

UNIT-1

WIT AND HUMOUR

A TEA PARTY

About the Author:

Ruth Praver Jhabvala, (7 May 1927 – 3 April 2013) was a German-born British and American Booker prize winning novelist, short story writer and two-time Academy Award-winning screen writer. Jhabvala wrote a dozen novels, 23 screen plays and eight collections of short stories. She is the only person to have won both a 'Booker Prize and an Oscar'. Jhabvala lived in India for 24 years from 1951. Jhabvala moved to New York in 1975 and lived there until her death in 2013, becoming a naturalized citizen of the United States in 1986.

Introduction:

Humour is the quality that makes someone or something amusing or funny and wit is the ability to use words in a clever and amusing way. In this excerpt, it is described how often an ordinary situation becomes so comic that brings uncontrollable laughter. This story is based on such a situation from the novel "The House Holder" by Ruth Praver Jhabvala.

1Q. What is the situation on which the simple, humorous story is based?

A: The story is based on a simple situation where Mr. Khanna invited his faculty members for a tea party at his college. All the members of faculty and their wives are gathered upstairs in Mr. Khanna's living room. Young couple, Prem and Indu also was invited by Mr. Khanna into the room. However, it is a social gathering for a tea party

2Q. How do Indu and Prem get ready for the tea party, and how do they walk to the college?

A: In this story, young couple, Prem and Indu was invited to Mr. Khanna's tea party. Indu was very happy to go, so she spent a long time dressing herself. She wore one of her best saris and red shoes which had high platform soles. She also put on her jewelry, liberally oiled her hair and wound it round with a fresh chain of jasmine, applied red mark on her forehead and finally a little lipstick on her lips. All these gave her an opulent effect. Prem was wearing his best shirt and trousers, and felt proud as they walked together to the college. They were obviously two people dressed up in their best clothes.

3Q. How do woman at the tea party behave?

A: In Mr. Khanna's living room, members of the staff and their wives all dressed up in their best. They were seated in prearranged circles of chairs. Mr. Khanna was standing in the center and there was a polite titter of laughter in response. The ladies remain unmoved to the remarks of Mr. Chaddha. They were all seated together in one half of the circle. They held themselves very stiff and looked very much aware both of their new shining clothes, and of the opulent surroundings. Only Mrs. Khanna was at ease, in clothes more gorgeous than anyone else's. While serving dishes, the ladies were at first so shy that they simply passed them on without taking anything and they still sat there holding their empty crockery plates.

4Q. Just as the evening seems to be going well, what is the shock that Prem gets?

A: All the guests stared into space and chewed as delicately as they could. In due course, dishes of fritters, samosas and sweetmeats were served. When everyone had eaten the correct amount, the servant went around collecting the plates. Prem wiped his lips with his handkerchief and looked at Indu. She still had her plate with more sweetmeats on it. And she was eating them with the same concentration and relish. He felt very uneasy. His eyes stole round to Indu again. She was eating sweetmeat rather in a predatory manner and licking her fingers. When servant came to collect the plate of Indu, she had quickly taken two more large sweetmeats and pushing a crumbly laddoo into her mouth. She was continually biting, chewing, flicking crumbs from her lips with her tongue. In spite of his instructions, she behaved in an odd manner in the party. This made Prem shocked at Indu's behavior.

5Q. Does Prem make any attempt to save the situation?

A: Yes, Prem tried to save the situation. Prem didn't blame Indu for her behavior because he had heard that pregnant women have strange and uncontrollable desires. But he was terrified that others who did not know of this would notice. He wanted to give her a sign to stop her but she was sitting too far away and too engrossed to meet his eye. She seemed in a trance of enjoyment. Prem thought more about how he would like to explain the situation to Mrs. Kanna. He wanted to make her understand that Indu's odd behavior was due to natural causes. In this way he tried to save the situation.

6Q. What is the purpose of Mr. Chaddha's talk?

A: Mr. Chaddha was an extrovert who greatly contributed to the conversation in the tea party. When Mr. Khanna said that it was very pleasant to have the ladies at the tea party, Mr. Chaddha also went a little forward and said that the society of ladies had a softening effect. In support of Mr. Khanna's observation

Mr. Chadda said that it was like the heroes of old taking a break in their battles to have their wounds dressed by their wives and be comforted. Then he said that the staffs were grateful to the host and hostess for the party and pleasant social gathering. He added that gatherings like this would promote goodwill and fellowship among the staff. He further observed that to develop comradeship ease and leisure were necessary. He insisted that comradeship should be fostered among the staff. Then he held up his hand and affectionately declared that there was nothing more beautiful than friendship.

7Q. Does the story make you laugh at Indu or sympathise with her? Explain.

A: The story made us both laugh at and sympathize with Indu. In the situations like, when Indu was getting ready for the tea party, the way she was decorating herself standing in front of the mirror spending much time, applying lipstick, wearing special clothes and in the tea party when she was licking her fingers and eating more sweetmeats by craning her neck like a camel and making some kind sounds while chewing made us to laugh at Indu. At the same time, when everybody had handed over their plates to the servant, Indu still had the plate in her hand and eating the sweetmeats. At this moment she lost to her surroundings. When Mrs. Khanna pointed at Indu and said the servant to collect the plate from Indu, she looked into the disapproving face of Mrs. Khanna. This made use to sympathize with Indu. When she was continually biting, chewing, flicking crumbs from her lips with her tongue also made us to feel sympathize with Indu some times.

8Q. What makes the ending of the story both funny and a little sad?

A: When everyone had eaten the correct amount, the servant went around collecting the plates. Prem wiped his lips with his handkerchief and when he saw that she still had her plate with more sweetmeats on it. She was eating with the same concentration and relish. He felt very uneasy. His eyes stole round to Indu again. She was eating sweetmeat rather in a predatory manner and licking her fingers. When servant came to collect the plate of Indu, she had quickly taken two more large sweetmeats and pushing a crumbly laddoo into her mouth. She was continually biting, chewing, flicking crumbs from her lips with her tongue. The way she took the sweetmeats, pushing them into her mouth and the way she makes sounds during chewing makes the story funny. When Mr. Khanna said that the tea party was over, Prem did not want it to be over. He wished desperately to make some contribution to the conversation and show everyone that he was intelligent and deep-thinking young man. But the guests were already leaving. Prem wanted to call out 'stop'. He wanted to attract them by some means. But did not have the courage to call out and besides he could not really think of anything striking to say. So the ending of the story is both funny and little sad.

Vocabulary

1. HOMONYMS:

A homonym are a group of words that have the same spelling and pronunciation but different meanings according to the context. Ex: sign-sign, bank-bank, cricket-cricket.

EXERCISE-B (key)

For each of the sentences write another one using a homonym of the word in bold.

- a. Jaya has a **fair** complexion.
- b. One must be **plain** in one's dealings.
- c. Most of the people write with their **right** hand.
- d. She had **bore** the pain for a long time.
- e. Ravi is **poor** in maths.
- f. Our **principal** is very strict.
- g. There are gold **mines** in Kolar.
- h. **Reels** of film get wasted during cinema shooting.
- i. There is no age **bar** to pursue knowledge.
- j. She gave a little **crow** of triumph.
- k. **Post** mortem was conducted on the dead body of the victim in the accident.
- l. The **bark** of some plant stems is medicinal.

2. HOMOPHONES:

The words that have similar pronunciation but different spelling and different meaning are called homophones.

Ex: meat-meet, waist-waste, right-rite,

EXERCISE –C

For each of the sentences write another one using a homophone of the word in bold.

- a. We search in a dictionary to site the meaning of new words.
- b. I got this beautiful hand bag at sale price in a shop.
- c. I always use the stair case to reach the first floor.
- d. Children played on the sea shore.
- e. Sachin led the Indian cricket team
- f. She put on lot weight after her marriage.
- g. I am the eldest son.
- h. Bow your head in front of elders.
- i. Made up his business.
- j. He works in a coal mine for his livelihood.

3. HOMOGRAPHS:

Words that have the same spelling but different pronunciation and different meaning are called homographs.

EX: tear-tear, lead-lead, bow-bow.

EXERCISE –D

Fill in the blanks in the below with homographs of the highlighted word in the sentences in box.

- a. Desert
- b. Bow
- c. Wind
- d. Moped
- e. Content
- f. Row
- g. Refuse
- h. Object
- i. Minute
- j. Bass

GRAMMAR

EXERCISE –E

The following sentences contain errors, are underlined. Correct them and rewrite the sentences.

- a. The children saw a multi coloured butterfly in the garden.
- b. My father works in an office near the Park Hotel.
- c. Asha used the potatoes she bought to make French fries for the children.
- d. You have three big luggage. Let me drop you at the station.
- e. They did not let their worries spoil the joys of their families.
- f. This shop sells watches in smart leather boxes.
- g. Paper is made from wood.
- h. There is no petrol in the fuel tank.
- i. Happiness and sadness are part of our life.
- j. Where are all the kitchen knives?
- k. Their three sons-in-law are businessmen.
- l. Research scholars have to submit synopses of their work to their supervisors.
- m. The man in the boat caught three big fish.
- n. The open jar of honey was covered with a swarm of bees.
- o. Geese are water birds that look like ducks but are larger.

NOUN:

Noun is a word used as the name of a person, place, thing, event, manner or a quality.

Kinds of Nouns:

1. Proper nouns:

They refer to specific names of places, persons, things and begin with a capital letter.

Ex: Rama, India, March, Thursday

2. **Common noun:**
They refer to the names of a class of people, animals, plants, places, things and ideas.
Ex: Boy, Cat, Chair, Picture, Temple
3. **Countable Nouns:**
Countable nouns are those in front of which we use the words a/an or numbers like, One, Two etc. and that have both singular and plural forms.
Ex: A picture/Three pictures, a baby/several boys
4. **Uncountable Nouns:**
Uncountable nouns are those in front of which we do not use a/an or numbers One, Two etc. and that do not have plural forms.
Ex: Plaster, Courage, Water
5. **Collective nouns:**
They refer names of groups.
Ex: Army, Mob, Bunch.
6. **Compound nouns:**
Nouns having two word combined.
Ex; step-mother, sons-in law.
7. **Abstract nouns:**
Names of intangible things, any quality, state, action.
Ex: honesty youth sleep.

Articles:

Articles are a sort of determiners as they convey whether the thing being said is about something definite or indefinite. These are used before common nouns in English to specify what is being referred to. These are otherwise known as demonstrative adjectives. There are two types of articles. They are,

- i) Definite
- ii) Indefinite

Definite article:

Definite article is 'The' is used before nouns referring to a particular person, place or thing.

Indefinite article:

These are used before nouns that refer to any one member of a class of people, places, or things. Indefinite articles are, 'a' and 'an'. These are always used before singular countable nouns. The indefinite article 'a' is used before nouns beginning with a consonant sound.

Ex: a friend, a bag, a house.

The indefinite article 'an' is used before nouns beginning with a vowel sound.

Ex: an egg, an institute

Use of Indefinite article- 'a' and 'an':

- **In making comparisons**
Ex: My brother is a Sachin Tendulkar.
- **To denote the unit rate of something**
Ex: Petrol is Rs. 70 a litre.
- **Usually before the name of a profession**
Ex: Swetha is a teacher.
- **To speak generally about some nouns**
Ex: Mr. Sudhakar has a Ferrari car.
- **Before single units of dozen, thousand, million etc.**
Ex: The Arab Sheik donated a million rupees to the orphanage.

Use of Definite article- 'the':

- **Before adjectives used as nouns**
Ex: The hardworking always succeed.
- **Before adjectives in the superlative degree**
Ex: She is the tallest of the three sisters.
- **Before the names of geographical reasons**
Ex: The South Pole, the Andaman, the USA

- **Before a personal name to make a comparison between two people or places and to refer to a family.**

Ex: She is the Miss. Lakshmi of the college. The Raos, the Khans, the Khannas

Omission of articles

- **Before abstract nouns**
Ex: Freedom, Wisdom, Hungry, Love, Hate etc.
- **Before mass nouns**
Ex: Copper, Iron, Gold, Diamond
- **Nouns such as hospital when their purpose, not the place is referred to.**
Ex: My son is in school. We left our books in the school.
- **Before the names of meals**
Ex: Break-fast, Lunch, Dinner
- **Before the phrases such as,**
Ex: By bus, on foot, by email etc
- **Before uncountable nouns**
Ex: Water is essential to life.
- **When a noun immediately follows most or most of,**
Ex: Most of the scholars in the language lab....

EXERCISE-F (Textual)

1. Fill in the blanks in the sentences and short passages below with articles.

- 1.The
- 1.The
- 1.No article, 2.the
- 1.The
- 1.The
- 1A, 2.no article
- 1.A,2.an,3.the, 4.the, 5.the,
1. A, 2. An, 3.a, 4.the, 5.the, 6.the, 7. The, 8.the, 9. the,10 no article
1. The, 2.a, 3.no article 4.an 5.the 6.the 7. The8. The 9. An
1. The 2.the 3.the 4.no article 5.a. 6.the 7. The 8. no article

2. Some of the sentences below have errors. Rewrite them correctly. (Textual Exercises)

- We are going to Sri Lanka for our summer holidays.
- There was a dance performance by Shanta Bhat yesterday.
- If used wisely technology helps humans in many different ways.
- I did my BE from a university in Tamilnadu.
- Tiger is now an endangered animal.
- Neha works in a home for the elderly.
- Who has torn the pages of this book?
- Doctors say that humour is good for our health.
- The Agarwals were our neighbours in Bangalore.
- Who is picking you up from the station?
- Oranges and lemons are rich in vitamin c.
- The flowers on the dining table look beautiful

WRITING:

Writing Sentences

- The correct use of tense is essential for a sentence to be acceptable.
- Tense is switching from one tense to the other when referring to the same time in your writing.
- The first sentence in the description uses the right tense form of the verb.
- When writing a sentence, make sure that verbs must agree with their subjects. (Concord).
- When writing sentence is that the words in them must appear in a certain order.
- There are different types of sentences. They are:

1. Assertive sentences:

Where you give facts, describe someone or something and report something that happened.

2. Negative sentences: -

These sentences are formed by using words such as 'not' and 'never'.

3. Interrogative sentence (or) Question: -

The sentence is a WH – question, which seeks information and begins with question words such as ‘where, what & when’.

4. Imperative sentences: -

These are used to express commands, requests, instructions & exclamatory to express some strong emotion such as joy, surprise, sorrow & annoyance.

5. Exclamatory sentences: -

These are used to express a statement ending with an exclamation mark (!).

6. Simple sentence: -

It has one finite verb; you can make such sentences longer by adding group of words, phrases & clauses.

7 Compound sentences: -

They can combine clauses using co-ordinate conjunctions.

SHORT ANSWER QUESTION BANK

1. Who is Mr. Khanna in the story?
2. How was the sari that Indu wore?
3. What are the ornaments that Indu wore?
4. Where was the tea party arranged?
5. Who said that women were known as the gentle sex?
6. Among all the women in the tea party, who wore the most gorgeous clothes?
7. Who said that relaxation to the human mind and body was like a cool shower bath on a hot day?
8. How will the refreshment and revival of mind and body influence everyday duties, according to Mr. Khanna?
9. Who prepared the tasty dishes of the tea party?
10. What did Mrs. Khanna hand to each guest at the tea party?
11. What did Prem tell Indu when Indu asked him what she should do if someone at the tea party speaks to her?
12. How were the guests seated at the tea party?
13. Who said these lines, “Our ladies must show a better appetite”?
14. How did Prem explain Indu’s voracious eating of sweetmeats?
15. What did Prem wish to tell Mrs. Khanna about Indu’s odd behavior of voracious eating?

ESSAY QUESTION BANK

1. Sketch the character of Indu in the lesson ‘A TEA PARTY’?
2. How do you define the humour at the end of the lesson “A Tea Party”?
3. Where did you find wit in the lesson “A Tea Party”?
4. Is Chadda a psychophant in the lesson A Tea Party”? Justify your answer.
5. Describe ‘the society of ladies is said to be very softening effect’, in the lesson” A Tea Party”?

MOKSHAGUNDAM VISVESVARAYA

Introduction:

Sir M Visvesvaraya was popularly known as Sir MV. He was a man who excelled in many different fields. He was a Notable Indian engineer, scholar, statesman and the Diwan of Mysore during 1912 to 1918. He was a recipient of the Indian Republic's highest honour, the Bharat Ratna, in 1955. Every year, 15 September is celebrated as Engineer's Day in India in his Memory. He was regarded as pre-eminent engineer of India. He was the chief designer of the flood protection system for the city of Hyderabad as well as the chief Engineer responsible for the construction of the Krishna Raja Sagar Dam in Mysore. He is remembered today as an engineer par Excellence, a highly respected statesman and a visionary thinker.

B. Answer the following questions in about 100-150 words each.

1. Write briefly about Visvesvaraya’s education?

A: Sir M Visvesvaraya was born in Muddenahalli, a village in Karnataka, on 15th September 1861 to Srinavasa Sastry and Venkatalakshamma. He completed his high school education from Wesley Mission High School and his graduation from Central College – both in Bangalore. He was a very bright student. He went on to pursue a course in civil engineering in Pune, having received a scholarship for the same. Where, he was awarded the James Berkley Gold Medal for outstanding performance. Discipline was ever his watch word and all through his student days he worked hard and systematic way. He led a

very simple life and was a strict vegetarian. As soon as the results were out, the Government of Bombay offered him the post of an Assistant Engineer at Nasik.

2. Describe the construction of Krishna Raja Sagar dam?

A: Visvesvaraya was the driving force behind the construction of many major dams and water supply schemes across the Country. The famous Krishna Raja Sagar dam in Mysore is one of these. He supervised the construction of the Krishna Raja Sagar dam across the Cauvery River from concept to inauguration. This dam created the biggest reservoir in Asia when it was built. The dam was conceived not only for the purpose of irrigation, but also for providing electricity to the Kolar goldfields. He directed the work to be carried out with greater enthusiasm. He advised 2000 more laborers where 10,000 had already been employed. Doctors were appointed to treat workers afflicted by malaria. He directed all the officials to camp at the spot to speed up the work, to look after the security and supervise the work in general. By facing all unexpected problems and difficulties with courage, he got the work completed well time. Power was also supplied to Kolar goldfields by July 1915. He was rightly called the "Father of modern Mysore state". The use of automatic sluice gates, an engineering innovation applied in many dams across the country, was Sir MV's idea.

3. What was the system Visvesvaraya devised for solving the water problem in Nasik?

A. As soon as the results were out, the Government of Bombay offered him the post of an Assistant Engineer at Nasik. When he was 32 years old, a very difficult task was assigned to him where he was asked to find a way of supplying water from the river Sindhu to a town called Sukkur. The Block System of Irrigation, a scheme prepared by Visvesvaraya, was a big achievement. The objective of the Block System of Irrigation was 'to distribute the benefits of an irrigation work over a large number of villages and to concentrate the irrigation in each village within blocks of specified limits and in selected soils and situations'. The irrigation system was a great success. This system could stop the wasteful of water in dams. Even British officers of those times were astonished by his dexterity and they were full of praises for the invention. He was promoted to higher positions.

4. How did Visvesvaraya plan for the growth of Indian Economy?

A. Visvesvaraya suggested that an economic conference had to be set up to find ways of removing ignorance, poverty and sickness. He can be credited with economic planning in India. He started agricultural schools and experimental farms. Rehabilitation of the handloom industry was also taken up. A central government weaving factory was established to provide weavers with latest designs and techniques in weaving. The state bank of Mysore was founded in 1913 for financing the projects. Rice mills, Oil mills, sugar cane crushing mills and Power looms sprang up everywhere. He knew that industry was the backbone of a country. He brought in many hotels into Mysore and played a major role in the laying of railway lines. Visvesvaraya successfully implemented his clarion call, Industrialize or Perish.

5. How did Visvesvaraya solve the water problem in the twin cities of Hyderabad and Secunderabad?

A: After working for the Government of Bombay, for a short period he opted to work for the Nizam of Hyderabad. He suggested flood relief measures for Hyderabad town, which was under constant threat of floods by Musi River. For flood control, he advised construction of two reservoir dams - one across the river Musi and other across its tributary Esi. He also advised to raise the banks of the river within the city and convert the area on either side into walks and gardens along the river front. He had prepared a modern underground drainage scheme for the city, making use of drainage water for agriculture; to widen the road and demolish certain unhealthy areas and construct house for the poor. The dams constructed across the Musi and Esi are known as Himayatsagar and Osmansagar respectively. These dams provide water to the twin cities of Hyderabad and Secunderabad. Today Hyderabad is one of the most beautiful cities in India and this is largely due to ingenuity and far-sightedness of Visvesvaraya. The work was undertaken in 1913 and before the work was completed, he had become the Dewan of Mysore. But he continued to visit Hyderabad to supervise the construction of the dams.

