



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

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**SCHOOL OF SCIENCE & HUMANITIES
DEPARTMENT OF ENGLISH**

UNIT – I – COMMUNICATIVE ENGLISH II– SHS1210

UNIT I

Unity Of Minds

Following is the full text of the President's address to the nation on the eve of Independence Day.

My dear citizens of India,

On the eve of the 55th anniversary of our Independence, I have great pleasure in offering you my best wishes for your well-being and happiness. My salutations to all of you both in India and abroad.

May I extend a special word of gratitude to the men of our defence who guard our frontiers on the land, on the sea and in the air and paramilitary forces. May I also convey my special appreciation to our farmers who toil on the fields, technicians who keep the wheels of our industry moving, teachers who create knowledge products to the society and doctors, engineers, scientists, technologists and other professionals and administrators who are the prime movers of national development. May I wish the youth of India whose purposeful hard work with sweat will be a major transforming force for prosperous India.

I met some of the freedom fighters a few days ago at the Rashtrapati Bhavan. **Each and every one** of them was the live force for our freedom



movement. On this day, I salute all **men and women** of India who fought for our freedom and sacrificed their lives to achieve our Independence. Seeding a great vision and an indomitable spirit to achieve India's freedom took place around 1857. For 90 years, there were a number of intensive struggles for freedom. Many of our people and leaders were in jail and their sufferings got transformed into freedom movement, with national ethos under the leadership of Mahatma Gandhi. I have tried to capture the essence of the freedom movement. Two aspects have come out: as a result of supreme sacrifices and dedicated and focused efforts, we got our

Independence. The second aspect is that the vision driven movement itself created many leaders in different spheres of politics, economics, industry, science, arts and culture.

After Independence, India has made significant achievements in agriculture and food production, energy, healthcare, education and various fields of science and technology. Particularly we have made our mark in the international arena in the fields of pharmaceuticals, information technology, mass media and communication, space, defence and nuclear science.

Similar to the first vision, which created a movement to achieve freedom with unity of minds of our people and the unity of purpose in actions, we need a second vision, which will integrate people from all walks of our society towards a common purpose. The second vision of our nation is to transform it from the present developing status to a developed nation by integrated actions simultaneously in the areas of agriculture and food processing, education and healthcare, infrastructure development including power, information and communication technologies, and critical technologies. This greater vision will aim to alleviate poverty, illiteracy and unemployment. When the minds of the people of our country are unified and fused towards this vision, the dormant potential will manifest as a mammoth power leading to a happy and prosperous life of a billion people. This vision of the nation will also remove the conflicts arising out of differences and small thinking.

Dear citizens, I would like to reiterate that Jammu and Kashmir is an integral part of India. It is not an international issue. India is ready for bilateral dialogue once the cross border terrorism is brought to a complete end. Normal election process is on in Jammu and Kashmir. It is essential to ensure its successful completion and dawn of peace in Jammu and Kashmir.

We also have many challenges in front of us. We have to find a solution to the repeated droughts and floods; we have to eradicate communal and other divisive clashes sprouting in certain parts and remove the pains of our people whether it is in Jammu and Kashmir or in any other part of our country; we also have to find a permanent solution to combat terrorism.

Let us now look at a long-term problem. It is paradoxical to see floods in one part of our country while some other parts face drought. This drought - flood phenomenon is a recurring feature. The need of the hour is to have a water mission which will enable availability of water to the fields, villages, towns and industries throughout the year, even while maintaining environmental purity. One major part of the water mission would be networking of our rivers. Technological and

project management capabilities of our country can rise to the occasion and make this river networking a reality with long term planning and proper investment. In addition, the vast sea around us can help by providing potable water through desalination as a cost effective technology. There are of course short term techniques such as water harvesting by revitalizing rural ponds, water recycling to water conservation. Such programmes should have a large scale people participation even at the conceptual and project planning stages. The entire programme should revolve around economic viability leading to continued prosperity for our people with larger employment potential, environmental sustainability, grass root level motivation and benefit sharing.

I would now like to share with you friends, another crucial requirement and necessity for our country. We cannot sustain a second vision for the country without Unity of Minds of all our people. Our great strength is our pluralistic tradition and civilisational heritage of nearly 3000 years. I have always been asking myself what the strength of our heritage is. A unique fusion has taken place with multiple cultures, religions and the way of life of many parts of the world and that has become the foundation of the Indian life. One can trace from 1857 to date, the type of good experiences we have had and also the strife resulting out of the differences in thoughts.

I have just now returned from Gujarat after interactions with various cross sections of people, leaders, officials and rehabilitation workers in the areas affected by recent disturbances and earthquake. I also visited the Sabarmati Ashram which was established by Mahatma Gandhi for the purpose of our countrymen to carry on the search for truth and develop fearlessness. I sat in silence for a while in the Ashram and remembered the life of Gandhiji. One dominant thought came to my mind. If we can go above our own personal hardships and see the problems of others and decide to work for a larger cause, then there is natural elevation of our minds. When we are lax in this, then our level of thinking goes down. I felt confident that all of us can be elevated to the level of noble minds, if we just decide to understand others and to practice tolerance. I realized that Gujarat has given the noble leader - Mahatma Gandhi, unifier of the nation - Vallabhbhai Patel and the great visionary in science and technology - Vikram Sarabhai and many more. Time has come for every one of us to put the thoughts of these great souls into action for nation's welfare.

Non-violence, tolerance, acceptance of all religions and different ways of life, search for truth and fearlessness are the values the Mahatma taught us and they are the cornerstones of our civilisational heritage and, therefore, of Indian polity. Any act by anyone anywhere in India that runs counter to these eternal values would pose a threat to the fabric of free Indian nation which was born and nurtured by the supreme sacrifices of countless noble souls. We should all work together to achieve the mission for Unity of Minds to preserve what we so preciously earned and reach greater heights in the future.

When I interact with school children and youth, wherever I go, one question comes often. They ask me "who are our role models?" Parents and teachers have to show them by example to live as enlightened citizens. Children also look for role models at national level in different fields. I have described earlier the role models from Gujarat. Each state of our country has many such examples of the past. It is now time we create more role models from the present. I suggest that members of our Parliament and Legislatures can shape the future of our children by becoming good role models. Parliament and Legislatures have a crucial role in giving the vision of developed India and value based polity. Our children should see the members of the Parliament debating the vision of developed India, providing action plans and putting forth great thoughts and challenges to them. Looking at the national leaders, the children will find their role models for their development and growth.

I am sure, our leadership and our people can achieve the second vision of developed India. Let us take a vow on this Independence Day that the nation is more important compared to any individual, party or organisation.

I pray to the Almighty for Unity of Minds and our success in every aspect of life.

‘Jai Hind’

Fill information in the blanks below:

Problems in India before Independence	Problems India after Independence

1. What were the problems before Independence of India and how they were overcome?
2. What are the problems that are discussed in the speech by Abdul Kalam post independence?
3. Mention suggestions given Abdul Kalam for any two problems. Can you add more suggestions to the problems suggested by him?

Look at the income levels of various countries when India was under British rule:

Country	Growth of Per capita Income (1850-1950)
Sweden	526%
USA	417%
UK	198%
Japan	182%
Germany	172%
India	4%
China	-25%

Write a short paragraph comparing income levels of people before independence.

Leaders and their role in transforming country before and after independence:

What is the big difference between 1947 and 2017 in India?

India of 1947 had innocence, simplicity, gullibility, idealism, humility, hope, resolve, patience, ignorance of outside world due to sheer poverty and illiteracy, ability to bear pain, camaraderie, leaders that ruled the hearts of millions, and a will to survive and stand on its own feet.

India of 2017 has an extra billion people to begin with and therefore crowded, boisterous, competitive, and bursting with energy which may not always be constructive or having a direction. Confident, or I should say overconfident. Jingoistic, materialistic, selfish, dissatisfied, accepts nepotism, cronyism, and corruption as a way of life. Facing identity crisis - outwardly trying to be modern but inwardly riddled with millennia old religious, casteist, linguist bias. Still ignorant about the outside world due to sheer close mindedness.

DO you agree with the above opinion of an online post?

Source: <https://www.quora.com/What-is-the-big-difference-between-1947-and-2017-in-India>

UNITY OF MINDS

A.P.J.Abdul Kalam

This context is about the speech of Abdul Kalam on the eve of the fifty -fifth anniversary of our independence. In this context he tells about his two visions and also tells us about his visit to Sabarmati Ashram.

First Vision

The first vision was to create a movement to achieve freedom. Each and everyone of them was the live force of our freedom movement. The great vision of free India was born around 1857. For 90 years, there was an intensive struggle for freedom. He have tried to capture the essence of the freedom movement and two aspects emerge: our independence is a result of supreme sacrifice and the vision driven movement created by many leaders.

Second Vision

Transform our country from a present developing status into a fully developed nation. It implies integrated actions in areas of agriculture and food processing, education, health care, infrastructure development which includes the development of power, information and communication and technologies and critical tecnologies. The greater vision will aim at alleviating poverty, illiteracy and unemployment. When the minds of the people of out country are unified and focused towards this vision. A happy and prosperous life of a billion people is the chief goal of this vision.

Visit to Sabarmati Ashram

After returning from Gujarat, he visited the Sabarmati Ashram established by Mahatma Gandhiji for the purpose of our country men to carry on the search for the truth and develop fearlessness. While he sat down, he got a dominant thought to his mind. If we can rise above our own personal hardships and decide to work for a larger cause, then there will be a natural elevation of our minds. We should all work together to achieve the mission of the Unity if Minds to preserve the invaluable freedom that our noble leaders earned for us and to reach greater heights in the future.

Binomials

Binomials are expressions with two words joined by a conjunction:

- rock and roll
- more or less
- step by step

The order of the words in the expression is fixed; for example, we can't say "roll and rock" or "less or more." In this lesson you'll learn 10 common binomial expressions in English with definitions and example sentences.

#1 – Pros And Cons

The advantages (pros) and disadvantages (cons) of something.

What are the **pros and cons** of moving from the countryside to the city?

#2 – Sick And Tired

When you are extremely annoyed or frustrated with a person or situation; when you are at the point where you will not tolerate the situation anymore and you might get angry or lose your patience.

I'm **sick and tired** of working long hours for such little pay – I'm going to quit my job.

#3 – Short And Sweet

When something is very quick and gets directly to the point; it is no longer than it needs to be. In other words, it doesn't waste time.

Her presentation was **short and sweet** – she gave a great overview of the topic in just 15 minutes.

#4 – Odds And Ends

Various small, unimportant, inexpensive items.

I need to clean out my desk – the drawers are full of **odds and ends**.

In addition to physical objects, this expression can also be used for miscellaneous tasks or pieces of information:

John's still at work, taking care of a few **odds and ends** before leaving for the day.

#5 – Back And Forth

Moving first in one direction then in the other.

This bus runs **back and forth** from the airport to the train station.

The distance of this movement doesn't need to be large. For example, you can say:

The boys threw the baseball **back and forth**.

#6 – By And Large

In general, usually.

There are a couple things I don't like about my neighborhood, but **by and large** it's a nice place to live.

#7 – Wear And Tear

The damage to something that happens gradually over time from regularly using it.

I'm selling my cell phone. Although it has a bit of **wear and tear**, it works perfectly.

#8 – Safe And Sound

Not in danger and not injured in any way.

We were worried when our dog went missing for a week. Luckily we found him **safe and sound** in the park.

#9 – Sooner Or Later

Something will definitely happen, although we don't know exactly when.

We're all going to die **sooner or later**.

#10 – Ups And Downs

Alternating periods of things going well and things going badly.

There have been a lot of **ups and downs** during our 30 years of marriage.

EXERCISE:

Use the binomials in sentences of your own.

COMPARE AND CONTRAST PARAGRAPH WRITING

In a compare and contrast paragraph, you write about the similarities and differences between two or more people, places, things, or ideas.

Example:

Write a paragraph comparing the weather in Vancouver and Halifax.

The following words can help you to write a good compare and contrast paragraph:

Similarities	Example
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is similar to	Climate in Bangalore during summer is similar to climate in Chennai during winter.
both	Both Bangalore and Chennai have rains in November.
also	Chennai is also becoming colder day by day.
too	Chennai too did not get much rains this year.
as well	As well , Halifax has rainy spring season.

Differences Example

on the other hand **On the other hand**, winter is much colder in Halifax.

however **However**, winter is much colder in Halifax.

but Vancouver has a mild winter, **but** Halifax has a cold one.

in contrast to **In contrast to** Vancouver, Halifax has a cold winter.

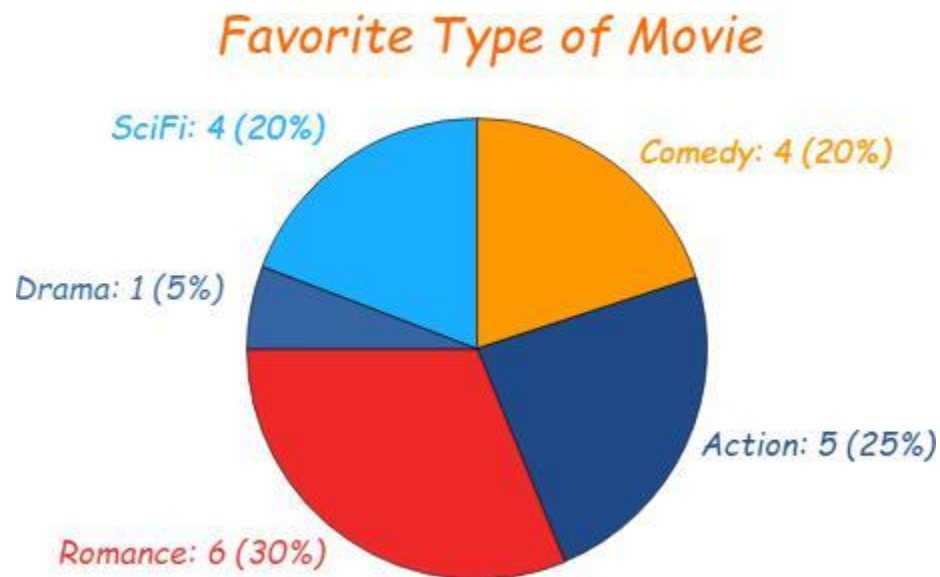
differs from Halifax **differs from** Vancouver by having a cold winter.

while **While** Vancouver has a mild winter, Halifax has a cold winter.

unlike **Unlike** Halifax, Vancouver doesn't get much snow.

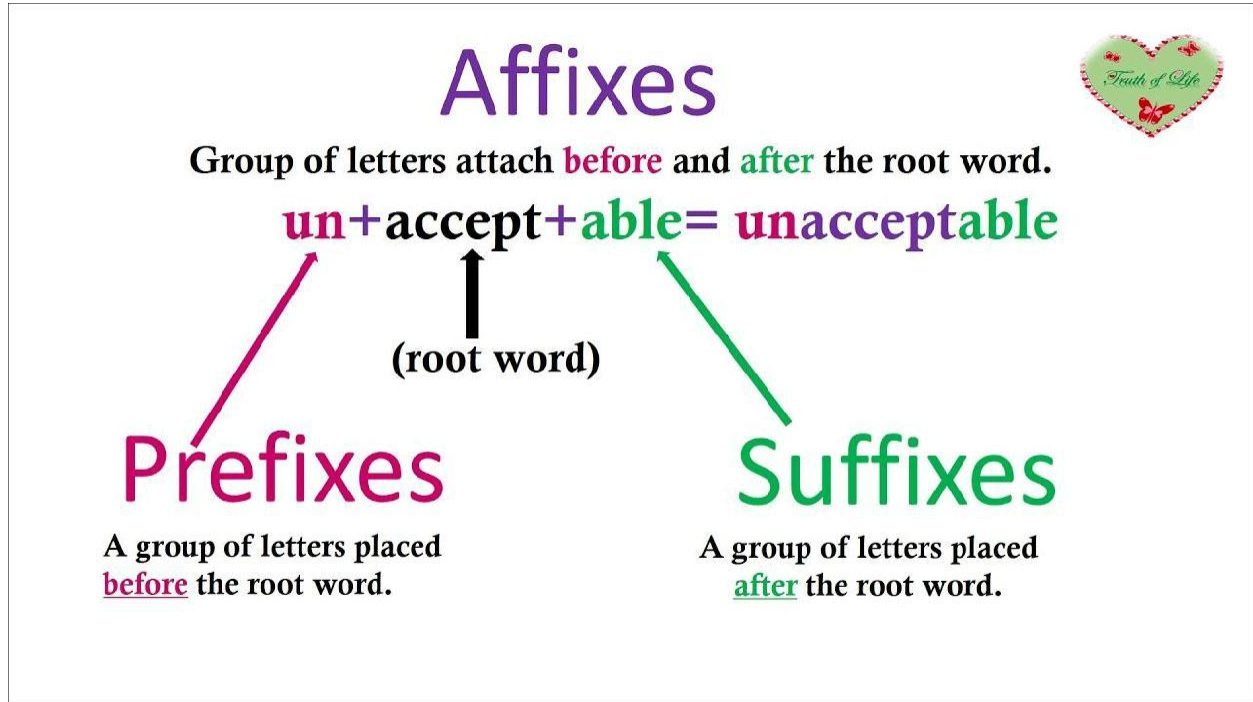
PIE CHART

CONVERT THE CHART INTO A PARAGRAPH.



AFFIXES

Affix definition: An affix is an word attachment to a root or stem that gives a word a different meaning.



Different Types of Affixes

The two most common types of affixes are prefixes and suffixes.

What are Prefixes?

“A prefix goes before a word.”

Prefixes are a type of affix.

Prefixes are “pre” (before) “fix”ed (attached) to a root or stem to create a new word with a new meaning.

Prefixes themselves are not words. They must be attached to a root or a stem in order to create new words.

Here is a list of common prefixes and their use in sentences:

- pre- (before)
 - The outcome was predetermined.
 - The outcome was determined before
- mis- (wrong)
 - That word is misspelled.
 - The word is spelled wrong
- non- (not)
 - The noise was nonstop.
 - The noise did not stop.
- un- (not)
 - His work was unsatisfactory.
 - His work was not satisfactory
- dis- (lack of, not)
 - They were displeased.
 - They were not pleased.
- in- (not)
 - The work was incredible.
 - The work was not believable

NOTE: This example uses the prefix to attach to the root “cred” (believe). A suffix “-ible” (able to) is also attached to the root.

What are Suffixes?

“A suffix goes
after a word.”

Suffixes

are a type of affix. Suffixes are “suf” (under/after) “fix”ed (attached) to a root or stem to create a new word with a new meaning.

Suffixes themselves are not words. They must be attached to a root or a stem in order to create new words.

