations of witchcraft.

WRITING E-MAILS

E-mails are a fast way to communicate for business and pleasure. A computer with internet connection is needed for an e-mail message.

Sample Email

Google

SEND **Save Now** **Discard** **Labels**

To

AddCc **Add Bcc**

Subject

Attach a file **Insert** **Invitation**

Plaintext **B / U T** **AT** **Check Spellings**

Salutation

opening sentence

Content of the letter:

Closing sentence

Fields of an e-mail

To e-mail id of the address

Add Cc (Courtesy copy) Copy to another addressee

Add Bcc (Blind courtesy copy) Copy to another addressee not be disclosed to the addressee

Subject It should be focused, clear and informative.

Examples: *Invitation to the ... Conference, Nov 2009*

Agenda for the meeting on Monday, 10am

Attach a file If a file is to be attached to the e-mail

Plain text Space for writing the message

Salutation: Dear [name]/ Hi [name] To whom it may concern

Opening Sentence:

Following our phone conversation, I am sending you...

Attached please find the documents you requested regarding...

Further to our last discussion, I would like to bring to your attention

Please reconsider our proposal for...

In response to your...

Email Information in Detail:.....

Closing Sentence:

I look forward to your reply.

Please don't hesitate to contact me with any questions or concerns you may have.

I await receipt of the information we discussed.

Please forward me the exact information.

Sign-offs before the Signature:

Sincerely/ Thank you/ Best Regards

Signature

(identify yourself and contact information)

Example 1 Send an e-mail to a Bookseller Placing an order for a book

Google

SEND

Save now

Discard

Labels

To

vedam@vedamebooks

AddCc

Add Bcc

Subject

Order for a book

Attach a file

Insert Invitation

PlainText

BIUT AT Check Spellings

Date 10.03.2013

Dear sir,

Kindly send the following book to my address:

*Myth in Girish Karnad's plays: A critical
Assessment* by Dr. Subhansu Upadhyaya.

Payment will be made on delivery.

Thanking you.

Sincerely,

B Sharma

F 572, Sector -9,

CDA, Cuttack -753021

Activity 1

Draft the bookseller's response to the above e-mail

Lesson 12

PARAGRAPH WRITING

A paragraph is a group of sentences organized around a central topic. It always focuses on one idea.

Parts of a Paragraph : (a) Topic Sentence, (b) Supporting Details, (c) Closing Sentence

(a) The topic sentence: It introduces the main idea of the paragraph. Example:

Black money causes serious problems to an economy. It is used in various evil activities. This money is commonly used in ostentatious living and wasteful luxuries. Some people use this money for corrupting and demoralizing social and political life. They bribe officials and lead them to corruption for their own personal gains. They purchase political bosses and control the strings of the Government. Thus, Black money badly pollutes the entire social structure.

In the above paragraph the first sentence is the topic sentence.

(b) Supporting Details: They come after the topic sentence, making up the body of a paragraph. They give details to develop and support the main idea of the paragraph. Example:

Black money causes serious problems to an economy. It is used in various evil activities. This money is commonly used in ostentatious living and wasteful luxuries. Some people use this money for corrupting and demoralizing social and political life. They bribe officials and lead them to corruption for their own personal gains. They purchase political bosses and control the strings of the Government. Thus, Black money badly pollutes the entire social structure.

(c) Closing Sentence: It is the last sentence in a paragraph. It restates the main idea of the paragraph. Example:

Black money causes serious problems to an economy. It is used in various evil activities. This money is commonly used in ostentatious living and wasteful luxuries. Some people use this money for corrupting and demoralizing social and political life. They bribe officials and lead them to corruption for their own personal gains. They purchase political bosses and control the strings of the Government. **Thus, Black money badly pollutes the entire social structure.**

Kinds of Paragraphs

(a) Definition paragraph

When writing a definition paragraph, you take a thing or an idea and explain what it is. Example: while writing a paragraph on "Black Money", give its definition and its features.

(b) Classification paragraph

When writing a classification paragraph, you group things or ideas into specific categories. Example: while writing a paragraph on "Sources of Energy", give the details of various sources of energy.

(c) Description paragraph

In a description paragraph, you are writing about what a person, place, or thing is like. Examples: while writing a paragraph on "The Sun Temple at Konark", give the details of the attractions of the temple.

(d) Compare and Contrast

In a compare and contrast paragraph, you write about the similarities and differences between two or more people, places, things, or ideas. While writing a paragraph on "The Weather in Bhubaneswar and Sambalpur", make a comparison.

(e) Sequence paragraph

In a sequence paragraph you are writing to describe a series of events or a process in some sort of order. Usually, this order is based on time. Example: While writing a paragraph on "The Life of the Mahatma", write a paragraph outlining how Gandhi became the Mahatma.

(f) Choice paragraph

In a paragraph where you have to make a choice, you need to choose which object, idea, or action that you prefer. Often, you will need to give your opinion on a choice of actions or events. Example: While writing a paragraph on "The Choice of a Professional Career", write a paragraph stating your preference.

(g) Explanation paragraph

In an explanation paragraph, you need to explain how or why something happens. Example: While writing a paragraph on "Oil Crisis", write a paragraph explaining the cause of the crisis and give your suggestions to overcome them.

(h) Evaluation paragraph

In an evaluation paragraph, you make judgments about people, ideas, and possible actions. You need to make your evaluation based on certain criteria that you develop. In the paragraph, you will state your evaluation or recommendation and then support it by referring to your criteria. Example: Write a paragraph on "Fast Food".

Steps to write a Paragraph:

- (a) Prewriting:** Think carefully, gather ideas for the paragraph and arrange ideas in a way that develops your main idea.
- (b) Writing the paragraph:** Turn your ideas into sentences. Write the topic sentence, supporting sentences, and closing sentence.
- (c) Editing the paragraph:** Check your paragraph for mistakes and correct them.

The Four Essential Elements of a paragraph are Unity, Order, Coherence, and Completeness.

Activity 1 Write a paragraph on "Physical Exercise"

[Health is wealth. Good health is impossible without proper exercise. Different people do different exercises depending on their physical constitution and likings. Outdoor games like football, hockey, and cricket are very popular among children and the youth. Swimming, boating and riding are also good examples of exercise. In advanced age, people adopt morning walk, evening walk, and yogic exercises in order to keep themselves active. People doing sedentary jobs prefer physical exercise to keep themselves fit. Physical exercise has a lot of benefits. It helps in releasing the toxins from the body through sweat. It facilitates in the release of our internal energy. It is also very helpful in releasing the stress making us relaxed and improving our concentration. Physical exercise helps us to have a better understanding of our body, which helps in making us confident, and feel good. Physical exercise should, therefore, be a part and parcel of our everyday life.]

Activity 2 Write a paragraph on "Craze for cricket in India"

[No other sport in India claims as much excitement and fan following as cricket. Appreciable performances in international tournaments account for the huge popularity of cricket in India since the World Cup victory in 1983. No wonder, an ace Indian cricketer like Kapil, Gavaskar, Sachin, Dravid, or Dhoni is worshipped like a demigod. The middleclass Indian kids of today dream of pursuing cricket playing as a career. The cricket mania in India is amazing. People work out their social events, leave, and travel plans according to the Indian cricket schedule. Even fans arrange elaborate offerings to their deities on the eve of a final match. Streets, offices, educational institutions, and hospitals run empty when Indian team locks horns with Pakistani team in a sensitive match anywhere in the world. The cricket mania has turned the sport into a large industry in India. A lot of money spins around the sport and multiplies its effect in the national economy.]