C. Answer the following questions in about 200-250 words each.

1. Visvesvaraya is known as the versatile genius. Describe his contribution to the development of our nation?

(OR)

2. Visvesvaraya is the father of technologically independent India. Explain?

A: Sir M Visvesvaraya, popularly known as Sir MV, was a man who excelled at many different fields. He was a notable Indian engineer, scholar, statesman and the Diwan of Mysore. Visvesvaraya was born on 15th Sep 1861 in Muddenahalli in Chikkaballapur Taluk of Kolar District (Mysore State). Right from his child hood days he learned culture he was a good and diligent student and was keenly interested in pursuing his studies. He completed his high school education from Wesley Mission High School and his graduation from Central College – both in Bangalore. He was a very bright student. He went on to pursue

a course in civil engineering in Pune, having received a scholarship for the same. While there, he was awarded the James Berkley Gold Medal for outstanding performance. He led a very simple life and was a strict Vegetarian. As soon as the results were out, the Government of Bombay offered him the post of an Assistant Engineer at Nasik.

The Block System of Irrigation – Solving the water problem in Nasik: When he was 32 years old, a very difficult task was assigned to him where he was asked to find a way of supplying water from the river Sindhu to a town called Sukkur. The Block System of Irrigation, a scheme prepared by Visvesvaraya, was a big achievement. The objective of the Block System of Irrigation was 'to distribute the benefits of an irrigation work over a large number of villages and to concentrate the irrigation in each village within blocks of specified limits and in selected soils and situations'. The irrigation system was a great success. This system could stop the wasteful of water in dams. Even British officers of those times were astonished by his dexterity and they were full of praises for the invention. He was promoted to higher positions. **Twin Cities Water Problem:** After working for the Government of Bombay, for a short period he opted to work for the Nizam of Hyderabad. He suggested flood relief measures for Hyderabad town, which was under constant threat of floods by Musi river. For flood control, he advised construction of two reservoir dams – one across the river Musi and other across its tributary Esi. He also advised to raise the banks of the river within the city and convert the area on either side into walks and gardens along the river front. He had prepared a modern underground drainage scheme for the city, making use of drainage water for agriculture; to widen the road and demolish certain unhealthy areas and construct house for the poor. The dams constructed across the Musi and Esi are known as Himayatsagar and Osmansagar respectively. These dams provide water to the twin cities of Hyderabad and Secunderabad. Today Hyderabad is one of the most beautiful cities in India and this is largely due to ingenuity and far-sightedness of Visvesvaraya. The work was undertaken in 1913 and before the work was completed, he had become the Dewan of Mysore. But he continued to visit Hyderabad to supervise the construction of the dams. Visvevaraya resourcefulness earned him the position of the chief engineer in the Mysore state. Krishna raja sagar dam near the famous Brindavan gardens is reminiscent of Visvevaraya ingenuity. The dam was conceived not only for the purpose of irrigation but also for providing electricity to the kolar gold fields. After his retirement Bhadravati factory was in trouble. He got it restored without accepting even a single rupee.

He can be credited with economic planning in India. He started agricultural schools and experimental farms. Rehabilitation of the handloom industry was also taken up. A central government weaving factory was established to provide weavers with latest designs and techniques in weaving. The state bank of Mysore was founded in 1913 for financing the projects. Rice mills, Oil mills, sugar cane crushing mills and Power looms sprang up everywhere. He knew that industry was the back bone of a country. He brought in many hotels into Mysore and played a major role in the laying of railway lines. Visvesvaraya successfully implemented his clarion call, “Industrialize or Perish”.

He always believes in the value of education. He established thousands of new schools and stressed on education for women. The first hostel was opened in Mysore. He made arrangements to give scholarships to intelligent students by the government. He achieved in six years. What others could not have achieved in sixty years. People wondered “Is he a magician.”

3. Discuss the role of “Visvesvaraya as a patriot”?

A: Sir Visvesvaraya was a fearless Patriot. In the durbar during the Dasera festivities, the Europeans were given comfortable chairs, but Indians had to sit on the floors. This arrangement pained him and so he did not attend the durbar as a protest. So in the very next durbar both Europeans and Indians were given chairs. A British officer asked to Visvesvaraya to provide a cushion to rest his feet because the chair was too high Visvesvaraya immediately got the legs of the chair shortened. This incident shows his patriotism and fearlessness. On another occasion a conference was announced to discuss a resolution that India should have a national government. The governor was against the resolution. He refused to attend the conference, he was unperturbed. He asked the conveners to go ahead with the conference. Such was his commitment.

4. Explain the incidents which reveal Visvesvaraya’s modesty and humility?

A. Wherever he went he used to keep a note book and a pencil in his hand and make notes on every new information with which he could help India. Visvevaraya was a man of simplicity and integrity. After he took voluntary retirement he went to palace in government car and returned in his own car. Visvesvaraya’s memory remained pristine even when he was 100years old. He remembered every incident and even an intricate detail. He was very modest. When people praised him for his great service to the country and compared to him to Bhismacharya, he modestly replied that he was just a small man and was nothing before

the great Bhismacharya. Even at the age of 100 he used to rise to receive a visitor and used to get up again when the visitor was leaving.

Visvevaraya was a living example of the precept “Success in the life depends on action and the price of success is hard work”. He was by birth poor, by tradition a gentle man, by occupation an engineer, by circumstance a dewan, by ideology a scientist and by efforts an industrialist. He was the matchless dreamer, achiever and leader who paved the way to modern India.

5. What according to you is more important between knowledge and wisdom? Justify your answer with suitable examples from the lesson?

A: Knowledge is information and understanding about a subject which a person has, or which all people have. Wisdom is the ability to use your experience and knowledge in order to make sensible decisions or judgments. Right from his childhood days he learned culture he was a good and diligent student and was keenly interested in pursuing his studies. He completed his high school education from Wesley Mission High School and his graduation from Central College – both in Bangalore. He was a very bright student. He went on to pursue a course in civil engineering in Pune, having received a scholarship for the same. While there, he was awarded the James Berkley Gold Medal for outstanding performance. He led a very simple life and was a strict vegetarian. As soon as the results were out, the Government of Bombay offered him the post of an Assistant Engineer at Nasik.

The Block System of Irrigation – Solving the water problem in Nasik: When he was 32 years old, a very difficult task was assigned to him where he was asked to find a way of supplying water from the river Sindhu to a town called Sukkur. The Block System of Irrigation, a scheme prepared by Visvesvaraya, was a big achievement. The objective of the Block System of Irrigation was 'to distribute the benefits of an irrigation work over a large number of villages and to concentrate the irrigation in each village within blocks of specified limits and in selected soils and situations'. The irrigation system was a great success. This system could stop the wasteful use of water in dams. Even British officers of those times were astonished by his dexterity and they were full of praises for the invention. He was promoted to higher positions. **Twin Cities Water Problem:** After working for the Government of Bombay, for a short period he opted to work for the Nizam of Hyderabad. He suggested flood relief measures for Hyderabad town, which was under constant threat of floods by Musi River. For flood control, he advised construction of two reservoir dams – one across the river Musi and other across its tributary Esi. He also advised to raise the banks of the river within the city and convert the area on either side into walks and gardens along the river front. He had prepared a modern underground drainage scheme for the city, making use of drainage water for agriculture; to widen the road and demolish certain unhealthy areas and construct houses for the poor. The dams constructed across the Musi and Esi are known as Himayatsagar and Osmansagar respectively. These dams provide water to the twin cities of Hyderabad and Secunderabad. Today Hyderabad is one of the most beautiful cities in India and this is largely due to ingenuity and far-sightedness of Visvesvaraya. The work was undertaken in 1913 and before the work was completed, he had become the Dewan of Mysore. But he continued to visit Hyderabad to supervise the construction of the dams. Visvevaraya's resourcefulness earned him the position of the chief engineer in the Mysore state. Krishna Raja Sagar dam near the famous Brindavan gardens is reminiscent of Visvesvaraya's ingenuity. The dam was conceived not only for the purpose of irrigation but also for providing electricity to the Kolar gold fields. After his retirement Bhadravati factory was in trouble. He got it restored without accepting even a single rupee.

He can be credited with economic planning in India. He started agricultural schools and experimental farms. Rehabilitation of the handloom industry was also taken up. A central government weaving factory was established to provide weavers with latest designs and techniques in weaving. The state bank of Mysore was founded in 1913 for financing the projects. Rice mills, oil mills, sugar cane crushing mills and power looms sprang up everywhere. He knew that industry was the backbone of a country. He brought in many hotels in Mysore and played a major role in the laying of railway lines. Visvesvaraya successfully implemented his clarion call, Industrialize or Perish.

Visvesvaraya's memory remained pristine even when he was 100 years old. He remembered every incident and even an intricate detail. He was very modest. When people praised him for his great service to the country and compared him to Bhishmacharya, he modestly replied that he was just a small man and was nothing before the great Bhishmacharya. Even at the age of 100 he used to rise to receive a visitor and used to get up again when the visitor was leaving.

Visvesvaraya was a living example of the precept “Success in the life depends on action and the price of success is hard work”. He was by birth poor, by tradition a gentle man, by occupation an engineer, by circumstance a dewan, by ideology a scientist and by efforts an industrialist. He was the matchless dreamer, achiever and leader who paved the way to modern India.

VOCABULARY

Prefixes & Suffixes:

- Prefixes & Suffixes together are called affixes.
- Prefixes are those which are added at the beginning of a word.
- Suffixes are those which are added at the end of a word.
Ex: Mis – is a prefix in the word ‘mismatch’ and
Ness is a suffix in the word ‘darkness’.
- Some common prefixes & their meanings are :
 - Pre- prepare
 - Post- postmortem
 - Inter- interaction
 - Im-impossible
- Most of the suffixes change the parts of speech of a word.
 - tion- collection
 - ly- lovely
 - ous-glorious
 - ful- beautiful

EXERCISE:

A. List any five words ending with the following suffixes.

1. –ous courageous glorious, ambitious, zealous, melodious
2. –eer engineer, volunteer, mountaineer, domineer, auctioneer
3. –ment management ,engagement, encouragement, accomplishment, acknowledgement
4. –ly lovely, slowly, calmly loudly, honestly
5. –ism criticism, mannerism, pessimism, optimism, Buddhism
6. –able agreeable,suitable,surmountable,accountable,miserable
7. –ion attraction, creation, abbreviation, preparation, attention
8. –er advertizer,manager,packer,achiever,observer
9. –cy accuracy, beurocracy,democracy, autocracy, consistency
10. –less meaningless, selfless, tasteless, heartless, baseless

B. Fill in the blanks which you have to use prefixes and/or suffixes to make it a meaningful sentence.

1. In a Childish way/ childhood
2. Crowded
3. Championship
4. Incapable
5. Weakness
6. Mathematician
7. Handful
8. Sleeplessness
9. Tranquilize
10. Regularize/regulate
11. Misusing
12. Unable
13. Reflection
14. Disapproved
15. Intention
16. Unfurled
17. Surprisingly
18. Rocked
19. Dissatisfying
20. Boring

D. Match the following words with their meanings.

1. J
2. H
3. D
4. C

5. G
6. I
7. E
8. A
9. F
10. B

GRAMMAR

Joining ideas by Conjunctions

- A conjunction is a word which joins together word, phrases, clauses & most often sentences.
- In short a conjunction is a link word.
- There are two types of conjunctions. They are;
 1. Coordinating conjunction and
 2. Subordinating conjunction.

1. Coordinating conjunction.

- Coordinating conjunctions can join two or more words, phrases or sentences.
- Coordinating conjunction joins together clauses of equal mark or importance.
- Ex: - and, or but.

They offered lunch but I didn't eat.

2. Subordinating conjunction.

- Subordinating conjunction joins are clauses to another clause on which it depends upon for its full meaning.
- It combines the main idea with a subordinate idea.
- Ex:- So, because , that, when, though, before, after.
It began to rain, so I didn't go out.

Conditioned Clauses

- They begin with subordinating conjunction 'If' that's why, they are called "If-Clauses".
- There are three types of conditions clauses, namely,
 1. **Those that refer to real situations. (Open condition).**
Ex: - If it rains, I will not go to college.
 2. **Those that refer to present / future imaginary situations (Impossible condition).**
Ex: - If the teacher saw this, she would punish us.
 3. **Those that refer to past imaginary situations (Improbable condition).**
Ex: - If you hadn't come on time, you would have missed the opportunity.

Exercises:

A. The following ideas are from the lesson on Visvesvaraya. Join them with an appropriate conjunction.

1. **As/when** the rains lashed, the river was in floods.
2. Visvesvaraya worked with utmost commitment **so** he excelled in his post.
3. Visvesvaraya completed the construction work in Hyderabad **after/before** he became the Dewan of Mysore.
4. Visvesvaraya earned the position of Chief Engineer in the Mysore state **but** he was not just interested in buildings, roads, and bridges.
5. **After/when** Visvesvaraya became the Dewan, one of his relatives went to him for recommendation for higher pay.
6. There was **neither** a crease **nor** a wrinkle on his clothes.
7. **When** Visvesvaraya became the Dewan, there were about 4500 schools in Mysore states.
8. **When** the officers of the palace made inquiries he frankly gave the reason.
9. **When** the Bhadravati Factory was in trouble he worked as a chairman giving advice for its restoration.
10. **When** Visvesvaraya was 94 years of age, he was honoured with "Bharat Ratna" by the government of India.

B. The following conjunctions are also used in the lesson Visvesvaraya to join ideas. Find them in the text, write at least one sentence illustrating each conjunction and what meaning the conjunction conveys there.

1. Though: Though he was poverty stricken, he continued to study well.
2. Not only... but also: The dam was conceived not only for the purpose of irrigation but also for private electricity to the Kolar gold fields.
3. Where:Sandalwood was used to export to France, Italy and Germany where it was treated to yield sandal oil.
4. Because: Because of his genius experience and wisdom people wanted to hear him and quite often he was to make speeches.
5. As long as: As long as his friend stayed there, he paid the rent of Rs.250 per month.

C. Combine each pair of sentences with a conjunction given below.

1. **While** I was standing in the balcony, I saw your car.
2. Please ring me up **as soon as** you reach the station.
3. Ram should introduce the team to the chief guest **as** Ram is the captain of our team.
4. They went to see a movie **after** they had their lunch.
5. Uma looked very beautiful **when** I met her last time.
6. Harish hit the ball **as if** he was a professional cricket player.
7. We couldn't go out **because** it was raining.
8. Rajan reached the station early **so that** he could catch the first train to Hyderabad.
9. **As/if** it is very hot, I will not go to the college.
10. Rima was watching TV **while** her husband was reading the news paper.

ADVERBS:

- It is a word that modifies a verb or an adjective.
- It usually answers questions like how? How often? When? Where? And Why?
- Most of the adverbs are derived from adjective by adding the suffix – ly.
Ex: - Happily, slowly.
- Depending on what they mean adverbs can be classified in to different classes. They are:

1. Adverbs of manner as they describe the way something is done.

Ex: - Clearly, Quickly, Legibly.

He spoke clearly.

2. Adverbs of time tell us when something happens/ happened.

Ex: - Can you come to the gym tomorrow.

3. Adverbs of place which talk about the place of action.

Ex: - I kept the book here, but I don't find it how.

4. Adverbs of frequently.

Ex: - He often visits the library.

5. Adverbs of probability show how sure we are about some action.

Ex: - Probably she comes home early.

6. Adverbs of degree may also give information about the extent or degree of something.

Ex: - It is an extremely interesting film.

WRITING:

Paragraph writing:

A paragraph is the basic unit of writing. It consists of three parts, namely, 1.A topic sentence 2.

Supporting sentence and

3. A closing sentence

Topic sentence:

The topic sentence is the first sentence in a paragraph. It introduces the main idea of the paragraph.

Supporting sentences:

Supporting sentence occur after the topic sentence, making up the body of paragraph. They give details to develop and support the main idea of the paragraph. Supporting sentence Sis used to talk about facts, details and examples which substantiate or illustrate the topic sentence.

Closing sentence:

The closing sentence is the last sentence in a paragraph. It restates the main idea of the paragraph.

Steps to write a paragraph:

- Think carefully about what you are going to write. Ask yourself: who is my audience? What am I going to write in this paragraph-h? What is the most important part of my paragraph what is my introductory sentence? What facts or ideas can I use to support my introductory sentence? What can I add to make this paragraph interesting? Do I need more facts on this topic if yes, where can I find more facts on this topic?
- Now write down your answers to the questions in your notebook. Don't spend a lot of time doing this; just write what is necessary for you to write the paragraph.
- Write down facts related to topic. Make sure that the facts you are writing are related to the topic of your paragraph. Avoid all unnecessary details.
- Write down your own ideas.
- Chose the main idea from the ideas you have noted down. If you are not able to decide the most important point, just choose one point and stick to it throughout your paragraph.
- Organize your facts and ideas. Remember the organization of facts and ideas should develop your main idea. The organization should lead your reader from one point to another.

EXERCISES:

A. Jumbled sentences:

1. I hardly ever go out after school.
2. We usually play a football twice a week.
3. My sister is always late for school.
4. I often go swimming on Saturdays.
5. My father cooked fantastic pizza for dinner.
6. Did you stay with your grandparents in Spain?
7. We walked every day to school last week.
8. Did you listen to any CDs at the weekend?
9. I'd like some new shoes to buy.
10. I went to party with some friends on Saturday.

B. Arrange the following jumbled sentences to make a paragraph.

- A. 5, 2,1,4,3.

C. Arrange the following jumbled sentence to make paragraph.

- A: 1, 5,4,2, 3,.

SHORT ANSWER QUESTION BANK

1. When was Mokshagundam Visvesvaraya born?
2. What is Mokshagundam Visvesvaraya's place of birth?
3. What did Mokshagundam Visvesvaraya learn from his parents?
4. How did Visvesvaraya earn every rupee?
5. What was Visvesvaraya's watchword?
6. To supply water from river Sindhu to the town of Sukkur, what is the system that Visvesvaraya developed?
7. Which River divided the city of Hyderabad into two?
8. Esi was the tributary of which river?
9. What are the dams that Visvesvaraya constructed to provide water to Hyderabad and Secunderabad?
10. What are the things that plagued the people of India according to Visvesvaraya?
11. In which year was Visvesvaraya appointed Dewan of Mysore state?
12. How did Visvesvaraya consider industry?
13. According to Visvesvaraya, what is the curse of our country?
14. What is the impression that the people had of Visvesvaraya?
15. In which year did Visvesvaraya take voluntary retirement?
16. When was Visvesvaraya awarded Bharat Ratna?
17. When did Visvesvaraya pass away?
18. What was the example set by Visvesvaraya?
19. When is Engineer's day celebrated in India?
20. What is the title given to Visvesvaraya by King George V?

UNIT -II

CYBER AGE

Answer the following questions briefly.

1. **Based on your reading of the article, list four ways in which Polymer Banknotes compare with Paper banknotes.**

PAPER BANKNOTE	POLYMER BANKNOTE
i. Counterfeiting is possible	Counterfeiting is not possible
ii. Not durable as polymer banknotes	Two and half times more durable than paper banknotes
iii. Security features are less	Security features are more like transparent window where OVD is located
iv. Increases the production and replacement cost due to its durability	Durability reduces the production and replacement cost.

2. **What was the problem that led to the development of polymer banknotes in Australia?**

A. In 1967, forgeries of the Australian \$ 10 note were found in circulation, and the Reserve Bank of Australia was concerned about the increase of counterfeiting, the release of the colour photocopiers that year. In 1968, RBA started collaboration with CSIRO for the development of polymer banknotes.

3. **What security features do polymer banknotes share with paper banknotes, and what are the new special ones the former has?**

A. Polymer banknotes are made from a polymer such as Biaxially Oriented Poly Propylene (BOPP). Such notes incorporate many security features not available to paper banknotes including the use of metameric inks. They last two and half times longer than paper banknotes. Polymer banknotes have different colours on the obverse and reverse sides with a water mark. Shadow can be created by the application of optical variable ink, enhancing its fidelity and colour shift characteristics. There are magnetic, florescent, phosphorescent, micro printed or clear-text or windowed, which means that they are visible on the surface of the paper at regular intervals.