Here is a list of common suffixes and their use in sentences:

- -ly (like)
 - She was wonderfully
 - She was striking like wonder
- -able (able to)
 - The part is adaptable.
 - The part is able to adapt
- -ible (able to)
 - The writing was incomprehensible.
 - The writing was not able to be comprehended.
- -er (noun, someone who)- (not)
 - His work was unsatisfactory.
 - His work was not satisfactory
- -ful (full of)
 - The flower is beautiful.
 - The flower is full of beauty
- -less (without)
 - The old television was worthless.
 - The old television was without worth

VOICE: ACTIVE, PASSIVE VOICE & IMPERSONAL PASSIVE

A. Relationship between active and passive:

1. The object of the active verb is the subject of the passive verb . Therefore, verbs which cannot be followed by objects (intransitive verbs) cannot be used in passive voice.

These are some common intransitive verbs: appear, arrive, come, cry, die, go, happen, occur, rain, sleep, stay, walk. These verbs cannot be used in passive voice.

2. The passive verb always contains a form of the auxiliary verb be. The form of be in the passive verb phrase corresponds to the form of the main verb in the active verb phrase (see the underlined words in the example sentences below). That is, if the active main verb is simple present tense, then a simple present tense form of be is used in the passive verb phrase; if the active main verb is -ING, then the -ING form of be is used in the passive verb phrase; and so on.

3. The main verb in a passive predicate verb phrase is always the participle form of the verb.

4. Some examples of active and passive sentences:

ACTIVE: They speak English. PASSIVE: English is spoken.

ACTIVE: They spoke English. PASSIVE: English was spoken.

ACTIVE: They will speak English. PASSIVE: English will be spoken.

ACTIVE: They are going to speak English. PASSIVE: English is going to be spoken.

ACTIVE: They are speaking English. PASSIVE: English is being spoken.

ACTIVE: They were speaking English. PASSIVE: English was being spoken.

ACTIVE: They have spoken English. PASSIVE: English has been spoken.

ACTIVE: They had spoken English. PASSIVE: English had been spoken.

ACTIVE: They will have spoken English. PASSIVE: English will have been spoken.

5. Perfect progressive verb forms are generally used in active voice only. That is, these are good English sentences:

ACTIVE: They have been speaking English. ACTIVE: They had been speaking English.

ACTIVE: They will have been speaking

English. But sentences like these are rarely used:

PASSIVE: English has been being spoken. PASSIVE: English had been being spoken.

PASSIVE: English will have been being spoken.

B. Most passive sentences do not contain an agent; all active sentences contain an agent.

1. An agent is the subject of the active verb. In the example sentences above, the agent is “they” in all the active sentences; the passive sentences do not contain an agent.

2. When a passive sentence contains an agent, it is in a prepositional phrase following the verb.

For example:

English is spoken by them.

In the following sentences, the noun “teachers” is the agent in both sentences. “Teachers” is also the subject of the active verb, but “exams” is the subject of the passive verb.

ACTIVE: Teachers prepare exams.

PASSIVE: Exams are prepared by teachers.

C. You should not use passive voice unless you have a good reason.

Here are some good reasons for using passive voice:

1. Passive voice is often used when the agent (the doer of an action; the subject of an active verb) is obvious, unknown, or unnecessary:

Oranges are grown in California. Toyotas are made in Japan. Her purse was stolen.

2. Passive voice is often used when the agent is known, but the speaker/writer doesn’t want to mention it:

She was given bad advice. A mistake has been made.

3. Passive voice is often used when the agent is very general such as people or somebody. English is spoken here. The door should be locked.

4. Passive voice is often used when the speaker/writer wants to emphasize a result:

Several thousand people were killed by the earthquake.

5. Passive voice is often used when the speaker/writer wants to keep the same subject for two or more verbs but this would not be possible if both verbs were the same voice (active or passive).

For example, in a conversation about George, a speaker would probably use sentence a below rather than sentence b (both sentences are correct).

a. George had several interviews before he was hired by a software company. b. George had several interviews before a software company hired him.

Passive Voice in English

Use of Passive

1. Passive voice is used when the focus is on the action.

It is not important or not known, however, who or what is performing the action.
Example: My bike was stolen. In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it.

2. Sometimes a statement in passive is more polite than active voice, as the following example shows:

Example: A mistake was made. In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

Form of Passive -structure

Subject + finite form of to be + Past Participle (3rd column of irregular verbs) Example: A letter was written.

When rewriting active sentences in passive voice, note the following: 1. the object of the active sentence becomes the subject of the passive sentence 2. the finite form of the verb is changed (to be + past participle) 3. the subject of the active sentence becomes the object of the passive sentence (or is dropped)

Examples of Passive

Simple present:

Active: Rita writes a letter

Passive: A letter is written by Rita

Simple past:

Active: Rita wrote a letter

Passive: A letter was written by Rita

Present perfect:

Active: Rita has written a letter

Passive: A letter has been written by Rita

Simple future:

Active: Rita will write a letter

Passive: A letter will be written by Rita

Present Continuous:

Active: Rita is writing a letter

Passive: A letter is being written by Rita

PastContinuous:

Active: Rita was writing a letter

Passive: A letter was being written by Rita

Past perfect:

Active: Rita had written a letter

Passive: A letter had been written by Rita

Future perfect:

Active: Rita will have written a letter

Passive: A letter will have been written by Rita

Passive Sentences with Two Objects:

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on. Example:

Active: Rita wrote a letter to me

Passive: A letter was written to me by Rita

Passive: I was written a letter by Rita As you can see in the examples, adding by Rita does not sound very elegant. That's why it is usually dropped.

Personal and Impersonal Passive

Personal Passive simply means that the object of the active sentence becomes the subject of the passive sentence.

So every verb that needs an object (transitive verb) can form a personal passive. Example: They build houses. - Houses are built.

The impersonal passive voice is a verb voice that decreases the valency of an intransitive verb (which has valency one) to zero.

The impersonal passive deletes the subject of an intransitive verb. In place of the verb's subject, the construction instead may include a syntactic placeholder, also called a dummy. This placeholder has neither thematic nor referential content. (A similar example is the word "there" in the English phrase "There are three books.") The deleted argument can be reintroduced as an oblique argument or complement.

TENSE	ACTIVE VOICE	PASSIVE VOICE
SIMPLE PRESENT TENSE	Give/gives	Am/is/are given
PRESENT CONTINUOUS TENSE	Am/is/are giving	Am/is/are being given
PRESENT PERFECT TENSE	Has/have given	Has/have been given
SIMPLE PAST TENSE	Gave	Was/were given
PAST CONTINUOUS TENSE	Was/were giving	Was/were being given
PAST PERFECT TENSE	Had given	Had been given
SIMPLE FUTURE	Will give	Will be given
FUTURE PERFECT TENSE	Will have given	Will have been given

Change the following sentences into the passive voice.

1. She made a third attempt.
2. The boy asked a difficult question.
3. She wrote an award-winning novel.
4. The terrorists blew up the bridge.
5. The police caught the thief.
6. Megha was writing a poem.
7. The woman was washing clothes.
8. The masons were building the house.
9. Mother was making a cake.
10. The girl was painting a picture.

Punctuation

The most common punctuation marks in English are: capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks.

In speaking, we use pauses and the pitch of the voice to make what we say clear. Punctuation plays a similar role in writing, making it easier to read.

Punctuation consists of both rules and conventions. There are rules of punctuation that have to be followed; but there are also punctuation conventions that give writers greater choice.

Punctuation: capital letters (B, D) and full stops (.)

We use capital letters to mark the beginning of a sentence and we use full stops to mark the end of a sentence:

We went to France last summer. **We** were really surprised that it was so easy to travel on the motorways.

The Football World Cup takes place every four years. **The** next World Cup will be held in South Africa. **In** 2006 it was held in Germany.

We also use capital letters at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, days of the week and months of the year, public holidays as well as geographical places:

Dr David James is the consultant at **Leeds City Hospital**.

They are planning a long holiday in **New Zealand**.

What plans do you have for **Chinese New Year**?

We use capital letters for the titles of books, magazines and newspapers, plays and music:

‘**O**liver’ is a musical based on the novel ‘**O**liver **T**wist’ by Charles Dickens.

The **S**traits **T**imes is a daily English language newspaper in Singapore.

They are performing Beethoven’s **S**ixth **S**ymphony.

In addition to closing sentences, we also use full stops in initials for personal names:

G. W. Dwyer

David A. Johnston, Accountant

Punctuation: question marks (?) and exclamation marks (!)

We use question marks to make clear that what is said is a question. When we use a question mark, we do not use a full stop:

Why do they make so many mistakes?

A: So you’re Harry’s cousin?

B: Yes. That’s right.

We use exclamation marks to indicate an exclamative clause or expression in informal writing. When we want to emphasise something in informal writing, we sometimes use more than one exclamation mark:

Listen!

Oh no!!!! Please don’t ask me to phone her. She’ll talk for hours!!!

Punctuation: commas (,)

We use commas to separate a list of similar words or phrases:

It's important to write in clear, simple, accurate words.

They were more friendly, more talkative, more open than last time we met them. We do not normally use a comma before and at the end of a list of single words: They travelled through Bulgaria, Slovakia, the Czech Republic and Poland. American English does use a comma in lists before and:

We took bread, cheese, and fruit with us.

We use commas to separate words or phrases that mark where the voice would pause slightly:

I can't tell you now. However, all will be revealed tomorrow at midday.

We had, in fact, lost all of our money.

James, our guide, will accompany you on the boat across to the island.

Separating clauses with commas

When main clauses are separated by and, or, but, we don't normally use a comma if the clauses have the same subject. However, we sometimes use commas if the clauses have different subjects:

They were very friendly and invited us to their villa in Portugal. (same subject)

Footballers these days earn more money but they are fitter and play many more matches. (same subject)

It was an expensive hotel in the centre of Stockholm, but we decided it was worth the money. (different subjects)

When a subordinate clause comes before the main clause, we commonly use a comma to separate the clauses. However, we do not always do this in short sentences: If you get lost in the city centre, please don't hesitate to text us or phone us.

If you get lost just phone us.

When we use subordinate or non-finite comment clauses to give further details or more information, we commonly use commas to separate the clauses: You do need to wear a darker jacket, if I may say so.

To be honest, I thought they were very very rude.

Commas and relative clauses

We use commas to mark non-defining clauses. Such clauses normally add extra, non-essential information about the noun or noun phrase:

The ambulance, which arrived after just five minutes, took three people to the hospital immediately.

Hong Kong, where the first ASEAN meeting was held, is a very different city now.

The same is true for non-finite clauses:

The storm, lasting as it did for several days, caused serious damage to villages near the coast.

Punctuation: colons (:) and semi-colons (;)

We use colons to introduce lists:

There are three main reasons for the success of the government: economic, social and political.

We also use colons to indicate a subtitle or to indicate a subdivision of a topic:

Life in Provence:A Personal View

We often use colons to introduce direct speech:

Then he said:‘I really cannot help you in any way.’

We commonly use a colon between sentences when the second sentence explains or justifies the first sentence:

Try to keep your flat clean and tidy:it will sell more easily.

We use semi-colons instead of full stops to separate two main clauses. In such cases, the clauses are related in meaning but are separated grammatically:

Spanish is spoken throughout South America; in Brazil the main language is Portuguese.

Semi-colons are not commonly used in contemporary English. Full stops and commas are more common.

Punctuation: quotation marks ('...' or "...")

Quotation marks in English are '...' or "...". In direct speech, we enclose what is said within a pair of single or double quotation marks, although single quotation marks are becoming more common. Direct speech begins with a capital letter and can be preceded by a comma or a colon:

She said, "Where can we find a nice Indian restaurant?" (or She said: 'Where can we find a nice Indian restaurant?')

We can put the reporting clause in three different positions. Note the position of commas and full stops here:

The fitness trainer said, 'Don't try to do too much when you begin.' (quotation mark after comma introducing speech and after full stop)

'Don't try to do too much when you begin,' the fitness trainer said. (comma before closing quotation mark)

'Don't try to do too much,' the fitness trainer said, 'when you begin.' (commas separating the reporting clause)

When we use direct speech inside direct speech, we use either single quotation marks inside double quotation marks, or double quotation marks inside single quotation marks:

"It was getting really cold," he said, "and they were saying 'When can we go back home?'"

Jaya said, 'They were getting really excited and were shouting "Come on!"'

We commonly use question marks inside the quotation marks unless the question is part of the reporting clause:

'Why don't they know who is responsible?' they asked.

So did they really say 'We will win every match for the next three weeks'?

We also use single quotation marks to draw attention to a word. We can use quotation marks in this way when we want to question the exact meaning of the word:

I am very disappointed by his ‘apology’. I don’t think he meant it at all.

NEW ‘WAR’ OVER NORTH SEA FISHING PLANS

We sometimes use quotation marks to refer to the titles of books, newspapers, magazines, films, songs, poems, videos, CDs, etc:

There’s a special report all about it in ‘The Daily Mail’.

We can use italics instead of quotation marks for these citations:

There’s a special report all about it in *The Daily Mail*.

Articles or chapters within books, or titles of short stories, are normally punctuated by single quotation marks:

The longest chapter in the book is the last one called ‘The Future of Africa’.

EXERCISE

Compare and Contrast Topics:

1. School vs. College: What's New?
2. Students Who Work and Unemployed Students: Who Takes the Best of This Life?
3. Research Paper and Essay: What Is More Responsible?
4. American English vs. British English: Major Differences
5. What Makes Education and Employment Similar?
6. Living in Big City or Staying in Village
7. Feeling Sad against Feeling Lonely
8. Living at Home or Living on Campus
9. Reading or Watching Screened Versions: What Teens Prefer
10. Online vs. Traditional Commerce

TEXT / REFERENCE BOOKS

1. Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai.
2. Sen S, Mahendra et al. (2015) Communication and Language Skills. Foundation books. Chennai

REFERENCE LINKS ON CRITICAL THINKING

<https://designteachengage.wisc.edu/course-activities-learner-interaction/sdc-activity-types-active-learning/> <https://www.uen.org/rubric/previewRubric.html?id=1219>
<https://www.diigo.com/profile/Teachonlineuw?query=%22Critical+Thinking%22+rubric>

UNIT – II – COMMUNICATIVE ENGLISH II– SHS1210

UNIT II

Leave This Chanting - Rabindranath Tagore

Leave this chanting and singing and telling of beads!
Whom dost thou worship in this lonely dark corner of a temple with doors all shut?
Open thine eyes and see thy God is not before thee!

He is there where the tiller is tilling the hard
ground and where the pathmaker is breaking
stones. He is with them in sun and in shower,
and his garment is covered with dust.
Put off thy holy mantle and even like him come down on the dusty soil!

Deliverance?
Where is this deliverance to be found?
Our master himself has joyfully taken upon him the bonds of creation;
he is bound with us all for ever.

Come out of thy meditations and leave aside thy flowers and incense!
What harm is there if thy clothes become tattered and stained?
Meet him and stand by him in toil and in sweat of thy brow.

SUMMARY

Gitanjali is a collection of 103 English poems, largely translations, by the Bengali poet Rabindranath Tagore. 'Leave this chanting' is the 11th poem in the collection.

The poet advises the priests to give up their counting of beads and their singing and chanting of mantras. He also urges them stop the worship of God in a secluded corner of the temple, with their eyes half shut. He sharply states, 'Open your eyes and see God is not there before you.' God is not to be found in this way. God lives with the humble and down-trodden like the tillers of the land and path-makers who work hard at breaking stones. He lives with those who toil in sun and shower and whose clothes are soiled with dust. If the priest wants God he must come out of his temple, give up his holy robes and work with the humble tillers of the soil in rain and sun. Tagore thus glorifies the life of the humble labourers and rejects the ascetic way of life.

The ultimate spiritual goal of the ascetic is to seek deliverance. This is the liberation of the soul from the cycle of birth and death. But God Himself is bound to all of us in chains of love. He himself is not free and He has joyfully bound Himself to the work of creation and to the objects He has created. How can then man ever hope to be free from bondage? He urges the ascetics to

leave the ritualistic flowers and incense which does not serve any purpose. According to the poet one can find God not in the temple but with the workers who are working whole day in the dirt and under the hot sun. He asks us what harm is there if you work under the sun and if your clothes become dirt. Even when your clothes are turn out or stained there is no harm because one is going to see the creator. Thus Tagore conveys that participation in the activity of life is essential for the realization of God.

This poem 'Leave This Chanting' is equally important in World Literature due to his exposing the pseudo-zeal of worshipers everywhere.

leave this chanting - Paragraph questions and answers

1. Why does the poet say that God is not in the temple?

The poet says that God is not to be found in the lonely dark corners of the temple with all the doors shut. God has gone out to stay with the tillers, stone-breakers and path-makers that do the heaviest of works. He lives in their company who toil in sun and shower and whose clothes are soiled with dust.

2. Where can we find God?

God can be found among the humble and down-trodden tillers of the land and path-makers who work hard at breaking stones. He lives in their company who toil in sun and shower and whose clothes are soiled with dust. If an ascetic wants to meet God, he should stop chanting the beads and come out of the temple and work with the humble tillers of the soil in rain and sun.

3. How can we attain deliverance?

The ascetic seeks for deliverance from the bondages of birth and death through a renunciation of life. But Tagore says that such deliverance is a mere illusion. God himself is bound o all of us in chains of love. He Himself is not free, as He has voluntary bound Himself to the work of creation, and to the objects He has created. The ascetic should perform the humble duties of life with his fellow-men. It is the lesson of universal brotherhood which the poet preaches.

4. How can we meet and stand with God?

God is to be found with the poor and the humble who earn their bread with the sweat of their brow. It does not matter if one's clothes grow torn, shabby and dirty through working in the fields or on the roads, for God loves the humble tiller despite his dirty and tattered dress. In order to meet and stand with God we should also be like the humble tiller.

QUESTIONS:

1. Who do you think the poet is addressing?
2. What does the poet ask the devotee to do at the beginning of the poem?
3. Where can God be found?
4. Do you think the poet approves of rituals and blind worship?
5. Identify the imperative sentences and list them.
6. List out the phrases used in the poem.
7. Pick the Old english words and give equivalent Modern english words.