Activity 3 Write a paragraph on "Unity in Diversity in India"

[India is a land of diverse physical features. There are snow capped mountains, hilly terrains, plateaus, plains, and coastal areas. There are deserts as well as regions flooded with rains. People of India belong to different castes, speak different languages, and follow different religions, customs, and traditions. They also differ in dress patterns and food habits. In spite of differences, they are bound by a common cultural heritage and they share basic human values. The diversity contributes to the variety and richness of Indian culture and strengthens national unity. Nothing in the past, no foreign invasions, no incursions into her culture have made India disintegrate into pieces. The Indians have remained together in natural calamities such as famines, floods, and earthquakes. However, intolerance and narrow mindedness may weaken national unity. We should create conditions in which people should become conscious of the similarities that make them Indians and distinguish them from others.]

Activity 4 Write a paragraph on "Global Warming: A Deadly Threat for Human Life"

[Global warming is the rising of average temperature of the earth's atmosphere due to greenhouse gases. Greenhouse gases such as carbon dioxide, methane, nitrous oxide, and water vapor

insulating the Earth's surface trap heat in the atmosphere. When the sun heats the earth, the atmosphere is supposed to radiate most of the heat but instead it absorbs almost all of the sun's emission. As a result, global warming occurs. Global warming affects natural, geographical, and historical

boundaries. Mountain glaciers the world over will recede resulting in a rise in sea levels. The rising temperatures will lead to changes in rainfall patterns, a rise in sea level, climatic changes and more extreme weather events, and a wide range of impacts on plants, wildlife, and humans resulting in heat-related illnesses and deaths. In order to manage global warming massive industrialization, large-scale deforestation and vehicular emissions have to be checked.]

Activity 5 Write a paragraph on "Benefit of Eating Fruits".

[Hints: Fruits are foods loaded with antioxidants, dietary fiber and vitamins.

Antioxidants provide protection to cells in the body from pathogens, toxins and free radicals. If we eat of vegetables and fruits daily, we can reap the benefits of antioxidants. The antioxidant content in fruits lies within the peel and skin. Fiber is an important part of a healthy diet. The benefits of fiber include healthy gastrointestinal functioning, relief from constipation, lowering of blood pressure and cholesterol, and prevention from cardiovascular diseases. Vitamins A and C are among the highest content in fruit peels and skins. Mangoes, strawberries, oranges, and watermelons are full of vitamins A and C. Vitamin A plays a role in vision and development of teeth and bones. Vitamin C provides immunity against cold and diseases. To receive the health benefits of fruit peels and skins, we should add them to salads, soups, main dishes, desserts and beverages when possible.]

Activity 6 Write a paragraph on "The Empowerment of Women in India".

[India today is heading for a paradigm shift in its position in the world. Women must think big and act decisively to elevate the nation to an enviable position. Empowerment of women is a prerequisite for it. With right education, women can update their knowledge, have access to responsible positions, and have economic empowerment. As a result, their participation in decision making both at home and in work, social interaction, and freedom will improve; and they can have equal opportunities with men. Empowerment of women is steady in India. Enrollment of women in educational institutes is increasing. Women are entering into the job market for careers in administration, defence, media, medicine, research, sports, and adventure. Laws have been enacted for reservation of women and 'protection of women against domestic violence' to empower them. Women, in turn, should give up their proverbial docility, have courage to set their goals and be ready to face challenges in life.]

Activity 7 Write a paragraph on "The Naxal Menace in India"

[Naxalism is a four-decade old movement that had originated in the Naxalbari region of the West Bengal. It has gained momentum over the years and has of late established a red corridor cutting across several states. The Naxalites claim to represent the poorest of the poor, who work as landless labourers for a pittance, often below India's mandated minimum wages, and are almost bypassed by the electoral process and unaffected by India's development. They say that they are fighting oppression and exploitation to create a classless society. They target the

landowners and moneylenders, police stations, police informers and the government machinery. The Naxal threat is spread across the 'Compact Revolutionary Zone,' which stretches from the Nepal border to Tamil Nadu. Fifty-three districts have been identified as 'highly affected', seventeen are 'moderately affected', Fifty-two districts are 'less affected' by Naxal attacks, and 21 are 'possible targets'. The Naxal menace has become the biggest recent threat, which should be resolved through negotiations.]

Activity 8 Write a paragraph on "On the Role of Computers in Everyday Life"

Activity 9 Write a paragraph on "India of My Dreams"

Activity 10 Write a paragraph on " Fashion and the Modern Youth"

CHAPTER 13

STORY WRITING

A short story is a work of fiction. It is usually written in prose, often in narrative format. All stories are imaginative. Stories are usually written in past tense and belong to an imaginary world. Graphic details and a bit of suspense make the stories interesting. Use of direct speech, where necessary, lends dramatic effect to the story. In this section, there are a few incomplete stories, which are to be completed.

Example: Complete the following story:

A certain person had four sons who were perpetually quarreling among themselves. He was vexed as he failed to heal their disputes by his exhortations. He was determined to teach them the evils of disunion. One day he asked them to his side and said, "Bring a bundle of sticks to me."

Answer: Unity is Strength

A certain person had four sons who were always quarreling among themselves. He was sad. He planned to teach them the evils of disunion. One day he asked them to his side and said, "Bring a bundle of sticks to me. When they had done so, he placed the bundle into the hands of each of them in succession and said, "Break it into pieces." They tried with all their strength but could not break it. He next opened the bundle and separated the sticks. He asked each of his Sons to take a stick and break it, which they broke easily. He then said, "My sons, if you are of one mind, and unite to assist each other, you will be like this bundle, your enemies cannot harm you; but if you are divided among yourselves, you will be broken as easily as these sticks." The sons realized their folly and promised to remain united.

Activity 1

Complete the following story:

Bobby was only an eight years old when she heard Mommy and Daddy talking about her little brother, Bubu. He was very sick and they had done everything they could afford to save his life. It was only a very expensive surgery, which could save him. His poor parents were unable to afford it. She heard Daddy say it with a whispered desperation, "Only a miracle can save him now.".....

Activity 2

Complete the following story:

Bob and Jim were two friends. After their studies, they were looking for jobs. One evening they had dinner in a restaurant and decided to try their luck in distant cities. They promised to meet each other after twenty years to that time in front of that restaurant. After twenty years.....

Activity 3

Complete the following story:

A rich man had an orchard of mango trees. He found the guards stealing ripe mangoes. He came across Sam and Bill. Sam was lame and Bill was blind. He dismissed all the guards and appointed Sam and Bill. After several days he marked.....

Activity 4

Complete the following story:

One morning Suman started for school very late. She was in great dread of a scolding, especially because Miss Sharma, the English teacher, had said that she would ask questions on participles, and she did not know the first word about them. For a moment, she thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods. It was all much more tempting than the rule for participles.....

Activity 5

Complete the following story:

A certain man had a lovely son. Once he dreamt that his son has become a scientist. He was so much fascinated by the dream that he believed that his son is destined to be a scientist. He did not bother about his son's education.....