4. **What makes counterfeiting polymer banknotes difficult?**

A. The counterfeiting of polymer banknotes is difficult because of the following reasons,

- The insertion of an optical variable device (OVD) created from diffraction gratings in plastic.
- Polymer notes can have different colours on obverse and reverse side
- The substrate BOPP film, metalized or otherwise, is widely available from European and Chinese suppliers.
- The polymer banknote contains many security features that cannot be successfully reproduced by photocopying and scanning.

5. **What is the Reserve Bank of Australia doing to market its invention, how successful has it been?**

A. The RBA and Innovia Films market BOPP as 'Guardian' for countries with their own banknote printing facilities. Note Printing Australia (a subsidiary of RBA) prints banknotes for circulation and has done so, for twenty countries. As of 2011, at least seven countries have converted fully to polymer banknotes.

Vocabulary:

Tick the combinations of the words that sound the most natural.

- a. A heavy meal/ a quick meal
- b. Make an offence
- c. Give a compliment
- d. Break the law
- e. Get worried/get frightened
- f. Draw a conclusion/draw a comparison
- g. A pack of wolfs
- h. Wave frantically/wave feverishly
- i. Richly decorated

j. Fully prepared

Combine word from column A and B to form commonly used collocations.

A	B	
a. do	an appointment	(e)
b. run out of	memories	(i)
c. regular	pain	(h)
d. make	a contract	(j)
e. keep	the washing up	(a)
f. fast	exercise	(c)
g. auspicious	money	(b)
h. excruciating	train	(f)
i. vivid	moment	(g)
j. draw up	a mess	(d)

Grammar:

Fill in the blanks in the following sentences in the right forms the verbs in the brackets.

- Work
- were
- were playing
- has cleared
- are approaching
- have
- are
- is
- is
- knows
- have collected
- makes

Technical Vocabulary: Exercise-H: Use the words in the box to complete the sentences below.

- Culverts
- Turnkey project
- Distributor
- Toxic
- Transmission network
- Basic research
- Asphalts
- Expansion card
- Safety standards
- Imaging equipment

Match the following

A	B	
a. Flammable	the process of using equipment in the best possible way	(d)
b. Dispatch	something that can be heard	(h)
c. In the pipeline	the ability to support the weight of a construction	(f)
d. Optimization	to make a signal stronger	(l)
e. Platform	a piece of equipment, such as an electric iron	(i)
f. Load bearing	an offshore structure from which oil and gas wells are drilled	(e)
g. Channel	check	(j)
h. Audible	materials for the road surface, made from Tar and stones	(k)
i. Appliance	a material that burns easily	(a)
j. Monitor	the way that goods will be transported	(g)
k. Macadam	to send out	(b)
l. Amplify	under preparation or production, or nearly completion	(c)

Grammar: Adjectives:

Exercise: I

1. Complete the exchanges below with single words or groups of words chosen from the box.

- A: New grey
B: Top left
- A: Bright cotton

- B: Bright/cheerful
- c. A: Sour
B: Sweet and juicy
- d. A: Legal
B: Young
2. **Fill in blanks in the following sentences using the hints given in the brackets.**
- Emotional
 - Comfortable
 - Famous or popular
 - Best
 - Joyful
 - Low salt/ salt less
 - Driving
 - Costly
 - Noted
 - Treacherous
3. **Rewrite the following sentences using the words in brackets in place of the underlined words. Make sure that their meanings remain the same.**
- Our well is deeper than any other wells in the village.
 - Nidhi is the quietest in her family.
 - This class has the most students in the college.
 - The Turkey is bigger than the hen.
 - Rekha is not as graceful as Shalini.
 - His house is the nearest to the stadium.
 - That painting is more beautiful than this.
 - Nazir was fonder than any of us to our old neighbour.
 - January and February are the coldest months of the year in Delhi.
 - The brown one weighed the less than the other two.

Exercise J :

1) **Fill in the blanks in the following sentences with suitable words.**

- At , in , on
- By
- With , in , for
- On , till
- In , on
- Near , at , of
- To , by
- To , from
- To , about
- Off , into

2) **Rewrite the following sentences correctly:**

- Anna went into the bedroom to get her shawl.
- He goes to the university on foot.
- The doctor has been practising here for many years.
- They were shocked at the sight of the destruction.
- Are you going to the party?
- Please put the books back on the table.
- He climbed over the wall and ran until the main road.
- The burglar got in through the window beside the door.
- The purse is under the pillow.
- Don't be afraid. You're among friends here.

One word answer:

- Expand BOPP.
- How durable are the polymer banknotes compared to the paper banknotes?
- When were polymer banknotes first developed?
- When were forgeries of the Australian \$ 10 found in circulation?
- When did RBA start collaboration with CSIRO?
- When was the first patent arising from the development of polymer banknotes field?

7. When was the technique of the lamination used to combine materials?
8. With what are the polymer banknotes coated?
9. What is BOPP?
10. What are the relative merits of the polymer banknotes?
11. Can all the security features printed on paper be applied on the polymer?
12. Can polymer banknotes have different colours on the obverse and reverse sides?
13. Can polymer banknotes incorporate a watermark in the polymer substrate?
14. How can shadow images be created on the polymer banknotes?
15. Can polymer be embossed?
16. What are the new security features in the polymer banknotes?
17. What is the key security feature in the polymer banknote?
18. Why is it difficult to counterfeit polymer banknotes?
19. What are the countries that supply substrate BOPP film?
20. By 2011, how many countries have totally turned to polymer banknotes?

II) Essay type questions:

- a) Give an account of the polymer banknotes as the latest innovation in the age of computers.
- b) What are the security features of polymer banknotes?

III) Short type question:

- a) Briefly give an account of polymer banknotes.
- b) Write short notes on the development of polymer banknotes.
- c) Highlight the main reason for the development of polymer banknotes.
- d) Which countries have adopted the polymer banknotes by 2011 and why?
- e) Discuss on the differentiating factors between polymer banknotes and paper Banknotes.

2.THREE DAYS TO SEE

1. Why does Helen Keller say that it is important to “live each day” as if we were “to die” the next day?

A: When we live our life with such attitude that would emphasize sharply the values of life. We live each day with gentleness, vigour, and a keenness of appreciation. One would enjoy his/her life to the fullest. This is the quality we missed in our lives at present, so Keller says that it is important to “live each day” as if we were “to die” the next day.

2. According to Helen Keller, why do most people take life for granted?

A: Most of the people go about their petty tasks, hardly aware of our listless attitude towards life. They do not know the value of things till they lose it. Even if they know that they would die one day, they see that day as far in the future.

3. Why is it that people don’t appreciate their faculties and senses till they are deprived of them?

A: People who have all the faculties, they do not use them to the fullest. Because, they do not know the value of their faculties. They use these senses hazily. They all expect their life to be with all these faculties and sense for long time and with that hope, they don’t use it proper. With this constant panorama of more days and months and years to come, they don’t appreciate it.

4. Whom would Keller like to see on the first “day of sight”?

A: On the first “day of sight”, Keller would like to see the people whose kindness, gentleness, and companionship have made her life worth living. First, she would like to gaze long upon her teacher Mrs. Anne Sullivan Macy’s face who opened the outer world to study her face to find the living evidence of the sympathetic tenderness and patience with which she accomplished the difficult task of her education, her dear friends to imprint their inner beauty upon her mind, and also the face of a baby to catch a vision of the eager and innocent beauty.

5. How is it possible for people with sight to grasp the true personality of an individual?

A: People with sight can grasp the inner or true personality of an individual by looking deep into that “window of the soul” their eyes. As we know face is the index of our mind, one can understand others well by reading their faces. In the same way, one can also find what others are feeling through this window of soul, by watching the subtleties of expression, the quiver of muscle and the flutter of a hand.

6. What are the “small, simple things” that she would like to see in her home?

A: Keller would like to see the “small, simple things” of her home like, the warm colours in the rugs under her feet, the pictures on the walls, the intimate trifles that transform a house into home and the books she had read.

7. How did books enrich her life?

A: There were many books in her home. Being blind and deaf also she had read some of those books and some of them were being read to her. These books were like a great shining lighthouse revealing her the deepest channels of human life and the human spirit. She could understand the human nature and development and many other things of human life.

8. On the way home after her long walk, where does she want to stop and why?

A: On the way home after her long walk in the woods, she wants to stop near a farm to see the patient horses ploughing in the field but perhaps she could see only a tractor! She wants to see the serene content of men living close to the soil. She wants to know how hard the human working for better and meaningful life and how he is finding the happiness in it.

9. On the second day of “sight,” what actually does Keller want to do in the Museum?

A: On the second day of “sight,” Keller wants to go to New York Museum of Natural History to see the pageant of man’s progress, to see the condensed history of the earth and its inhabitants displayed their animals, the races of men pictured in their native environment, gigantic carcasses of dinosaurs and mastodons, the realistic presentations of the processes of evolution in the planet and thousand and one other aspects of natural history.

She also wants to go to the Metropolitan Museum of Art which shows the myriad facets of the human spirit. She wants to probe into the soul of man through his art. She wants to look deep into the Leonardo da Vinci’s art, to admire the simple lines of a Greek vase and its beautiful decorations. She wants to see the rich meaning and beauty in the art of ages.

10. What is Keller’s programme for the evening of her second day of “sight”?

A: Evening of the second day of “sight,” she wants to spend at a theatre or at the movies. She wants to see the theoretical performances of all sorts and to see with the fascinating figure of Hamlet or the gusty Falstaff amid colourful Elizabethan trappings and she wants to follow each movement of it. She wants to enjoy the coordination between the gestures and the dialogues of the plays which she understood by touch as a blind.

11. Why is she grateful to the actor Joseph Jefferson?

A: She is grateful to the actor Joseph Jefferson, because he allowed her to touch his face and hands to trace out some of the gestures and speeches of his beloved Rip Van Winkle. By touching his face and hands, she was able to understand the meagre glimpse of the world of drama, and never forget the delight of that moment in her life. At that time she was able to understand the great figure of dramatic literature.

12. Keller says that her eyes are open to sights of both “happiness and misery”. Why?

A: She says that her eyes are open to sights of both happiness and misery, because she wants to look deep into and add to her understanding of how people work and live. During these days of eye sight, her eyes might have observed closely the pleasant moments of life filling her heart with happiness and some are miserably pathetic situations but both are part of life. Now, her eyes are open to all these sights.

13. On the evening of the third day, where would she like to be and what would she like to see?

A: On the evening of the third day, she would like to go to theatre of arts where the great literature is performed through play or drama and see the hilariously funny play and appreciate the overtones of comedy in the human spirit. It is the best place to understand the human nature, how sometimes man run after his greedy things and sometimes perhaps tries to find happiness whatever small things he does.

14. Helen Keller is not upset about her return to darkness. Why?

A: Keller is not upset about her return to permanent darkness, because though she might not have seen all the things she wanted to see, but her mind would be filled with full of glorious memories that she had during these little time of three seeing days. And next time, the touch of every object would bring her a glowing memory of how that object looked. This would make her more happy and feel her pleasant. She would enjoy every moment in her life more than people who can see even if she is blind.

15. What is Keller’s advice to those who can see?

A: She advices the people who can see, to use their eyes as if tomorrow they would be stricken blind, open eyes to the things and store the memories for lifetime, make everything so dear to them, touch and embrace

everything that they can see with their eyes. When they make full use of eyes and really see the things like that a new world of beauty would be revealed to the people.

16. What suggestion does she offer to those who can hear?

A: Keller's advice to those who can hear: Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if they were stricken deaf tomorrow. Listen to the people's voices of happiness and misery as well to understand that they are part of life. Listen carefully the mighty strains of an orchestra that gives many different tunes and find the beauty in them. In the same way, you can also find such different tunes of life as well.

17. What is Helen Keller's advice to people about the use of their senses?

A: Helen Keller's advice to the people about the use of their sense: to use their eyes as if they would be stricken blind tomorrow, hear the music of voices the song of a bird the mighty strains of an orchestra, as if they would be stricken deaf tomorrow, touch each object as if tomorrow their tactile sense would fail, smell the perfume of flowers, taste with relish each morsel, as if they could never smell and taste again. Make the most of every sense: glory in all the facets of pleasure and beauty which the world reveals to them through the several means of contact which Nature provides.

100-150word answers

1. Helen Keller's essay expresses her deep concern about the indifference of normal human beings towards their faculties/senses. Substantiate this statement by giving examples from the text.

A: Helen Keller expresses her deep concern about the indifference of normal human beings towards their senses, by stating that, "most of us, take life for granted. When we are in buoyant health, death is all but unimaginable. We seldom think of it. So, we go about our petty tasks, hardly aware of our listless attitude towards life". The same lethargy, characterizes the use of all our faculties and senses. Only the deaf appreciate hearing, blind realize the manifold blessings that lie in sight. But those who never suffered impairment of sight or hearing, seldom makes the fullest use of these blessed faculties. The eyes and ears take in all sights and sounds hazily, without concentration and little appreciation. The panorama of colour and action which fills the world is taken for granted. It is human, perhaps, to appreciate little that which we have and more for that which we have not, but it is a great pity that in the world of light that gift of sight is used only as a mere convenience rather than as a means of adding fullness to life.

1. Why is Helen Keller eager to spend so much time with her teacher Mrs. Anne Sullivan Macy after getting 'eye-sight'? Give reasons.

A: Helen Keller was eager to spend so much time with her teacher Mrs. Anne Sullivan Macy after getting 'eye-sight' because of her kindness and gentleness and companionship made her life worth living. Helen Keller wanted to gaze long upon the face of her dear teacher, Mrs. Anne Sullivan Macy who came to her when she was a child and opened the outer world to her. She should want not merely to see the outline of her face, so that she could cherish it in her memory, but to study that face and find in it the living evidence of the sympathetic tenderness and patience with which the teacher accomplished the difficult task of her education. She wanted to see in the eyes of her teacher that strength of character which had enabled her to stand firm in the face of difficulties, and that compassion for all humanity which the teacher revealed to her so often.

2. Describe the personality of Helen Keller on the basis of her selection of 'sight to see'.

A: Helen Keller was born with the ability to see and hear. But at the age of 19 months, she contracted an illness described by doctors as an acute congestion of stomach and the brain. Her selection of 'sight to see' reflects her longing to see all the beautiful things around her. She wanted to use sight to add joy to her life by really seeing what passes unnoticed by many of us. She wanted to grasp quickly the essential qualities of another person by watching the subtleties of expression, the quiver of a muscle, the flutter of a hand. She wanted to live every moment of her life by appreciating the beauties of the world of Nature, trying desperately to absorb in a few hours that splendour which constantly unfolds itself to those who can see. She wants to enjoy the sunrise and the sunset.
On the whole we can say that Helen Keller is a person who appreciates the nature to the maximum extent.

3. Give evidence from the essay to 'show that Helen Keller loved the theatre a lot.'

A: Helen Keller loved the theatre a lot which is evident when she says that the evening of her second day of sight she should spend at a theatre or at the movies. Though she often attended theatrical performances of all sorts, the action of the play need to be spelled into her hand by a companion. But now she wanted to see with her own eyes the fascinating figure of Hamlet, or the gusty Falstaff amid colourful Elizabethan trappings. She likes to follow each movement of the graceful Hamlet. One of her dearest memories that she recalls is of the time when Joseph Jefferson allowed her to touch his face and hands as he went through some of the gestures and speeches of his beloved Rip Van Winkle. She was able to catch thus a meager glimpse of the world of drama.

4. Make a list of Keller's interests and preferences based on her plan for the three days of "sight".

A: In Helen Keller's three days of 'sight', the very first preference that she wants to give is to gaze long upon the face of her dear teacher, Mrs. Anne Sullivan Macy, and her dear friends. She wants to rest her eyes on the face of a baby, and have a view of small simple things of her home.

Her interest is to see the warm colours in the rugs under her feet, the pictures on the walls, books which she read.

She is much interested to enjoy the nature like, beautiful sunshine and sunset, long walk in the woods, artificial light.

She wanted to visit the museums, museum of art and natural history. She wanted to visit theatre and watch a movie or drama.

She wanted to see the fantastic towers of New York, the smiles on the faces of children, the Fifth Avenue, kaleidoscope, and even the sad part of the life.

150-200 words answers.

1. Helen Keller expresses her unhappiness about the indifferences of human beings to their senses/faculties. She feels that most of us take life for granted. When we are in buoyant health, death is all but unimaginable. So, we go about petty tasks, hardly aware of our listless attitude towards life. The same lethargy, characterizes the use of all our faculties and senses. According to her, only a blind realize the manifold blessings that lie in sight and a deaf appreciate hearing. But those who have never suffered impairment of sight and hearing seldom make the fullest use of these blessed faculties. Their eyes and ears take in all sight and sounds hazily, without concentration and with little appreciation. She says that, "it is the same old story of not being grateful for what we have until we lose it, of not being conscious of health, until we are ill." The panorama of colour and action which fills the world is taken for granted. It is human, perhaps, to appreciate little that which we have and more for that which we have not, but it is a great pity that in the world of light the gift of sight is used only as a mere convenience rather than as a means of adding fullness to life. Generally, the eyes of seeing persons soon become accustomed to the routine of their surrounding, and they actually see only startling and spectacular. But even in viewing the most spectacular sights the eyes are lazy. Most people ignore the beauties of the world of nature. Thus, Keller expresses her deep concern for the indifference attitude of the human beings towards the use of their senses.

2. **Describe briefly the activities that Helen Keller would have like to take up on her first day of sight.**

A: On the first day of Helen Keller's sight, she want to gaze long upon the face of her dear teacher, Mrs. Anne Sullivan Macy, who was the living evidence of the sympathetic tenderness and patience with which she accomplished the difficult task of Keller's education. Then, she wants to see all her dear friends. She wants to rest her eyes on the face of a baby to know the innocent beauty and eagerness. On that day she also wants to view the small simple things of her home, the warm colours in the rugs under feet, the pictures on the walls, the intimate trifles that transform a house into home. She even wants to read the books. In the afternoon of that first seeing, she wants to take a long walk in the woods and intoxicate her eyes on the beauties of the world of Nature. On the way home from the woodland, she wants to see the patient horses ploughing in the field and the serene content of men living close to the soil. She wants to pray for the glory of a colourful sunset during dusk. She wants to experience the double delight to being able to see by artificial light. The night of her first day of sight, she doesn't want to sleep, as her mind would be full of memories of day.

3. **List Keller's visits to various places on her second "seeing day".**

A: On Keller's second seeing day, she wants to behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. She wants to see the pageant of man's progress, the kaleidoscope of the ages through museums. She wants to visit New York Museum of Natural History to see the condensed history of the earth and its inhabitants displayed their animals and the races of men pictured in their native environment; gigantic carcasses of dinosaurs and mastodons which roamed the earth long before man appeared and how man conquered it with his tiny stature and powerful brain. Her next stop would be the Metropolitan Museum of Art, that shows the myriad facets of the human spirit. She wants to see all the sculptures which she only touched till now- like Apollos and Venuses and winged victory of Samothrace, Homer, Michelangelo, Rodin, Canvases of Raphael, Leonardo of Vinci, Titian and Rembrandt, the warm colours of Veronese, study the mysteries of EL Greco, and catch the new vision of nature from Carat. That evening, she wants to spend at a theatre or at the movies to see the fascinating figures of Hamlet or the gusty Falstaff amid colourful Elizabethan trappings. Thus, through the evening of her second imaginary day of sight, the great figures of dramatic literature would crowd sleep from her eyes.

4. **Third day:**

A: On Keller's third seeing day, she again wants to greet the dawn, anxious to discover new delights. She wants to start from her home in the quiet little suburb of Forest Hills, long Island, surrounded by green lawns, trees and flowers are neat little houses, happy with the voices and movements of wives and children, havens of peaceful rest for men who toil in the city. She wants to drive across the lacy structure of steel which spans the East River where the busy boats chug and scurry about the river-racy speed boats, stolid, snorting tugs. Then, she wants to glance the fantastic towers of New York, a city that seems to have stepped from the pages of a fairy story. She wants to stand at a busy corner, merely looking at people to understand something of their lives, she wants to see the (smiles and be happy) different emotions of the human. She wants to stroll down Fifth Avenue to see the colourful women dressed in different styles. From there, she wants to make a tour of the city to Park Avenue, to the slums, to factories, to parks, foreign quarters to see both happiness and miseries of human life. By evening she wants to run to the theatre, to a hilariously bunny play and appreciate the overtones of comedy in the human spirit. That last night of her sight, her mind would be so crowded with glorious memories. Thereafter, the touch of every object would bring a glowing memory of how that object looked.