ENGINE TROUBLE

by R.K. Narayan

SUMMARY

In Engine Trouble by R.K. Narayan we have the theme of practicality, hope, luck, responsibility and authority. Taken from his Malgudi Days collection the story is narrated in the first person by an unnamed narrator and after reading the story the reader realises that Narayan may be exploring the theme of practicality. The narrator has no use for a road engine and all the narrator can do is hope that somebody will either buy the road engine off him or that he might be able to give it away to somebody. It serves no practical purpose and is costing the narrator money in rent. Similarly the narrator's marriage is beginning to suffer because of the problems that the road engine is bringing the narrator. To make matters worse those in authority (Municipal Chief) want the road engine moved which causes further headaches for the narrator. He has to hire an elephant and fifty men but while attempting to move the road engine, the road engine hits a wall. If anything there are traces of irony in the story. At first the narrator felt lucky to have won the road engine and in many ways personalised the engine. However as mentioned the road engine has caused the narrator nothing but problems. Which may be the point that Narayan is attempting to make. He may be suggesting that luck can be a double edged sword and the reality may be that rather than being lucky an individual like the narrator may experience nothing but bad luck.

The fact that the narrator personalises the road engine may also be important as by doing so he may be filling a void in his own life. It may be a case that the road engine represents a shift (upwards) in class for the narrator or at least he hopes it might. He has an object that is unique however nobody is interested in owning it. The road engine is simply not practical. So problematic is ownership of the road engine that the narrator advises his wife to contact her father to take her back to her village. While the narrator himself hopes to run away from his troubles. Which is not necessarily the most responsible of actions. Where once the narrator had huge admiration for the road engine. This is no longer the case. It is also ironic that the road engine, which is meant to move, does very little moving in the story. This may be because nobody knows how to drive the road engine.

The narrator's second piece of luck comes through the Swami. However due to the restrictions imposed on the Swami by the magistrate things do not work out as planned for the narrator. For the second time the narrator has been frustrated by those in authority. Which may be Narayan's

way of highlighting to the reader that those in authority may have too much power or influence over people. There's no disputing that the narrator's life would be a lot easier if those in authority did not interfere with his plans. It is those in authority who are dictating the law though they may not necessarily have valid reasons for their directives. Which again may be the point that Narayan is attempting to make. Rather than blind adherence to authority it is possible that Narayan is suggesting that at times those in authority need to be questioned. As the Swami attempts to do to the police inspector. Though he doesn't actually get anywhere with the police inspector.

The end of the story is also interesting as Narayan continues to explore the theme of luck and it is as though the phrase 'third time lucky' rings true for the narrator. Due to the earthquake the narrator's problems with the road engine have been resolved. To help matters the narrator has also been paid for any losses he may have incurred while trying to move or get rid of the road engine. Through good fortune (earthquake) the narrator has found someone that actually wants the road engine. It is stuck at the bottom of a well which suits the man who owns the well. Though the road engine never served the purpose it was meant to serve it is still serving some purpose to somebody. Which may be important as Narayan could be suggesting that everything has its purpose for somebody. It may not necessarily be the purpose something was built for but nonetheless it has a purpose. It is also noticeable that the worry that the narrator showed throughout the story while he was trying to get rid of the road engine is gone. At the end of the story the narrator is a happy man who is able to 'heave a sigh of great relief.' It may also be a case that what man cannot fix. The narrator and the road engine. Nature will remedy. On this occasion in the form of an earthquake. The narrator can live his life again without the concerns that were brought upon him by his winning of the road engine. Life can return to normal for the narrator.

1. What are the circumstances that lead to the narrator taking possession of a road engine in 'Engine Trouble?'

- A. He finds it on the side of the road.
- B. He inherits it from a family member.
- C. He wins a raffle at a carnival.
- D. He trades for it with a friend.

2. What is the narrator's solution to his problems in 'Engine Trouble?'

- A. Skipping town
- B. Committing suicide
- C. Paying his debts
- D. Getting a credit card

3. In 'Engine Trouble,' all of these happen after the prize winning EXCEPT which?

- A. The engine hits and damages a wall.
- B. The narrator is thrown in jail.
- C. The narrator loses his house.
- D. An elephant is injured trying to move the engine.

QUESTIONS:

1. How did the narrator come to own a road engine?
2. The narrator hoped to earn some money. Was he able to do so?
3. Why does the swamiji leave the town in such anger?
4. What plan does the narrator come up with, in order to escape the consequences of the engine?
5. Does he succeed in his attempt to move the engine?

ARCHAIC WORDS

IDENTIFY THE OLD ENGLISH FROM THE FOLLOWING LINES AND GIVE THE MODERN ENGLISH WORDS:

Leave this chanting and singing and telling of beads!

Whom dost thou worship in this lonely dark corner of a temple with doors all shut?

Open thine eyes and see thy God is not before thee!

PHRASES

A phrase is a small group of words that adds meaning to a sentence. A phrase is not a sentence because it is not a complete idea with a subject, verb and a predicate.

Example : It is very difficult to put up with indifferent behaviour. (tolerate)

A committee has been set up to look into the problem (examine)

The melodious songs took away his depressed feeling (to make something disappear)

The students brought out a new magazine recently (to produce)

Write down the meanings of the following phrases.

1.kept on 2.take up 3.agree with 4.backed up 5.put on 6.look after 7.give away 8.get through
9.turn on 10.come across.

READ THE FOLLOWING STATEMENT:

Put off thy holy mantle....

The phrase put off here is used as the opposite of put on in the case of a dress.

Another meaning of it is to postpone or to delay, to apply.

Frame sentences using this phrase with different meaning.

1. Frame a sentence for the Given

phrasal verbs:

1. ask around
2. add up to
3. blow up
4. break in
5. break up
6. call around
7. call on
8. come down with
9. come across
10. drop back

b) Give the meanings of the phrasal verbs as they are used in the sentences.

1. Sachin rang up his mother.
2. He takes after his father.
3. The thief broke into the house last night.
4. The Chief Guest gave away the prizes to the winners.

WRITING INSTRUCTIONS

Students should be familiar with the art of writing instructions. Instructions as a rule, should be readable, accurate and easy to follow. They must be in the command form of the verb known as imperative. They are of two types.

i) Formal Instructions

ii) Informal Instructions

i) Formal Instructions

Instructions given in formal sense are called formal instructions

Example :

Write you name in BLOCK Letters

No Smoking please

Don't touch the plantS

ii) Informal Instructions

Instructions used in our daily life expressing informal sense are called informal instructions.

Obey your parents Do

what I say Don't

waste your time

Instruction Must Start with the Verb

Giving / writing instructions in an important activity in professional career. One may happen to give instructions to one's sub-ordinates for various purposes such as time management, installing new machinery, career guidance public relations and so on.

The following guidelines shall be observed in this regard.

*Use always the imperative form (e.g) Service the vehicle regularly.

*Maintain logical sequence in presentation

*Avoid verbose language and use simple and crystal clear expressions *Wherever necessary use words such as Note, caution, Warning, hints, tips etc., to highlight the significance of the information.

* Form each step in such a way that it concentrates on a single issue.

- Enumerate each step to avoid ambiguity and ensure the correct order of presentation.
- If numbering seems to be impossible, you can use expressions such s 'first', 'second',
- 'next', 'then', 'finally' and 'at last' to show the sequential order.
- Don't simply write 8 sentences. You can better give a suitable sub-heading and write

- on that particular aspect in brief.
- Write a minimum of two pages on the foolscap answer book.
- Leave enough space between the thoughts.
- Review your statements for grammatical and technical accuracy.

Instructions to be followed in a computer Laboratory

- Keep the environment always clean.
- Remove your footwear outside the laboratory.
- Keep the system, key boards and the monitor clean and dust free for ever.
- Maintain strict silence in the lab.
- Concentrate on your work and don't interfere with the work of other students.
- Operate the systems gently.
- Always keep the mouse on the mouse pad to avoid the damage.
- Follow the regular procedures for log in and log out.
- Save your programmes often.
- Keep your laboratory and systems immuned from virus.
- Check your CDs and pen drives with the help of virus scanners before use.
- Avoid exploiting the systems by playing games and watching obscene movies.
- Always have a vigil on the air conditioner.
- Keep the environment of the laboratory enticing.
- Use perfumes to give a pleasant odour.

QUESTIONS :

1. Write instructions to be followed inside college campus.
2. Write instructions to be followed in chemistry laboratory.
3. Write instructions to be followed while crossing the road.

WRITING RECOMMENDATIONS

Students must practice to write recommendations for a given situation while writing recommendations, we have to follow some key words. They are Should be

Must be

Need to be

Ought to be

Have to be

It is necessary

Must

Should

Recommendations to be followed to save water.

- A system for redistribution of water form more plentiful areas to less plentiful areas should be followed.
- Desalination of seawater must be adopted to save large amount of water conservation of water ought to be done in the necessary areas to avoid shortage of water.
- To proceed this, the existing supplies have to be saved promptly. Construction of better storage facility like tanks, barrels need to be done.
- It is necessary to prevent the seepage (leakage) in storing areas. We must reduce the amount of water running of the fields.
- People need to be encouraged to use water economically in their homes, so that water can be saved from being wasted.
- Apart from this, Dams, lakes and reservoirs should be constructed.
- People ought to reuse the wastewater by pouring it to the plants and trees.
- Rain water Harvesting must be done by each and every citizen of the country.
- Enough number of wells can be dug in the places where water is sufficient.

Exercise: 1. Give a set of eight recommendations to be followed by a driver for preventing road accidents.

2. Give a set of eight recommendations to be followed by pedestrians.

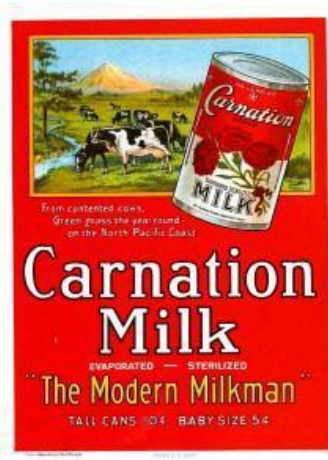
Exercise:

Rewrite the following into should statements:

Get in or out of the bus only when it comes to a complete halt.

1. Don't run after a bus, which has already left the stop.
2. Get ready to alight before your stop arrives.
3. Never board or get out of the bus at intersections.
4. Always form a queue for getting into the bus leaving way for people to get down.
5. Look out for vehicles coming from behind while getting down.
6. Don't keep your elbow or head out of the window.
7. Don't lean out of the bus to wave. You could hit a pole.
8. Walk on the pavement
9. Keep to the extreme left of the road.

Writing an Advertisement



Write an attention-grabbing headline. This is the most important part of your advertisement, because it's your one shot at getting consumers to actually read your ad.
Eg: *Get 75% off a ticket to Paris.*

Write a bridge to keep them reading. The next line after your headline is your short, sweet chance to create a solid impression of your company in the minds of your audience.

Create desire for your product. Your bridge also serves as a chance to create a strong desire for your product. For example, *We use the finest heirloom peppers to make hot sauce as good as Grandpa's secret recipe.*

Tell them how to get your product. Finally, write a strong ending that tells your audience exactly what to do next. Give them an action to take that makes it easy for them to buy your product or get in touch. Eg: *Call 555-5555 for more information.*

Make it sound natural. When you write your own ad, try to make it sound as natural as you can.

Keep it brief. No matter where your ad is published, you should keep it short and sweet.

Use graphics wisely. If you have the opportunity to use an image or video in your advertisement, think carefully about your ad's composition. Having an image will allow you to use fewer words

KASHISH FILMS
require
Young Faces n Cute Kids
for
Their new venture
 A mega T.V. serial having family drama
 and
 Multistar Cast
 • Display your talent • Become a star
Contact Immediately
KASHISH FILMS
 C-146, Lajpat Nagar II, New Delhi-110024
 Ph.: 26328981, 26328982, 26935446



Q1. You have a three bedroom flat in Dwarka, which you want to let out on rent. Draft an advertisement in not more than 50 words to be published in 'The Times of India', under classified columns. Contact 2758902.

Q 2. CPR Senior Secondary School, Meerut is looking for a receptionist for the school. Draft an advertisement in not more than 50 words to be published in classified columns of 'Hindustan Times'. You are Romola Vij, Principal of the school.

Q 3. Imagine that you are the narrator of the story 'Trouble Engine' and advertise to sell the engine.

Q 4. Write an advertisement to sell something that you no longer need.

UNIT 1 & 2 QUESTIONS:

Change each sentence into active voice.

1. The football was kicked by Luke.
2. The knife was left on the table by Julie.
3. The milk had been knocked over by a cat.
4. The car had been driven into a wall by a naughty child.
5. The windows had been washed.

Change each sentence into passive voice and impersonal passive voice:

1. The actors had performed the play by Shakespeare.
2. A stone smashed the window.
3. The boys pushed the tree over.
4. James climbed the ladder.
5. Sam baked a big cake.

III. Prefixes and Suffixes

a. Form words using the following prefixes and suffixes.

1. Multi-----
2. Proto-----
3. -----sion
4. Port-----

b. Form words using the following prefixes and suffixes.

1. Geo-----
2. Tang-----
3. -----ness
4. -----ible

c. Give the antonyms of the following words using negative Prefixes given in

brackets. (dis, in,un,re)

- a) Unite
- b) Appropriate
- c) Prove
- d) Popular
- e) Decent
- f) Resistible
- g) Interesting
- h) Accurate
- i) Familiar
- j) Efficient
- k) Significant

Use appropriate punctuation marks in the following sentences.

1. we had a great time in france the kids really enjoyed it
2. some people work best in the mornings others do better in the evenings
3. what are you doing next weekend
4. mother had to go into hospital she had heart problems
5. did you understand why I was upset

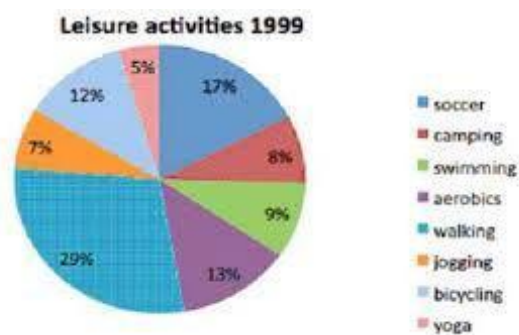
II. Put in semicolons, colons, dashes, quotation marks, Italics (use an underline), and parentheses where ever they are needed in the following sentences.

1. the men in question harold keene jim peterson and gerald greene deserve awards
2. several countries participated in the airlift Italy belgium france and luxembourg
3. Theres no room for error said the engineer so we have to double check every calculation

4. judge carswell later to be nominated for the supreme court had ruled against civil rights.
5. In last weeks new yorker one of my favorite magazines I enjoyed reading leland's article How Not to Go Camping.
6. Yes Jim said Ill be home by ten
7. There was only one thing to do study till dawn
8. montaigne wrote the following A wise man never loses anything if he has himself.
9. The following are the primary colors red blue and yellow.
10. arriving on the 8 10 plane were Liz Brooks my old roommate her husband and Tim their son

I. Convert the chart into paragraph:

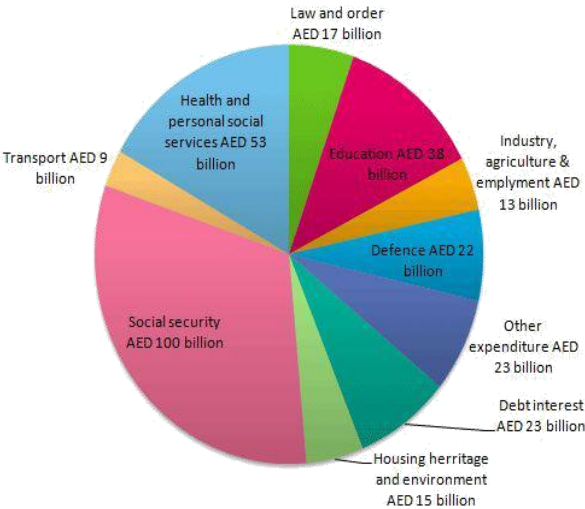
1.



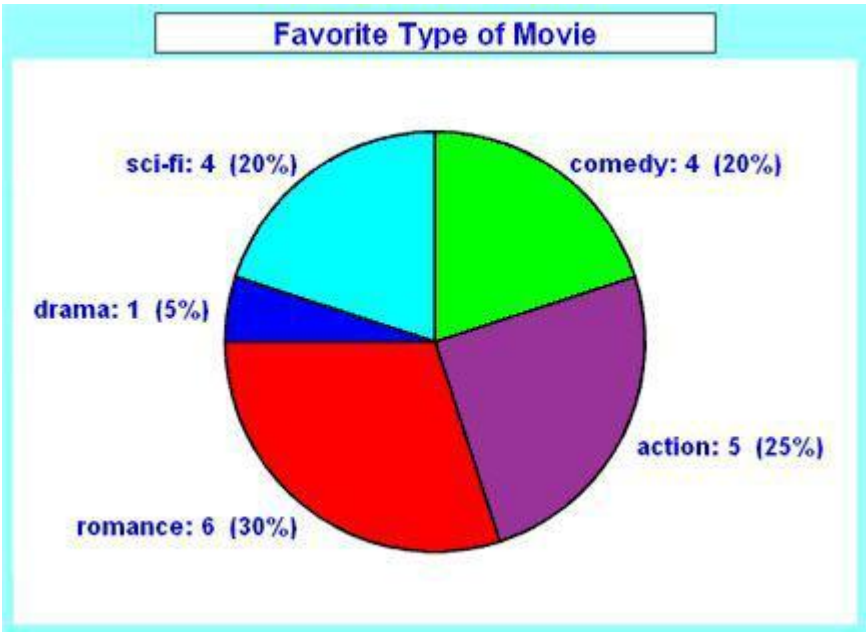
2.

Academic IELTS Writing Task 1 Topic 36

Where the money goes



3.



Study Time vs. Grades

Student	Study Time (hours)	Grade
Bob	2	84
Carlos	4	91
Cindy	5	92
Florence	3	89
Kim	4	88
Lori	4	93
Marisa	1	78
Pat	2	89
Thomas	5	94
Wendy	2.5	87

4.

Percentages of mobile phone owners using various mobile phone features

	2006	2008	2010
Make calls	100	100	99
Take photos	66	71	76
Send & receive text messages	73	75	79
Play games	17	42	41
Search the Internet	no data	41	73
Play music	12	18	26
Record video	no data	9	35

5.

Plant Growth in Soils
with Different pH Values

Plant Group	pH of Soil	Average Plant Growth (cm)
1	6.0	25.4
2	6.2	33.0
3	6.4	50.8
4	6.6	53.3
5	6.8	53.3
6	7.0	30.5
7	7.2	22.9

6.

READING COMPREHENSION:

1. Questions 1 through 7 refer to the following passage:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease. Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The 16th century was an age of great _____ exploration.

1. cosmic
2. land
3. mental

4. common man
5. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political _____.

1. entanglement
2. discussion
3. negotiation
4. problem
5. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a _____ direction.