Activity 6

Write a story using the following outlines:

Prospero was once the Duke of Milan - driven from power by his wicked brother Antonio - lived with his young daughter Miranda on a lonely island - One day Antonio along with his friends were at sea - Prospero raised a storm with the help of Ariel - Ariel led Ferdinand, the Prince of Naples, to Prospero's cave - Ferdinand met Miranda - fell in love - Prospero thought love too easily won might not last long - decided to put the lovers to test - made Ferdinand do a series of menial tasks - Miranda was sad to see Ferdinand carry logs - They exchanged vows of love for each other - Prospero secretly looks on with approval

[Ans: Prospero and his young daughter Miranda lived on an isolated island. Prospero was once the Duke of Milan but had been driven from power by his wicked brother Antonio. One day Antonio along with his friends was at sea in a ship. Prospero raised a storm with the help of his slave Ariel. Ariel guided Antonio and his friends to safety. He led Ferdinand, the Prince of Naples, to Prospero's cave. When Ferdinand and Miranda met, both of them fell in love at first sight. Prospero thought that love too easily won might not last long. He muttered, "If he loves my daughter, he will not disobey me." He decided that he would put the lovers to test. He made Ferdinand do a series of menial tasks to test the young prince's resolve. Miranda was sad to see Ferdinand carry logs of wood for her father. They exchanged vows of love for each other. Prospero secretly looks on with approval.]

Activity 5

Write a story using the following outlines:

The Montague and the Capulet were two rival families of Verona - Romeo was a handsome Montague - Juliet was an attractive Capulet - Both of them met each other at a ball - fell in love at first sight - planned to marry secretly. With the help of a friar, who hoped to unite the two families through their union, they secretly married - Romeo killed Juliet's cousin in a street fight - banished from the city - Juliet would marry Count Paris - Juliet called on the friar for help - Friar offered her a drug - "If you take it, you will look, as if dead, for forty-two hours" - messenger was sent to inform Romeo of the plan - On the night before her wedding, Juliet took the drug and passed out - messenger could not reach Romeo - Believing Juliet to be dead, Romeo entered her tomb and took poison-Juliet woke up only to find Romeo dead - stabbed herself with his dagger.

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INVITATION TO ENGLISH-4

**(STUDY MATERIAL FOR THE FIRST YEAR OF +2
IN DISTANCE MODE)**

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FOREWORD

This unit of lessons deals with some lessons on English grammar. Each Lesson contains study materials and activities designed to improve the students' grammatical skills. Students should take care to work out the activities and check their answers with the hints given at the end of each activity. They should keep it in mind that there is no better way of learning than self-study and peer interaction. It is imperative that they should study the material carefully and discuss their difficulties with friends and seniors.

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Lesson 1

COUNTABLE AND UNCOUNTABLE NOUNS

COUNTABLE NOUNS

Countable nouns are individual objects, people, places, etc. which can be counted. Here are some more countable nouns: books, Indians, pictures, hospitals, boys, etc. Countable nouns are easy to recognize. They are things that we can count. For example: "pen". We can count pens. We can have one, two, three or more pens.

Countable nouns can be singular or plural:

Singular - An aeroplane is flying.

Plural - Aeroplanes are flying.

The singular form of the verb is used with a singular countable noun. The plural form of the verb is used with a countable noun in the plural.

When a countable noun is singular, we must use a word like a/an/the/my/this with it:

I want an orange, (not 'I want orange.')

Where is my bottle? (not 'Where is bottle?')

When a countable noun is plural, we can use it alone:

I like oranges.

Bottles can break.

We can use 'some' and 'an/' with countable nouns:

I've got some dollars.

Have you got any pen?

We can use 'a few' and 'many' with countable nouns:

I've got a few dollars.

I haven't got many pens.

Uncountable nouns are substances, concepts etc. that we cannot divide into separate elements. We cannot count them. For example, we cannot count 'milk'. We can count 'bottles of milk', but we cannot count 'milk' itself. Here are some more uncountable nouns:

art, advice, butter, electricity, furniture, gas, happiness, information, love, luggage, news, money, music, power, rice, sugar, water etc.

We usually treat uncountable nouns as singular. We use a singular verb. For example:

- i. *This news is very important.*
- ii. *Your luggage looks heavy.*

We do not usually use the indefinite article a/an with uncountable nouns. We cannot say 'an information' or 'a music'. But we can say 'a piece of news', 'a bottle of water', 'a grain of rice'.

We can use *a little* and *much* with uncountable nouns:

I've got a little milk.

I haven't got much rice.

Nouns that can be Countable and Uncountable

Sometimes, the same noun can be both countable and uncountable, often with a change of meaning.

Nouns	Countable	Uncountable
hair	There are two hairs in my coffee!	I don't have much hair on my head.
light	There are two lights in our bedroom.	Close the curtain, There's too much light!
noise	I thought I heard a noise.	It's difficult to work when there is too much noise.
paper	Have you got a paper to read? (= newspaper)	Have you got some paper? I'll write a letter.
room	Our house has seven rooms.	Is there room for me to sit here?
time	We had a great time at the party.	Have you got time for a coffee?
work	Macbeth is one of Shakespeare's greatest works.	I have no money. I need work.

Drinks (coffee, water, orange juice) are usually uncountable. However, if we are thinking of a cup or a glass, we can say (in a restaurant, for example): *Two teas and one coffee please.*

Activity 1 Decide whether the underlined nouns are countable (C) or uncountable (U)

1. Children are playing in the garden.
2. I don't like milk.
3. I prefer tea to coffee.
4. Scientists say that the environment is threatened by pollution.
5. My mother uses butter to prepare cakes.
6. There are a lot of windows in our classroom.
7. We need some glue to fix this vase.

8. The waiters in this restaurant are very professional.
9. My father drinks two big glasses of water every morning.
10. The bread my mother prepares is delicious.
11. Drivers must be careful; the road is slippery.
12. Some policemen are organizing road traffic to avoid accidents.
13. I bought three bottles of mineral water for our picnic.
14. I'd like some juice please!
15. Successful candidates will join the camp later this year.
16. A rise in oil prices is inevitable since there is more and more demand for energy.
17. The exercises on this website are interesting.
18. Dehydrated babies must drink a lot of water.
19. Adult illiterates learn through a special government programme.
20. I met some nice people when I was walking along the beach.

[Ans: 1.C, 2. U, 3. U, 4.C, 5.U, 6. C, 7.U, 8. C, 9. C, 10. U, 11. C, 12. C, 13. C, 14. U, 15.C, 16. U, 17. C, 18.U, 19.C, 20 C]

Activity 2 Decide whether the underlined nouns in the following paragraph are countable (C) or uncountable (U)

Planning is one of the most important management techniques. Planning is preparing a sequence of action steps to achieve some specific goal. If it is done effectively, it can maximize time and effort for achieving the goal. If we make a plan and follow it seriously, we can see how much we have progressed towards our projected goal and how far we are from our destination. Knowing where we are is essential for making good decisions on where to go or what to do next. One more reason why we need planning is to avoid wastage of time, energy and resources. It is a fact that for unstructured activities eighty percent of the efforts give less than twenty percent of the valuable outcome. Either we spend much time on deciding what to do next or we take many unnecessary and inefficient steps. Planning is also crucial for each step of our action. With careful planning we can often see if at some point we are likely to face a problem. It is then much easier for us to adjust your plan to avoid or overcome an unexpected crisis.

Activity 3

Fill in the gaps with some, any or a / an.