VOCABULARY:

A) Fill in the blanks with the words given in the box:

- 1) A wood of roses
- 2) A crumbs of bread
- 3) A dollop of ice cream
- 4) A blob of paint
- 5) A lock of hair
- 6) A pile of wood
- 7) A splinter of glass
- 8) A grain of sand
- 9) A bar of chocolate
- 10) A pile of paper

B) Fill in the blanks with appropriate synonym of the underlined word from the list given in the box:

- 1) Brandishing
- 2) Disseminating
- 3) Conceive
- 4) Expectations
- 5) Embezzlement
- 6) reverently
- 7) reposing
- 8) accelerated
- 9) sneakily
- 10) enticing
- 11) Remediate
- 12) Profaned

GRAMMAR: Expressing yourself with Modal Auxiliary verbs:

Exercises:

B) Fill in the blanks in the following sentences using appropriate words with could or couldn't

- 1) Couldn't
- 2) Could
- 3) Could
- 4) Could
- 5) Couldn't

C) **Complete the sentences with can, may or might. Use the negative, whenever necessary.**

1) One word answers:

- 1) What, according to Helen Keller, is the excellent rule to live?
- 2) According to Helen Keller, how should we live each day?
- 3) According to Helen Keller, who appreciates hearing?
- 4) According to Helen Keller, who can realise the blessings of sight?
- 5) Who was Helen Keller's teacher?

- 6) Whom does Helen Keller want to see first if she is given sight?
- 7) What is the window to the soul as per Helen Keller?
- 8) Why does Helen Keller keep her eyes open wide whenever she goes out?
- 9) Why are the people blind to see the magnificent sight of New York?
- 10) Who was the blind poet of Greece?
- 11) What does Helen Keller want to probe into on the second day of sight?
- 12) Who created the characters of Hamlet and Falstaff?
- 13) According to Helen Keller, what does the Metropolitan Museum of Art show?
- 14) What, in Helen Keller's words, is the condensed history of the earth and its inhabitants?
- 15) According to Helen Keller, what should we see in another person?
- 16) Does Helen Keller feel that every person has the same program of three days of sight in their life?
- 17) When does Helen Keller want to visit Metropolitan Museum of Art?
- 18) Which city is Helen Keller describing as the city that stepped from the pages of a fairy story?
- 19) What does Helen Keller want to see on the Fifth Avenue?
- 20) What was the feeling of Helen Keller on the last day of her sight?

RISK MANAGEMENT

Exercise A:

Answer the following questions briefly.

1. What are the risks that foreign business organizations face when they outsource production to countries like ours, and in what ways would they be affected if things go wrong?

A: Outsourcing is a business strategy that allows organizations to focus on their core business and create a competitive advantage by reducing operation costs. This is done through negotiating contract agreements with a vendor who takes on responsibility for the production processes and other functions. However, outsourcing has its own share of disadvantages like quality risk, quality service, language barriers, labour issues, legal compliance and security. When foreign business organizations outsource production to countries like India, which has a huge labour market, the risks involved are on a number of levels.

There are social risks like the use of child labour and sweatshops. Sweatshops are sweat factories where workers are made to work in socially unacceptable working conditions which are sometimes dangerous too.

There are other critical risks involved like poor worker safety which means workers are exposed to high risk factors.

These risks lead to problems in all three core business areas: brand reputation, operational efficiency and revenue. It is important that these issues be addressed in formal documentation in order to avoid further risks that can affect the daily productivity.

2. What are some of the risk factors that are characteristics of factories in the south Asian region?

A: According to Business Insider, several factors combine to make death traps of factories across South Asia.

In many factories, exits are locked, basements are used as storerooms for highly flammable raw materials and no fire escapes installed, while smoke alarms or sprinkler systems are totally not found.

In the United States or in other developed countries, safety measures are strictly implemented. But the fire services in South Asia are among some of the least developed in the world. Industrial zones in India tend to spread into residential slums presenting dozens of opportunities for catastrophe.

Risk Management Monitor reports that in Bangladesh alone, there have been more than 600 factory fire deaths over the last five years.

3. What was one of the reasons for many local people getting hurt in the Sivakasi fireworks factory fire?

A: The Sivakasi fireworks factory fire proved the fact that the operation of cracker units is risky. In a fire that broke out at Om Shakthi fireworks located in Mudhalpatti near Sivakasi, 39 people were died and a preliminary report on the incident said that 28 of the victims died in explosions in unauthorized storage cells. The fire destroyed the facility where it started quickly ripping through a number of conjoined factories and eventually igniting a supply of recently manufactured fireworks.

The heat was so intense that many local villagers were also hurt and fire fighters struggled with the blaze for five hours before they could extinguish it. The villagers resided in close proximity and mere thus hurt in the mishap since the fire was intense.

4. Why are effective risk management strategies an important features of a good relationship between foreign companies and their suppliers in countries such as India?

A: Foreign corporations frequently employ manufacturers and factories in foreign countries in an effort to capitalize on inexpensive labour costs. Companies need to utilize the best risk management solutions and practices to ensure they enjoy a profitable relationship with these suppliers.

A corporation is able to mitigate losses by frequently assessing and monitoring risks. Employer should take whatever steps necessary to ensure the safety of workers. They should look for those things at work that have the potential to cause harm and identify the appropriate measures to eliminate and control the risks.

Criminal negligence seems to be the cause of factory disasters in India and other countries. India must create a safe work environment in the fabric and textile factories before more fire accidents occur.

If appropriate measures are not taken in this direction, it can affect the whole of outsourcing business in future.

Solutions for Fire Risks:

- a) Training and strict procedures will eradicate many possible fires.
- b) Use signs and constantly broadcast the dangers to the staff.
- c) All electrical equipment should be tested regularly.
- d) Ensuring store rooms are kept as tidy as possible to reduce the risk.

- e) High degree of supervisors with suitable fire fighting equipment.

Vocabulary: Synonyms

Exercise B

1.

- a. Own = possess
- b. Strange=odd
- c. Back=rear
- d. Shut=close
- e. Deliberate=intentional
- f. Sad=unhappy
- g. Safe=secure
- h. Well-known=famous
- i. Polite=courteous
- j. Sleepy=drowsy

2.

- a. actual/true/original
- b. saved
- c. impolite/bad mannered
- d. different/unique/extraordinary
- e. generous
- f. tough/serious/difficult
- g. recall/retrieve
- h. near/adjacent
- i. grow/expand/develop
- j. definite/certain
- k. pardon/excuse
- l. delicate/sensitive

Grammar

The Present tense

Exercise C

1.

- a. are sharing
- b. am driving
- c. has gone, has
- d. runs
- e. speaks
- f. gather, store, are, returns, delivers, passes, is reducing
- g. trek
- h. performs

2.

- a. Jaya learns Urdu. She likes the classes.
- b. The Indian team is going fly to Beijing next Thursday.
- c. The pancreas produces several important hormones.
- d. I smell roses and jasmine in the room.
- e. Watermelon tastes good if chilled before serving.
- f. We have two wonderful sisters.
- g. His parents believe him.
- h. Arjun is ill, so Chris plays for his college team in today final.

Writing

Punctuation

Exercise F

- a. The office has three branches: Mumbai, Chennai and Kolkata.
- b. Priti writes well, I have read some of her articles and essays.
- c. How interesting the city is.
- d. Chemical engineers are required in many industries. For example, petroleum and textile.
- e. Shashi is a teacher, and his wife is a lawyer.
- f. Have they got any funding for the project?

- g. I am correcting my students' assignments.
- h. There were people waiting to see, the singer everywhere; on the streets; at the windows; on the balconies and on the roofs.
- i. She said, "The puppets are not for sale".
- j. Doctors, for example, work very long hours.
- k. Why are humans so careless about their environment?
- l. "The film was directed by a graduate from the FTII", Nazir said.

RISK MANAGEMENT PART-2

Exercise G

Answer the following questions briefly.

a. What was the disaster that struck Om Shakthi Fire Works on 5th September, and what were its tragic consequences?

A: On 5th September 2012, a deadly fire occurred in a cracker unit in Sivakasi killing 39 people. It started in the facility ripping through a number of conjoined factories and eventually igniting a supply of fireworks. The intense heat hurt many local villagers and the fire fighters struggled for almost five hours to extinguish the fire.

The fire killed 39 people leaving 70 others injured, 40 of whom were in critical condition and under medical supervision. About 300 people were working in the unit at the time of the accident, and a report said that 28 of the victims died in explosions in unauthorized storage cells.

b. Why had the factory's license been suspended a few days before the fire?

A: The license of the factory had been suspended 2 days before the disaster for failing to meet the safety standards, the Indian media reported, citing government officials. The officials had conducted an inspection at Om Shakthi and found it was over staffed and stocked excess explosives.

c. How do estimates of people injured and killed in accidents in Sivakasi's fireworks factories vary depending on where they come from?

A: Fire mishaps in India's biggest fireworks manufacturing hub of Sivakasi have been very frequent. However, casualty estimates vary greatly depending on the sources. An official of the Tamil Nadu Fireworks and Amorges Manufacturers Association (TNFAMA) said that a total of 237 lives had been lost and 200 people had been injured in the accidents that occurred in the fireworks units in Sivakasi in the last twelve years, whereas P. Raja Gopal, president of Nether's Economic and Educational Development Society (NEEDS), a non-governmental organization said that violation of safety norms had caused around 1,000 deaths in the last ten years.

d. What are some of the safety norms that are not followed in fireworks factories in the area?

A: The safety norms that are not followed in fireworks factories in the area are-

1. Non-compliance with safety norms
2. Failure of enforcement authorities in supervising the hazardous units at the peak of their activity
3. A general practice of taking raw material home
4. Using highly flammable chemicals at Home-based fireworks production
5. Units were overstaffed and stocked excess explosives
6. Use of unauthorized storage cells by the workers

e. In what way do fireworks factories at Sivakasi break the laws relating to child labour and human rights?

A: It is a standard practice in Sivakasi for fireworks industry workers to take home raw material and deliver the finished goods to their employers, disregarding the risk involved for themselves and for their families. Home-based fireworks production has also made it easier for manufacturers to circumvent the laws against child labour since children are also involved in this business, working with raw materials ranging from paper and dyes to highly flammable chemicals. Some children are even forced to become industry labourers after their parents' death.

Vocabulary: Antonyms

Exercise H

1.
 - m. Below
 - n. Intentional
 - o. Excuse
 - p. Never
 - q. Fear

- r. Free
- s. Stint
- t. Strong
- u. Unhelpful
- v. Pessimistic

2.

- a. conceal
- b. leader
- c. illegal
- d. inactively
- e. disinterested/uneager
- f. unexpected
- g. include
- h. feeble/weak/ powerless

Grammar

The present tense

Exercise I

- a. Has been dancing
- b. Have met
- c. Has been travelling
- d. Have known
- e. Have not eaten
- f. Has been running
- g. Have moved

LEELA'S FRIEND

Answer the following questions in about 50 words each.

1. What problem was Sivasanker thinking about?

Mr. Sivasanker's wife Kamala had complained to her husband to find a domestic help as she was finding it difficult to do the house hold chores. Sivasanker was binding one servant's problem. He was looking for a domestic help who would do the household work and relieve his wife from this headache.

2. Why did Sidda tell Leela that he knows the moon?

The Sivasanker family had appointed a servant called Sidda for household work. Sidda was a simple natured boy and becomes a good friend wit Leela, the daughter of Sivasanker. Sidda loved playing with Leela and she enjoyed his company. Sidda once while playing tells her that he knows the moon because he knew that Leela had always fancied the moon and it would amuse her if he says he knows the moon, so he said he know the moon.

3. What was Sidda was asked about the lost chain?

When sidda was asked about the lost chain he blinked and answered that he did not know anything about the chain. Later when Kamala shouted at him and threatened him to take to police, he vanished into the night. Sidda probably had a similar experience earlier so he was scared when he heard Kamala say that.

4. What do Leela's questions to her mother about Sidda reveal about her character?

Leela doesn't like her mother for blaming Sidda for the lost chain. She felt that her mother was very rude to him and always worried him. Leela was hardly bothered about the necklace. For her, it was Sidda who was more important than the necklace.

5. How long was Sidda in Leela's house when the police took him?

Sidda was in Leela's house only for half an hour when the police took him. Leela was overjoyed to see him again and refused to accept that he took the chain but the inspector humorously dismissed her statement saying that she cannot be a reliable witness.

6. Who found the lost chain and where?

Few days after Sidda was taken to jail, Leela's mother picked up the chain pulling her hand into the tamarind pot in the kitchen. She had finally found the chain in her own kitchen but Sidda had already been punished by then for the crime that he never did.

7. Why did Sivasanker not take Sidda back into work, even after Sidda was not found guilty?

Sivasanker did not take Sidda back into work even after Sidda was not found guilty because he felt he couldn't have kept a criminal like him in the house. Sidda had been to police station many a times like this being blamed by those in whose houses he worked as a domestic help. So, Leela's father was little apprehensive about it.

Vocabulary

- A. 1. Tended
2. Scrutiny
3. Clutched
4. Evaporate
5. Chopping
6. Vanish
7. Furious
8. Unmistakably
- B. dimension, rated, where, being, digital, feel, between.

PHRASAL VERBS

- a. make off
b. drawn up
c. look up
d. take up
e. break up
f. fall through
g. call off
h. look after
i. set out
j. drew up
1. Call back: To call someone
Call up: To summon information
Call on: To visit
Call out: To speak loudly
Call off: To cancel/post pone
2. A. Set aside
b. return
c. write down
d. discard
e. bring out
f. propose
g. enter
h. postpone
i. construct
3. a. get across, get along, get down
b. give back, give out, give away
c. take after, take back, take down
d. make over, make for, make on

Exercises

- A. 1. Catch up
2. look forward to
3. run out
4. keep up
5. called off
6. put up with
7. made up
8. carried away
9. do without
10. Passed away
- B. 1. Get into
2. Look for
3. Switch on
4. Fill in
5. Try out
6. Put on
7. Throw away

8. Turn down
9. Put out
10. Believe in

Grammar

Knowing with Questions

- There are two types of questions – Yes-no questions and Wh- questions.
- Yes-no questions are formed by putting the auxiliary verb, if any, in front of the subject. Ex. She is writing a letter.
- Wh-questions are called so because those questions begin with a wh-word such as what, when, how, where and who. Ex. Where did he go?
- Both these types of questions are direct questions. These questions are used only in informal and intimate contexts.
- Indirect questions and modal auxiliaries are used in formal contexts.

A.

1. When did the meeting start?
2. Which instrument did she learn in a music college?
3. Why were you late?
4. Why don't you take coffee?
5. How many cars do you have?
6. Which kind of songs does she like?
7. How long have you spoken to her over telephone?
8. How many math classes does he have in a week?
9. How did you feel after watching the news?
10. When is he going office?

B.

1. Could you tell what your full name is?
2. Would you mind telling about your education?
3. Could you please tell us what is your best movie?
4. Could you tell me who your favorite actor is?
5. May I know your philosophy about life?
6. May I know your favorite tourist place in the world?
7. Could you tell us what are your upcoming movies?

C.

2. Could you tell me where the post office is?
3. Could you tell me who wrote the novel?
4. Could you tell me what does it refer to?
5. Would explain thermodynamics.
6. Could you derive the formula?
7. What would you like to prove?
8. Could you tell me the difference between the two is?
9. Could you tell me why does the author say this?
10. How could you explain the cause?

D.

1. Can you help me in solving this problem?
2. Whose car is that?
3. Shall we meet today?
4. Have they come back home?

Tag Questions:

- Tag Questions: Tag questions are short questions used at the end of a statement and are used mainly in informal or spoken English for confirmation of something.

Exercises

- A.
1. Is
 2. Does
 3. Has
 4. Does
 5. Weren't

- B. 1. Will they
2. Isn't he
3. Don't they
4. didn't they
5. Did he
6. Hasn't she
7. Is it
8. Aren't I
9. Won't it
10. mustn't they
- C. 1. c
2. f
3. d
4. g
5. i
6. a
7. h
8. b
9. j
10. e

Writing a narrative:

Narrative writing is used to tell a true or fictional story or to illustrate an idea. Writing narratives focuses all the details which are organized, clear and descriptive. A good narrative story has a main idea, which is introduction, more detailed description in middle and closes in the end. It may be entertaining or informative.

A narrative has time element. Stories often follow a sequence of events chronologically. And it is suggestive rather than exhaustive. It should provide readers to imagine and fill in the details.

Structure of writing a narrative:

There are five basic steps to writing a narrative essay.

1. Purpose:

Why are you telling the story? Every narration must have a point or purpose, usually to entertain or to inform.

2. Context:

You should establish the context of your narrative early in the write up. You can follow these basic guidelines: who, what, where, when.

3. Point of View:

A narrative may be written in the first-person (I) or third-person (he, she, it) point of view; do not use second person (you). If you were part of the action, the first-person provides the best perspective. If you are relating an event based upon other sources, use the third-person point of view. In some circumstances, you may be forced to choose the point of view (if, for example, you were a witness, but not a participant). Once you have decided upon a point of view, stay consistent with it.

4. Details: Include enough details for clarity; however, select only the facts that are relevant.

5. Organization:

A narrative usually follows a chronological time line; however, you may find flashbacks a creative option as long as the narrative can be clearly followed by the reader. Most narratives are told in the past tense. You should keep tenses consistent.

1. Narrate how Sidda made himself useful to Leela and her parents?

A. Sidda was obedient to do all house chores, working in the garden, chopping wood and shopping assigned by his masters. Leela played with Sidda and his company made her happy. Leela spent most of the time playing various games with Sidda. He had to narrate incomparable stories of animals at bed time.

2. The first day of the college

A. My first day in the college is very important in my life. The day began with a bit different than usual. I woke up early in the morning especially after the long vacations that had just got over.

Obviously, I got ready to attend the first day of college. After reaching college, I found out from the notice board that I was allotted to sit in the room no 302. I entered the class as if I was entering a new world where I felt I knew nobody. I quickly sat on the third bench.

As I did not know anyone in my class and there was some time left for the lecture to begin, I thought of exploring my cell phone menu, and tried calling a few friends.

I felt really awkward sitting in the class simply doing nothing. I think most of the girls feel this way for the first time, unlike boys who still manage to make friends as soon as they enter the class. I think they bond sooner.

Now this ritual has always been interesting for everyone. It's something that we all are so aware of, yet everybody's heart beats faster till their turn comes. I managed to give a normal introduction of mine. I was happy with my first day in the college. Although first days are meant to be something special, there was nothing so special about my first day.

UNIT- IV

HUMAN VALUES AND PROFESSIONAL ETHICS

INDIA'S CONTRIBUTION TO WORLD UNITY- ARNOLD TOYNBEE

About the Author:

Arnold Joseph Toynbee (14 April 1889-22 October 1975) was a British historian, philosopher of history, research professor of International history at the London School of Economics and the University of London and author of numerous books. Toynbee in the 1918-1950 periods was a leading specialist on international affairs. He is best known for his 12-volume *A Study of History* (1934-61), through which he examined the rise and fall of 26 civilizations in the course of human history and he concluded that they rose by responding successfully to challenges under the leadership of creative minorities composed of elite leaders.

With his endless output of papers, an article in many languages and Toynbee was perhaps the world's most read and discussed scholar in the 1940s and 1950s. Yet Toynbee's work lost favor among both the general public and scholars by the 1960s due to the religious and spiritual outlook that permeates the largest part of his work. His work is considered today controversial and is seldom or cited.

Arnold Toynbee gave a lecture on the human values and ethics of the Indian people during independence struggle. In that lecture he appreciated Indian attitude towards life and approach to the handling of human affairs. Human values are a set of consistent behaviors and measures that guide human beings in doing what is right and acceptable by the society. They attract dignity, respect and appropriateness among people. Professional ethics relate to the rules governing the conduct, transactions and relationships within a profession and among its publics.