1. north and south
2. crosswise
3. easterly
4. south east
5. north and west

4. One of Magellan's ships explored the _____ of South America for a passage across the continent.

1. coastline
2. mountain range
3. physical features
4. islands
5. None of the above

5. Four of the ships sought a passage along a southern _____.

1. coast
2. inland
3. body of land with water on three sides
4. border
5. Answer not available

6. The passage was found near 50 degrees S of _____.

1. Greenwich

2. The equator
3. Spain
4. Portugal
5. Madrid

7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

1. imaginary circle passing through the poles
2. imaginary line parallel to the equator
3. area
4. land mass
5. Answer not available

The following passage refers to questions 8 through 14.

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

8. The Curies' _____ collaboration helped to unlock the secrets of the atom.

1. friendly
2. competitive
3. courteous
4. industrious
5. chemistry

9. Marie had a bright mind and a _____ personality.

1. strong
2. lighthearted
3. humorous
4. strange
5. envious

10. When she learned that she could not attend the university in Warsaw, she felt _____.

1. hopeless
2. annoyed
3. depressed
4. worried
5. None of the above

11. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

1. challenged authority
2. showed intelligence
3. behaved
4. was distressed
5. Answer not available

12. _____ she remembered their joy together.

1. Dejectedly
2. Worried
3. Tearfully
4. Happily
5. Irefully

13. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

1. misfortune
2. Anger
3. wretchedness
4. disappointment
5. Ambition

14. Even though she became fatally ill from working with radium, Marie Curie was never

-
1. troubled
 2. worried
 3. disappointed
 4. sorrowful
 5. disturbed

The following passage refers to questions 15 through 19.

Mount Vesuvius, a volcano located between the ancient Italian cities of Pompeii and Herculaneum, has received much attention because of its frequent and destructive eruptions. The most famous of these eruptions occurred in A.D. 79.

The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling the harbor with coagulated lava.

Meanwhile, on the other side of the mountain, cinders, stone and ash rained down on Pompeii. Sparks from the burning ash ignited the combustible rooftops quickly. Large portions of the city were destroyed in the conflagration. Fire, however, was not the only cause of destruction. Poisonous sulfuric gases saturated the air. These heavy gases were not buoyant in the atmosphere and therefore sank toward the earth and suffocated people.

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behavior of the volcano. By analyzing data, much as a zoologist dissects an animal specimen, scientists have concluded that the eruption changed large portions of the area's geography. For instance, it turned the Sarno River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate.

In addition to making these investigations, archaeologists have been able to study the skeletons of victims by using distilled water to wash away the volcanic ash. By strengthening the brittle bones with acrylic paint, scientists have been able to examine the skeletons and draw conclusions about the diet and habits of the residents. Finally, the excavations at both Pompeii and Herculaneum have yielded many examples of classical art, such as jewelry made of bronze, which is an alloy of copper and tin. The eruption of Mount Vesuvius and its tragic consequences have provided everyone with a wealth of data about the effects that volcanoes can have on the

surrounding area. Today, volcanologists can locate and predict eruptions, saving lives and preventing the destruction of other cities and cultures.

15. Herculaneum and its harbor were buried under _____ lava.

1. liquid
2. solid
3. flowing
4. gas
5. Answer not available

16. The poisonous gases were not _____ in the air.

1. able to float
2. visible
3. able to evaporate
4. invisible
5. able to condense

17. Scientists analyzed data about Vesuvius in the same way that a zoologist _____ a specimen.

1. describes in detail
2. studies by cutting apart
3. photographs
4. chart
5. Answer not available

18. _____ have concluded that the volcanic eruption caused a tidal wave.

1. Scientists who study oceans
2. Scientists who study atmospheric conditions
3. Scientists who study ash
4. Scientists who study animal behavior
5. Answer not available in article

19. Scientists have used _____ water to wash away volcanic ash from the skeletons of victims.

1. bottled
2. volcanic

3. purified
4. sea
5. Fountain

2. Questions 1–4 are about the following announcement.

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

1. What time will the festival begin?
 - a. 10 A.M.
 - b. 11 A.M.
 - c. 1 P.M.
 - d. 2 P.M.

2. In line 3, the word feature is closest in meaning to _____.
 - a. look
 - b. keep
 - c. include
 - d. entertain
3. What job will be done the day before the festival begins?
 - a. Making posters
 - b. Setting up the gym
 - c. Cleaning up the gym
 - d. Helping the performers
4. Who is told to talk to Ms. Braxton?
 - a. Parents
 - b. Students
 - c. Teachers
 - d. Performers

TEXT / REFERENCE BOOKS

1. Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai.
2. Sen S, Mahendraetal. (2015) Communication and Language Skills. Foundation books. Chennai.

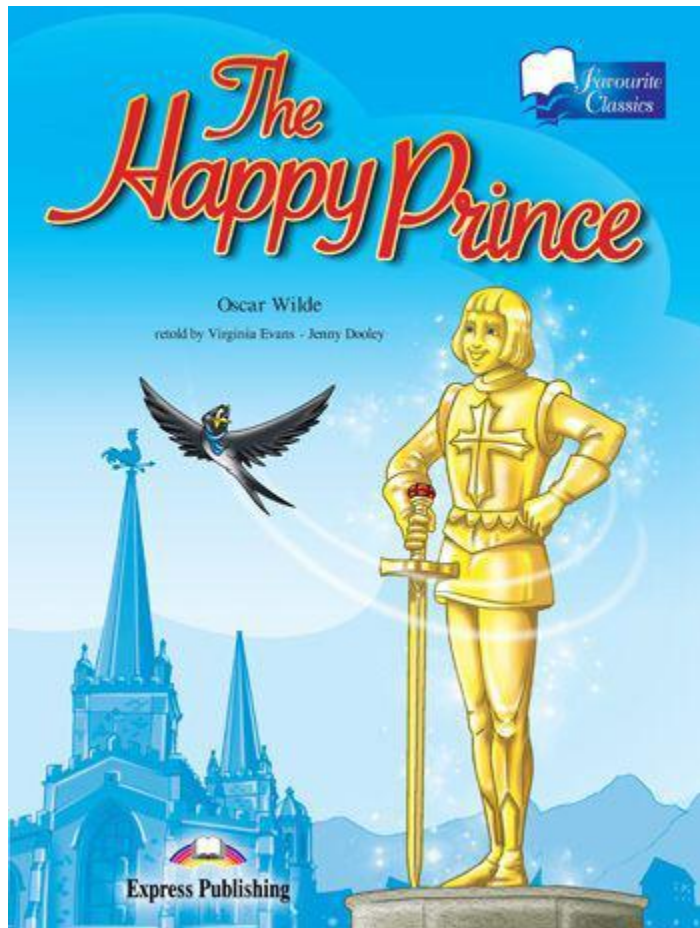
UNIT – III – COMMUNICATIVE ENGLISH II– SHS1210

UNIT III

The Happy Prince by Oscar Wilde

<https://www.youtube.com/watch?v=t57Cg5j6EPc>

http://ec.europa.eu/employment_social/2010againstpoverty/export/sites/default/extranet/news_documents/188_The_Happy_Prince.pdf



KEY POINTS

- The Happy prince was a statue. He was placed on a high column in the square of the city. But after his death sapphires for his eyes. His body was covered with leaves of fine gold. A large and rare ruby was set on the hilt of his sword.
- Swallows had flown away to the warm and pleasant land of Egypt. But one small swallow was left behind. He was late but he had made up his mind to fly and join his friends who were waiting for him.
- All day long he flew and arrived at the city. He decided to spend his night between the feet of the Happy Prince.

- Drops of water fell on him. He looked up. The sky was clear. But the Prince was weeping. The bird asked him why he was weeping.
- The Prince said he was a seamstress in her poor house. Face was thin and her fingers were picked was needle. She was embroidering flowers on a rich woman's gown. Her son lay on a bed. He was sick and thirsty.
- He asked to the bird to pluck the ruby off his sword and carry it to the poor woman.
- The bird agreed. He picked the ruby and flew to the poor woman. When he return he was happy because he had done a good deep.
- The next day the swallow visited the monuments in the city. The happy prince had seen a young playwright trying to finish writing a play. The young man was cold and hungry, he had no firewood to keep himself warm.
- He asked him to pluck one of the sapphires and carry it to the young man. So that he could buy firewood and food.
- The bird agreed and carry out his order.
- A little match girl in the crying in square below. She had accidentally let her matches fall in the gutter. She was crying because she feared her father would beat her unless she went back home with some money.
- The prince asked the bird to pluck his other eye too and give the sapphires to the little poor girl. The bird refused to obey the Prince because he did not want to make the Prince blind in both the eyes.
- The bird did what he was told to do. The girl was had to get a surprise.
- The Prince was blind. The swallow did not to leave this kind-hearted Prince. Prince decided never to leave him through it was getting colder and colder.
- The Prince asked the bird to fly over the great city and to tell him what he has seen.
- Reports of the sufferings of the poor and starving children. The prince orders the swallow to peel off leaves of gold that covered his body and take them to the poor.
- Now snow had began to fall and the bird was left with no strength. He knew his end was near. He flew to the prince and told him that it was time for him to bid final good-bye.
- He kissed the Prince and fell down dead at his feet. The leaden heart of the Prince broke into two.
- Next morning the mayor of the city came to the square. He said it looked no better than a beggar.
- He also saw a dead bird lying at its feet. He ordered to pull down the statue.
- So the statue of the happy prince was pulled down. They melted it in a furnace. It was a curios that the broken heart of the happy prince did not melt.
- God asked one of his angles to bring him two of the most precious things in the city. The angel brought him the broken heart and the dead bird.
- God said that he had chosen the right things. He said that the swallow and the prince would ever live happily in paradise.

SHORT QUESTIONS (for better understanding)

Q: Where was the swallow going ?Why ?

A: Winter had set in. The swallow was migrating to the warm climate of Egypt. His friends had already gone there & were flying up and down the Nile.

Q: What broke the heart of the Prince ?

A: The swallow was going to die. He gave the king a dying kiss and died . This grief broke the Prince's heart.

Q: Describe in about 100 words the first meeting between the Happy Prince and the swallow .

A: The statue of the Happy Prince stood on a high pillar in the city square. A swallow was flying to Egypt where his friends had already gone because the Statue's feet. Though the sky was clear, drops of water fell on the bird. He looked up and found the Prince was weeping. The swallow wanted to know what grieved him. The Prince said when he was alive he knew no misery. But now he was grieved how miserable his people were. His Heart was made of lead but he could not help weeping.

Q: Describe the friendship between the Prince and the
swallow. Or

Q: Why did the swallow decide to stay on the Prince and serve him?

A: The swallow wanted to go to Egypt where the climate was warm. His friend had already gone there. He had decided to have only a night's sleep at the feet of the statue. But he agreed to postpone his going for a day to carry a ruby to the playwright. Then he stayed on to carry a sapphire to the poor woman. When the prince sent away his second sapphire to the matchgirl, he became blind. The swallow decided to stay on to serve the kind blind Prince.

Q: What do you think is the most pathetic event in the story?

The swallow flew over the city and saw the misery of the poor. He took their gold leaves which covered the statue. Winter set in and it was too cold. There was snow and frost.

Q: Write a character-sketch of the Happy Prince.

A: When the Prince was alive he was unaware of the miseries of the poor people of his city. After his statue was placed on a high pedestal. He wept. He wanted to help them but his messenger. He sent his ruby to the seamstress and his sapphires to the playwright and the match girl.

He became blind. He was stripped of gold leaves to help the poor. He loved the swallow and when he died the Prince's heart broke with grief. He was kind and noble.

Q: "There is no Mystery as Misery." Explain with reference to the lesson the Happy Prince.

A: These words are spoken by the Prince to the swallow. He realised the truth after his death. So long he lived in his pleasure he was not aware of the pitiable condition of the poor. It is a mystery that in spite of so much wealth and riches in the world the poor starve and go naked.

The seamstresses cannot buy organs for her ailing son. Though she works hard the Queen's maid thinks is lazy. They are not allowed even to stay under an arch to protect themselves from rain.

Q: For whom does the prince send the sapphire and why?

The prince sends the sapphire to the poor playwright. The playwright's hands are cold and numb. He can not write . He has to finish the play for the director of a there . He can not buy fire-wood to keep himself warn. So, the prince sends the sapphire to the playwright.

Q: What dose the swallow see when it flies over the city ?

A: The swallow flies over the great city. He sees the rich making merry in their beautiful houses. He sees poor beggars a the gates . In dark cold lanes, he sees starving children, and hungry boys being pushed out of the archway of a bridge into the rain.

TELEPHONIC CONVERSATION

Common Expressions for Speaking on the Telephone at Work

Answering the Phone

Formal

- Hello. This is Susan. (Personal)
- Hello, thank you for calling [name of company]. This is Susan – how can I help you? (Professional)
- Good morning (good afternoon), this is Susan. How can I help you? (Professional)

Informal

- Hello.
- Susan speaking.

Greeting and Introducing Yourself

Formal

- This is Laure from [company name].
- Hello. This is Laure. I am calling about... (your advertisement, information about your services, to make a reservation, etc.)

Informal

- Hi. It's Laure.
- Hi – it's me. (Use this when the other person will recognize your voice. For example, your mother, your best friend, or your brother.)

Asking to Speak to Someone

Formal

- Is _____ available? (Example: Is Çim available?)
- May I speak to _____? (Example: May I speak to the doctor?)
- I'd like to talk with _____. (Example: I'd like to talk with Mr. Adams.)

Informal

- Is _____ free? (Example: Is Çim free?)
- Can I talk to _____? (Example: Can I talk to mom?)

Putting Someone on Hold

Formal

- Can I put you on hold for a moment, please?
- Would you mind holding for just a moment?
- If it is ok with you, I am going to put you on hold for a moment. I will see if she is available.

NOTE: These expressions can also be used when you are not ready to speak in English on the phone. You can use this moment to calm yourself and prepare yourself to speak English.

Informal

- Hold on a sec. (Note: "Sec" is short for "second" and is another way to say "Hold on a moment.")
- Just a sec.
- Just a moment.

Clarifying and Asking for RepetitionFormal

- I'm sorry – I didn't catch that. Could you please repeat yourself?
- I'm sorry – do you mean to say [identify what you understand]?
- Just to clarify, you said... (Example: Just to clarify, you said you were calling from RTR Industries?)
- Would you mind spelling that for me?
- Would you mind slowing down?
- Would you mind speaking a little more slowly?

Informal

- I'm sorry. Could you repeat that?
- Can you spell that?

Taking a Message for SomeoneFormal

- I'm sorry. She isn't available at the moment. Can I take a message for her?
- If you leave a message, I will be sure to get it to him as soon as he is available.
- She is away at the moment. May I ask who is calling?
- Would you like me to connect you to his voicemail?

Informal

- I'll let him/her know that you called.
- Who's calling, please?

Leaving a Message for SomeoneFormal

- Yes. Thank you. Please tell her Selma called. Ask her to call me back at 430.444.4444.
- Could you have her return my call tomorrow?
- Please tell him I'll be available on Thursday at 9:00.
- Yes, please put me through to her voicemail. Thank you.

Informal

- No thanks. I'll call back later.
- Yeah, tell him Selma called.

Ending Your CallFormal

- Thank you for calling. I will make sure to give him the message.
- Thanks for calling – I have another phone call so I will need to let you go.
- Thanks for calling and have a great day.

Informal

- I need to let you go.
- I have a meeting soon so I have to run. (Americans would also say: "I have a meeting soon so I **gottarun**. "Gotta" is short for "got to" or "have to.")
- It was great to chat. I'll talk to you again soon.

TELEPHONE CONVERSATIONS



Complete the sentences and questions with the words in the box.

Would- Bye- free- and you – see- about- Hello- Ashiro- Where

B: _____. Can I speak to Ashiro, please?

A: This is _____.

B: Hi, _____. This is Yuri. How are you?

A: I'm alright. _____?

B: I'm good. I was wondering if you were _____ this Saturday.

A: Yes, I am. _____ you like to do something?

B: Yeah, I was thinking of going to _____ the new Indiana Jones movie. Interested?

A: Definitely! _____ should we meet?

B: How _____ the big theatre in Roping Hills? Say, 2:00p.m.?

A: Sounds good. _____ you there!

B: Cool. _____!

Moment- Help- Welcome- Good –Later- Okay- Message- Speak

A: _____ afternoon. JP Morgan Investment Bank.

How may I _____ you?

B: Hello. May I _____ to Mr. Tanaka in accounting please?

A: One _____, please..... I'm sorry, I'm afraid Mr. Tanaka isn't in his office at the _____.

Can I take a _____?

B: No, that's _____.

I'll call again _____. Thank you.

A: You're _____. Good-bye.

B: Good-bye.

Telephone Revision

Choose suitable words for the telephone dialogue below:

sure message hold afraid this help repeat through call

- **Operator:** Hello, Frank and Brothers, How can I _____ you?
- **Peter:** This is Peter Jackson. Can I have extension 3421?
- **Operator:** Certainly, please _____ and I'll put you _____...
- **Frank:** Bob Peterson's office, Frank speaking.
- **Peter:** _____ is Peter Jackson calling, is Bob in?
- **Frank:** I'm _____ he's out at the moment. Can I take a _____?
- **Peter:** Yes, Could you ask him to _____ me at 9147 6320. It's urgent.
- **Frank:** Could you _____ the number please?
- **Peter:** Yes, that's 9147 6320, and this is Peter Jackson.
- **Frank:** Thank you Mr Jackson, I'll make _____ Bob gets your message.
- **Peter:** Thanks, bye.
- **Frank:** Good bye.

Circle the appropriate preposition for the sentences/questions below:

1. I can't hear you I'm sorry, you are breaking in/up. May I hang in/up and call you straight back?
2. Would it be okay if I called you back in/at 15 minutes?
3. Thank you. I really am very grateful to/at you for/at all your help.
4. I'm calling on/about the low interest rate loans.
5. I'll send you a confirmation on/in writing. You should receive it by/within Friday.
6. I'm sorry, I've been on/in the phone for the last hour.
7. Could I speak at/with Mr Brown please?
8. William, there was a call to/for you when you were at lunch.
9. I'm afraid that Christine is not in/at her office right now.
10. I can take your details over/in the phone now if you have time.

What would you say to someone on the phone if...

1. you couldn't understand their name?
2. you answered your colleague's phone and he/she was out at lunch at that moment?
3. you had called him/her and the line was very bad (i.e. it was very noisy and you couldn't hear them well)?