1. I'm really thirsty. I need — water, please.
2. I went to the library, but I couldn't find — books about art.
3. Can you give me — coffee, please?
4. She sent — SMS to her friends, but she didn't make — phone calls.
5. It's very sunny but there is only — child playing in the street.

6. I bought — coffee, but I didn't buy — tea.
7. Have you got — chocolate biscuits?
8. There isn't — juice in the fridge but there's —pineapple.
9. They ate —apples but they didn't — eat oranges.
10. Is there — oil in the kitchen? No, there is only — butter left.

[Ans. 1.some, 2. any, 3. a, 4. some, any, 5. a, 6. some, any, 7. any, 8. any, a, 9. some, any, 10. any, some]

Lesson - 2

TENSE OF VERBS

A tense in English grammar locates a situation in time, to indicate when the situation takes place. English verbs have two tenses - Present Tense and Past Tense. Tense can make finer distinctions than simple past-present.

Let's go through the chart below to study present tense in its different aspects:

Simple Present Tense

Expression

general truths

habitual or customary actions

actual happenings

vivid narration

exclamatory sentences

a future action that is a part of a present plan

Examples

The sun sets in the west.

It rains heavily in the monsoons.

I drink tea every morning.

Here comes the train.

How lovely the doll is!

Amit leaves for America next week.

Present Progressive

Expression

action going on at present

actions occurring over a period of time till the present

Examples

The candle is burning.

The baby is still sleeping.

Present Perfect

Expression

the completion of an action in the immediate past

the completion of a work which has begun in the past and has gone on until the present

completed action which is connected through its result with the present

Examples

We have just taken our lunch.

We have had a very enjoyable picnic.

How long have you been learning English?

Present Perfect Progressive

Expression

an action that began in the past and is still going on

Examples

I have been reading this novel for two hours.

We've been studying since 9 o'clock.

Activity 1

Use the verbs in Simple Present Tense

1. Do you — (like) chocolate milk?
2. He — (do) not want to attend to the party.
3. — (be) we too late to catch the bus?
4. It — (smell) sweetly.
5. The brave — (deserve) the fair.
6. Always — (speak) the truth.
7. Robert often — (go) to my school.
8. My parents — (live) in a 2 bedroom apartment.
9. We — (murder) to dissect.
10. You — (look) so happy today!

[Ans.: 1. like, 2. does, 3. are, 4. smells, 5. deserve, 6. speak, 7. goes, 8. lives, 9. murder, 10. look]

Activity 2

Use the verbs in brackets in Simple Present Tense

People of the villages in India — (send) their cows to the wild land to graze. Early in the morning they — (go), in the care of cowherd boys, and not — (return) until evening, close on dusk. They are docile. Among the Hindus, everyone — (love) them. No one — (tease) or — (frighten) them. Little girls at daybreak - (pet) them, — (give) them food, — (hang) necklaces of flowers about their necks, — (sing) songs to them, and even — (strew) flowers at their feet. The cows — (seem) to feel as if they belonged to the family.

In the country, cows — (delight) in being taken out to the fields to graze in the daytime. Of course, someone always — (go) with them to frighten off wild beasts, and to see that they not — (stray) too far. They — (wear) little tinkling bells that — (ring) as they move their heads, saying, 'Here! Here!' And when it is time to go home to the village for the night, what a pretty sight they — (make)!

One cowherd — (stand) and — (call) at the edge of the pasture and another — (go) around behind the cattle to drive them towards him. They — (turn) homewards. They — (make) a long procession as they — (return) to the village. They — (kick) up the dust along the sun-baked

path, till at last they — (seem) to be moving through a cloud. The village people — (call) this twilight hour 'cowdust' - 'the hour of cowdust'. It is a very peaceful, a lovely moment.

[(send) -sends, (go) - go, (return) - do not return, (love) - loves, (tease) - teases, (frighten) - frightens, (pet) - pet, (give) - give, (hang) - hang, (sing) - sing, (strew) - strew, (delight) - delight, (go) - goes, (stray) - do...stray, (wear) - wear, (ring) -ring, (make) -make, (stand) -stands, (call) calls, (turn) - turn,(make) - make, (return) - return, (kick) - kick, (seem) - seem, (call)- call]

Activity 4

Use the verbs in brackets in Simple Present Tense

Ageing — (be) a natural phenomenon. As a person grows old, various bodily functions and organs -(become) sluggish. Some classic old age changes like forgetfulness, confusion, irritability etc. -(occur) as a matter of normal ageing. However, there are certain people in whom these signs -(manifest) quite strongly and keep deteriorating gradually. These 'alarming signs' — (include) unprovoked aggression, uncontrollable agitation, persistent irritability and confusion. Besides these, an unusual degree of forgetfulness even about familiar things and people around also — (take) place. Such people also over a period of time — (start) showing significant decline in activities of daily living like personal hygiene, bathing, eating, walking, and other daily chores. In such circumstances family members — (take) the person to a qualified doctor, preferably a neurologist.

Activity 5 Use the verbs in Present Progressive Tense

1. They — (come) for dinner?
2. Maxima — not (sleep) on our sofa.
3. My mother-in-law— (visit) us this week.
4. I — (have) my dinner right now.
5. My sister— (learn) Spanish these days.

[Ans.: 1. Are they coming, 2. is not sleeping, 3. is visiting, 4. is having, 5. is learning]

Activity 6

Use the verbs in Present Perfect Tense

1. They — (go) to a rock concert.
2. We never — (eat) Japanese food.
3. — you (finish) your homework?
4. Anand — (lose) his umbrella.
5. — the sun (come) up?
6. The children — (taste) the soup.
7. The soldiers — (win) the battle.
8. The train already _____ (arrive).

[Ans.: 1. have gone, 2. have never eaten, 3. have you finished, 4. has lost, 5. has the sun come, 6. have tasted, 7. have won, 8. has already arrived]

Activity 7 Write the paragraph using verbs in brackets in present tense.

"What you (look) for, granduncle?" (say) the boy to an old man who (walk) slowly with a stick in his hand. The old man (say) that "I (look) for my lost years". The boy (amuse) and (peer) at the old man. The old man (look) as if he not (eat) for years. "If you (come) with me, I shall give you something to eat", the boy (say). The old man (smile) and (utter), "May God blesses you, my child!" He (follow) the boy to his house. The boy's mother (feed) the old man to his heart's content. The old man (thank) the mother and (mumble), "Your son will prosper in life".

[are ...looking, says, is walking, says, am looking, is amused, peers, looks, has ... eaten, come, says, smiles, utters, follows, feeds, thanks, mumbles]

Activity 8

Use the verbs in Present Perfect Continuous Tense

1. It — (snow) a lot this week.
2. — your brother and sister (get) along?
3. Ricky — (study) hard this semester.
4. I'm tired because I — (work) hard.
5. Julie — (live) in Italy since May.
6. How long — you (stay) in England?.
7. We — (watch) TV for 3 hours.
8. You — (work) too hard today.
9. It — (rain) since you arrived.
10. My brother — (travel) since he finished school.