Human Values and Ethics adopted during the Indian independence struggle:

According to Toynbee, Human Values and Ethics adopted during the Indian independence struggle were unlike any other country's revolution. Some of the concepts were: Non-violence, Civil disobedience and Non-cooperation. After getting the freedom Indians never brood over the past or nurse their grievances. Inviting a British to deliver a lecture resembles their attitude and their professional ethics.

Toynbee also quoted that we are all living in an age in which technology can destroy entire world. Though all are physically neighbours, but psychologically strangers to one another. Mutual destruction depends on how we are going to react. We have to love our neighbours as precious members of the human family, which is now exposed to the common danger of being wiped out by atomic warfare. In 1945 the atom bombs were dropped on Hiroshima and Nagasaki. All must live together like a single family. We must love our neighbours. Variety in unity is a great Indian achievement. There must be amity among all sections of people. Another great Indian achievement is the combination of hard practical work and contemplation.

Indian People's Freedom from Rancour:

One Indian virtue that greatly impressed Toynbee and touched him greatly was the Indian people's freedom from rancour. Indians never hate their adversaries. After a successful struggle, they do not brood over the past and nurse grievances. They do not hate the British and Muslims who ruled India. Indians were inspired by Gandhi to keep the freedom struggle on a spiritual plane above the level of mere politics. Non-violent revolution is a characteristic Indian accomplishment. The spirit of non-violence is a state of feeling inspired by moral ideal. The people must live in harmony. A broad-minded approach to reality is characteristic of India. Indians tolerate the ways of the others. Appreciation of variety is an object lesson of great value for the rest of the world in this atomic age. Technology has removed distances. According to Toynbee, the new field of action in India's domestic life that non-violent revolution has found is that Bhoodan movement, a voluntary land reform movement in India started in 1951 and he alleged that Ashoka substituted religious propaganda for military aggression.

Gandhiji's Unique Achievements:

Arnold Toynbee gives an account of the unique achievements of the Indian people under the leadership of Gandhiji. These achievements are of very great value to the whole world in the present atomic age. Gandhi's vision for the country and his dreams for the community as a whole still hold good for India. He got the community to assimilate and reflect true values of humanity and to participate in tasks that would promote the greater good. These issues are still relevant to what free India is and represents. The main cause of worry today is intolerance and hatred leading to violence and it is here the values of Gandhi need to be followed to with more passion. He is relevant not yesterday or today but forever. Gandhi was benefactor to not only to India but also Britain. He made it impossible for Britain to go on ruling India but he made it possible for Britain to withdraw without disgrace. He saved both Britain and India from one of the commonest tragedies of history.

Conclusion:

According to Toynbee, Gandhiji proved that spiritual activity and practical can go together. The spiritual gift of contemplation makes Man human. This gift is still in Indian souls. It saves mankind from self-destruction. He dreamed that of ethics and values practiced in daily lives. He dreamed of a new world of non-violence with overall peaceful environment. On-violence is a universal phenomenon and it has great relevance and significance. It is the ultimate solution of all kinds of problems and conflicts in the society, nation and world.

Exercise – A

Answer the following questions briefly.

1. How does Toynbee support his statement that Indians do not continue to feel hatred or anger towards someone who hurt them in the past?

A: Arnold Joseph Toynbee (14April 1889-22OCT 1975) was a British historian , philosopher of history, research professor of International history at the London school of economics and the university of London and author of numerous books. Toynbee in the 1918-1950 periods was a leading specialist on international affairs. He is best known for his 12-volume” A study of history (1934-61)”, through which he examined the rise and fall of 26 civilizations in the course of human history and he concluded that they rose by responding successfully to challenges under the leadership of creative minorities composed of elite leaders.

Arnold Joseph Toynbee gave a lecture on the human values of the Indian people. In that lecture he appreciated Indian attitude towards life and approach to the handling of human affairs. Human values are a set of consistent behaviors and measures that guide human beings in doing what is right and acceptable by the society. They attract dignity, respect and appropriateness among people. Professional ethics relate to the rules governing the conduct, transactions and relationship within a profession and among its public.

One Indian virtue that has impressed Arnold Toynbee greatly and touched him deeply is the Indian people’s freedom from rancor. Indians never hate their adversaries. One example is the spirit in which Indians conducted a successful struggle with Britain for independence. And when once a struggle is over, we certainly do not brood over the past or nurse grievances. They do not hate the British and the Muslims who ruled India. A broad minded approach to reality is characteristic of India. In this way Toynbee supports his statement that Indians do not continue to feel hatred or anger towards someone who hurt them in the past.

2. According to Toynbee, from what tragedy did Gandhiji save Britain as well as India?

A: Arnold Joseph Toynbee (14April 1889-22OCT 1975) was a British historian , philosopher of history, research professor of International history at the London school of economics and the university of London and author of numerous books. Toynbee in the 1918-1950 periods was a leading specialist on international affairs. He is best known for his 12-volume. A study of history (1934-61), through which he examined the rise and fall of 26 civilizations in the course of human history and he concluded that they rose by responding successfully to challenges under the leadership of creative minorities composed of elite leaders.

Arnold Joseph Toynbee gave a lecture on the human values of the Indian people. In that lecture he appreciated a characteristic Indian attitude towards life and approach to the handling of human affairs. He gives an account of the unique achievements of the Indian people under the leadership of Gandhiji . These achievements are of very great value to the whole world in the present atomic age.

Toynbee wondered that “ Has there ever been another case in which a leader in a successful struggle for political liberation has been a benefactor , not only to his own people but also to the nation from whose rule he has helped his own people to free themselves ?.”Gandhiji made it impossible for Britain to go ruling India but made it possible for Britain to withdraw from India without discredit and disgrace. So he services to both the countries were equally great. He saved both Britain and India from one of the commonest tragedies of history. If a government meets with resistance and uses force to maintain its authority, the struggle takes a violent form. Then there is no happy and creditable way out for either party. This has been one the commonest tragedies of history according to Toynbee. But Gandhiji inspired the people of India to keep the freedom struggle on a spiritual plane that was above the level of mere politics.

3. What does the historian mean when he says that the people of India have a moral responsibility to keep alive their country’s tradition of non-violence?

A: Arnold Joseph Toynbee (14April 1889-22OCT 1975) was a British historian , philosopher of history, research professor of International history at the London school of economics and the university of London and author of numerous books. Toynbee in the 1918-1950 periods was a leading specialist on international affairs. He is best known for his 12-volume. A study of history (1934-61), through which he examined the rise and fall of 26 civilizations in the course of human history and he concluded that

they rose by responding successfully to challenges under the leadership of creative minorities composed of elite leaders.

Arnold Toynbee gave a lecture on the human values of the Indian people. In that lecture he appreciated Indian attitude towards life and approach to the handling of human affairs. He says that the people of India have a moral responsibility to keep alive their country's tradition of non-violence. Non-violent revolution is a characteristic Indian accomplishment. He quotes the examples of the political issue between India and Britain, bhoodan movement and Asoka's substituting religious propaganda for military aggression for unifying the world.

Gandhiji's policy of non-violence had been consistently put into practice for many years past. Now we are living in the atomic age. In the hurricane of annihilating material power, mankind will not be able to save itself from self-destruction unless the practice non-violence in their relations.

A spirit of non-violence is a state of feeling inspired by a moral ideal. It is a belief that there is more than one approach to truth and to salvation. This broad-minded approach to reality is characteristic of India. Thus the historians mean when he says that the people of India have a moral responsibility to keep alive their country's tradition of non-violence.

4. What is the general Indian point of view that goes hand in hand with the spirit of non-violence?

A. Arnold Joseph Toynbee (14April 1889-22OCT 1975) was a British historian, philosopher of history, research professor of International history at the London school of economics and the university of London and author of numerous books. Toynbee in the 1918-1950 periods was a leading specialist on international affairs. He is best known for his 12-volume. A study of history (1934-61), through which he examined the rise and fall of 26 civilizations in the course of human history and he concluded that they rose by responding successfully to challenges under the leadership of creative minorities composed of elite leaders.

Arnold Joseph Toynbee gave a lecture on the human values of the Indian people. In that lecture he appreciated a characteristic Indian attitude towards life and approach to the handling of human affairs. He gives an account of the unique achievements of the Indian people under the leadership of Gandhiji. These achievements are of very great value to the whole world in the present atomic age.

Non-violent revolution is a characteristic Indian accomplishment. after its success, it has found a new field of action in India's domestic life. Bhoodan movement is one among them. In 1945 the atom bombs were dropped on Hiroshima and Nagasaki. Now we are all living in the atomic age. In the hurricane of annihilating material, power, mankind will not be able to save itself from self destruction unless they practice non-violence in their relations.

In 1947 Indians did not feel difficulty of follow non-violence method. But today they feel difficult in their relations with China. A spirit of non-violence is a state of feeling inspired by a moral-ideal. It is a belief that there is more than one approach to truth and to salvation. This broad minded approach to reality is characteristic of India which is the general Indian point of view that goes hand in hand with the spirit of non-violence.

5. Why is the attitude of Indians to variety of such great importance in the present –day world?

A: Arnold Joseph Toynbee (14April 1889-22OCT 1975) was a British historian, philosopher of history, research professor of International history at the London school of economics and the university of London and author of numerous books. Toynbee in the 1918-1950 periods was a leading specialist on international affairs. He is best known for his 12-volume. A study of history (1934-61), through which he examined the rise and fall of 26 civilizations in the course of human history and he concluded that they rose by responding successfully to challenges under the leadership of creative minorities composed of elite leaders.

Arnold Toynbee gave a lecture on the human values of the Indian people. In that lecture he appreciated Indian attitude towards life and approach to the handling of human affairs. In the present – day world the attitude of Indians to variety is of great importance. The broad – mind approach to reality is characteristic of India. A devout would recognize that the other was the better one, at any rate for himself.

Toynbee also quoted that we are all living in an age in which technology has annihilated distance. Though physically we are all neighbors, psychologically strangers to each other. Mutual destruction depends on how we are going to react. We have to love our neighbors as precious members of the human family, which is now exposed to the common danger of being wiped out by atomic warfare. That's the reason India's conspicuous achievement of variety in unity is of worldwide importance.

6. What is the lesson on spiritual activity that Indian's must teach the rest of the world?

A: Arnold Joseph Toynbee (14April 1889-22OCT 1975) was a British historian, philosopher of history, research professor of International history at the London school of economics and the university of London and author of numerous books. Toynbee in the 1918-1950 periods was a leading specialist on international affairs. He is best known for his 12-volume. A study of history (1934-61), through which he examined the rise and fall of 26 civilizations in the course of human history and he concluded that they rose by responding successfully to challenges under the leadership of creative minorities composed of elite leaders.

Arnold Toynbee gave a lecture on the human values and ethics of the Indian people during independence struggle. In what lecture he appreciated Indian attitude towards life and approach to the handling of human affairs.

According to Toynbee the lesson on spiritual activity that Indians must teach the rest of the world is that: the spiritual activity and practical activity can go together. The spiritual gift of contemplation makes man human. This gift is still in Indian souls and it saves mankind from self destruction.

Arnold quotes that even Gandhi had a vast amount of daily business to transact. Yet he was never too busy to withdraw temporarily from business affairs for recurrent periods of contemplation. His practice on this point is characteristic of the Indian tradition.

Today the Indian people have many urgent and exacting practical work required by the community development plan. Gandhiji demonstrated that spiritual activity is the well spring of practical activity and that this inspiration is what makes practical activity bear fruit and not work havoc. That art of contemplation is really another name for the art of living. It's a spiritual gift that makes man human. It helps the mankind from self destruction.

Vocabulary

Phrasal verbs

Look at the highlighted words in the sentences from the reading text above and their meanings in brackets.

1. He made it impossible for the people of my country to go on ruling India. (to continue)
2. When a government meets with resistance, it tries to maintain its authority by force. (to experience something, usually something unpleasant)
3. If one looks back into the past, one finds Ashoka acting in the same spirit. (to think about something that happened in the past)
4. If India were ever to fail to live up to this ideal, it would be a poor look-out for mankind as a whole. (to be a good as)

The highlighted words are phrasal verbs, which are combinations of a verb and a particle forming a single, independent unit of meaning. The meaning of a phrasal verb is different from the meaning of its separate parts. For example, the meaning of the phrasal verb go on is not a combination of the meanings of go and on. Similarly, we cannot find the meaning of live up to by putting together the meanings of live and up to. The particle in a phrasal verb is either a preposition, such as 'in' or 'on', or an adverb, such as 'up' or 'out', or an adverb and a preposition, such as 'out of'.

Phrasal verbs are often synonyms of single verbs. For example, 'The wedding was *put off* until January' means it was *postponed* and 'Anitha turned *up* at the party with a friend' means that she *arrived* with a friend. You can form several phrasal verbs by adding different particles to the same verb, for example *cut off*, *cut into*, *cut out*, *cut through* and *cut up*.

The pairs of sentences below are examples of verbs followed by an adverb/preposition and of phrasal verbs.

1. She ran out to play. (*used in its literal sense of verb + adverb*)
2. She ran out of sugar and borrowed some from her neighbour. (*phrasal verb with the fixed, independent meaning 'not have enough of something'*)
3. He came into the room. (*used in its literal sense of verb + preposition*)
4. He came into some money when his grandmother died. (*phrasal verb with the fixed meaning 'to get money, property, etc., after someone's death'*)

In each of the first sentences in the pairs above, we can get the meanings of the italicized words by combining the meanings of the verb and the following preposition/adverb. However, it is not possible to do that with the phrasal verbs in the second sentences. We will have to look up their meanings, often completely unrelated to the meanings of the individual words, in a dictionary.

Phrasal verbs-which are sometimes less formal than a single verb (e.g. *put off* for 'postpone' and *turn up* for 'arrive') and also more economical than longer expressions (e.g. *look up to* for 'admire and respect someone' and *talk down* for 'talk to someone as if they were less clever than you')-therefore need special attention when you are building your vocabulary in English.

Look at some examples of commonly used phrasal verbs. Note their meanings and how they are used in sentences.

Phrasal verb	meaning	Example
Act up	of a machine or a body part, to not perform well	Her mobile phone was acting up , so she did not receive my calls.
Blow up	to fill something with air	Will you help me blow up the balloons?
Break down	of a vehicle or machine, to stop working	The bus broke down on a mountain road.
Call off	to cancel	The workers have called off the strike.
Check in	to register at a hotel or an airport	I shall call you as soon as I check in .
Do away with	to get rid of something	We have to do away with some of these meaningless procedures
Get along/on	to like and be friendly with someone	Our mothers get along well.
Go over	to look at something carefully	You should go over your essay before submitting it.
Hang up	to end a phone call	Please listen to me! Don't hang up .
Pass out	to faint	The man passed out because of hunger.
Show off	to behave in a way that attracts attention	Nobody likes him because he shows off .
Take off	to start to fly	The plane took off on time.
Work out	to exercise	She works out regularly at the gym.

Exercise B

1. **Fill in the blanks in the sentences below with correct phrasal verbs chosen from those in brackets.**
 - a. Bhaskar _____ one morning in a new car. (turned out/**turned up**/turned down)
 - b. _____ the meaning of the word in a dictionary. (look up/look over/**look into**)
 - c. Has everyone _____ their homework? (handed down/handed out/**handed in**)
 - d. You must not _____ to all his demands. (give up/ **give in**/ give out)
 - e. They are going to _____ The old hotel and build a library there. (knock down/**knock out**/ knock off)
 - f. He enrolled for a course in German but _____ after six months. (dropped in/ dropped off/ **dropped out**)

2. **Rewrite the sentences below using phrasal verbs containing the words in brackets in place of the underlined words.**
 - a. The meeting went on longer than expected, and everyone got restless. (drag)
The meeting last longer and everyone got restless.
 - b. I quickly turned the pages of the magazine. (leaf)
I **leaf through** the pages of the magazine.
 - c. We admire our aunt. (look)
We **look up to** our aunt
 - d. They have to learn to manage without help. (do)
They have to learn to do without help
 - e. He will handle the situation well. (deal)
He will **deal with** the situation well
 - f. Shanta and her husband were posted in Tripura, so her mother raised their children.
(bring) .
Shanta and her husband were posted in Tripura, so her mother **bring up** their children

Grammar:

The past tense

Look at some sentences from the reading text above, paying attention to the highlighted words.

I suggested that these Indian ways may be of great value to the world.

Gandhiji made it impossible for the people of my country to on ruling India.

Ashoka did not have the incentive of living in the atomic age.

The highlighted words are the past tense forms of verbs, which show that actions/activities/states they represent happened or existed in the past, before the time of speaking or writing. 'There are four past tense forms used in English: the simple past (e.g. *walked*), the past continuous (e.g. *was/ were walking*), the past perfect (e.g. *had walked*) and the present perfect continuous (e.g. *had been walking*).

Look at the examples below for the uses of the simple past tense, formed by adding *-ed/-d/-ied* to the basic form of the verb (e.g. *walked, smiled, carried*) or by means of a completely different form e.g. *bought*) and sometimes by the basic form of the verb itself (e.g. *beat*).

1. Gandhiji **demonstrated** that spiritual activity is the well-spring of practical activity. (refers to something that happened before the time of speaking or writing)
2. He **enrolled** for a course in spoken English. (refers to something that happened before the time of speaking or writing)
3. She **travelled** a lot when she was young. (refers to something that happened regularly in the past as in 'used to travel'/'would travel')

Look at the examples below for the use of the past continuous tense, formed by was/were followed by the -ing form (the present participle form) of the verb (e.g. was/were walking, was/were dancing).

1. I was standing by Gandhiji's shrine. (refers to action/activity in progress at some specific time in the past)
2. They were watching TV till one in the morning. (refers to action/ activity in progress at some specific time in the past)
3. Nutan was working on her computer when we got home. (refers to action/ activity in progress when something else happened in the past)
4. I was tidying the cupboard while you were sleeping. (refers to action/ activity in progress at same time in the past)

Look at the examples below for the use of the past perfect tense, formed by 'had' followed by the -en/-ed form (the past participle form) of the verb (e.g. had taken, had slept, and had asked).

1. His life-work had almost been completed by the year 1945. (refers to an action that happened before another one or a particular point in time in the past)
2. Raj had told us about his sister before she arrived. (refers to an action that happened before another one in the past)
3. I had bought some vegetables by the time Seema gave me her list. (refers to an action that happened before another one in the past)

Do not use the past perfect tense when you are referring to only one action that happened in the past, as in *She has called her mother last night (x)* instead of *She called mother last night (✓)*.

Look at the examples below for the use of the past perfect continuous tense, formed by 'had' followed by 'been' and the -ing form (the present participle form) of the verb (e.g. had been reading, had been walking).

We had been taking care of Sarala's for three months, so felt sad when she took it back. (Refers to action/ activity that began in the past and continued up to another point in time in the past)

The country's economy had been improving steadily when the government suddenly fell in July. (As above)

Exercise C

1. Tick the correct sentences in each pair below.

- a. **The old woman lived with her children.** /The old woman had with her children.
- b. They was having dinner when the bell rang. /**They were having dinner when the bell rang.**
- c. By the time she had gone out, the plant was cut down. /**By the time she went out, the plant had been cut down.**
- d. The car hitted a tree and overturned. /**The car hit a tree and overturned.**
- e. **The boy shook his head.** /The boy shaked his head.
- f. The train already left when we reached the station. / **The train had already left when we reached the station.**
- g. She was liking the climate in Chandigarh. / **She liked the climate in Chandigarh.**
- h. **When Rohit woke up, his sisters were playing chess.** / When Rohit had woke up, his sisters were playing chess.
- i. **Mother had opened the door when I knocked.** / Mother opened the door when I knocked.
- j. **Leela played badminton when she was in college.** / Leela was playing badminton when she was in college.