READING COMPREHENSION

(RC) Passages with Questions & Answers

Directions for questions 1 to 5- Read the short passage below and answer the questions that follow:

A sanctuary may be defined as a place where Man is passive and the rest of Nature active. Till quite recently Nature had her own sanctuaries, where man either did not go at all or only as a tool-using animal in comparatively small numbers. But now, in this machinery age, there is no place left where man cannot go with overwhelming forces at his command. He can strangle to death all the nobler wild life in the world to-day. To-morrow he certainly will have done so, unless he exercises due foresight and self-control in the mean time.

There is not the slightest doubt that birds and mammals are now being killed off much faster than they can breed. And it is always the largest and noblest forms of life that suffer most. The whales and elephants, lions and eagles, go. The rats and flies, and all mean parasites, remain. This is inevitable in certain cases. But it is wanton killing off that I am speaking of to-night. Civilized man begins by destroying the very forms of wild life he learns to appreciate most when he becomes still more civilized. The obvious remedy is to begin conservation at an earlier stage, when it is easier and better in every way, by enforcing laws for close seasons, game preserves, the selective protection of certain species, and sanctuaries.

I have just defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivora to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

Q.1. The author implies that his first definition of a sanctuary is

- A. Totally wrong
- B. Somewhat idealistic
- C. unhelpful
- D. indefensible
- E. immutable

Your Answer Options:

1. A 2.B 3.C 4.D 5.

Q.2. The author's argument that destroying bot-flies and mosquitoes would be a beneficial action is most weakened by all of the following except

- A. parasites have an important role to play in the regulation of populations
- B. the elimination of any species can have unpredictable effects on the balance of nature
- C. the pests themselves are part of the food chain
- D. these insects have been introduced to the area by human activities
- E. elimination of these insects would require the use of insecticides that kill a wide range of insects

Your Answer Options

1.B 2.C&D 3.A 4.D 5. E

Q.3. It can be inferred that the passage is

- A. part of an article in a scientific journal
- B. extracted from the minutes of a nature club
- C. part of a speech delivered to an educated audience
- D. a speech delivered in a court of law
- E. from a polemical article published in a magazine

Your Answer Options

1. D&E 2.A 3.C 4. B 5.D

Q.4. What should be the most appropriate central idea of this passage

- A. Author argues that man kills big animals but saves mosquitoes & other parasites.
- B. Man is selfish by nature so he is up against the wild life which is harmful for his survival
- C. Ecological balance, if not maintained by man will be harmful in long run.
- D. Author proposes a programme for not disturbing the balance of nature as it is beneficial for mankind.
- E. In view of the author man should not intervene in natural environments.

Your Answer Options

1.A 2.D 3.C 4.E 5.B

Q.5 – Tone of the Author as expressed in the passage can be best described

- A. Descriptive to analytical
- B. Sarcastically humorous
- C. Objective to narrative
- D. Sarcastically critical to suggestive
- E. Ironically sarcastic to negative

Your Answer Options

1. B&C 2.A 3.D 4.E 5.C

Check Your Answers

Ans for Q.1: 2. B. The author says in sentence two that his previous definition was “too absolute”. Yet he admits that the less man “upsets the balance of Nature” the better. Hence his definition is not entirely right (because it is too idealistic) but it is not entirely wrong either. It is now easy to eliminate answers A, C, D, and E because they are strongly negative.

Ans for Q.2: 4. D. In “except” questions find the true statements first. In this case find four statements that weaken the idea that destroying pests is beneficial. That means finding statements that show that it is not a good idea to destroy the pests. Answers A, B, C, and E give reasons why destroying these insects might be a mistake. D, however, is the right answer because it suggests that eliminating these insects might not be wrong, since they are not even natural inhabitants of the area.

Ans Q.3: 3.C. From the words “I am speaking of tonight” we can infer that the words were delivered orally, and not during the day time. The only possible answer is C.

Ans. Q.4: 3. C. The author in his last paragraph warns the man against his attitude and suggests not to create disturbance in ecological system and should have foresight for his own benefit.

Ans Q.5: 3.D. Very first paragraph determines the tone which goes on to criticise the human activities against nature sarcastically yet issues a suggestive warning to exercise due foresight and self-control. Entire passage revolves around this tone and concludes with the suggestion not to disturb the ecological balance.

2. Reading Comprehension (RC) Exercise with Answers -3 with Questions and Answers

Directions for questions 1 to 6- Read the short passage below and answer the questions that follow:

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close

relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

Q.1. Marie had a bright mind and a _ personality.

- (A) Strong (B) lighthearted (C) Humorous (D) Strange

Q.2. When she learned that she could not attend the university in Warsaw, she felt _.

- (A) Hopeless (B) Annoyed (C) Depressed (D) Worried

Q.3. Marie ____ by leaving Poland and travelling to France to enter the Sorbonne.

- (A) Challenged authority (B) Showed intelligence
(C) Behaved (D) Was distressed

Q.4 ____she remembered their joy together.

- (A) Dejectedly (B) Worried (C) Tearfully (D) Happily

Q.5 Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

- (A) Misfortune (B) Anger (C) Wretchedness (D) Disappointment

Q.6 Even though she became fatally ill from working with radium, Marie Curie was never ____.

- (A) Troubled (B) Worried (C) Disappointed (D) Sorrowful

Answers:

Question	1	2	3	4	5	6
Answer	(B)	(B)	(A)	(A)	(C)	(C)

ADJECTIVE

Degrees of Comparison

Three Degrees of Adjectives

1. The Positive Degree

The positive degree of an adjective makes no comparison.

- A tall building.
- She runs fast.
- This is a beautiful car.

2. The Comparative Degree

The comparative degree compares two people, things, activities or qualities.

- A taller building than this one.
- She runs faster than I do.
- This car is more beautiful than your.

3. The Superlative Degree

The superlative degree compares a person, thing, activity or quality with the group.

- The tallest building in the town.
- She is the fastest runner among the students.
- This is the most beautiful car I have ever seen.

Rules for making comparatives and superlatives

One syllable adjectives.

1. Form the comparative and superlative forms of a one-syllable adjective by adding **–er** for the comparative form and **–est** for the superlative.

Positive	Comparative	Superlative
tall	taller	tallest
old	older	oldest
short	shorter	shortest

2. If the one-syllable adjective ends with an **–e**, just add **–r** for the comparative form and **–st** for the superlative form.

Positive	Comparative	Superlative
large	larger	largest
wise	wiser	wisest
wide	wider	widest

3. If the one-syllable adjective ends with a single consonant with a vowel before it, double the consonant and add **–er** for the comparative form and double the consonant and add **–est** for the superlative form.

Positive	Comparative	Superlative
thin	thinner	thinnest
big	bigger	biggest
sad	sadder	sadest

Two-syllable adjectives

1. With most two-syllable adjectives, you form the comparative with **more** and the superlative with **most**.

Positive	Comparative	Superlative
peaceful	more peaceful	most peaceful
careless	more careless	most careless
famous	more famous	most famous

2.If the two-syllable adjectives ends with **–y**, change the y to “**i**” and add **–er** for the comparative form, and for the superlative form change the “**y**”to“**i**”and add**–est**.

Positive	Comparative	Superlative
happy	happier	happiest
angry	angrier	angriest

3. Two-syllable adjectives ending in **–er, -le, or –ow** take **–er** for comparative form and **–est** to for the superlative form.

Positive	Comparative	Superlative
clever	cleverer	cleverest
narrow	narrower	narrowest
gentle	gentler	gentlest

Adjectives with three or more syllables.

For adjectives with three syllables or more, you form the comparative with more and the superlative with most.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
convenient	more convenient	most convenient
comfortable	more comfortable	most comfortable

Exceptions:

Some adjectives have irregular comparative and superlative forms.

Positive	Comparative	Superlative
Good	better	best
bad	worse	worst
many	more	most
much	more	most
well	better	best
far	farther	farthest/furthest
little	less	least

Note: Two-syllable adjectives that follow two rules. These adjectives can be used with **-er** and **-est** with more and most.

Positive	Comparative	Superlative
simple	simpler/more simple	simplest/most simple
clever	cleverer/more clever	cleverest/most clever
gentle	gentler/more gentle	gentlest/most gentle
quiet	quieter/more quiet	quietest/most quiet

Common Mistakes With Comparisons

1. Avoid making a double comparison.

- After dinner, the orchestra began playing a series of more livelier melodies. **(Incorrect)**
- After dinner, the orchestra began playing a series of more lively melodies. **(Correct)**
- After dinner, the orchestra began playing a series of livelier melodies. **(Correct)**

2. Some adjectives are “absolute” and cannot be compared.

“ **Absolute**” **Adjectives:** first, last, equal and unique are adjective which cannot be compared.

- This is a unique bike. **(Correct)**
- This is a unique than your. **(Incorrect)**

3. Make sure that the items being compared are truly comparable. If not, reword as necessary.

- The tropical fish found in the Caribbean are less colorful and varied **than the South Pacific.** **(Incorrect)**
- The tropical fish found in the Caribbean are less colorful and varied **than the fish found in the South Pacific.** **(Correct)**

Questions:

1. She is than her sister.
a) pretty
b) prettier
c) prettiest
d) None of these
2. Martha is a girl.
a) nice
b) nicer
c) nicest
d) None of these
3. Supriya is the girl in the class.
a) intelligent
b) more intelligent
c) most intelligent
d) None of these
4. Martin speaks English
a) well
b) better
c) best
d) None of these
5. Russia is the country in the world.
a) big
b) bigger
c) biggest
d) None of these
6. China is a country.
a) big
b) bigger
c) biggest
d) None of these
7. China is than India.
a) big
b) bigger
c) biggest
d) None of these

8. This is the book I have ever read.

- a) interesting
- b) more interesting
- c) most interesting
- d) None of these

9. I am than you.

- a) smart
- b) smarter
- c) smartest
- d) None of these

10. Take the of the two routes.

- a) short
- b) shorter
- c) shortest
- d) None of these

Answers with Explanation:

- 1. She is prettier than her sister.
- 2. Martha is a nice girl.
- 3. Supriya is the most intelligent girl in the class.
- 4. Martin speaks English well.
- 5. Russia is the biggest country in the world.
- 6. China is a big country.
- 7. China is bigger than India.
- 8. This is the most interesting book I have ever read.
- 9. I am smarter than you.
- 10. Take the shorter of the two

II. Exercise

- 1. Kochi is the best port in Kerala. (Use 'better' instead of 'best'.)
- 2. Mount Everest is higher than any other peak in the world. (Use 'highest' instead of 'higher'.)
- 3. Mount Everest is the highest peak in the world. (Use 'high' instead of 'highest'.)
- 4. The Nile is longer than the Amazon. (Use 'long' instead of 'longer'.)
- 5. Greenland is the largest island. (Use 'large' instead of 'largest'.)
- 6. Oranges are cheaper than apples. (Use 'cheap' instead of 'cheaper'.)
- 7. James is not as intelligent as Mark. (Use 'more intelligent' instead of 'intelligent'.)

8. I don't eat as much chocolate as you do. (Use 'more' instead of 'much'.)
9. She is the richest woman in the country. (Use 'rich' instead of 'richest'.)
10. Africa is hotter than any other continent. (Use 'hottest' instead of 'hotter'.)

Answers

1. Kochi is better than any other port in Kerala.
2. Mount Everest is the highest peak in the world.
3. No other peak in the world is as high as Mount Everest.
4. The Amazon is not so long as the Nile.
5. No other island is as large as Greenland.
6. Apples are not as cheap as oranges.
7. Mark is more intelligent than James.
8. You eat more chocolate than I do.
9. No other woman in the country is as rich as her.
10. Africa is the hottest continent in the world.

III. EXERCISE:

1. James is as ----- as his brother. (tall)
2. Alexander was one of the----- kings who ever lived. (great)
3. Martin is more ----- than any other boy in the class. (industrious)
4. Chennai is ----- than Mumbai. (hot)
5. Very few cities in Asia are as ----- as Hong Kong.(big)
6. This cathedral is the ----- in South India.(big)
7. An airplane flies ----- than birds. (fast)
8. Kitchen appliances have made cooking----- . (easy)
9. Very few countries are as---- as America. (rich)
10. Clara is ----- than Sara. (clever).

CONNOTATION

Connotations are basically descriptions of people, places or things which can easily be perceived in a positive, negative and even neutral manner depending on how you used it on the context.

Exercise 1

Below are groups of similar words used to describe people. What is the connotation of each word?

1. Childlike, Youthful, Childish, Young
2. Disabled, Crippled, Handicapped, Retarded
3. Relaxed, Laid-back, Lackadaisical, Easygoing
4. Slim, Skinny, Slender, Thin
5. Cheap, Frugal, Miserly, Economical
6. Adolescent, Immature, Juvenile, Innocent
7. Inquisitive, Interested, Curious, Prying
8. Confident, Secure, Proud, Egotistical
9. Lovely, Knockout, Beautiful, Stunning
10. Talkative, Conversational, Chatty, Jabbering

Connotation Exercise 2

Read the sentences below. Can you identify the words that have a negative connotation?

1. Bedford is a gritty neighborhood, but the rents are low.
2. On my flight to Los Angeles, I sat next to this babe. She was absolutely stunning.
3. Every morning my neighbor takes his mutt to the park. It always barks loudly when leaving the building.
4. You need to be pushy when you are looking for a job.
5. Bob is bullheaded sometimes, but he always gets the job done.

Answers for Exercise 1:

1. "Childish" has a negative connotation implying an adult behaving immaturely. "Youthful" implies lively and energetic, while "childlike" implies a sense of wonder, so both are positive. "Young" is neutral.
2. "Crippled," "handicapped," and "retarded" all have negative connotations and are now considered offensive. This is an example of how connotations can change over time. Because "disabled" is neutral, it's an acceptable choice.
3. "Relaxed" is neutral, while "lackadaisical" tends to be negative and implies laziness. "Laid-back" and "easygoing" are positive personality traits.

4. "Skinny" implies that someone is too thin and therefore has a negative connotation. "Thin" is the most neutral, while "slim" and "slender" are more positive and considered complimentary.
5. "Cheap," "frugal" and "miserly" all have the negative connotation of being stingy. "Economical" has a neutral to positive connotation.
6. "Immature" is most negative, while "juvenile" is slightly negative to neutral. "Adolescent" is neutral. "Innocent" is positive, implying something unspoiled.
7. "Inquisitive" and "curious" are neutral, while "interested" puts a positive spin on it. "Prying" has a negative connotation.
8. "Confident" and "proud" are positive, while "secure" is a neutral description of this trait. "Egotistical" is a negative way of looking at self-confidence as something that borders on self-centeredness.
9. Although "knockout" can be taken as a compliment, it can also have a negative, sexist connotation. "Lovely," "beautiful," and "stunning" have more reliably positive connotations.
10. "Conversational" has a neutral connotation; "talkative" can fall between neutral and negative, while "jabbering" has the negative connotation of causing annoyance. "Chatty" has a positive, friendly tone.

Answers for Exercise 2:

1. **Gritty**
2. **Babe**
3. **Mutt**
4. **Pushy**
5. **Bullheaded**

LETTER WRITING

Personal letters

I. Personal Letter

A letter is 'a missive communication in writing, addressed to a person or body of persons; an epistle' (From *Oxford English Dictionary OED* online. URL: www.oed.com). Typical informal contexts are writing to family members, relatives and friends, and love letters.

Structure of a Personal Letter

1. **Date** – This is the date when the letter is written
2. **Salutation and Name of Recipient** – The greeting usually starts with the word 'Dear' followed by the given name of the recipient or relationship and it ends with a comma. Two examples are shown: 'Dear Ronald,' 'Dear Uncle,'.
3. **Introduction** – This is the opening of a letter. It may include greetings like 'How are you?'. Sometimes, you may refer to a previous letter.
4. **Body** – This is the main part of the letter. It includes the message that the writer wants to tell the recipient. It is often divided into paragraphs.
5. **Closure** – This part indicates the letter is going to end. The writer may ask the recipient to reply here.
6. **Complimentary Close** – This short expression includes a few words on one line. It ends with a comma. Some examples are shown below.
'Yours sincerely,' 'Best regards,' 'Love,'
7. **Signature** – the signature of the writer

Language Use in a Personal Letter

1. **Sentence Structure** – Accuracy of grammar may be more important than an email. Most of the time, complete sentences are expected.
2. **Style** – Language use may be personal. For example, first and second person pronouns may be frequently used. May not be as formal as official letter writing. Depending on the relationship between the writer and the recipient, a personal letter may sound formal.

See **Text A** for a sample personal letter. The teacher may go through this letter with students, guiding them through the structure of the letter.



Writing a short letter

Hanna sent Maria flowers for her birthday. Maria wrote a note to say thank you.



EXERCISE:

- 1 Write a letter to your younger brother about the health hazards caused by junk food.
2. Write a letter to your friend about the dangers of drug addiction.
3. Write a letter to your cousin advising how to plan and prepare for +2 exams.
4. Write a letter to your sister congratulating her for getting admission in MBBS. Also give her tips for success.
5. Write a letter to your friend asking suggestions to join in a computer course in summer vacation.
6. Write a letter to your Mother about your experience in presenting paper in conference.
7. Write a letter to your friend for get-together party.

TEXT / REFERENCE BOOKS

1. Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai.
2. Sen S, Mahendraetal. (2015) Communication and Language Skills. Foundation books. Chennai.

UNIT – IV – COMMUNICATIVE ENGLISH II– SHS1210

UNIT IV

Wilfred Owen's

ANTHEM FOR DOOMED YOUTH

What passing-bells for these who die as cattle?
Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries for them from prayers or bells,
Nor any voice of mourning save the choirs, –
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.

What candles may be held to speed them all?
Not in the hands of boys, but in their eyes
Shall shine the holy glimmer of good-byes.
The pallor of the girls' brows shall be their pall;
Their flowers the tenderness of silent minds,
And each slow dusk a drawing down of blinds.

Answer the following questions about the poem.

1. Why do you think the poet called the poem 'Anthem for Doomed Youth'?
2. The poet is making a comparison between dying and being buried at home and dying on the battlefield. Find examples of this comparison in the poem and then explain how each comparison works.

3. Each verse starts with a question. Why do you think the poet does this? Do you think the technique works well for this poem?
4. What is the tone of the poem? Use examples from the poem to illustrate your answer.
5. Why are the soldiers being killed on the battlefield being compared to cattle being slaughtered? Is this comparison effective?
6. Lines 3 and 4 make use of alliteration. Explain the alliteration and also say why you think it's effective or not effective.
7. In lines 7 and 8, the word 'choir' is repeated. Why and to what effect?
8. What does the line 'bugles calling for them from sad shires' mean?
9. Explain the lines: 'Not in the hands of boys, but in their eyes

Shall shine the holy glimmers of good-byes.'