[Ans. 1. been snowing, 2. Have ... been getting along?, 3. has been studying, 4. have been working, 5. has been living, 6. have you been staying, 7. have been watching, 8. have been working, 9. has been raining, 10. has been travelling]

Let's go through the chart below to study past tense in its different aspects:

Simple Past Tense

Expression	Examples
Action completed in the past	<i>I saw a movie yesterday.</i>
A Series of Completed Actions	<i>I finished work, walked to the beach, and found a nice place to swim.</i>
Duration in Past	<i>Sachin studied Japanese for five years.</i>
Habits in the Past	<i>People paid much more to make cell phone calls in the past.</i>

Past Progressive

Expression

Continuity of an action in the past.

Interrupted Action in the Past

Specific Time as an Interruption Parallel Actions in the past

Examples

The candle was burning.

When the phone rang, she was bathing.

At midnight, we were still driving through the desert.

Repetition and Irritation with "Always" *She was always coming to class late.*

Past Perfect

Expression

an action completed in the past

a past event which happened before another past event,

Examples

She had already done her home work.

I had written the letter before he called me.

Past Perfect Progressive

Expression

an action that began in the past and continued upto another time in the past.

Examples

He looked very tired because he had been working for several hours.

Activity 9 Use the verbs in simple past tense

1. I - a movie yesterday, (see)
2. I not - a play yesterday, (see)
3. Last year, I - to Japan, (travel)
4. you dinner last night? (have)
5. She - her car. (wash)
6. I - (finish) work, - (walk) to the beach, and - (find) a nice place to swim.
7. He -(arrive) from the airport at 8:00, - (check) into the hotel at 9:00, and - (meet) the others at 10:00.
8. you - (add) flour, - (pour) in the milk, and then - (add) the eggs?

[(see) -saw, not (see) - did not see, (travel) - travelled, (have) - did ... have, (wash), washed, (finish) - finished, (walk) - walked, (find) - found, (arrive) - arrived, (check) - (meet) -met, (add) -did ...add, (pour) -pour, (add)-add]

Activity 10 Use the verbs in brackets in simple past tense

One day a young boy (visit) the Big Bazar at Bhubaneswar. He (delight) to see such an air conditioned fair. He (spend) a couple of hour there. He (come) across a person sitting alone

looking vacantly at a computer. He (say) to a waiter, "Why is this person sitting alone doing nothing while all others are busy?" The waiter (reply) that he was one of the highest paid managers of the Big Bazar. The boy (exclaim), "For doing nothing!" The waiter (comment) if he nit (lend) his ideas to the company, the Big Bazar would perish.

(Ans.: (visit) -visited, (delight)- was delighted, (spend) - spent, (say)v- said, (come) -came, (reply) - replied, (exclaim)-exclaimed, (comment) - commented, (lend) - did ... lend]

Activity 11 Use the verbs in brackets in simple past tense

One night it was raining cats and dogs. A scorpion - (crawl) into our house and - (sting) my mother. She - (cry) in pain. Neighbours - (call) on us. They - (utter) the name of God a hundred times to paralyse the Evil One. They - (fear) if the scorpion - (move), the poison -(may move) in mother's blood. They - (look) for the scorpion with candles and lanterns. They - (cast) giant shadows on the mudwalls.It not-(find). They quietly - (sit) around mother while she - (continue) to groan in pain. Father - (apply) a mixture of powders and herbs on her bitten toe. He not only - (put) a little paraffin on the toe and also - (lit) it with a match to burn the poison away. I - (ask) mother, "How do you feel?" After twenty hours the pain - (subside). Mother - (say), "Thank God! The scorpion - (bit) me and - (spare) my children."

[(crawl) - crawled, (sting) - stung, (cry)- cried, (call) - called, (utter) - uttered, (fear) - feared. (move), - moved, (may move) - might move, (look) - looked, (cast) - cast, (find) - found, (sit) - sat, (continue) - continued, (apply) - applied, (put) - put, (lit) - lit, (ask) - asked, (subside) - subsided, (say) - said, (bit) - bit, (spare) - spared.

Activity 12

Use the verbs in Past progressive Tense

1. The lights went out when I — (work).
2. The child — (cry)with pain.
3. The farmers — (sow) the seeds.
4. We — (play) when Mother came.
5. The maid — (clean) the house.
6. He — (sit) in the garden when it began to rain.
7. My brother and sister — (play) tennis at 11am yesterday.
8. I — (drive) to work at 8.30 a. m. yesterday.
9. I met John in town yesterday. He —(shop).
10. He — (have) a shower when I called.

[Ans.: 1. was working, 2. was crying, 3. were sowing, 4. were playing, 5. was cleaning , 6. was sitting , 7. were playing, 8. was driving, 9. was shopping, 10. was having]

Activity 13 Fill in the blanks using the verbs in brackets in Simple Past and Past Perfect tense.

I can't believe that I — (get) that apartment. I — (submit) my application last week, but I didn't think I had a chance of actually getting it. When I — (show) up to take a look around, there were

at least twenty other people who—(arrive) before me. Most of them —(fill) already out their applications and were leaving. The landlord said I could still apply, so I did. I— (try) to fill out the form, but I couldn't answer half of the questions. They — (want) me to include references, but I didn't want to list my previous landlord because I — (have) some problems with him in the past and I knew he would not recommend me. I —(end) up listing my father as a reference. It was total luck that he -(decide) to give me the apartment. It turns out —(go) to high school together. He decided before he - (look) at my credit report. I was lucked out!

[Ans.: (get) - got, (submit) - submitted, (show) - showed, (arrive) - had arrived, (fill, already) - had already filled out, (try) - tried, (want) - wanted, (have) - had had, (end) - ended up, (decide) - decided, (go) - had gone, (look) - looked

Activity 14 Fill in the blanks using the verbs in brackets in Past Perfect / Past Perfect Progressive Tense.

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I— (try) to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I — (have) five cups of coffee and I —(wait) over an hour. I had to leave because I — (arrange) to meet Rosie in front of the theatre.

When I arrived at the theatre, Rosie — (pick, already) up the tickets and she was waiting for us near the entrance. She was really angry because she— (wait) for more than half an hour. She said that she— (give, almost) up and (go) into the theater without us.

Rosie told me you — (be) late several times in the past and that she would not make plans with you again in the future. She mentioned that she — (miss) several movies because of your late arrivals. I think you owe her an apology. I suggest you to be on time in the future.

[Ans.: (try) - had been trying, (have) - had had, (wait) - had been waiting, (arrange) - had arranged, (pick, already) - had already picked, (wait) - had been waiting, (give almost) - had almost given, (go) - had gone, (be) - had been, (miss) - had missed

Lesson - 3

MODAL AUXILIARY VERBS

Modal auxiliary verbs give more information about the function of the main verb that follows it. It is used to indicate possibility, ability, permission, and obligation. Modals are always followed by the base form of a verb. Modals are always the same form no matter what the subject is.

The most common modal auxiliaries in English are given in the table:

Present *shall, will, can, may*

Past *should, would, could, might*

Single form *must, need, dare, ought to, used to*

Use of **shall** and **will**

shall and **will** are expressed in a future action in English. Once upon a time, as a rule **shall** was used with 1st Person (I, we) subjects and **will** with all other persons (you, he, she, it, they) to express simple futurity. For example:

I shall visit you some day. We shall grow old one day. He will finish his B. Tech. studies next year.