2. **Fill in the blanks in the sentences below with the right forms of the verbs in brackets.**
- We just checked out from the hotel. Joseph ... **had paid...** (pay) the bill by the time we ... **went.....**(go) down to the reception.
 - Sudha **prepared....** (prepare) her presentation last night, so she ... **stayed...** (stay) at home.
 - The plane ... **landed....** (land) five minutes ago.
 - Kusum ... **was studying....** (study) for an examination, so we did not disturb her.
 - I ... **used to walk...** (walk) five kilometers every day when I was young.
 - Sunil ... **was reading...** (read) the newspaper two days ago when he .. **heard....** (hear) the gate open. By the time he .. **had got up...** (get up) from his chair to stop his dog from going out, it ... **rushed out...** (rush out).
 - A gentle breeze ... **blew...** (blow) when we ... **went...** (go) for a walk this morning. The roads ... **were...** (be) quiet and peaceful.
 - The girls ... **enjoyed...** (enjoy) themselves yesterday. They ... **had never seen ...** (never see) a yakshagana performance before.
 - Nitin... **was...** Very disappointed when he got his results. He... **had worked...** (work) twenty hours every day for the last six months. His father ... **comforted....** (comfort) him.
 - While they ... **were going through ...** (go through) the files yesterday, they ... **found...** (find) an old receipt for Rs 50,000. They ... **called...** (call) Salman and ... **asked..** (ask) him what he ... **spent..** (spend) the money on. He ... **told...** (tell) Them that he ... **was driving....** (drive) and would explain later.

Writing

Formal letters

Look at the letter below that an employee writes to his senior colleague, requesting a week's leave.

234 Asha Colony Gopalapuram Visakhapatnam 531001 personal letterhead is used)	→	Sender's address (omitted if official/
6 November 2013	→	Date (Date/Mother/Year, not 6 th November 2013 or <i>November 6, 2013</i>)
Mr Gautam Banerjee Regional Manager Maruti Industries Industrial Estate Visakhapatnam 530007	→	Address of the person/organization addressed (in case of overseas letters, the name of country also)
Dear Mr Banerjee,	→	Salutation
Subject: Leave application	→	Subject line
I am writing to request you to permit me two weeks from 7 – 20 November. My mother, who lives with me, is in hospital for heart surgery, which is scheduled for tomorrow. I want to be by her side to take care of her in the difficult daya after surgery.	→	Body: <i>purpose of letter</i>
I am enclosing a report on my work status. Ms Sheila John has agreed to take care of my work on the shipyard project until I return.	→	Body: <i>details/elaboration necessary</i>
I would be grateful if you could grant me privilege leave for the period.	→	Body: <i>action expected and expression of thanks</i>
Sincerely,	→	Complimentary close (or Leave taking)
GRao	→	Signature
Gopalam Rao Assistant Manager		Full name and, if necessary, designation
Copy to: Ms Neelam Batra,		Names/designations

General Manager Projects,
Head Office

→ of people to whom copies are sent for
information/action

The sample above is a formal letter (also called an official letter and business letter). Formal letters are written to communicate on work-related or business matters with an organization/someone in it or a person who is not a relative or a friend. Examples of formal letters are letters written to conduct business transactions, application letters, interview call letters, appointment letters and letters of enquiry. These letters need to be written with a lot of care because they leave a lasting impression and can build or spoil the relationship between their senders and receivers.

Note the format of a formal letter in the sample above. The letter follows the block format, where all the parts are aligned to the left margin, one below the other. This style is commonly used in modern business correspondence. Two other variations of this are the modified block format (where the sender's address, date, complimentary close, and signature and name appear on the right) and the modified semi-block format (where only the date, complimentary close, and name and address are written on the right). Punctuation is not used in any of the three styles-expect in the salutation and complimentary close lines, and the body of the letter. In fact, commas are often omitted nowadays after the salutation and the complimentary close too.

A formal letter must have the all the labeled components in the sample letter. Use the salutation *Dear sirs* if the letter is sent to an organization or a department, *Dear Sir/Madam* if the inside address has only the designation of the person to whom the letter is addressed, for example *The General Manager*, but *Dear Mr/Ms/Dr/Professor...* if the inside address has the name of the person to whom the letter is being sent. Also, use the complimentary close *Yours sincerely* only if you have addressed the addressee by his/her title and name and *Yours faithfully* in all other cases. The word *for* before the name of the sender shows that the letter is signed by someone on behalf of the sender, e.g. *for Ratan Dutt, Managing Director, Maurya Electronics Pvt. Ltd.*

Some formal letters may also need the following components:

- a reference number above the date to help file and locate a letter (this usually has parts consisting of the initials of the office/department followed by a file number, for example *GSEB/NC/102*, which is short form for *Gujarat State Electricity Board/New connections/Vadodara*)
- an attention line, in case you are sending some information, a document, etc., to an organization and want to ensure that it reaches a particular person who will deal with it
- a list of enclosures starting with 'Encl'/'Encls', for example:

Encls:

1. signed draft agreement
 2. copy of bank statement
- the names and designations of people you copy into your letter, below the list of enclosures, if you want the addressee to know you are doing so (suggested form is 'copy to', not 'cc'), e.g. *copy to: Ms Neelam Batra, General Manager Projects, Head Office*; 'bcc', or 'blind copy circulated', appearing only in the file copy of the letter in case you do not want the addressee to know that the correspondence is being shared with others
 - mainly in letters sent from organizations, the initials of person who dictates the letter and those of the person who types it.

Look at two more examples of a formal letter.

1.Example :

M 106/3 Kalakshetra Colony
29th Cross Street
Besant Nagar
Chennai 600 090

21 October 2013

HerculesTyres
254/7 Veer Nariman Road
Mumbai 400 020

Dear Sirs,

Application for the post of Assistant Marketing Manager

I am writing with reference to your advertisement in the *Times of India* dated 18 October 2013 inviting applications for the post of Assistant Marketing Manager. I would like to be considered for the post.

I have a bachelor's degree in commerce from Madras University and a master's degree in Marketing Management from Pune University. I have been working for eleven months now for Golden Tours, a travel and tourism company, as marketing assistant.

I enclose my curriculum vitae, copy of my certificates, and a testimonial from the manager of Golden Tours.

I looked forward to hearing from you.

Yours faithfully,

Nicholas Samuel

Encls:

1. Copies of AISSCE, BCom and MMM certificates
2. Testimonial

2.Example :

Hercules Tyres
254/7 Veer Nariman Road
Mumbai 400 020

HT/MD/1562/TOI Adv. 18 Oct.
26 October 25, 2013

Mr Nicholas Samuel
M 106/3 Kalakshetra Colony
29th Cross Street
Besant Nagar
Chennai 600 090

Dear Mr Nicholas Samuel,

Application for the post of Assistant Marketing Manager

This is with regard to your application for the post of Assistant Marketing Manager at Hercules Tyres.

We request you to attend an interview on Thursday, 31 October 2013, at 10 am at manager's Office. Please bring your original certificates and testimonials with you.

Could you confirm by letter or on telephone that you will be attending the interview, please.

Best wishes,

Sincerely,

Sharmila Kellar
Manager H R
Email: sharmila.kelkar@herculus.com
Tel: 25563860/3861

Copy to: General Manager

SK/VM

Remember...

- The body of formal letter must be brief, clear and precise.
- The current style for formal letters is characterized by simple, natural language and short words and sentences. Avoid using old-fashioned fixed expressions, such as We beg to acknowledge receipt of your letter dated... or Enclosed herewith please find... However, do not use a very informal or casual tone that you would in writing to, for example, a friend.
- Prefer sentences in the active rather than in the passive voice because this is a less impersonal way of saying something, and it also shows that you are willing to take responsibility for everything the letter says.
- Always use a courteous and inoffensive tone even when you have to say something that receiver will not want to hear. You must be certain that the letter you send is one that you would like to receive.

Look at Mr. Nicholas Samuel's CV below.

Curriculum vitae

Name	:	Nicholas Samuel
Address	:	B5/34 Park Lane Defence Colony Ranchi 600 006
Telephone	:	(0651)25623271/09849355662
Email	:	samuel.n@gmail.com
Nationality	:	Indian
Date of Birth	:	6 August 1991
Work experience	:	
September 2012- October 2013	:	Presently working as a technician in R. M. Industries, Panipet
Job Profile	:	Assisted in repair and maintenance of industrial machinery and performed routine technical work involving application of theory
Academic Qualifications	:	2011 Diploma in Mechanical Engineering, Government College of Engineering, Ranchi (70%) 2008 All India Senior Secondary Certificate Examination, Kendriya Vidyalaya, S. P. Chowk, Ranchi (75%) 2006 All India Secondary Certificate Examination, Gyan Bharat HighSchool, Ranchi (65%)
Other qualifications	:	Diploma in computer applications

Letters of application can be short when you enclose a curriculum vitae (pronounced kari-kyulam veetai, also CV and plural curricula vitae), also known as a résumé (pronounced re-zyu-may) in American English. The CV is a brief written account of your personal details, such as full name, address and telephone number, educational qualifications, previous work experience, languages spoken, and sometimes also your interests, which you send to an employer when you are applying for a job. You could also include the names of one or two referees who would be willing to testify to your character and abilities. Remember the following points about CVs.

- ❖ Your CV must be printed or typed in a neat, clear and easy-to-read format.
- ❖ Under the heading ‘academic qualifications’, list details of school, college and university attended, years and degrees earned, class or grade point average obtained and details of participation in co- and extra-curricular activities.
- ❖ Under ‘work experience’, give details of organizations where you worked earlier, dates and responsibilities.
- ❖ If necessary, mention other skills you have that you consider relevant to the job. For example you may want to mention that you helped develop software for hostel fee accounting.
- ❖ Use action verbs rather than nouns to describe your experience and skills. For example, instead of saying that you have some *teaching experience* at the postgraduate level, you could say that while working as a scientist, you were also required to *teach* an MSc course on genetics.
- ❖ Avoid giving information that is not relevant to the application.
- ❖ Personal information such as marital status, family and hobbies need not be included in a CV unless asked for.

WHAT I CHERISH MOST

V.S. Srinivasa Sastry

Introduction:

V.S. SrinivasaSastry (1869 –1946) was an Indian politician, administrator, educator, orator and Indian independence activist. He was born to a poor temple priest in the village of Valangaiman near Kumbakonam, India. He served as a member of the Indian National Congress from 1908 to 1922. He was one of the founding members of the Indian Liberal Party. But first and foremost he was a teacher. In this essay, he writes about the place of ideals in one’s profession and defines the role of a teacher.

Role of a Teacher:

V.S. SrinivasaSastry considers teaching profession as the noblest. A good teacher always be a good student. He should update himself with the latest developments in his subject. A good teacher should gather wisdom from society and should return same to the society with addition. He believes that those who enters the profession and feel its joy are blessed. If a person feels unhappy when he no longer teaches, then he is a real teacher. An ideal teacher always seeks opportunities of teaching even when he need not teach. A teacher who does not pass on his knowledge is a shameful miser. In our ancient culture men and women gathered at the feet of sages seeking knowledge. It is the duty of a teacher to set up a good example in all respects to his students.

Vision of V.S. SrinivasaSastry:

All through the career of V.S. SrinivasaSastry whether as a teacher or politician, he was inspired and guided by a noble vision. He dreamed of a united Indian people. The thought of two or more Indians made him mad. He could not bear to hear it. He devoutly cherished a united Indian nation.

Vocabulary

Idioms

Look at the sentences below, paying attention to at the highlighted words and their meanings in brackets.:

1. We must make sure that all our business transactions are completely **above board**. (honest and not trying to deceive anyone)
2. Our public library’s **days are numbered**. (not expected to exist much longer)
3. When it was proved that the hospital had used unapproved stents, it was left with **egg on its face**. (look stupid because of something that you have done)

The highlighted words are idioms. An idiom is a group of words in a fixed order whose meaning is different from the meanings of each word, for example ‘to work against the work’ means to work very fast because you know that you only have very little time to do something. The meanings of idioms have become fixed through use, and they have to be learned through reading and by looking up their meanings in a dictionary.

Idioms are of different kinds in terms of their structure:

- a. **those consisting of a verb and an object,**
e.g. tie yourself up in knots (become very confused when trying to explain something)
- b. **those consisting of preposition and a noun phrase,**
e.g. at the crack of dawn (very early in the morning)
- c. **those that are compounds,**
e.g. odds and ends
- d. **those that are strings of adjectives,**
e.g. cool, calm and collected (relaxed, not nervous)
- e. **those consisting of a simile,**
e.g. like a fish out of water (uncomfortable among people who are different from you)
- f. **those that are sentences (known as proverbs),**
e.g. It's no use crying over split milk (to waste time feeling sorry about a mistake that cannot be corrected)

When using idioms, make sure that you have their meanings right and also that you are using them in their correct forms, without dropping, adding or replacing any word. Refer to a standard dictionary to learn and check the meanings of idioms. You can also sometimes guess the meanings of idioms from the context in which they are used. Some commonly used **idioms, their meanings and examples** of their use in sentences are given below.

Idiom	Meaning	Example
acid test	the true test of the value of something	She is a qualified pilot, but Acid test will come when she starts working for an airline.
against the clock	do something as fast as possible	They worked against the clock to meet the dead line for the submission of the report
have a ball	to enjoy yourself very much.	the party was great fun! We had a ball.
dirty work	an unpleasant job,	It is unfair to give all your dirty work to your assistant especially something others do not want to do
dig your own grave	something that causes you serious harm	The man dug his own grave by lying the police.
take something at face value	to carry something for what it seems to be	I took her excuse at face value and accepted it.

Exercise H

Match the idioms in column A with their meanings in column B.

- | A | B |
|--|---|
| a. eat one's words | (vii) i. to be very tired |
| b. palm something off | (vi) ii. to try to control your emotions and behave calmly |
| c. dance to somebody's tune decisions. | (iv) iii. to be in the position of being able to make important |
| d. keep a straight face | (viii) iv. to do what someone wants |
| e. call the shots situation subject. | (iii) v. to know all the most recent information/facts about a |
| f. keep abreast of something | (v) vi. to make someone take something you do not want |
| g. dead on your feet | (i) vii. to admit that something you said before was wrong |
| h. get a grip on yourself | (ii) viii. to stop yourself from smiling or laughing |

2. Rewrite the sentences below using an idiom chosen from those in brackets. Look up in a dictionary if you need help.

- a. **There have been feelings of dislike between two families in our village for many years. (bad blood/ bad times/ups and downs)**
 - A. There has been **bad blood** between two families in our village for many years. (bad blood/ bad times/ups and downs)
- b. **She left the room angry and offended. (in a trice/ in a huff/in a flash)**

- A. She left the room **in a huff**.
- c. **The visa arrived at the last moment, just when we had given up hope of going to Moscow. (at the eleventh hour/by the skin of our teeth/on the dot) .**
- A. The visa arrived **at the eleventh hour**, just when we had given up hope of going to Moscow.
- d. **The department is taking a lot of time over the matter because it does not want to make a wrong decision. (down in the dumps/going with the flow/dragging its feet)**
- A. The department is dragging its feet over the matter because it does not want to make a wrong decision.
- e. **Giving an extempore performance was very easy for the old actor. (cool /a piece of cake/tricky) .**
- A. Giving an extempore performance was a piece of cake.
- f. **The company owes money to the bank. (is in stock/is in the black/is in the red).**
- A. The company is in the black to the bank.
- g. **The student determined to succeed, worked very hard for two years. (Kept his nose to the grindstone/kept his fingers crossed/kept his head).**
- A. The student determined to succeed, Kept his nose to the grindstone for two years.
- h. **Minu's neighbour sometimes annoys her a lot. (gets on her high horse/gets a jump on her/gets on her nerves)**
- A. Minu's neighbour sometimes gets on her nerves.

Grammar

Talking about the future

Look at the sentences below, paying attention to at the highlighted words.

I trust fervently that the ideal of a united Indian nation **will be placed** beyond all danger.
 We **are going** ahead with the music programme.
 The engineers said, 'We **will not recommend** the launch until the weather improves'.

The highlighted words are used to talk about future actions/activities, which are expected to happen after the time of speaking or writing. In English, there are different ways of referring to future actions or states.

The **simple future** is formed in four ways: will + base form of the verb (e.g. will start), am/is/are going + to + base form of the verb (e.g. is going to start), am /is/are + -ing form of the verb (e.g. is starting) and the simple present tense form of the verb (e.g. starts). Look at the sentences below for examples of each of these and their use.

Our team will practice hard before the match. (shows simply that something is expected to happen in the future)

1. **I shall/will write to him tomorrow.** (as above)
2. **I am going to write a book on tigers.** (shows that someone intends to do something in the future)
3. **It is going to rain tonight.** (shows that there is enough reason or evidence to believe that something will happen in the future, for e.g. dark clouds in the sky)
4. **She is directing the college play this year.** (shows a definite plan for which prepositions are complete)
5. **They are moving to Jhansi on Monday.** (as above)
6. **Madhavi Mudgal performs at the Konark festival next week.** (shows that a future action is part of a final programme and is certain)
7. **The President leaves on a state visit to Bangladesh tomorrow.** (as above)

The **future continuous** (e.g. will be starting), formed by will + be + -ing form (present participle) of the verb, is **used to talk about an action being in progress at some time in the future**. Look at the examples below.

I **will be studying** in the Delhi School of Economics next year.
 The sun **will be shining** brightly when you wake up tomorrow morning.

The **future perfect** (e.g. will have started), formed by will/shall + be + -ing form (present participle) of the verb, is **used to talk about an action being in progress at some time in the future**. Look at the examples below.

All the shops **will have shut** by the time you get to the market at 9 o'clock.
 Iqbal **will have slept** when you call him.

The future perfect continuous (e.g. will have been working), formed by will/have + been + -ing form (present participle) of the verb, is used to talk about a special situation and, therefore, do not use it much. Look at the examples below.

Smita **will have been playing** the violin for fifteen years when he is forty.

I **will have been flying** for ten years by the time my brother joins the air force.

In the sentences above, the future perfect continuous is used when the action indicated by the verb is seen as having begun at an earlier point in the future and as continuing up to a later time in the future.

Exercise I:

1. Fill in the blanks in the sentences below using the most appropriate tense forms of the verbs in brackets.
 - a. Scientists at the ICMR predict on the basis of research findings that the epidemic **will be spreading** (spread) across the state.
 - b. The last bell **is going to ring** (ring) at 4 o'clock.
 - c. The man wants his sons to be independent. He **is going to ask** (ask) them to move out as soon as they finish college.
 - d. The National Games **will begin** (begin) on Monday.
 - e. Asmitha sand Anand **will be getting** (get) married in Coimbatore tomorrow morning.
 - f. Raghav will be waiting (wait) at the airport when you reach Delhi tomorrow.
 - g. The house is nearly ready. We **will be moving in** (move in) by next August.
 - h. My brother **will have been working** (working) in the fields since dawn when we get home on Saturday afternoon.
 - i. By the time you call Rahul tonight, he **will be getting** (get) a message from Alok.
 - j. Rohit **will be sleeping** (sleep) when the postman comes at two in the afternoon. So I have asked my neighbour to take our parcel from him.

2. Complete the dialogue below using the most appropriate forms of the verbs in brackets.

a.

A: Sunil, I have brought work home from office today, but I have to do the washing and cooking as well. Could you and the children help me, please.

B: Of course. I **will wash** (wash) the clothes and put them out. Rajanna will be cooking (cook) dinner, and Puneet **will be doing** (do) the dishes.

b.

A: How have you planned our annual dance recital? Have the students rehearsed their items?

B: Yes, Minu **is going to start** (start) with the traditional alarippu and Ganesh vandana. Sonali and Kritika **will be doing** (do) the jatiswaram and varnam, and Bhavna **will perform** (perform) the padam.

Finally, Gita **is going to end** (end) the programme with the tillana. But I don't mind making changes if you have suggestions.

c.

A: Do you have a copy of the Anna University vice-chancellor's programme for her visit here?

B: Yes, I do. Shabana Rehman **is going to arrive** (arrive) at eight o'clock in the morning on Monday. She **will address** (address) students and teachers in the university auditorium between half past eight and nine. At a Quarter past nine, she **is going to inaugurate** (inaugurate) the new biotechnology lab and **will meet** (meet) research students. At half past ten, Dr Rehman **will be having** (have) a breakfast meeting with our VC. She **will leave** (leave) for the airport at eleven o'clock.

d.

A: Why can't we go to Children's World today?

B: Because it's already eight. The park **will be closed** (close) by the time we get there.

Writing Emails

Read the following email sent by an employee to the person he reports to.:

From Akash Roy (computer generated) Sent: Thur 14/11/13 11.25 ((computer generated))
To: Jacob John
Cc: Manoj Patel

Subject: Supply of Viton 0-Rings to Maruti Agro Industries

AE/1756/MA
14 November 2013

Mr Jacob John
Product Manager
Ace Elastomer
Mumbai

Dear Mr John,

This is with regard to the Viton rubber 0-rings of three different sizes that we supplied last week to Maruti Agro Industries and for which we received payment. I understand that several rings in the 393.07 mm batch are not of the required quality. The General Manager of Maruti called to say that they want us to send someone to examine the defective pieces and arrange to have the whole batch replaced. I think we should do that immediately as Maruti is an old and valued client. More importantly, it is a question of our professional standards and integrity.