1. Explain the line: 'The pallor of girls' brows shall be their pall;'.
 2. What does the last line in the poem mean? Is it a good way to end the poem? Why?
 3. What do you think of the poem as a whole? Do you like it/not like it? Explain.
 4. How does the poet powerfully convey his attitude to war in "Anthem for Doomed Youth"?
 5. In "Anthem for Doomed Youth," what does the simile "who die as cattle" suggest about the deaths...

Wilfred Owen: Poems Summary and Analysis of "Anthem for Doomed Youth"

Summary

The speaker says there are no bells for those who die "like cattle" – all they get is the "monstrous anger of the guns". They have only the ragged sounds of the rifle as their prayers. They get no mockeries, no bells, no mourning voices except for the choir of the crazed "wailing shells" and the sad bugles calling from their home counties.

There are no candles held by the young men to help their passing, only the shimmering in their eyes to say goodbye. The pale faces of the girls will be what cover their coffins, patient minds will act as flowers, and the "slow dusk" will be the drawing of the shades.

Analysis

This searing poem is one of Owen's most critically acclaimed. It was written in the fall of 1917 and published posthumously in 1920. It may be a response to the anonymous preface from *Poems of Today* (1916), which proclaims that boys and girls should know about the poetry of their time, which has many different themes that "mingle and interpenetrate throughout, to the music of Pan's flute, and of Love's viol, and the bugle-call of Endeavor, and the passing-bells of death."

The poem owes its more mature imagery and message to Owen's introduction to another WWI poet, Siegfried Sassoon, while he was convalescing in Edinburgh's Craiglockhart Hospital in August 1917. Sassoon was older and more cynical, and

the meeting was a significant turning point for Owen. The poem is structured as a Petrarchan sonnet with a Shakespearean rhyme scheme and is an elegy or lament for the dead. Owen's meter is mostly iambic pentameter with some small derivations that keep the reader on his or her toes as they read. The meter reinforces the juxtapositions in the poem and the sense of instability caused by war and death.

Owen begins with a bitter tone as he asks rhetorically what "passing-bells" of mourning will sound for those soldiers who die like cattle in an undignified mass. They are not granted the rituals and rites of good Christian civilians back home. They do not get real prayers, only rifle fire. Their only "choirs" are of shells and bugles. This first set of imagery is violent, featuring weapons and harsh noises of war. It is set in contrast to images of the church; Owen is suggesting organized religion cannot offer much consolation to those dying on the front. Kenneth Simcox writes, "These religious images...symbolize the sanctity of life – and death – while suggesting also the inadequacy, the futility, even meaninglessness, of organized religion measured against such a cataclysm as war. To 'patter out' is to intone mindlessly, an irrelevance. 'Hasty' orisons are an irreverence. Prayers, bells, mockeries only."

In the second stanza the poem slows down and becomes more dolorous, less enraged. The poet muses that the young men will not have candles – the only light they will get will be the reflections in their fellow soldiers' eyes. They must have substitutions for their coffin covers ("palls"), their flowers, and their "slow dusk".

The poem has a note of finality, of lingering sadness and an inability to avoid the reality of death and grief.

The critic Jon Silkin notes that, while the poem seems relatively straightforward, there is some ambiguity: "Owen seems to be caught in the very act of consolatory mourning he condemns...a consolation that permits the war's continuation by civilian assent, and is found ambiguously in the last line of the octet." Owen might be trying to make the case that his poetry is a more realistic form of the expression of grief and the rituals of mourning.

TWO GENTLEMEN OF VERONA

By A.J. Cronin

Quick Review

‘Two Gentlemen of Verona’ is a beautiful and touching story of two small boys who worked really hard in the city of Verona. One day, the narrator met these boys in Verona. They were selling wild strawberries. When asked about their age and name, they told him that Nicola, the elder was 13 whereas Jacopo, the younger, was 12. Next day, the narrator found them doing ‘brisk business’ in shoe-shining. When the narrator asked them the reason for changing their business, they told him that they did many things. For the next few days, the narrator found them shining shoes, selling fruits, hawking newspaper, conducting tourists round the town and so on. The narrator became eager to know why these small children worked so hard. He even realised that despite their hard work, they never spent money on themselves.

Their clothes were dirty and they usually ate black bread and figs. He teased them by asking if they had plans to emigrate to America. To this they replied in negative saying that they had other plans. Then Jacopo requested the narrator to help them reach Poleta, 30 km. from Verona. The narrator agreed and took them there the next afternoon. In Poleta, they drew up at a large villa and rushed inside. He later came to know that it was a hospital where their sister, Lucia, was under treatment for tuberculosis of the spine. He asked the nurse about Lucia. She told the narrator that a bomb had destroyed their family and these boys grew to hate the Germans. After the war was over, there was peace all around. But not in the lives of these children as it was at this moment that they discovered Lucia suffering from the deadly disease. But after the treatment, she was recovering. He was further informed that her brothers made the payments every week for the smooth going of treatment. The narrator was touched by the devotion of the two boys. He could see the ray of hope for human society. Then all the three came back to Verona.

SUMMARY

Introduction

Born in 1896, the author of the novel, A.J Cronian was a medical Practitioner in Wales and London. When he was recovering from an illness, he landed up writing his first novel 'Hatter's Castle'. He instantly became popular with this novel. So, he decided to give up the medical profession and took up writing as a full-time career.

Taken from the early play by William Shakespeare, the title of this story 'Two Gentlemen of Verona' is gripping. The story is about how two sincere and selfless young boys face hardships for the treatment of their sister suffering from tuberculosis. It conveys the message that as long as people are willing to make sacrifices for the well-being of others, there is hope for humanity.

The narrator is driving through the foothills of the Alps along with his companion. While driving on the outskirts of Verona, two young boys who sell wild strawberries stop their car. The small boys appear to be quite shabby and the driver is not keen on buying strawberries from them. Then the narrator's companion gets to know that the boys are brothers. The elder one aged 13 is Nicola, and the younger brother, aged 12, is Jacopo. The narrator and his companion buy the biggest basket of strawberries from the boys and go towards the city. The next morning, they again see the same two boys doing the shoe shining job and on being asked, they say that they do many things for a living. They also tell the narrator and his companion that they could work as guides and show the visitors places of interest in the town. So, the narrator asks them to take them to Juliet's tomb. During the time of their stay in the town, the two young boys turn out to be very helpful to the visitors.

Then, the boys are found with a bundle of unsold newspapers and are ready to sell them when the last bus arrived one night. The narrator then talks to them and asks them why they are working so hard. He also told them that they seem to fetch 86

sufficient money, so why were they not spending anything on clothes and food. Nicola tells him that they had something in their minds but he does not elaborate.

Jacopo then requests the narrator to drop them in his car to the village polenta that is around 30 kilometers away. He requests him and says that it would be a great favor. Although, Nicola does not like the fact that his brother is troubling the narrator. But the narrator gladly agrees to help the boys with reaching that place. So, the next afternoon, he along with his companion drives to the village. After dropping them, the small boys enter a large red-roofed villa, which is actually a hospital.

The narrator hesitates to enter the hospital room. He tries to find out from the nurse about the girl in the hospital and the boys. Later, the nurse tells him that Lucia is the sister of these two boys and is suffering from tuberculosis. She also mentions that a bomb destroyed their home during the war. And even their father, a widower, had got killed during the early part of the war. When he died, his three children were left to starve. She told the narrator that the boys also started hating the Germans who came to rule the city and even became a part of the resistance movement. Once the war was over, Lucia got afflicted with tuberculosis and the boys had to admit her to the hospital. So, they have been trying their best to make the payments regularly to the hospital.

The narrator waited outside the room. He did not say anything to the boys on their way back in order to give the impression that they did not know about their secret.

Analysis

J. Cronin wrote this memoir after visiting Verona. As discussed earlier, the novel's name is inspired by a popular Shakespeare's play. Nevertheless, the main idea of the author is to underline the virtues that make a man a man. The story captures the sentiment that true humanity is not about letting go, and it is about courage and determination. The two young gentlemen of Verona face their difficulties head on

without a single complaint. Their love and emotional strength are truly commendable. And the boys' maturity and sense of responsibility are also praiseworthy. These boys display exemplary courage amidst extreme poverty and devastation and the author manages to find real inspiration from their lives.

Two Gentlemen of Verona: Characters

The Boys: The two 'gentlemen' of Verona are the boys in the story, Nicola and Jacopo. Nicola, aged 13, is the elder brother of Jacopo aged 12. Both the siblings are very sincere and self-sacrificing. They are prepared to do anything for helping their sister Lucia to recover from tuberculosis. They live a hard life and do all sorts of odd jobs. Right from shining shoes, selling fruit, distributing newspapers, to working as tourist guides and running their errands, they still look contented and maintain their self-respect. They don't have the intention of talking about their family problem and want to keep it a secret. During the war period, they start hating Germans and also join the resistance movement for their country's freedom.

The Narrator: the narrator of the story is a sensitive, kind and helpful person. Even after his driver's warning, he lands up buying strawberries from the boys to help them. He notices the honesty and sincerity of the shabbily dressed and nearly-starved boys. He also drops the boys to the hospital where their sister is admitted. He also decides to not reveal to the boys that he knows about their family crisis.

Word-Meanings

- cautious : careful
- shabby : ill-dressed
- disapproval : criticise
- brisk : good, quick
- slackened : reduced
- engaging : attractive
- hawked : sold

- errands : odd jobs
- emigrate : take up citizenship of another country
- vexation : annoyance
- humble : modest
- scarcely : hardly
- intrude : enter without permission

QUESTIONS:

1. Where there is a will, there is a way'. How did the two boys prove it ?

Multiple Choice Questions

1. The driver did not approve of the narrator buying fruit from the two boys because
 - the boys were untidy and poorly dressed
 - the strawberries were not fresh
 - they were asking for a heavy price
 - the driver did not approve of small boys who worked

Answer: (a) the boys were untidy and poorly dressed

2. The narrator was most impressed by the boys'

- desire to earn money
- willingness to work
- ability to perform many tasks
- sense of fun

Answer: (b) Willingness to work

3. Nicola was not pleased when Jacopo asked the narrator to drive them to Poleta as he

- did not want a stranger to become involved with their plans
- preferred going to Poleta by train so that he could enjoy the scenery
- did not want to ask anyone for favours
- did not want to take help from someone he did not know

well Answer: (c) did not want to ask anyone for favours

4. The narrator did not go inside Lucia's room as

- he did not want to intrude into their privacy
- he thought that the boys would object
- Lucia would not welcome a stranger
- the boys would feel he was spying on them

Answer: (a) he did not want to intrude into their privacy

5. The boys were the first to join the resistance movement against the Germans because

- the Germans had hurt their sister
- the Germans ruled the city
- the Germans had ruined their family
- the Germans had destroyed their home

Answer: (c) the Germans had ruined their family

6. The author did not speak to the boys on their return journey because

- he thought the boys would prefer to keep their secret
- he thought the boys were ashamed of their sister's condition
- he thought they wouldn't tell him the truth

- he thought the boys might ask him for money for their sister

Answer: (a) he thought the boys would prefer to keep their secret

7. What do you understand by the following statements?

- "We do many things, sir," Nicola answered seriously. He glanced at us hopefully.

Answer: Nicola meant that he was willing to do any job to earn money. He was hoping that the visitor would buy some fruits from him and may use his services as a guide.

- He coloured deeply under his sunburn, then grew pale.

Answer: The boy's face turned red because of embarrassment. After a few moments, his face turned to normal colour.

- He smiled uncomfortably. "Just plans, sir," he answered in a low voice.

Answer: The boy did not want to reveal his personal problems to the visitor and wanted to avoid discussion on the topic.

- Yet in both these boyish faces there was a seriousness which was far beyond their years.

Answer: Both the boys appeared to be more mature than their age. Their faces showed steely resolve which is not common for boys of that age.

Discuss the following questions and write the answers:

1. Appearances are deceptive. Discuss with reference to the two boys.

Answer: More often than not, it is true that appearances are deceptive. We usually tend to make our opinions about someone on the basis of appearance. A person in tattered clothes need not always be a crook. Similarly, there is no reason to always believe a nicely dressed person. The boys are shabbily dressed and appear like numerous street children who throng the streets even in India. We usually have certain prejudices about such children. But we should keep our prejudices aside and think various possible reasons which may have compelled those children in such a state. Given an opportunity, every child can become an honest and hard working individual.

2. Do you think the boys looked after Lucia willingly? Give reasons for your answer.

Answer: Lucia is more or less in a vegetative state and cannot even take care of herself. The boys are too young to take up the huge responsibility of taking care of Lucia. Nonetheless, the boys are working day in and day out to earn enough so that Lucia can get proper treatment. They could have easily disowned Lucia and remained in the city to pursue their own interests but they did not do that. Moreover, they also keep on visiting Lucia on regular intervals. All of this shows that the boys looked after Lucia willingly.

3. How does the story 'Two Gentlemen of Verona' promise hope for society?

Answer: This is a deeply engaging story. Although the characters and the plot appear quite simple but this story has deeper meanings. The story of the two boys shows that when all hope appears to be lost, there is always a flickering of light which promises towards a bright future. This is the hope which is keeping the boys always on their toes. The example of the author shows that there are good people in society who appreciate the good work done by a person in dire straits. The story of the nurse shows you will find some people in the society who can come out to help you in your darkest hour.

PHRASAL VERBS

Look at the italic words in the following examples.

- We bought their biggest basket, then *set off* toward town.
- One night we *came upon* them in the windy and deserted square.
- He bit his lip, then in a rather *put out* tone he said, 'Very well.'
- I shook my head and *turned away*.

Here are a few more. Match the phrases to their meanings.

Phrase	Meaning
Set up	To start/establish a company
Break down	To lose control of your feelings and start crying
Set off	To start a journey
Put up with	To tolerate a situation or a person
Put off	To postpone
Put on	To wear
Come in	To enter
Come across	To meet or find by chance
Come up against	To be faced with or opposed by
Turn down	To refuse/reject
Turn in	To inform or deliver up

Turn to	To try to get help/advice/sympathy from someone
---------	---

Note: The above table shows answers

Now use the phrases given above to complete the following sentences.

- The landlord was suspicious of the two men staying in his flat so he called the police and them

Answer: turned down

- Early in the morning we packed our bags and for a hike over the mountain.

Answer: Set off

- Janvi some photographs of her grandfather in the old trunk.

Answer: Came up against

- My father his own business 10 years

ago. Answer: Set up

- The Bank Paul's request for a

loan. Answer: Turned down

- The Corporation's decision to reduce the leave of the employees a lot of

opposition. Answer: came up against

SIMILES AND METAPHOR

A simile is where two things are directly compared because they share a common feature. The word AS or LIKE is used to compare the two words.

Eg. As cold AS a dog's nose

A metaphor also compares two things, but it does so more directly WITHOUT using as or like. Eg. The shop was a little gold-mine.

Task One

At the end of the sentence, write in brackets whether the sentence is an example of a metaphor or simile.

Eg. The clouds were fluffy like cotton wool. (SIMILE)

1. As slippery as an eel.
2. Arnie was a man-mountain.
3. He was a lion in battle.
4. She is as pretty as a picture.
5. The striker was a goal machine.
6. The torch lit up the room as if the sun had risen early.
7. The moon was a misty shadow.
8. My friend has a face like a bag of spanners.

Task Two

Now you are going to make up similes of your own by copying and finishing these sentences.

For example:

As good as gold

1. As heavy as
2. As cold as
3. As hard as
4. She had skin like a

5. As cool as
6. As quick as
7. He was slow like a
8. Slippery like a
9. As bright as
10. Quick as
11. Tall as
12. Slow like a

ADJECTIVES

1. Adaptable- capable of fitting a particular situation or use

*When Connie's parents divorced, she proved herself to be adaptable.
It wasn't easy, but she learned how to cope with this big change.*

People who are adaptable can overcome change easily.

2. Adventurous -willing to undertake new and daring enterprises

People who are adventurous seek out the fun in life. They love to try something new--sometimes an act that others would find scary. Adventurous people love to travel and try new foods at a restaurant.

3. Affectionate - having or displaying warmth or affection

If you like to snuggle up next to someone, then you are affectionate.

4. Ambitious - having a strong desire for success or achievement

Ambitious people try to get ahead in life--they look for opportunities to better their life. For the most part, this has a positive feeling, but in

some people, ambition is too strong and they hurt people along the way to get what they want.

5. Amiable- diffusing warmth and friendliness

Amiable people are affable. They are kind, warm and friendly.

6. Compassionate- showing or having sympathy for another's suffering

Someone who is compassionate feels a strong sense of sadness when they see others who are suffering. A compassionate person always tries to do something to help ease the suffering. You would find a compassionate person helping out in a homeless shelter.

7. Considerate- showing concern for the rights and feelings of others

A considerate person looks out for other people. They often allow someone else to have the last piece of pie or they hold the door open for another person.

8. Courageous - able to face and deal with danger or fear without flinching

A courageous person is brave. They are the type of person to run into a burning building. They are also likely to get involved to stop a bullying situation.

9. Courteous- characterized by politeness and gracious good manners

Courteous people say, "Please," "Thank you" and "No, thanks." Their manners are present because they are nice toward other people.

10. Diligent - characterized by care and perseverance in carrying out tasks

Diligent people work hard until a job is done. They take great care in doing things right. They don't give up.

11. Empathetic - showing ready comprehension of others' states

Someone who is empathetic is able to understand people better because they see things from the other person's perspective.

When it comes to working with children it is important to be empathetic. My daughters might be upset for a ridiculous reason, but I can only help them if I understand why they truly feel as they do.

12. Exuberant - unrestrained, especially with regard to feelings

An exuberant person is full of joy and has a lot of energy to show it.

13. Frank - characterized by directness in manner or speech

Someone who is frank "tells it like it is." It might not be pretty, but they will tell you straight.

14. Generous - willing to give and share unstintingly

A generous person shares what they have willingly. It might be a cupcake or their time--either way, they're happy to share.

15. Gregarious - temperamentally seeking and enjoying the company of others

Gregarious people are fun to be around and they like being around other people. They are the "life of the party."

16. Impartial - free from undue bias or preconceived opinions

Impartial people are fair. They are able to remain neutral before forming an opinion. Lawyers like to have impartial people on juries so that they can fairly weight the evidence.

17. Intuitive - obtained through instinctive knowledge

An intuitive person operates by instinct. They sort of have a special feel for a situation. The best basketball players are intuitive when it comes to finding the open teammate.

A lot of teaching is intuitive--the best teachers just know how to present things so that kids understand. (Related words: intuition and intuitively).

18. Passionate- having or expressing strong emotions

Passionate people have a real love for something in their life. They embrace this or many activities with a strong feeling. What are you passionate about?