And to express determination, promise, or command **will** was used with 1st Person (I, we) subjects and **shall** was used with all other persons (you, he, she, it, they). For example: *I will see you tomorrow. He shall finish this project by tonight. This shall be revealed to you in good time.*

However, in present American usage, **will** has become the universal word to express futurity regardless of the person of the subject while the use of **shall** has been restricted to:

- I. interrogatives asking for permission or agreement - *Shall we go outside?*
- II. To express legal obligation - *The tenant shall vacate the house.*

Use of 'shall'

Shall used to express

Simple Future *We shall go to Goa for a holiday.*

a suggestion *Shall we go out for a walk?*

a command *You shall never tell a lie.*

a promise *You shall get a prize for your excellent result.*

a threat	<i>You shall have to pay for the damage.</i>
willingness	<i>I shall go with you.</i>
Intention	<i>I shall help you in every way.</i>
Insistence	<i>Sam shall finish the project in time.</i>
determination	<i>The report shall be ready before evening</i>
prohibition	<i>You shall not make a noise.</i>
legal obligation	<i>They shall file the income-tax return in time.</i>

Use of 'should'

should is used to express

duty or obligation	<i>We should help the poor. You should look after your sick mother.</i>
a suggestion or advice	<i>You should do regular exercises.</i>
caution or purpose	<i>Work hard lest you should fail.</i>
assumption or guess	<i>This house should be about a hundred years old</i>
probability	<i>The results should be declared in a day or two.</i>
a condition	<i>Should you need help, call out loudly.</i>

['should' and 'ought to' are both used to say that some thing is the best thing or the right thing to do, but 'should' is much more common: *You should take the baby to the doctor. You ought to give up smoking.* In question, 'should' is usually used instead of 'ought to': *Should we call the doctor?*]

Use of 'will'

'will' is used to express-

general, universal or habitual truth	<i>Sunlight will always be necessary for humankind.</i> <i>The volcanoes will erupt from time to time.</i>
a request	<i>Will you help me with my project?</i>
an invitation	<i>Will you have coffee with us this evening?</i>
an order	<i>Will you stop the loud music.</i>
determination	<i>He will not listen to anybody.</i>
probability	<i>He will die without medical aid.</i>
willingness, intention or a wish	<i>He will donate Rs. 5001.00 for flood relief.</i>

Use of 'would'

'would' is used to express past tense of 'will' : *Even as a boy, he knew that he would succeed in life.*

past tense of will in reported speech *She said that she would see the movie.*

past refusal	<i>He wanted a divorce but his wife would not agree.</i>
habitual past behavior	<i>We would always argue. We could never agree.</i>
Willingness	<i>Would you please take off your hat?</i>
desire or inclination	<i>I would love to live here for good.</i>
Insistence	<i>As you have ruined everything, you would act carefully.</i>
a hypothetical meaning	<i>My child would fall sick if I let her eat what she wants.</i>
probability	<i>I hear a whistle. That would be the five-o'clock-train.</i>
polite requests and questions	<i>Would you open the door, please?</i>
wish	<i>I wish you would stay a little longer</i>
Opinion	<i>Since you ask me I would say the blue one is best.</i>

[In modern English, the traditional difference between **should** and **would** in reported sentences conditions, requests, etc. has disappeared and **should** is not used very much at all. In Spoken English the short form 'd is usually used: *I said I'd (I would) be late. He'd (he would) love to be an actor. I'd (I would) really prefer tea.*]

Use of 'can'

'can' is used to express

ability	<i>She can perform Odissi dance.</i>
future ability	<i>I am busy today. I can help you tomorrow.</i>
requests and orders	<i>Can you get me a cup of coffee, please. Can you be quiet!</i>
Permission	<i>Can I smoke in this room?</i> <i>You can't smoke here, but can smoke in the garden.</i>

Use of 'could'

Could can be used to talk about the past, the present or the future.

could is a past form of 'can' *When I was living in Cuttack, I could walk to work.*

He phoned to say he couldn't come.

could is used to make polite requests. We can also use 'can' for these but 'could' is more polite.

Could you help me, please?

Could you lend me some money?

If we use '**could**' in reply to these requests, it suggests that we do not really want to do it. If you agree to the request, it is better to say '**can**' *course, I can.*

'could' is used to talk about theoretical possibility and is similar in meaning to 'might'.

He could be there by now.

Use of 'may'

The modal verb *may* is mainly used in written and formal contexts, is rather formal and not used very often in modern spoken English.

May is used to express

possibility	<i>It may rain in the evening. He may accept the offer.</i>
ask permission	<i>May I come in! May I go home a little early today, Sir?</i>
give permission	<i>You may go home now.</i>
wish or prayer	<i>May god bless you! May you live long!</i>
a purpose	<i>He is working hard so that he may get a promotion.</i>
a curse	<i>May you be punished for your treachery!</i>
offer help or service	<i>May I help you? May I get something for you?</i>

Use of 'might'

Might suggests a smaller possibility than *may*, there is basically just a little difference and is more usual than 'may' in spoken English.

Might is used to express

Asking permission	<i>Might I leave now, Sir?</i>
give permission	<i>You might use my car.</i>
as the past tense of 'may' in Indirect Speech	<i>He told me that he might shortly visit me.</i>
remote possibility	<i>The train might be late.</i>

When used in the context of granting or seeking permission, **might** is the past tense of **may**. **Might** is considerably more tentative than **may**: *May I leave class early? . Might I leave early if I finish all my work?*

In the context of expressing possibility, **may** and **might** are interchangeable: *She might be my advisor next semester. She may be my advisor next semester.*

Use of 'must'

Must is used to express

certainty	<i>This must be the right address!</i>
Necessity	<i>Students must pass an entrance examination to study at this school.</i>
strong recommendation	<i>You must take some medicine for that cough.</i>
(Americans prefer "should.")	

prohibition	<i>Jenny, you must not play in the street!</i>
very important	<i>All visitors must report to reception.</i>
(often involving a rule)	
something is likely or logical	<i>You must be hungry after all that walking.</i>
	<i>They must be at school by now. It's already 9 o'clock.</i>
determination	<i>We must win this match.</i>
compulsion	<i>We must help the physically challenged.</i>

Use of 'dare'

The Modal Auxiliary '**dare**' is used to express courage. It is used only in Interrogative or Negative Sentences. The Auxiliary form used in the Negative Sentences is **dare not** or **daren't**. **Daren't** means lack of courage. Example:

- (i) *How dare you insult me?*
- (ii) *How dare you talk so rudely to your parents?*
- (iii) *He dare not disobey you.*
- (iv) *She dare not go there.*

Use of 'need'

The Modal Auxiliary '**need**' is used to express necessity or obligation. It is generally used in Interrogative Sentences. Example:

- (i) *I needn't say anything more,*
- (ii) *Need he not go to school?*
- (iii) *I need not write to her.*

Use of 'ought to'

The Modal Auxiliary '**ought to**' is used to express

the right thing to do *You ought to help the poor children. We ought to shoulder our responsibilities.*

what is likely to happen *Children ought to be able to read by the age of 7.*

to express advice / recommendation *You ought to have come to the meeting.*

Students ought to reach the examination-hall before the examination begins.

You ought to reach home before it gets dark.

Use of 'used to'

The Modal Auxiliary '**used to**' is used to express a past discontinued habit. Example :

/ used to go for a morning walk while I was staying in Puri.

We used to offer our prayers to lord Jagannath regularly.