Thank you.

With regards,

Akash Roy

Copy to: Mr Manoj Patel, General Manager Products

Emails are widely used not only for personal but also for academic and business communication because of their speed and convenience. Most business organizations encourage customers to write to them by providing a 'Contact us' button on their website. Many research departments and universities also now use email to send assignments to students and receive their responses. The inbuilt format of an email letter includes the following lines that the sender fills in before sending it off.

To:

This is for the e-mail address of the recipient; more than one address can be written, separated by commas.

Cc (carbon copy, or copy to):

This is for a list of addresses to which you want to send copies of your message.

Bcc (blind carbon copy):

Recipient's addresses typed here will not be seen by other recipients. Use this if you do not want the person/people to whom you are writing to know who you are keeping informed. It also protects the privacy of people who may not want to reveal their email address.

Subject:

This tells the recipient what the email is about. Do not leave it blank. Your subject line must be clear and specific so that the recipient gets an idea of its content even before reading your letter. The subject line also helps recipients find particular messages.

Attachments:

These are files that you send with your message, which the recipient will download to read or see.

Note that the email address of the sender and the date (and time) appear automatically when an email sent, but in many formal emails, they are included in the letter.

Here are some important points to remember when writing email messages.

- ❖ The tone you used should be appropriate to the relation you have with the recipient of your message. When you write to close friends, using informal or even casual language is acceptable. But when you are writing a formal email letter on a work-related, use language that is appropriate for its subject.
- ❖ Make the message easy to read. If there are many points in your email letter, say so at the beginning of your message. Otherwise, the reader may see something that interests him/her halfway down the message and hit the reply button to write back to you.
- ❖ Avoid writing long messages. People get large numbers of email messages and will try to rush through them. They may pass on to the next message if yours is too long.
- ❖ Be careful when sending attachments. Send them only if necessary. Attachments can take a long time to download, especially those that have graphics or photographs in them. They can carry viruses or be incompatible with the software of the recipient's computer.
- ❖ Do not use e-mail messages to attack someone or to vent your anger. Typing the whole message in capital letters is considered to be a rude act, known as 'flaming', which may offend the recipient.
- ❖ Do not write anything in your message that is illegal or unethical. Though email affords privacy to users, remember that anything that you send can be retrieved by hackers, your employers, government investigating agencies and even criminals.

IV UNIT THE LAST LEAF

About the Author:

William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Sudie & Johnsy :

Greenwich village is an old town where people are enthralled by paintings and arts. At the topmost floor of a squeaky three-story building lived Sue and Johnsy. Johnsy's full name was Joanna and Sue fondly called Sue. They met at a restaurant where they found out that they share the same interests when it comes to art and food. While Sue belongs to Maine, Johnsy belongs to California. They set up a joint studio. Six months after Sue and Johnsy started with their joint studio, Johnsy was sick with pneumonia, like others in their town. She had very little chance to live, and Sue was saddened. The doctor informs Sue that Johnsy has only one chance in ten and that one chance is for her to have a strong desire to live. Medicine can cure only half the disease and the other half depends on the will power of the patient. On that rainy November day, Johnsy was staring through the window watching leaves fall from a vine on the opposite building wall. Johnsy said that if the last leaf on the Ivy vine fell, she would pass away. Her dream of painting the Bay of Naples would not be fulfilled. Sue went on to do an art piece, while she requested Johnsy not to look at what she was painting. She preceded and called Behrman who protected them like their watch dog.

Behrman:

Behrman was an old painter staying in Greenwich Village, hoping to paint his masterpiece one day. For twenty five years he had been trying to do it, but he did not begin it yet. He had a long beard like that of Moses. For forty years he had been painting without achieving anything. He was a failure in art. He was earning a little money by serving as a model to young artists. He used to drink gin excessively. He ridiculed Johnsy for her idiomatic imaginations. In spite of his old age, he braves a storm one night to paint a leaf on the wall — a leaf that will never fall. That night, during a bad storm destined to tear the last leaf from the tree, Old Behrman, regardless of the cold, wet night paints a vivid leaf on the outdoor vine to restore the dying Johnsy's hope to live. The last leaf ignited Johnsy's life again.

Johnsy's Life & Behrman's Death:

Johnsy was light and fragile like a leaf. The next morning she saw the last leaf intact. It did not fall. The next day, the last leaf is still on the vine. And, the next day, it's still there. She found a new life and asked for some broth and milk. Johnsy begins to improve. The doctor visits and gives her a much better chance of survival. But, he lets her know that the old man downstairs is now stricken with pneumonia. They found Behrman in his room sick, wet, and cold. Outside were a ladder and his palette of paints where he had painted a single leaf on the wall. It was the last leaf that had given hope to the sick girl Johnsy which had given her the will to live. However, old Behrman died of pneumonia during the night. The painted leaf that saved Johnsy was his master piece. The rain and the snow caused in him pneumonia resulting in his death.

Conclusion:

Sue instructed Johnsy to look at the window, and ask her why she thinks that the last leaf never fell. It never fell because it was Behrman's masterpiece, and he painted it the night the last leaf fell. The Last Leaf speaks highly of the sincere lasting friendship just as the evergreen ivy leaf, and the noble spirit of selfless sacrifice. It is a symbol of sacrifice like the cross on which Jesus was crucified in order to save the sinners.

TEXT BASED QUESTION

Match the following people in the story 'The last leaf' with their character.

I	Sue	(d)	a.	wise and kind
II	Johnsy	(c)	b.	old and giving
III	the Doctor	(a)	c.	sick but young
IV	Behrman	(b)	d.	scared but loving

B. Answer the following questions in a word or a phrase.

1. What was the profession of Sue and Johnsy?
A. Art is the profession of Sue and Johnsy.
2. Why did Johnsy start counting the leaves backward?
A. Johnsy starts counting the leaves backward because she thinks that she will die when the last leaf falls.
3. Who was Mr. Pneumonia?

- A. Mr. Berhman was Mr. Pneumonia
4. Who was Mr. Behrman? How was he related to sue?
- A. Mr. Behrman was a painter who lived on the ground floor beneath Johnsy and sue.
5. What did the ivy leaves symbolize?
- A. The Ivy leaves symbolize.
6. What was the color of the woolen shoulder scarf sue was knitting?
- A. Sue was knitting a blue woolen shoulder scarf.
7. What was Behrman's masterpiece?
- A. Ivy leaf on the wall was Behrman's masterpiece.

C. Answer the following questions in about 100-150 words.:

1. Who was Behrman ? What was his ambition in life?

- A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Behrman was an old painter staying in Green which village, hoping to paint his masterpiece one day. For twenty five years he had been trying to do it, but he did not begin it yet. He had a long beard like Michael Angelo's Moses beard. He was a failure in art. He was past sixty. For several years he had painted nothing except now and then a daub in the line of commerce or advertising. He earned a little by serving as a model to those young artists in the colony who could not pay the price of a professional. He detested softness in anyone. He protected sue and Joanna as their watchdog. He ridiculed Johnsy for her idiotic imagings. He was brave and ready to help to others.

His ambition in life is to paint his masterpiece. At last he painted the leaf that saved Johnsy was his masterpiece.

2. How did sue and Joanna become friends?

- A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Green which village is an old town where people are enthralled by paintings and arts. At the top most floor of a squeaky three story building lived sue and Johnsy. Johnsy's full name was Joanna and sue fondly called sue.

They became friends when they met at a restaurant at the end of an English street 'Delmonico's', where they found out that they share the same interests when it comes to art and food, while sue belongs to Maine, Johnsy belongs to California. They set up to a joint studio.

3. What was Johnsy doing when she was lying on the sick bed?

- A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

When Johnsy was sick with pneumonia, like others in their town. She had a very little chance to live and sue was saddened. The doctor informs sue that Johnsy has only one chance in ten and that one chance is for her to have a strong desire to live. Medicine can cure only half the disease and the other half depends on the will power of the patient.

On that cold November Johnsy was staring through the window watching the leaves fall from a vine on the opposite building wall. Johnsy opened her eyes wide and started counting backward. "Twelve, she said and little later 'eleven' and then 'ten' and 'nine' and then eight' and 'seven' almost together. There was only a bare dreary yard to be seen and the blank side of the brick house twenty feet away. She was counting the leaves of an old, ivy vine, gnarled and decayed at the roots, climbed half way up the brick wall.

She was counting the leaves falling backward because she thinks that when the last leaf falls she'll die.

4. What did the doctor tell about Johnsy to sue?

- A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

The doctor informs sue that Johnsy has only one chance on ten and that one chance is for her to want to live. Medicine can cure half the disease and the other half depends on the will power of the patient. He said "Well, it is the weakness, then," said the doctor." I will do all that science .so far as it may filter through my efforts, can accomplish. But whenever, my patient begins to count the carriages in her funeral procession I subtract 50 percent from the curative power of medicines. If you will get her to ask one question about the new winter styles in cloak sleeves I will promise you a one-in-five chance for her, instead of one in ten."

5. What did sue tell Behrman about Johnsy ? What was the reaction of Behrman to what sue said about Johnsy?

- A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Sue told Behrman about Johnsy's fancy that she will die when the last leaf fall and how Johnsy feared. She imagines her life as light and fragile as a leaf herself; float away, when her slight hold upon the world grew weaker.

Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings. He cried and said 'is there people in the world that admit their foolishness to die because leaves die drop off from a confounded vine?'

6. What made Johnsy change her mind?

- A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Johnsy was weak and fragile like leaf. when she saw the last leaf intact, the next day Morning which was still, she realizes that something has made that last leaf stay there to show her how wicked she was. She also realizes that it is a sin to want to die. Then she changes her mind and asked little broth and some milk. She expresses her hope to paint the Bay of Naples.

7. What lesson did Johnsy learn from the last leaf of the vine?

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Johnsy learnt a lesson from the last leaf of the vine that life is not as fragile as leaf .Her life will not end with the fall of the last leaf .In fact it is a foolish idea and a sin to want to die .Her misconception and were relieved when she saw the last leaf in fact .Life is more precious than those autumn leaves and she develops a hope to paint Bay of Naples.

8. What did the doctor say about Mr. Behrman's condition?

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The doctor said that he must see another case in the downstairs .Behrman ,his name is some kind of an artist, pneumonia too .He is an old ,weak man ,and he had an acute attack .There's no hope for him , but he goes to the hospital today to be made comfortable.

9. How and when did Behrman paint his masterpiece?

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Old Behrman was a painter who lived on the ground floor beneath sue & Johnsy .He had been always about to paint a masterpiece, but had never yet began it. For several years he had painted nothing except now and then a daub in the line of commerce or advertising .He earned a little by serving as a model to those young artists in the colony who could not pay the price of a professional.

Behrman painted his masterpiece in a persistent cold rain mingled with show, He took his seat as the hermit miner on an upturned kettle for a rock and painted an Ivy leaf on a brick wall in a green shade .It was the last one of the vine, with its serrated edges tinted with the yellow of dissolution and decay .It hung bravely from the branch some twenty feet above the ground.

He painted this Ivy last leaf, his masterpiece to make Johnsy realize that her life would not end when the last leaf fall .Leaf and life are different .But she has a wrong notion that she would go with the last leaf .Finally she realizes that she is wicked in her thinking and it is a sin to want to die.

10. What do we learn from this story?

A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Death is not the answer to escape from the responsibilities of life. Death doesn't come whenever we feel like embrace it. In the story Johnsy is wicked in her thought that she will die off when the lost Ivy leaf falls down. To change her mind set Mr. Behrman painted his masterpiece of green Ivy leaf, which appears to be never falling leaf. He painted it on the brick wall opposite to Johnsy's window pane. Leaf is delicate, fragile it withers away but life is more precious and we cannot compare life with a leaf.

Behrman though he wanted create a masterpiece with his painting he never succeed till the end. He was inspired to paint a green Ivy leaf to erase the wrong notion from the mind of Johnsy.so,situation has inspired him to prove his art. His masterpiece has changed the life of Johnsy.

D. Answer the following questions in about 400 words.

1. Describe the friendship between sue and Johnsy.

A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Green wich village is an old town where people enthralled by paintings and arts. At the topmost floor of a squeaky three story building lived sue and Johnsy. Johnsy's full name was Joanna and sudie fondly called sue. They met at table d'hote of an English street Delmonico's and found their tastes in art, chicory salad and bishop sleeves, so congenial that the joint studio resulted.

Soon Johnsy is stricken by pneumonia like others in their town. She lies on her bed scarcely moving. The doctor informs sue that Johnsy has only one chance in ten and that one chance is for her want to live. Medicine can cure only half the disease and the other half depends on the will power of the patient. Being very loving to Johnsy Sue cries. However as sue arranges her drawing board and starts a pen- and- ink drawing for a magazine story, Johnsy makes low sound repeatedly sue goes near her and finds that Johnsy is looking out the window and counting numbers backward. She is counting the leaves falling from the Ivy vine on the nest brick house. Three days ago there were almost a hundred leaves but now there are only five leaves, Johnsy feels that when the last leaf falls she will die. But sue is brave and rational, she brushes away Johnsy's fear as nonsense. She argues that everybody in New York riding on the street cars or walking besides a new building has only one chance in ten. So Sue asks Johnsy to take some broth. She is also making arrangements to buy port vine and port chops for Johnsy.

Johnsy does not need anything to drink or eat since the remaking leaves have started falling and she will go after the last leaf falls. Sue appeals to Johnsy to close her eyes and not to look out the window. She must finish the drawings by the next day. Then she draws the window shade down and asks Johnsy to try sleep and not move till she comes back from a visit to Behrman's studio.

Sue tells Behrman about Johnsy's fear, she is sympathetic for Johnsy. She tells him that Johnsy is very ill and weak. She prepares Behrman to help Johnsy out of her illness. In a persistent, cold rain mingled with snow Behrman painted on Ivy leaf on the brick wall sitting outside the window .Next morning Johnsy looks at the painted leaf and thinks the last leaf has not fallen from the Ivy plant. This enlightened the way to Johnsy's recovery from pneumonia. She realizes that it is a sin to want to die. She asks sue for a little broth and some milk with a little port wine in it. She hopes to paint the bay of Naples someday. It is sue who has masterminded her recovery from the point of death. Certainly a friend in need is a friend indeed. The doctor says Johnsy has even chances now with good nursing by sue, she will recover completely. The next day the doctor declares that Johnsy is out of danger. She needs nutrition and care. Sue has taken care of them. Sue saves the life of Johnsy.

The last leaf speaks highly of the sincere lasting friendship just as the evergreen Ivy leaf and the noble spirit of selfless sacrifice. It is a symbol of sacrifice like the cross on which Jesus was crucified in order to save the sinners.

2. How did Behrman achieve his ambition at last?

A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist

endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Behrman was an old painter staying in green which village, hoping to paint his masterpiece one day. For twenty five years he had been trying to do it, but he did not begin it yet. He had a long beard like that of Michael Angelo's beard curling down from the head. He was a failure in art. He was earning a little money by serving as a model to young artists. He used to drink in excess. He ridiculed Johnsy for her idiomatic imagination when he was informed about Johnsy's illness by Sue. Sue tells about Johnsy's fancy and how she feared she would indeed, light and fragile as a leaf herself, float away, when her slight hold upon the world grew weaker. Behrman shouted his contempt and derision for such imaginings. He cried and said. There are no people in the world with their foolishness to die because leaves die drop off from a confounded vine. He bossed her.

When Johnsy was sleeping, they peered out the window fearfully at the Ivy vine. In a persistent, cold rain mingled with snow Behrman, in his old blue shirt, took his seal as the hermit miner on an upturned kittle for a rack. He stood against the brick wall and painted the last leaf of the vine with its green stem and its serrated edges tinted with the yellow of dissolution and decay, it hung bravely from the branch some twenty feet above the ground. It was his masterpiece he painted it there the night that the last leaf fell. He painted it to restore the dying Johnsy's hope to live. The last leaf ignited Johnsy's life again. It was the last leaf that had given hope to the sick girl Johnsy which had given her the will to live. However, old Behrman died of pneumonia during the night. The painted leaf that saved Johnsy was his masterpiece. The rain and the snow caused in him pneumonia resulting in his death.

3. Comment on the quote "where there is faith, there is hope and where there is hope; miracles happen".

- A. William Sydney Porter (1862 – 1910), known by his pen name O. Henry, was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization, and clever twist endings. Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people.

Greenwich Village is an old town when people enthralled by paintings and arts. At the topmost floor of a squeaky three story building lived Sue and Johnsy. Johnsy's full name was Joanna and Sue fondly called Sue. They met at a restaurant where they found out that they share the same interests when it comes to art and food. While Sue belongs to mine, Johnsy belongs to California. They set up a joint studio. Six months after Sue and Johnsy started with their joint studio, Johnsy was sick with pneumonia, like others in their town. She had very little chance to live and Sue was saddened. The doctor informs Sue that Johnsy has only one chance in ten and that one chance is for her to have a strong desire to live. On that rainy November day, Johnsy was staring through the window watching leaves fall from an Ivy vine on the opposite building wall. Johnsy said that if the last leaf on the Ivy vine fell, she would pass away. Her dream of painting the bay of Naples would not be fulfilled. Sue went on to do an art of piece, while she requested Johnsy not to look at the window. She preceded and called Behrman who protected them like their watch dog.

Behrman was an old painter who lived on the ground floor beneath them. He was past sixty and had a Michael Angelo's Moses beard. He was a failure in art. He had been always about to paint a masterpiece, but had never yet begun it for several years he had painted nothing except now and then a daub in the live of commerce or advertising. He earned a little by serving as a model to those young artists in the colony who could not pay the price of a professional. He drank give to excess. He ridiculed Johnsy for her idiomatic imaginations. In spite of old age, he braves a storm one night to paint a leaf on the wall a leaf that will never fall. That night, during a bad storm destined to tear the last leaf from the tree, old Behrman, regardless of the cold, wet night paints a vivid leaf on the outdoor vine to restore the dying Johnsy's hope to live. The last leaf ignited Johnsy's life again.

The next morning she saw the last leaf intact. It did not fall. The next day, the last leaf is still on the vine. And the next day, it is still there. She found a new life and asked for some broth and milk. Johnsy begins to improve the doctor visits and gives her a much better chance of survival. But he lets her know that the old man downstairs is now stricken with pneumonia, they found Behrman in his room sick, wet and cold outside was a ladder and his palette of paints where he had painted a single leaf on the wall. It was the last leaf that had given hope to the sick girl Johnsy which had given her the will to live. However old Behrman died of pneumonia during the night. The painted leaf that saved Johnsy was his masterpiece. The rain and the snow caused in him pneumonia resulting in his death.

Sue instructed Johnsy to look at the window and ask her why she thinks that the last leaf never fell. It never fell because it was Behrman's masterpiece and he painted it the night the last leaf fell. The last leaf speaks highly of the sincere lasting friendship just as the evergreen Ivy leaf and the node spirit of selfless sacrifice. It is the symbol of sacrifice like the cross on which Jesus was crucified in order to save the sinners. Where there is faith, there is hope and where there miracles happen.