19. Persistent - stubbornly unyielding

Persistent people never give up. Even when the odds are stacked against them, they work tirelessly until the goal is achieved.

20. Philosophical - meeting trouble with level-headed detachment

People who are philosophical often wonder, "In the grand scheme of things, is it worth it?" Philosophical people tend to look at the larger picture of life and stay above trivial situations.

When teaching it is important to remain philosophical about a student's success. A teacher has a large part to play in a student's success, but ultimately I cannot "make" him learn. Actually learning something is up to him.

EXERCISE:

1. practical
2. rational
3. reliable
4. resourceful
5. sensible
6. sincere
7. sympathetic
8. Unassuming
9. witty

IDIOMATIC EXPRESSIONS

A group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own:

To "have bitten off more than you can chew" is an idiom that means you have tried to do something which is too difficult for you.

Idioms and Phrases

Here are 15 common English idioms and phrases that will enrich your English vocabulary

1. 'The best of both worlds' – means you can enjoy two different opportunities at the same time.

“By working part-time and looking after her kids two days a week she managed to get the best of both worlds.”

2. 'Speak of the devil' – this means that the person you're just talking about actually turns up at that moment.

“Hi Tom, speak of the devil, I was just telling Sara about your new car.”

3. 'See eye to eye' – this means agreeing with someone.

“They finally saw eye to eye on the business deal.”

4. 'Once in a blue moon' – an event that happens

infrequently. “I only go to the cinema once in a blue moon.”

5. 'When pigs fly' – something that will never happen.

“When pigs fly she'll tidy up her room.”

6. 'To cost an arm and a leg' – something is very expensive. 6, 8, 5, 10, 4,

“Fuel these days costs an arm and a leg.”

7. 'A piece of cake' – something is very easy.

“The English test was a piece of cake.”

8. 'Let the cat out of the bag' – to accidentally reveal a secret.

“I let the cat out of the bag about their wedding plans.”

9. 'To feel under the weather' – to not feel well.

“I'm really feeling under the weather today; I have a terrible cold.”

10. 'To kill two birds with one stone' – to solve two problems at once.

“By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him.”

11. 'To cut corners' – to do something badly or cheaply.

“They really cut corners when they built this bathroom; the shower is leaking.”

12. 'To add insult to injury' – to make a situation worse.

“To add insult to injury the car drove off without stopping after knocking me off my bike.”

13. 'You can't judge a book by its cover' – to not judge someone or something based solely on appearance.

“I thought this no-brand bread would be horrible; turns out you can’t judge a book by its cover.”

14. ‘Break a leg’ – means ‘good luck’ (often said to actors before they go on stage).

“Break a leg Sam, I’m sure your performance will be great.”

15. ‘To hit the nail on the head’ – to describe exactly what is causing a situation or problem.

“He hit the nail on the head when he said this company needs more HR support.”

1.To test your new-found knowledge here are some sentences to practice with. Fill in the blank!

A) I can’t afford this purse! It _____. I won’t be able to pay my rent!

B) His birthday was supposed to be a surprise! I can’t believe you _____. Now he knows!

C) Ha! John has been promising to paint the house for five years.... Maybe when _____.

D) Yeah, it’ll _____. I need to sign some papers at Jenny’s school anyway so i’ll pick her up for you too.

E) I don’t really like going out to bars anymore. I only go _____.

F) I’m sorry I can’t come into work today. I’m _____. I have a sore throat and runny nose.

G) They tried _____ when installing the pipes for the house and now we have leaks only one month after purchasing it!

H) We missed our flight to Paris because the connecting flight was late and to _____ they made us pay for a new ticket as if it was our fault!

I) I can't wait to see you perform on stage tonight! _____!

J) Jane is just never on time to work, it's really annoying. O wow, _____ here she comes...

K) So we're going to London, then Munich, then we will fly out of Athens, right? Great. I'm so glad to be traveling with someone I _____ with.

L) Wow, she found her dream man and has now landed an amazing job. She really does have _____.

M) OK, she might not be the most attractive but _____. I'm sure she is a sweetheart.

N) I have been trying to figure this out for ages. Thanks so much, you're right. You _____.

O) I can't believe that was our test. I think it was easier than some of our homework! It was a _____.

Answers: 6, 8, 5, 10, 4, 9, 11, 12, 14, 2, 3, 1, 13, 15, 7.

REPORTED SPEECH

Direct speech – Indirect speech (If the reporting speech Reported speech)

Quoting actual words of the speaker – Direct speech

Reporting without quoting the exact words – Indirect speech

Reported speech is essential in Technical. Writing to write Report

writing Direct speech – Use inverted commas “ ”

In. speech – Write grammatical / other changes.

There are four types of conversions while changing from Direct to

Indirect Statement

(eg) Babu said, “ I am 12 years old”

Babu said that he was 12 years old.

Rules

Conjunction ‘that’ – added

Tense change – present past

I He

Eg. Mala said to Rani, “This is my new

car”. Mala told Rani that that was her new

car. Rules

Conj 'that' added

Tense change – present past

This that

My her

Said to told

Exception

For some universal or habitual actions / facts, the reported speech remains unchanged.

(eg) The teacher said, "The sun rises in the East"

The teacher said that the sun rises in the east.

Rules

Conj – that added

No change in tense

Interrogatives or questions :

Non verbal (asked, enquired, demanded)

Rule: 'Wh' questions take no conjunction

Ramya said to Uma, "Where is your house?"

Ramya asked Uma where her house was.

Rules

Said to asked

Your her

Is was

Removal of inverted commas and question mark

b) Priya said to Praveen, “How did you operate the device?”

Priya asked Praveen how he had operated the device.

Rules

Said to asked (Did +

operate) Operated had

operated Remove I.C.

& Qn.

(ii) Verbal (Questions starting with

verbs) Rule

Conj if / whether added

Raja said to Satheesh, “Are you waiting here for the

doctor?” Raja asked Satheesh if he was waiting there for the

doctor Rules

You he

Said to asked

Conj if added

Are waiting was waiting

Here there

b) Remi said to Beni, “Have you met my friend now?”

Remi asked Beni whether he had met her friend then.

Rules

Said to asked

Conj whether added

You he

Have met had met

My her

Now then

3. Imperatives or commands / requests

Keys : requested, advised, ordered, commanded, threatened, asked,

Negative: Don't not to

Conjunction “to”

The mother said to her son, “Don't go near the well”.

The mother advised her son not to go near the well.

b) The student said to the teacher, “Please repeat the lesson sir”.

The student requested his teacher to repeat the lesson.

Rules : Said to Advised

Said to requested

Remove please

Use ‘to’ conj

c) The thief said to the lady, “Give your jewels or I will kill you”.

The thief threatened the lady to give her jewels or he would kill

her Rules

Conj to

Said to threatened

You her

I he Your

her

Will kill would kill

d) The principal said to the students, ‘ Attend the class at 9.A.M. tomorrow”.

The principal ordered the students to attend the class at 9 A.M. the next day.

Rules

Said to ordered

Conj to

Tomorrow the next day

Exclamations and wishes

Keys for introductory verb: exclaimed, declared, wished, blessed, Omit the interjections like

Alas, Hurrah, oh, well, Ah

Conj – that

He said, “Alas! I have lost my purse”

He exclaimed / shouted sadly that he had lost his purse.

Rules

Said Exclaimed

Have lost had lost

Conj that

Remove Alas

WRITING RECOMMENDATIONS

Students must practice to write recommendations for a given situation while writing recommendations, we have to follow some key words. They are

Should be

Must be

Need to be

Ought to be

Have to be

It is necessary

Must

Should

Recommendations to be followed to save water.

- A system for redistribution of water from more plentiful areas to less plentiful areas should be followed.
- Desalination of seawater must be adopted to save large amount of water conservation of water ought to be done in the necessary areas to avoid shortage of water.
- To proceed this, the existing supplies have to be saved promptly. Construction of better storage facility like tanks, barrels need to be done.
- It is necessary to prevent the seepage (leakage) in storing areas. We must reduce the amount of water running of the fields.
- People need to be encouraged to use water economically in their homes, so that water can be saved from being wasted.
- Apart from this, Dams, lakes and reservoirs should be constructed.
- People ought to reuse the wastewater by pouring it to the plants and trees.

- Rain water Harvesting must be done by each and every citizen of the country.
- Enough number of wells can be dug in the places where water is sufficient

QUESTIONS FOR PRACTISE

Exercise: 1. Give a set of eight recommendations to be followed by a driver for preventing road accidents.

2. Give a set of eight recommendations to be followed by pedestrians.

Exercise:

Rewrite the following into should statements:

1. Get in or out of the bus only when it comes to a complete halt.
2. Don't run after a bus, which has already left the stop.
3. Get ready to alight before your stop arrives.
4. Never board or get out of the bus t intersections.
5. Always form a queue for getting into the bus leaving way for people to get down.
6. Look out for vehicles coming from behind while getting down.
7. Don't keep your elbow or head out of the window.
8. Don't lean out of the bus to wave. You could hit a pole.
9. Walk on the pavement
10. Keep to the extreme left of the road.

1. Convert the following into indirect speech/reported speech

1. Direct :” He said to his friend, “It is raining now”.
2. Direct: Kumar said to Raju, “I went to Chennai Yesterday”.
3. Direct: Ramya said to Rani ,:”Where is your house?”
4. Direct: Suman said to Sanjeev, “How did you operate the device”?.
5. Direct: Ramesh said to Kamalesh. “Are you waiting here for the lab technician?”
6. Direct: The customer said to the mechanic,” Is my car ready now?”
7. Direct: The principal said to the students, ”Attend the class at 9.00 am tomorrow”.
8. Direct The student said to his teacher,” Please, repeat the lesion, Sir”.

9. Direct: The mother said to her son, "Don't go near the well".
10. Direct: He said, "Alas! I have lost my purse".
11. Direct: The captain said, "Hurrah, we have won the match".

TEXT / REFERENCE BOOKS

1. Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai.
2. Sen S, Mahendraetal. (2015) Communication and Language Skills. Foundation books. Chennai.

UNIT – V – COMMUNICATIVE ENGLISH II– SHS1210

UNIT V

Reading to identify factual and inferential information

Inference based questions are frequently asked in critical reasoning as well as reading comprehensions. It is essential to use the right strategy to tackle such questions. Before discussing the strategy, let's understand the basics.

What is an Inference?

It is a conclusion drawn on the basis of given facts. It is also an ability of a reader or listener to read in between the lines. Inference is always with respect to listener/reader and more than one inference can be drawn on the basis of a given fact. Deriving inferences in reading requires you to grasp the meaning of a passage without being given all the information. Using clues, the author gives information about the plot, characters, setting and time period. The readers have to take the *clues* and draw conclusions on the basis of the information given.

Most inference questions require an inference not of the kind we typically make in our daily lives. The inferences must be based solely on the passage.

Let us try to understand it by an example:

Fact: Anil has started devoting 15 hrs to study seriously for BPO.

Now what can be said about 'Anil'? These could be as follows:

- Anil is a hard working person.
- Anil is likely to crack BPO.
- Anil is much focused, determined and has lots of patience etc.

All the above three conclusions drawn, on the basis of a given fact, are *inferences*. So more than one inference can be drawn on the basis of given fact.

Inference Questions

Inference based questions are mostly asked in the following format:

- A. The question stem has a word/phrase with infer, imply, or suggests
- B. Most likely, the passage is a part of . . .
- C. The writer would probably agree (or disagree) with which statement?
- D. The piece most likely appeared in . . .
- E. The author implies that the best way to check crime would be . . .
- F. Which one would the author quote as an example of liberalization as described here?

Strategy to approach Inference questions

1. Tackle the Passage

Read the passage thoroughly. Skip the details, focus on the main ideas. Understand the connections among the paragraphs, especially with the main idea. Finally, determine the purpose of writing, and the author's opinion.

2. Rephrasal

Rephrasing the question in your own words forces you to grasp what it asks. Note the line location, concepts and words like except, but and not as they are crucial to the answer.

3. Choices

Read the choices to see which one the passage supports. Usually, the correct answer is based on the information in two/three sentences.

4. Elimination

Eliminate the obviously wrong choices as it makes easier to find the right answer. It's best not to anticipate an answer in these cases. Simply evaluate the answer choices given.

Examples of Inferential questions

Read the given facts/passage and answer the question that follows:

1. .People are always less happy to accept scientific data they feel contradicts their preconceived beliefs. No surprise here; no human likes to be wrong. But science isn't supposed to care about preconceived notions. Science, at least good science, tells us about the world as it is, and not as some wish it to be. Sometimes what science finds is consistent with a particular religion's wishes. But usually it is not.

Question: What can be inferred about good science? Select from the given options.

1. A good science is well received by the educated people.
2. A good science is based on concrete results obtained through testing the hypothesis.
3. A good science and religion are same.
4. A good science will always prove the general populace wrong.

Solution: Answer to the above question is option 2 and this can be drawn on the basis of the line "But science isn't supposed to care about preconceived notions. Science, at least good science, tells us about the world as it is and not as some wish it to be".

Option 1 is wrong as there is no relevant point in the passage to draw this conclusion.

Option 3 is too farfetched and it may not be always true for science and religion to be same.

Option 4 is wrong as there is no fact in the passage to support this option.

2. The Beirut Law School was a centre for the study of Roman law in ancient days in Beirut. It thrived under the patronage of Roman emperors and was the Roman Empire's pre-eminent centre of law until 551 AD. The Roman law schools had repositories of imperial constitutions and formalized the study and practice of law to relieve the busy imperial courts. The archiving of imperial constitutions eased the task of judges in referring to legal precedents.

Question: What can be inferred from the passage?

Solution: *Here are two inferences:* one based solely on the passage and the other based on the passage and your own knowledge.

A. The Beirut Law School as a repository for imperial constitutions and as a centre of law allowed Roman judges to speed up the cases in imperial courts.

B. With the destruction of the Beirut Law School and no imperial constitutions and formalized laws, the administration of law and justice in Roman Empire suffered.

Statement A: Statement A is supported by the passage as it reveals that the law schools were “to relieve the busy imperial courts.” It says nothing far removed from this idea.

Statement B: Statement B, however, goes far away from it. Though logically, the destruction of the law school would hamper the administration of justice, the passage does not even hint at it. Therefore, we always choose an inference close to the passage.

MODAL VERBS

Modal and Modal Phrases (Semi-Modals)

A modal is a type of **auxiliary (helping) verb** that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

1. Can/could/be able to
2. May/might
3. Shall/should
4. Must/have to
5. Will/would

Can, Could, Be Able To

Can, could and be able to are used to express a variety of ideas in English:

Ability/Lack of Ability

Present and Future:

can/can't + base form of the verb

1. Tom **can write** poetry very well.
2. I **can help** you with that next week.
3. Lisa **can't speak** French.

am / is / are / will be + able to + base form of the verb

am not/ isn't / aren't/ won't be + able to + base form of the verb

1. Mike **is able to solve** complicated math equations
2. The support team **will be able to help** you in about ten minutes.
3. I **won't be able to visit** you next summer.

Past:

could / couldn't + base form of the verb

1. When I was a child I **could climb** trees.

was / were + able to + base form of the verb

wasn't / weren't + able to + base form of the verb

hasn't / haven't + been able to + base form of the verb

1. I **wasn't able to visit** her in the hospital.
2. He **hasn't been able to get in touch** with the client yet.

Note: Can and could do not take an infinitive (to verb) and do not take the future auxiliary will.

- Incorrect: I can to help you this afternoon.
- Correct: I **can help** you this afternoon.
- Correct: I **will (I'll) be able to help** you this afternoon.

Possibility / Impossibility

can / can't + base form of the verb

1. You can catch that train at 10:43.
2. He can't see you right now. He's in surgery.

could + base form of the verb

1. I **could fly** via Amsterdam if I leave the day before.

Ask Permission / Give Permission

Can + Subject + base form of the verb (informal)

1. **Can you lend** me ten dollars?

Can + base form of the verb (informal)

1. You **can borrow** my car.

Could + subject + base form of the verb (polite)

1. **Could I have** your number?
2. **Could I talk** to your supervisor please?

Make a suggestion – To make a suggestion use:

Could + base form of the verb (informal)

1. You **could take** the tour of the castle tomorrow.

May, Might

Formal Permission / Formal Prohibition

may / may not + base form of the verb

1. You **may start** your exam now.
2. You **may not wear** sandals to work.

Polite Request

May + subject + base form of the verb

1. **May I help** you?

Possibility / Negative Possibility

may/ might + base form of the verb

1. We **may go out** for dinner tonight. Do you want to join us?
2. Our company **might get** the order if the client agrees to the price.

may not / might not + base form of the verb

1. Adam and Sue **may not buy** that house. It's very expensive.
2. They **might not buy** a house at all.

To Make a Suggestion (when there is no better alternative)

may as well / might as well + base form of the verb

1. You **may as well come** inside. John will be home soon.
2. We **might as well take** Friday off. There's no work to be done anyway.

Polite Suggestion

might + base form of the verb

1. You **might like to try** the salmon fillet. It's our special today.

Shall, Should, Ought to

To Offer of Assistance or Polite Suggestion (When you are quite sure of a positive answer)

Shall + subject + base form of the verb

1. **Shall we go** for a walk?

Note: Shall is only used with I or we. It is used instead of will only in formal English.

To Offer of Assistance or Polite Suggestion (When you are not sure of a positive answer)

Should + subject + base form of the verb

1. **Should I call** a doctor?

A Prediction or Expectation that Something Will Happen

should/shouldn't + base form of the verb

1. The proposal **should be finished** on time.
2. I **shouldn't be late**. The train usually arrives on time.

To Give Advice

should / ought to + base form of the verb

1. You **should check** that document before you send it out.
2. You **ought to have** your car serviced before the winter.

To Give Advice (about something you think wrong or unacceptable)

shouldn't + base form of the verb

1. James **shouldn't teach** him words like those.

Must, Have to, Need to, Don't have to, Needn't

Necessity or Requirement

Present and Future:

must / have to / need to + base form of the verb

1. You **must have** a passport to cross the border.
2. Elisabeth **has to apply** for her visa by March 10th.
3. I **need to drop by** his room to pick up a book.

Past:

had to / needed to + base form of the verb

1. I **had to work** late last night.
2. I **needed to drink** a few cups of coffee in order to stay awake.

Note: have to and need to are often used in the same context, but many times, need to is used to express something that is less urgent, something in which you have a choice.