Activity 1

Fill in the blanks with modal auxiliaries as suggested in the brackets:

1. In ancient India, doors — be left unlocked, (past possibility)
2. My father — drive a car. (ability)
3. It — rain this afternoon, (probability)
4. — you lend me your notes, please? (polite request)
5. We — attend the meeting, (inability)
6. You — submit the project report at 10A.M. tomorrow, (order)
7. It is not raining. You — carry an umbrella (no necessity)
8. You — take your medicines regularly, (suggestion / advice)
9. — you like me to carry your bags for you? (polite offer)
10. How — shout in the class? (Courage)
11. — help you to write the application? (offer)
12. We — learn from our peers, (obligation)
13. — you join us for dinner tonight? (invitation)
14. You — pay your income tax in time, (compulsion)
15. — I come in, Sir? (Permission)

[Ans: 1. could, 2. can, 3. might, 4. would, 5. couldn't, 6. must, 7. needn't, 8. ought to, 9. would, 10. dare, 11. may, 12. should, 13. will, 14. must, 15. may]

Activity 2

Fill in the blanks choosing the correct alternatives given in brackets.

1. — (May, Might, Will) you give me a glass of water, please?
2. It — (could, would, might) give me great pleasure if you visit us.
3. How — (can, may, dare) you leave the house!
4. You — (must, mustn't, cannot) watch too much of violence.
5. He said I — (can, might, should) come to his house at anytime.
6. — (Should, Will, Shall) you like a cold drink.
7. I — (used to, ought to) dance when I was young.
8. I — (shall, might, should) complete the assignment but I don't feel like doing it.
9. You — may, can, must) reach the examination hall in time.
10. You — (would, must, might) obey the traffic rules.

11. The train — (shall, should, can) be arriving now.
12. — (Should, Might, Would) you feel sick, call for the doctor.

[Ans: 1. will, 2. would, 3. dare, 4. mustn't, 5. might, 6. Will, 7. used to, 8. should, 9. must, 10. must, 11. should, 12. Should]

Activity 3 Fill in the blanks choosing the correct alternatives given in brackets.

1. She looks pretty sick. I think she — go to a doctor, (can/ should)
2. You've been driving all day. You — be exhausted! (must/ should)
3. You — smoke so much. It's bad for your health. (can't / shouldn't)
4. Hey I'm lost. — you help me? (should/ can)
5. You have such a beautiful voice. You — sing for us! (should/ can)
6. I know he speaks five languages, but — he speak Arabic? (should/ can)
7. That looks very expensive. It — have cost a fortune! (must/ should)
8. I — believe that you failed your test! (can't/ shouldn't)
9. I'm on my way. I — be there in about 10 minutes, (can/ should)
10. I — afford that. (shouldn't/ can't)

[should, must, shouldn't, can, should, can, must, can't, should, can't]

Activity 4 Fill in the blanks choosing the correct alternatives given in brackets.

1. — you tell me the way to the nearest bank? (could / must)
2. We — hurry; we're late, (can / must)
3. Pal is very good at languages. He — speak English very well, (can / could)
4. You — give up smoking. It's bad for your health, (should / mustn't)
5. *The Life of Pi* is a wonderful film. You — watch it. (should / mustn't)
6. Pa usually goes to bed early. He —not want to go to the disco with us. (might / should)
7. — you help me with this exercise? (may / can)
8. Chetan Bhagat's latest book is great! I — read it. (can / must)
9. — I come in? (might/may)
10. We — respect her parents, (can / should)
11. Look at Su's car. He — be very rich, (must / should)
12. You — drive so fast; it's very dangerous, (mustn't/should)
13. When I was six years old I climb trees, (must / could)
14. Shall we phone Mom now? It's early. She —not be home from work yet." (can / may)
15. We —leave the door open - the rain will come in. (can / mustn't)

[could, must, can, should, should, might, can, must, may, should, must, mustn't, could, may, mustn't]

Activity 5 Fill in the blanks choosing the correct alternatives given in brackets.

1. Ayesha should drink milk everyday. She is very thin.
2. Students shouldn't leave the classroom before the ring bells.
3. You should brush your teeth after breakfast.
4. Your father should stop smoking.
5. can you pass my pencil to me?
6. You mustn't talk aloud in the library.
7. You mustn't smoke cigarette in hospital.
8. We should visit our grandparents more often.
9. You shouldn't touch burning items.
10. You mustn't drive too fast in the city.

CHAPTER -IV

PREPOSITIONS

Prepositions describe the relationship between words in a sentence and include words, such as 'to', 'by', 'at', 'across', 'near' and 'under', etc. to indicate direction, place, time, manner and amount etc. Example: My dog Supi plays **in** my bedroom **around** my pillows **inside** my closet shaking her tail **through** the air. The following table contains rules for some of the most frequently used prepositions in English:

Prepositions — Time

Prepositions	Usage	Example
On	days of the week	on Monday
In	months/seasons	in August/ in winter
	time of day	in the morning
	year	in 2006
	after a certain period of time	in an hour at
at	for night	at night
	for weekend	at the weekend
	a certain point of time	at half past nine
since	from a certain point of time	since 1980
for	over a certain period of time	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)
to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
till / until	how long something is going to last	He is on holiday until Friday.
by	in the sense of at the latest	I will be back by 6 o'clock.
	up to a certain time	By 11 o'clock, I had read five pages.

Prepositions — Place (Position and Direction)

Prepositions	Usage	Example
In	room, building, street, town, country	in the kitchen, in London, in the car, in a taxi, in the picture, in the world
at	meaning next to, by an object for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at a concert, at the party at the cinema, at school, at work
On	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for television, radio	The picture is on the wall Cuttack is on the Mahanadi. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, beside	next to	Jane is standing by / beside the car.
Under	lower than something else	The bag is under the table
below	lower than something else but above ground	The fish are below the surface.
Over	covered by something else more than getting to the other side overcoming an obstacle	Put a jacket over your shirt, over 16 years of age walk over the bridge climb over the wall
across	getting to the other side	walk across the bridge
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to a place	go to Bhubaneswar
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something	Go five steps towards the house,
From	in the sense of where from	a flower from the garden

Other Important Prepositions

Prepositions	Usage	Example
From	who gave it	I had a present from Jay.
Of	who/what it belongs to	a page of the book
	what it shows	the picture of a palace
by	who made it	a book by Mark Twain
on	walking or riding on horseback	on foot, on horseback
in	entering a car/taxi	get in the car
off	leaving a vehicle	get off the train
by	rise or fall of something	Prices have risen by 10 percent.
	travelling	by car, by bus
at	for age	She learned Russian at 45.
about	for topics	We were talking about the budget.

Activity 1 Fill in the blanks with correct prepositions.

1. Peter is playing tennis — Sunday.
2. My brother's birthday is — the 5th of November.
3. My birthday is —May.
4. We are going to see my parents — the weekend.
5. In 1666, a great fire broke out — London.
6. I don't like walking alone in the streets — night.
7. What are you doing — the afternoon?
8. My friend has been living — Canada for two years.
9. I have been waiting for you — seven o'clock.
10. I shall have finished this essay —Friday.

[Ans.: 1. on, 2. on, 3. in, 4. at, 5. In, 6. at, 7. in, 8. for, 9. since, 10. by]

Activity 2

Complete the exercise with the correct prepositions.

Henry Ford was born —the 30th — July 1863. He made his first car, the Quadricycle, — June 1896. -1903, he founded the Ford Motor Company. Modern mass production of cars was developed — him in 1913. Ford's Model T could then be assembled — just 93 minutes. — 1927, 15 million Model T cars had been manufactured — the Ford Motor Company. Henry Ford became one of the richest and best-known people the world.

[Ans.: on , of, in, in, by, in, by, by, in]

Activity 3

Complete the exercise with the correct prepositions.

The first McDonald's restaurant was opened — Dick and Mac McDonald— the 15th — May 1940. The best selling products — their restaurant were hamburgers. So the McDonald brothers thought - a way to produce hamburgers more quickly. This was introduced — 1948 and became known— the Speedee Service System. The first franchised McDonald's restaurant was opened — 1953, and today you can find McDonald's restaurants— more than 100 countries. The meats — the burgers vary —the culture — the country. Franchisees and future managers of McDonald's restaurants are trained — Hamburger University, which is located — Oak Brook, a suburb — Chicago. McDonalds is also known — its sponsorship — various international sport events.

[Ans.: by, on, of, at, of, in, as, in, in, for, with, of, at, in, of, for, in]

Activity 4

Complete the sentences using appropriate prepositions.

1. The old man accused the boy — trying to steal his bag.
2. My friend invited me —his sister's marriage.
3. The local people have warned the tourists —swimming in that part of the river.
4. Will you please remind us —the party next Monday?
5. He always borrows money —his friends and never care to return it.
6. Our teacher congratulated us —our good performance in the examination.
7. Pradip blames other people — his own mistakes.
8. Our independence day coincides — the birthday of Sri Aurobindo.
9. The Principal approved the stand taken by the students — the dowry system.
10. We are involved —a project on the uplift of the poor.

[Ans.: of, to, against, about, on, for, with, on, in]

Activity 5

Complete the sentences using appropriate prepositions.

1. Please listen — him.! He may have something interesting to tell you.
2. He didn't have his watch. He glanced — my watch to see what the time was.
3. I had an argument with Sikha and now we're not talking — each other.
4. Please don't shout —the children. Be nice to them.
5. That old woman is a bit lonely. She needs somebody to speak —.
6. Can you explain — me how this machine works?
7. Don't forget to write — me while you are away.

8. His son is always nagging him — money.
9. The parents searched everywhere — their baby but couldn't find it.
10. 'Are you going to Calcutta tomorrow?' I hope so. It depends — the weather.
11. I don't mind buying this book. But who is going to pay — it?
12. These two brothers are suspected — stealing a car.

[Ans.: to, at, to, at, to, to, to, for, for, on, for, of]

Activity 6

Complete the sentences in the following mini play using appropriate prepositions:

Sachin: What you are looking —, granduncle?

Old Man (walking slowly — a stick — his hand): I am looking—my lost years.

(Sachin peered — the old man. He looked as if he had not eaten —days.)

Sachin : Granduncle, come — me — our house. You will dine — me.

Old Man (smiling — Sachin): "May God blesses you, my child!"

(Old Man followed the boy—his house.)

Sachin: (reaching home): Please, come — and sit down. Make yourself — home. Ma! Grandpa is here. He will have lunch — us.

(Mother fed the old man — his heart's content.) Old Man: (with a smile — his lips): Your son will prosper — life. [For, with, in, for, at, for, with, to, in, at, with, at, to, with, to, on, in]

Lesson 5

IMPERATIVES

An imperative sentence gives advice or instructions or expresses a request or command. It ends with a period or an exclamation point. Go through the following table to study the use of imperative sentences:

Forms of the Imperative

The Imperative using the "bare infinitive"

Affirmative form (base form of the verb)	<i>Wait!</i>
Negative short form (Don't + base form)	<i>Don't wait!</i>
Emphatic form (Do + base form)	<i>Do wait a moment!</i>
Addressing someone (e.g. pronoun + base form)	<i>You wait here!</i>
Imperative + question tag	<i>Wait here, will you?</i>
Imperatives joined by and	<i>Go and play outside.</i>

The Imperative using 'let'

The first person imperative (let + *me* or *let* + *us* and the zero infinitive). Examples: *Let me do it for you. Let me see. - Let us go. Let's do some exercises.*

Let us not be worried, (negative - put not before the imperative) *Don't let's be worried* (spoken English)

The third person imperative (let + *him/her/it/them* and the zero infinitive)

Examples: *Let him go. Let her explain it. Let it be. Let them try it. Let the customers pay immediately.*

(This form is not very common in modern English. It is more usual to say the same in a different way. *He must go. She should explain it. Leave it alone. They can try it. The customers must pay immediately.*)

The negative imperative in the third person is archaic. We use more common forms instead. *They mustn't stay here. Mary is not to travel alone.*

An imperative sentence is used to express

- | | |
|--|--|
| 1. Direct commands, requests, suggestions | <i>Follow me. Shut the door (please). Don't worry!</i> |
| 2. Warnings | <i>Look out! There's a bus! Don't panic!</i> |
| 3. Directions | <i>Take the 2nd turning on the left and then turn right.</i> |
| 4. Instructions | <i>Use a moderate oven and bake for 20 minutes.</i> |
| 5. Prohibitions (in e.g. public notices) | <i>Keep off the grass! Do not feed the animals!</i> |
| 6. Advice (especially after <i>always</i> and <i>never</i>) | <i>Always answer when you're spoken to!</i> |

- | | |
|-------------------------|--|
| 7. Invitations | <i>Come and have dinner with us soon.</i> |
| 8. Offers | <i>Help yourself. Have a biscuit.</i> |
| 9. Polite requests | <i>Will you pass me the salt, please? Let's get started, shall we? Be careful, will you?</i> |
| 10. Expressing rudeness | <i>Shut up! Push off!</i> |

Activity 1

Fill in the blanks choosing the correct alternative.

1. Come on, — (Get) Make) a move-on. We can't stay here all day.
2. That looks heavy. Here, —(allow! let) me help you.
3. It's an important meeting, so — (ensure /try) not to be late.
4. If you think you know the answer, —(put/show) your hand up.
5. Are you going to the shops? —(find / get) me a newspaper, please.
6. I'm afraid I have to go out for a minute. Please, — (make! be) yourself at home.
7. I'm fed up with you. — (run! get) out of my sight.
8. The ambulance is coming. — (go/get) out of the way.
9. You don't want to come with us to the cinema? OK, — (suit/be) yourself, then.
10. You look starving. Here, —(eat/have) a biscuit.

[Ans.: Get, let, try, put, get, make, get, get, suit, have]

Activity 2

Fill in the gaps with the correct verbs from the line below:

[lock, make, turn on, watch , , bring, be, open, remember]

Hello Leslie, I have to go now. Here are the keys for the house. Do not— the door to any body, please. — TV if you wish but— to turnoff all the lights. — the alarm before you go to bed. — sure, my son Sam is asleep before you go to bed, and — the doors. We will be back by two in the morning. Ahh, I forgot, Sam's milk is inside the refrigerator in a small bottle. He always drinks it before falling asleep. — a good girl and don't — any people in the house. I will see you at two. Bye.

Activity 3

Complete the instructions in the following dialogues with: 'go', 'take', 'turn', 'cross'.

A

Excuse me. How can I get to the bank?

: — straight on, — the second turning on the left, then — at the pedestrian crossing, — past the post office and the bank is just next to it.

B

: Good morning, can you tell me how I can go to the bus station?

: —up this road, — right at the corner, — along to the end of the street and you'll find it there.

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