Almost 100% Certain

must + base form of the verb

1. Thomas has lived in Paris for years. His French **must** be very good.

To Persuade

must / have to + base form of the verb

1. You **must try** this wine. It's excellent.
2. You **have to** visit us while you're in town.

Prohibited or Forbidden

must not / mustn't + base form of the verb

1. You **must not drive** over the speed limit.
2. You **mustn't leave** medicines where children can get to them.

Lack of Necessity

don't / doesn't / didn't + have to + base form of the verb

1. You **don't have to park** the car. The hotel valet will do it for you.
2. Tim **doesn't have to go** to school today. It's a holiday.
3. You **didn't have to shout**. Everyone could hear you.

needn't + base form of the verb

1. You **needn't worry** about me. I'll be fine.

Exercises: Must, Have to, Need to, Don't Have to, Needn't

Fill in the blanks with one of these modals:

must, must not, have to, has to, don't have to, doesn't have to, needn't as in the examples.

There may be more than one correct answer.

1. Shira doesn't have to drive to the airport. She's going by taxi.
2. You must speak politely to the customers.
1. You _____ tell Anna about the party tomorrow night. It's a surprise! (must not, need to, doesn't have to)
2. Tina _____ register for her classes on Monday, otherwise she won't get a place in them. (doesn't have to, mustn't, has to)
3. You _____ send that fax. I've already sent it. (must, will have to, don't have to)

4. A dog _____ get special training in order to be a guide dog. (must, need to, don't have to)
5. Jeremy _____ get up early tomorrow. His class was cancelled. (mustn't, doesn't have to, don't need to)

Answers:

1. must not
2. has to
3. don't have to
4. must
5. doesn't have to

Modals: Will / Would

will / won't + base form of the verb

1. John **will** pick you up at 7:00am.
2. Beth **won't** be happy with the results of the exam.

Polite Request or Statement

Will / Would + base form of the verb

1. **Will** you please **take** the trash out?
2. **Would** you **mind** if I sat here?
3. **I'd (I would)** **like** to sign up for your workshop.

Habitual Past Action

Would/Wouldn't + base form of the verb

1. When I was a child, I **would** **spend** hours playing with my train set.
2. Peter **wouldn't** **eat** broccoli when he was a kid. He loves it now.

PLURAL NOUNS

Rules and Examples

Most singular nouns are made plural by simply putting an -s at the end. There are many different rules regarding pluralization depending on what letter a noun ends in. Irregular nouns do not follow plural noun rules, so they must be memorized or looked up in the dictionary.

Plural Noun Rules

There are many plural noun rules, and because we use nouns so frequently when writing, it's important to know all of them! The correct spelling of plurals usually depends on what letter the singular noun ends in.

1. To make regular nouns plural, add -s to the end.

cat – cats

house – houses

2. If the singular noun ends in -s, -ss, -sh, -ch, -x, or -z, add -es to the end to make it plural.

truss – trusses

bus – buses

marsh – marshes

lunch – lunches

tax – taxes

blitz – blitzes

3. In some cases, singular nouns ending in -s or -z, require that you double the -s or -z prior to adding the -es for pluralization.

fez – fezzes

gas – gasses

4. If the noun ends with -f or -fe, the f is often changed to -v before adding the -s to form the plural version.

wife – wives

wolf – wolves

Exceptions:

roof – roofs

belief – beliefs

chef – chefs

chief – chiefs

5.If a singular noun ends in -y and the letter before the -y is a consonant, change the ending to -ies to make the noun plural.

city – cities

puppy – puppies

6.If the singular noun ends in -y and the letter before the -y is a vowel, simply add an -s to make it plural.

ray – rays

boy – boys

7.If the singular noun ends in -o, add -es to make it plural.

potato – potatoes

tomato – tomatoes

Exceptions:

photo – photos

piano – pianos

halo – halos

With the unique word volcano, you can apply the standard pluralization for words that end in -o or not. It's your choice! Both of the following are correct: volcanoes volcanos

8.If the singular noun ends in -us, the plural ending is frequently -i.

cactus – cacti

focus – foci

9.If the singular noun ends in -is, the plural ending is -es.

analysis – analyses

ellipsis – ellipses

10.If the singular noun ends in -on, the plural ending is -a.

phenomenon – phenomena

criterion – criteria

11.Some nouns don't change at all when they're pluralized.

sheep – sheep

series – series

species – species

deer –deer

You need to see these nouns in context to identify them as singular or plural. Consider the following sentence:

Mark caught one **fish**,but I caught three **fish**.

Plural Noun Rules for Irregular Nouns

Irregular nouns follow no specific rules, so it's best to memorize these or look up the proper pluralization in the dictionary.

child – children

goose – geese

man – men

woman – women

tooth – teeth

foot – feet

mouse – mice

person – people

spelling: plurals of foreign nouns

Many nouns that have come into English from other languages continue to form their plurals according to the rules for pluralization in the source language. However, some have an English

plural form in addition to, or instead of, the foreign form. In some cases, the different plural forms have different meanings or uses.

Note the following singular and plural forms.

Nouns ending in -a

- alumna: alumnae
- antenna: antennae (*feelers*) **or** antennas (*aerials*)
- formula: formulas **or** formulae

Nouns ending in -eau

- bureau: bureaus (*British*: bureaux)
- plateau: plateaus or plateaux

Nouns ending in -ex or -ix

- appendix: appendixes **or** appendices
- index: indexes (*of a book*) **or** indices (*in mathematics, statistics*)
- matrix: matrices

Nouns ending in -is

- analysis: analyses
- basis: bases
- crisis: crises
- ellipsis: ellipses
- hypothesis: hypotheses
- parenthesis: parentheses

Nouns ending in *-on*

- criterion: criteria
- phenomenon: phenomena

Nouns ending in *-um*

- addendum: addenda
- bacterium: bacteria
- erratum: errata
- medium: mediums **or** media (*check dictionary for plural form to use in a given context*)
- memorandum: memorandums **or** memoranda
- symposium: symposiums **or** symposia

Nouns ending in *-us*

- alumnus: alumni
- bus: buses
- census: censuses
- focus: focuses **or** foci (***not** focusses, which is a verb form*)
- nucleus: nuclei
- surplus: surpluses

An Avenger by Anton Chekhov

http://www.online-literature.com/anton_chekhov/1234/

In *An Avenger* by Anton Chekhov we have the theme of infidelity, trust, revenge, shame and pride. The story is narrated in the third person by an unnamed narrator and from the beginning of the story it becomes clear to the reader that Chekhov may be exploring the theme of infidelity. Sigaev's wife has been unfaithful to him. Hence his visit to the gun shop. Sigaev wants to exact revenge on both his wife and his wife's lover. However it is also noticeable that at times he also considers killing himself after he has killed his wife and her lover. This may be important as Sigaev appears to be looking for sympathy from others when it comes to killing himself. He wants to let others know that he is the offended party. That he himself has done nothing wrong and that the onus of responsibility lies with his wife and her lover. They are the guilty parties and their tryst or romantic engagements have driven him to the point of madness. Which killing himself, his wife and his lover would be. It would be insanity for Sigaev to kill himself or his wife or her lover over the fact that his wife has been unfaithful. Something that becomes clearer to Sigaev towards the end of the story when he decides that the proper course of action is to divorce and shame his wife.

Though Chekhov gives no background as to why Sigaev's wife might have been unfaithful it is clear that Sigaev cannot trust his wife. What is also interesting is the fact that Chekhov also gives no background into Sigaev. The reader is left to take his word on everything. Only his feelings are felt throughout the story. Though it is clear his pride is wounded the reader never knows if Sigaev's potential actions are justified. We do not know how Sigaev has treated his wife. Which leaves the reader wondering is it possible that Sigaev's wife's actions were triggered by the fact she feels as though she is in an unhappy marriage. The reader never knows. As Chekhov throughout the story is focused on Sigaev's feelings about what has happened. Sigaev also

appears to be more interested in how he will be perceived should he kill himself. Will he be viewed upon as the wounded party? Shaming his wife and her lover.

It might also be important that Chekhov affords Sigaev the opportunity to think things through. He may not necessarily be acting on impulse. Something that is clearer by the fact that he decides upon divorce rather than the action of killing himself, his wife and her lover. By not acting on impulse Sigaev is able to think clearly about the course of action he will take. At the end of the day he wishes to be seen by society as the one who has been offended. That is utmost in Sigaev's mind. The outrage that Sigaev feels at the beginning of the story also seems to lessen as the story progresses. It as though Sigaev longs to make a decision that will not only ensure he is viewed upon sympathetically by society but that he will also come out on top. It is as though he can't let go of what has happened. Though any man or woman may have difficulty letting go of their spouse's infidelity. If anything Sigaev is a proud man. Rather than discussing what has happened to him with his wife and seeking some form of reconciliation. He appears to have a knee jerk reaction. Hence his thoughts about purchasing a pistol.

Sigaev's indecision about which pistol to purchase not only buys him some time to think a little more clearly but his indecision also mirrors the course of action that Sigaev intends to take. From going from killing himself, his wife and her lover. Sigaev takes the more sensible approach and decides upon divorce. Affording himself the opportunity to be viewed upon sympathetically by others. It is as though Sigaev's only real complaint is the fact that his pride is wounded. Though it is inappropriate to conduct a relationship with another person's wife or husband. Sigaev does not at any stage in the story think that he might be at fault and it is also difficult for the reader to suggest that Sigaev is at fault. As mentioned Chekhov gives no background to Sigaev's relationship with his wife. The entire story is focused upon how Sigaev feels and the importance of him being seen in a good light. Sigaev does not appear to mourn the fact that his wife has been unfaithful. Rather revenge is more important to Sigaev. Making his wife and her lover feel as he is feeling. As though this will solve the problem for Sigaev. In reality Sigaev should probably follow the course of action he decides upon at the end of the story (divorce). However he still

longs to be viewed upon as the injured or wounded party. Though again it is difficult not to view Sigaev in any other light considering that Chekhov only gives the reader limited information.

Imaginative Writing

1. What do you think the best part of being a grown-up will be?
2. Do you believe in magic? Why or why not?
3. What kinds of behaviors would be on exhibit in a people zoo?
4. Find a photograph, and then write the story of what you think is really going on in the image.
5. Would you rather be a famous movie star, a politician, or an athlete? Why?
6. Write a story about an adventurous field trip to the moon.
7. If trees could talk, what sorts of things would they have to say?
8. Do you believe in aliens? Why or why not?
9. Write a sequel to your favorite fairy tale.
10. If today were opposite day, what things would you have done differently so far?

Reading Comprehension Passages

Passage 1:

People do not always do the things we want them to do. No matter how reasonable or minimal our expectations may be, there are times when we are let down. Naturally, we feel upset and hurt when our expectations are not met. We dread confrontations because they are unpleasant and can damage relationships. Yet not confronting a person does not solve the problem because unresolved issues also affect relationships in an adverse way. Actually, the real problem lies in our style of confrontation, not in the issue. Typically, we use character-based confrontation.

They help in venting our anger and hurt, but that is the only thing they do. They lead to angry show-downs and bring all discussions to a grinding halt.

It is important to remember that self-image is the most important possession of all human beings. It is the way we view and regard ourselves in our own eyes and in the eyes of others. As self-conscious beings, we are acutely aware of our image and constantly work towards protecting it from any damage. We also seek approval from others about our own self-image. We feel distraught if we sense that there is even a slight threat to our self image, because our character is the essence of our lives.

To ensure a rational dialogue over dashed expectations, we need to deploy issue based confrontations. They involve an explanation of which actions have bothered us, in what manner and what changes we would like from the other person.

Questions - true or false

Q 1 Confrontations damage our self-image

Q 2 Not confronting an issue helps in solving the problem

Q 2 Approval from others for our own self-image is not necessary

Q 4 Issue - based confrontations are an easier way out

Answers -

A 1 True- confrontations tarnish our self image.

A 2 False - Confrontations are important, they help in resolving issues

A 3 False - We seek self-approval for our own self-image

A 4 True- such confrontations ensure rational discussion

Passage 2:

Care should be taken when submitting manuscripts to book publishers. A suitable publisher should be chosen, by a study of his list of publications or an examination in the bookshops of the type of books in which he specializes. It is a waste of time and money to send the typescript of a novel to a publisher who publishes no fiction, or poetry to one who publishes no verse, though all too often this is done. A preliminary letter is appreciated by most publishers, and this should outline the nature and extent of the typescript and enquire whether the publisher would be prepared to read it (writers have been known to send out such letters of enquiry in duplicated form, an approach not calculated to stimulate a publisher's interest). It is desirable to enclose the cost of return postage when submitting the typescript and finally it must be understood that although every reasonable care is taken of material in the Publishers' possession, responsibility cannot be accepted for any loss or damage thereto.

Authors are strongly advised not to pay for the publication of their work. If a MS. Is worth publishing, a reputable publisher will undertake its publication at his own expense, except possibly for works of an academic nature. In this connection attention is called to the paragraphs on Self-publishing and vanity publishing, at the end of this section.

Q.1. In view of the writer –

- 1.a) The publisher will stick to his line of publication only.
- 2.b) The publisher who does not publish the other books, may not understand the ingredients and pattern of publication.
- 3.c) Publisher will not devote time to the Editing and reading the material which is not of its line of publication.
- 4.d) Any publisher, not publishing the stuff of other type will not be able to do justice with the manuscript.

Q.2. As per the passage

- 1.a) Introductory letter, as it helps in publication, must be invariably sent.
- 2.b) The letters must have the contents in detail, to make the publisher read the same while devoting sufficient time.
- 3.c) A well worded & concise letter must be sent with manuscript to enable the publisher to have a glimpse of the manuscript.
- 4.d) More than one copy of the Preliminary/introductory letter must be submitted.

Q.3. According to the writer

- 1.a) Paying for the publication expenses will help in publication of the manuscript.
- 2.b) Although the publisher would pay for the return expenses, no publication expenses will be borne by the publisher.
- 3.c) Reputed publisher would publish the manuscript on its own expenses.
- 4.d) Good publishers sometimes defer the publication according to the demand.

Q.4. Give the suitable Central idea of the passage

- 1.a) Manuscripts when sent for publication must have preliminary letter in more than one copy with cost of publication.
- 2.b) Manuscripts must be submitted to reputed publisher, who publishes the material of that kind with a brief letter and cost of return expenses.

3.c) The manuscripts before submission, must be personally discussed with the publishers, alongwith a letter and making it clear with him that only a part of publication expenses will be borne by the writer.

4.d) While submitting the manuscripts for publication, all the details are to be made abundantly clear with the publisher in writing alongwith the share of expenses. Any reputed publisher can be selected who may publish the manuscript.

Answers

Question	1	2	3	4
Answer	4(d)	3(c)	3(c)	2(b)

Passage 3:

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

Q.1. Marie had a bright mind and a personality.

- (A) Strong (B) lighthearted (C) Humorous (D) Strange

Q.2. When she learned that she could not attend the university in Warsaw, she felt .

- (A) Hopeless (B) Annoyed (C) Depressed (D) Worried

Q.3. Marie by leaving Poland and travelling to France to enter the Sorbonne.

- (A) Challenged authority (B) Showed intelligence
(C) Behaved (D) Was distressed

Q.4 _____ she remembered their joy together.

- (A) Dejectedly (B) Worried (C) Tearfully (D) Happily

Q.5 Her began to fade when she returned to the Sorbonne to succeed her husband.

- (A) Misfortune (B) Anger (C) Wretchedness (D) Disappointmen

Q.6 Even though she became fatally ill from working with radium, Marie Curie was never

==.

(A) Troubled (B) Worried (C) Disappointed (D) Sorrowful

Answers:

Question	1	2	3	4	5	6
Answer	(B)	(B)	(A)	(A)	(C)	(C)

Exercises: Can, Could, Be able to

Fill in the correct form of can, could or be able to as in the examples.

1. Ben could not help his little brother with his homework yesterday.
2. Can I call you later tonight?
1. _____ Tony run long distances when he was a boy?
2. _____ you please call a tow truck for me? My car broke down. (polite)
3. The students _____ to buy their textbooks today. The bookstore is all out of them.
4. _____ you teach me how to fix my computer? You're so good at it.
5. _____ you _____ reach the customer if you call him at 4:00 his time?

Answers:

1. Could
2. Could
3. aren't able
4. Can
5. Will/be able to

Exercises: May / Might

Fill in the correct form of may or might as in the example.

1. May I sit here?
1. They _____ finish the project on time. The main engineer is ill.
2. You _____ want to stop by the museum gift shop on your way out. _____ I have your autograph?
3. He _____ visit the Louvre. He's in Paris anyway.
4. You _____ park your car here. It's reserved for guests of the hotel only.

Answers:

1. might not
2. might
3. May
4. may as well
5. may not

Exercises: Should, Shouldn't, Ought To

Fill in should, shouldn't or ought in the following sentences as in the example.

1. He shouldn't encourage such bad behavior.
1. You _____ get your teeth cleaned at least once a year.
2. The house _____ be ready to move into by next month. It's almost finished.
3. Ron _____ to improve his attitude. If he doesn't, he might get fired.
4. _____ I get your jacket? It's cold in here.
5. You _____ put your feet on the table. It's not polite.

Answers:

1. should
2. should
3. ought
4. shall
5. shouldn't

Exercises: will, would

Fill in the blanks with one of the following words: will, won't, would, wouldn't.

1. Will you please help me lift this box?
1. I _____ like to order the onion soup please.
2. The manager _____ be pleased to hear that a customer slipped on the wet floor.
3. _____ it be okay if I slept here tonight?
4. When Igor lived in Russia, he _____ call his mother as often as he does now.
5. I can assure you sir, the order _____ be shipped out tonight.

Answers:

1. would
2. won't
3. would
4. wouldn't
5. will

Exercises – All Modals

Fill in the blanks with the correct form of the following modals:

can, could, be able to, may, might, shall, should, must, have to, don't have to, need to

– You may have to make the modals negative according to the context of the sentence.

– There may be more than one possibility.

1. He **has to** take his car to be serviced. The brakes are squeaking.
2. **Would** you please save me a seat at the dinner event.
1. If you are sick, you _____ go to work. You'll infect everyone there.
2. Drivers _____ stop at red lights.
3. You _____ finish the proposal today. You can finish it tomorrow.
4. She _____ hear much better with her new hearing aids.
5. _____ I order us a bottle of wine?
6. Sam _____ pick his daughter up from school. She's taking the bus home.
7. You _____ smoke here. It's a smoke-free building.

8. You _____ eat so many sweets. They are bad for you.
9. _____ you mind walking a little faster? We're going to be late.
10. I'm sorry. I _____ help you. I don't know how to do it.

Answers:

1. shouldn't
2. must
3. don't have to
4. can
5. shall
6. needn't
7. mustn't
8. shouldn't
9. would
10. can't

TEXT / REFERENCE BOOKS

1. Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai.
2. Sen S, Mahendraetal. (2015) Communication and Language Skills. Foundation books. Chennai.