Short answer questions:

- 1. What is the name of the art village?**

A. The name of the art village is Greenwich Village.
- 2. Where did Sue and Johnsy have their studio?**

A. Sue and Johnsy had their studio on the top of a three-storey brick house.
- 3. What was the original name of Johnsy?**

A. The original name of Johnsy was Joanna.
- 4. Where did Sue and Johnsy hail from?**

A. Sue and Johnsy hailed from Maine and California, respectively.
- 5. How did Sue and Johnsy come to have a joint studio?**

A. Sue and Johnsy had a joint studio since they had the same tastes in art. Chicory salad and bishop sleeves.
- 6. In which month did Sue and Johnsy open their studio?**

A. Sue and Johnsy opened their studio in the month of May.
- 7. When did pneumonia strike the art colony?**

A. Pneumonia struck the art colony in the month of November.
- 8. What did the doctor say of Johnsy's health after she was stricken by pneumonia?**

A. After Johnsy was stricken by pneumonia, the doctor said that she had one chance in ten and that one chance was for her to want to live.
- 9. What was the ambition of Johnsy?**

A. The ambition of Johnsy was to paint the Bay of Naples some day.
- 10. How can young artistes pave their way to Art?**

A. Young artists, in the opinion of O. Henry pave their way to Art by drawing pictures for magazine stories that young authors write to pave their way to literature.
- 11. What was the low sound that Sue heard several times repeated?**

A. The low sound that Sue heard several times repeated was Johnsy's counting of numbers backward.
- 12. What was Johnsy counting?**

A. Johnsy was counting the falling leaves on the ivy vine.
- 13. Why was Johnsy counting the falling leaves on the ivy vine?**

A. Johnsy was counting the falling leaves on the ivy since she thinks that she will die when the last leaf falls.
- 14. What was the full name of Sue?**

A. The full name of Sue was sudie.
- 15. How did Sue try to comfort Johnsy?**

A. Sue told Johnsy that the doctor said that Johnsy's chance of living were one in ten. Even in New York when people rode on the street cars or walked past a new building, the chance was one in ten. Thus Sue tried to comfort Johnsy.
- 16. What did Sue promise to buy for Johnsy?**

A. Sue promised to buy for Johnsy port wine and pork chops by selling her drawings. Meanwhile she asked Johnsy to take some broth.
- 17. In order to be able to finish her drawings by the next day, what did Sue ask Johnsy to do?**

A. In order to be able to finish her drawings by the next day, Sue asked Johnsy to close her eyes and not look out the window at the silly ivy leaves.

- 18. When Johnsy closed her eyes, how did she look like?**
- A. When she closed her eyes, Johnsy looked like a falle statue pale and still.
- 19. Who was Behrman?**
- A. Behrman was a painter past sixty years.
- 20. How did Behrman look like?**
- A. With the long beard of Moses as painted by Michael Angelo, Behrman looked like a satyr along with the body of an imp.
- 21. In one corner of Behrman's den was a blank canvas. What was it meant for?**
- A. The blank canvas in Behrman's den was meant for receiving the painting of Behrman's masterpiece.
- 22. How long had the blank canvas in Behrman's den been waiting?**
- A. The blank canvas in Behrman's den had been waiting for twenty years with the first line of the masterpiece that he wanted to paint.
- 23. When Sue told Behrman of Johnsy's illness and weakness, what was Behrman's first reaction?**
- A. When Sue told Behrman of Johnsy's illness and weakness, Behrman should his contempt and ridicule for her idiotic imaginings.
- 24. What was the colour of Behrman's shirt when he painted the ivy leaf?**
- A. When he painted the ivy leaf the colour of Behrman's shirt was blue.
- 25. What did the lonestomest thing in all the word, according to O. Henry?**
- A. According to O. Henry the lonestomest thing in the entire world is a soul when it is making ready to go on its mysterious far journey.
- 26. What did the un fallen last leaf show Johnsy?**
- A. The unfallen last ivy leaf showed Johnsy how wicked she was to want to die.
- 27. What was Johnsy's comment when she saw the last ivy leaf was still clinging to its stem?**
- A. When she saw the last leaf still clinging to its stem. Johnsy's comment was that it was a sin to want to die.
- 28. After showing signs of recovery from pneumonia. What did Johnsy say of her ambition?**
- A. After showing signs of recovery from pneumonia, Johnsy said that one day she hoped to paint the Bay of Naples.
- 29. What did the doctor recommend for the complete recovery of Johnsy?**
- A. For the complete recovery of Johnsy, the doctor recommends good nursing, nutrition and care.
- 30. How did Behrman die?**
- A. While painting ivy leaf in place of the last fallen ivy leaf. Behrman was exposed to rain and cold resulting in pneumonia. After two days of pain and suffering he died.
- 31. What is Behrman's masterpiece?**
- A. Behrman's masterpiece is the ivy leaf that he painted on the brick wall resembling the last fallen leaf.
- 32. What is the irony in the story of "The last leaf"?**
- A. The irony in the story of "The last leaf" is that to save Johnsy, the dying artist from pneumonia, Behrman paints his masterpiece on the brick wall, exposes himself to rain and cold and dies of pneumonia.

Vocabulary

IDIOMS

Idioms are expressions which have a culturally understood meanings but not usually the composite meanings of individual words .For example, the meaning of the idiom, 'make up her mind' means 'to make a decision' not anything to do with the sum of the meanings of all the individuals words.

Some common idioms with their meanings are given below:

Idiom	Meaning
Ace in the hole	: A hidden or secret strength, or unrevealed advantage.
Achilles' heel	: A metaphor for a fatal weakness in spite of overall strength.
All ears	: Listening intently; fully focused or awaiting an explanation.
All thumbs	: Clumsy, awkward.
At the drop of a hat	: Instantly
Beat around the bush	: To delay or avoid talking about the main points
Bite off more than one can chew	: To on more responsibility than you can manage.
Bite the dust	: Euphemism for dying or death.
Burn the midnight oil	: To work late into the night.
By the seat of one's pants	: To achieve through instinct or do something without advance Preparation
By the skin of one's teeth	: Narrowly; barely.
Call it a day	: To declare the end of a task.
Cold shoulder	: To display aloofness and disdain
Don't have a cow	: Don't overreact.
Face the music	: To accept the unpleasant consequences of one's actions
Fit as a fiddle	: In good physical health.
From A to Z	: Conversing a complete range; comprehensively.
From scratch	: From the beginning
Have eyes in the back	: someone can perceive things and events o one's head that are outside of their field of vision.
Hit the road	: To leave
I am all ears	: I am listening intently.
Kick the bucket	: Euphemism for dying or death.
Let the cat out of bag	: To reveal a secret.
Piece of cake	: A job, task or other activity that is pleasant-or, by extension, easy or simple.

Exercises

Match the following idioms with their meanings.

A		B
i. pull somebody's leg	(f)	a. Needed, appropriate, essential or hoped for and has come to perfect, well, absolutely right.
ii. Right as rain	(a)	b. To chat idly or generally waste time talking.
iii. Shoot the breeze	(b)	c. To express scorn or to disregard.
iv. Spill the beans	(e)	d. Both good and bad times.
v. Through thick and thin	(d)	e. Reveal someone's secret.
vi. Thumb one's nose	(c)	f. To tease or to joke by telling a lie.

B. Given below are some idiomatic expressions with their meanings. Read them and make sentences of your own.

For example, in **black and white** = In writing

The salesman said that he would give me a 5 year warranty on my purchase. I told him to put it in black and white.

1 . **A blessing in disguise:** Something good that isn't recognized at first.

Losing my job was a blessing in disguise

2. **A chip your shoulder:** being upset for something that happened in the past.

He always acted as if he was better than us and went around with a chip on his shoulder.

3 . **A dime a dozen:** anything that is common and easy to get.

People who can write good books are not a dime a dozen

4. **A doubting Thomas:** A skeptic who needs physical or personal evidence in order to believe something.

He simply wouldn't believe I'd won the car until he saw it with his own eyes

5. **A drop in the bucket:** A very small part of something big or whole.

What we were paid for our work was a drop in the bucket compared to what the company earned.

6. **Scrape the bottom of the barrel:** take whatever is left after best has been taken.

You have bought a bad looking car.

7. **Short end of the stick:** Unfair, unequal treatment.

She's unhappy because she has the short end of the stick again.

8. **Pound the pavement:** Look for a job.

She kept pounding the pavement until she finally landed a job at a burger restaurant.

9. **Pick up the tab:** pay the bill.

Whenever we go out my father picks up the tab.

10. **Be on pins and needles:** Nervous, excited.

We're on pins and needles waiting to hear whether she got the job.

C. Choose the alternative which best expresses the meaning of italicized idiom in each of the following sentences.

1. I don't think that young children should see this movie. It is **spine chilling**. (a)
a) terrifying b) pleasing c) detrimental d) exciting
2. I can't wait to **sink my teeth into** this exciting new project. (a)
a) go to work seriously b) go to work deceptively
c) go to work lightheartedly d) go to work fallaciously.
3. we've got a **snowball's chance in hell** to win the lottery next week. (a)
a) no chance at all b) having little chance
c) chance depend on fate d) chance with risk
4. I heard through **the grape vine** that you are pregnant. Is that true? (b)
a) via proper channel b) via gossip from other people c) via media d) Reliable source
5. I really don't want to **throw cold water** on your business proposal, but really I don't think that it is a good idea. (c)
a) influence b) manipulate c) discourage d) persuade
6. She's had a difficult life. She's been put **through the mill**. (b)
a) leading a luxurious life b) experience difficulties in life
c) regretful life d) leading a peaceful life
7. When he realized that there was no way he was going to finish the race, he finally **threw in the towel**. (d)
a) retained b) surrendered c) preserved d) proffered
8. I have advised him to stop smoking a thousand times. Don't even mention it to him; you'll be **wasting your breath**. (c)
a) wasting your money b) wasting your energy
c) speak or argue with no result d) make relentless
9. He can't manage the office. He is still **wet behind the ears**. (a)
a) inexperienced b) veteran c) experienced d) stubborn
10. The boss is going to interview me today. I don't to talk too much. I should **weigh my words**. (a)
a) be careful of what one says b) be casual of what one says
c) be insensitive of what one says d) be imprudent of what one says

GRAMMAR

RELATING OBJECTS BY USING PREPOSITIONS

Look at the words underlined in the following sentences from the story **The Last Leaf**:

1. In a little district west of Washington Square streets have run crazy...
2. In November, a cold unseen stranger stalked about the colony.

In both the sentences, the word underlined is **in**. In the first sentence, it refers to position and in the second it refers to time. You know what parts of speech the word belongs to? – **Preposition**. A preposition generally shows relationship between two objects, ideas or things. In other words, it connects two words, like a subordinating conjunction. For example, when we say ‘There is a book on the table’, the preposition ‘on’ connects the two objects ‘book’ and ‘table’.

A preposition may be one word (e.g. at, by, in, on, etc) or a group of words that functions as a unit (e.g. in front of, by way of). Some of the relationships that prepositions indicate are place, position, time, manner, direction and agent.

Let us look at some of the prepositions and the meanings they convey.

1. In and on:

In general, in means beneath the surface and on means touching the surface.

To hang this picture on the wall, you need to drive a large nail in the wall.

Wash this coffee mark on the shirt and stitch this hole in the sweater.

2. On and at

When we specify address, on used with the name of the street while at is used with the house number and the name of the street.

Kiran lives on James Street.

Kiran lives at 35 James Street.

3. At and in

The preposition at generally indicates a specified location whereas the preposition in indicates a location within a house, building, city etc.

I'll meet you at the college.

You'll see her at the reception.

He is in the laboratory.

In also refers to cities or a location within a country.

She lives in Vijayawada, India.

They will arrive in London next month.

4. On and in

On is used before days of the week or before months and day of the month, but in is used before months and before numbers indicating the year.

I saw him on Sunday.

They visited us in June.

The letter was received on April 11, 2012.

We moved to Vizag in January 2012.

5. For and Since

The preposition for refers to a period of time (number of hours, days, weeks, and so forth) and it is also used in expressions like for a long (short) time, for several (a few) minutes and for a little while.

I have waited for you for a long time.

I have waited for you for fifteen minutes.

In contrast, the preposition since refers to a point of time in the past and from that point of time some event/action has taken place.

I have waited for you since 2'O clock. (from 2'O clock till now)

They have been living here since 2000. (from 2000 till now)

6. On time and in time

On time is used to mean “on schedule” while in time is used to “before an appointed time.”

I was on time for the presentation. (I was there at the appointed time.)

I was in time for the presentation. (I was there before the appointed time.).

7. From ...to and From...until

Both these expressions have approximately the same meanings and are usually interchangeable when we refer to time. However, for referring to place or position, we use from ... to not from...until.

The college is open from 9:00 to 5:00.

The conference is from 9 am to 4 pm.

It takes 7 hours from Vijayawada to Hyderabad by bus.

Prepositions combine with adjectives and verbs as follows:

I don't agree with you. (verb + preposition)

She's thirsty for knowledge. (adjective + preposition)

Besides the basic uses mentioned above, you need to learn that certain words always require particular prepositions. You can learn some of them by doing an exercise.

Words followed by prepositions.

1	Acquaintance with	I have no Acquaintance with Maria
2	Affection for	Raman has a strong affection for that poor girl.
3	Apology for	She offered him an Apology for her conduct.
4	Apology for	The Marwari's have great aptitude for business
5	Confidence in	I hope she will justify my confidence in her.
6	Control over	Miss Helen has no control over her class.
7	Disgrace to	She is a disgrace to her family.
8	Invitation to	She has sent is an invitation to dinner
9	Leniency to	You have shown undue leniency to her
10	Leisure for	I have no leisure for amusement.
11	Sympathy for	All the people felt great sympathy for her in her troubles.
12	Sympathy with	I have no sympathy with her foolish views
13	Taste for	Kamala has no taste for music.
14	Annoyed at	Raman was annoyed at her behavior.
15	Anxious for, about	He is anxious for (about) her safety.
16	Familiar with	I am not familiar with her tricks.
17	Famous for	He is famous for his learning.
18	Fit for	Saqlan is fit for the job.

Exercise**A. Here are the sentences with blank s. Fill in the each blank with a suitable preposition.**

- An old, ivy climbed on the brick wall.
- The painter live...**in**.. the ground floor.
- Sue swaggered ...**into**...the room.
- I know that..**for**.. threedays.
- Then they looked ...**at**..each other for a movement.
- I usually get paid..**at**.. the end of the month.
- A child ran...**on/across/towards**.. the road in front of my car. I managed to stop the car just in times.
- Two of the runners collapsed...**in**...the race.
- Judy was fed up with her job...**at**..the end she just resigned.
- Why are you never..**on**..time? you always keep everyone waiting.
- One of the strings...**of** ...the guitar is broken.
- There is something wrong with the car. We'd better stop..**at**..the next garage.
- Nicole was wearing a ring...**on**...her finger.
- There was an accident...**at**...the crossroads in the morning.
- It was a very slow train. It stopped..**at**..every station.
- Are you excited...**for**... going away next week?
- The letter was full...**of**...mistakes.

18. They apologized **..to..me** for what happened.
19. Did you hear **..about..** what happened...in...the party on Saturday.
20. It took them six hours to row **across** the lake.
21. Tom accused Nick **...for...** cheating at cards.
22. You should insure your cameras **..of..** theft. it might get stolen.
23. Mike suspected one of the managers **..for...** selling commercial secrets.
24. Cleopatra was admired **...for...** her beauty.
25. Tom's neighbours apologized **...for...** the noise.
26. We have been waiting **..for...** minutes.
27. Meline has been living here **...since...** last year.
28. The player was arrested **...for...** hitting an opponent.
29. The hotel provided us **...on...** packed lunch.
30. Emma reminded me **...of...** my appointment.

ERGATIVE VERBS

Ergative verbs are found in sentences where the verb affects the subject:

The sun melted the butter.

Here, we have a sentence with a standard subject, a transitive verb and a direct object.

The butter melted.

Here, the subject was the object of the original sentence. The butter didn't melt itself. It required the heat of the sun. This is an ergative verb use, where the subject of the intransitive form of the verb would be the object of the transitive form of the verb. These verbs which refer to things that happen, not things that are done. They are all intransitive, though many of them can be used transitively as well. They usually describe a change taking place. They are used for movement and sound, or for the way in which we use vehicles.

- The water sprays stopped.
- The toy broke.
- The paper tore.
- The door opened.
- The glass shattered.
- The bomb exploded.
- The tree grew.

The following are common ergative verbs given along with the examples:

Ergative verbs	Examples
Accumulate	He accumulated very huge debts in the form of depreciation
Adapt	One should adapt to the practical needs of society.
Adjust	His eyes had adjusted to the semidarkness
Alter	The shape of the enzyme alters so that it no longer binds to S.
Commence	The last Russian assault commenced on 31 January.
Contract	As the liquid increased, the fabric contracted.
Distort	Heat caused the plastic to distort.
Expand	As the family expands, the property it held before on individual basis becomes communal property.
Focus	This chapter focuses mainly on agricultural emissions of methane and nitrous oxide.
Incline	The equipment inclined steeply.
Reverse	The car reversed into the parking place.
Shift	Media attention has shifted recently.
Transform	The entertainment industry has transformed completely in recent years.

Exercises:

Complete these sentences with the right form of the verb in the box.

Melt end increase reverse shine growl crack sail

1. In the sky the stars shine.
2. When will the next ship sail.
3. The ground crack we knew it was an earth quake.
4. Has all the ice melt? Well, at least we can have some cold water.
5. We went near the house and the dogs growl.
6. By the time we bought this book, the price increase and I couldn't afford it.
7. The car reverse we heard it bump into the vehicle in the back.
8. The man sang a song and the film end.

A. Given below are a few sentences with ergative verbs underlined. Using those verbs, make sentences as shown in the example.

For example, the technician boiled the water. The water boiled.

1. The attender rang the bell. The bell rang.
2. The pilot flew the plane. The plane flew.
3. The student broke the machine. The machine was broken.
4. The government closed the factory. The factory is closed
5. The tutor enrolled him on a two year course. He joined in two years course.

WRITING:

WRITING A PRECIS

1. A precis is the shortened form of a text. A good précis should be complete in itself. It should be able to convey the main ideas expressed in the original passage so that a reader who does not have enough time to read the original one should have no trouble getting the message.
2. A précis should be brief, clear and precis, it should give ideas, facts or points in the order in which they appear in the original. Remember that it is best to write the précis in the same tense as the original.
3. If the original passage contains dialogues, all of them should be changed into indirect. The précis should be in your own words. As far as possible, avoid using the vocabulary used in the original. Also remember not to add any points which do not exist in the original.
4. Read the given passage thoroughly and try to understand what it means. If you don't understand the passage after reading it once, read it twice or thrice. Try to find out what the passage is really about. And then provide a title for it.

Guidelines for writing a précis:

- | | |
|--------|---|
| Step 1 | Read the passage carefully and try to understand what it means. If you don't understand the passage after reading it once, read it twice or thrice. Try to find out what the passage is about and provide a title for it. |
| Step 2 | Note down the main points as in note – making. Leave out all the unnecessary points and additional illustrations and example. |
| Step 3 | Write the précis in your own sentences. |

Example: Read the following passage and the précis that follows:

1. Our major focus while discussing heart diseases is on psychological stressors. Psychological causes of stress revolve around the fact as to how we mentally react to various events and problems happening around us and how we look at the world and life in general.
2. If we react to various things with negative emotions (e.g. anger, fear, hatred, jealousy, revenge, worry, irritation, frustration, anxiety), we are bound to be stressed. To illustrate with a small example, suppose your TV has suddenly gone out of order now. One way is to feel highly tense as to why it has happened.

The TV was so costly; now I can't enjoy the TV. Another mature way of looking at it is that it is a way of life; things can get out of order and I should be able to accept any eventuality in life. This type of thinking won't create stress in you.

3. Hence psychological causes of stress can be very easily eliminated by readjusting your attitudes and reactions towards various things in life. Events or various incidents themselves don't create stress. It is only our attitude and outlook towards them which creates stress. If we can learn to view everything positively, we will not be under stress.
4. In fact, experts in the field of stress management point out that no circumstances can act as a stressor without supports from our negative reactions. We can always react positively even towards the most negative and miserable circumstances in life. It is just a question of transformation of our attitudes. It is not an exaggeration to say that "Mental attitude is everything in life." (271 words)

MAIN POINTS:

- a) Role of stress in heart in heart diseases – psychological factors.
- b) Mental reaction to external factors/incidents.
- c) Negative reactions/emotions (anger, jealousy) leading to psychological stress.
- d) A simple unpleasant incident (breakdown of TV) can lead to stress.
- e) Changing one's attitude towards life and developing a positive attitude can completely eliminate stress.
- f) Stress management experts point out that positive reaction can lessen the effect of the worst possible incident.
- g) A person's attitude decides his/her mental as well as physical well being.

Title: Psychological stressors

Doctors focus a great deal on psychological factors, while discussing heart diseases because mental reaction to external factors and a person's attitude towards life plays a major role in creating stress. Negative emotions like anger and jealousy can be avoided by changing one's way of thinking and by adopting a positive and mature attitude towards problems – trivial as well as big ones. Stress management experts agree that a positive attitude and elimination of negative thoughts can minimize stress and thereby ensure a healthy life. (85 words)

EXERCISE:

Make a précis of the following passage

Engineering ethics is the field of applied ethics and system of moral principles that apply to the practice of engineering. The field examines and sets the obligations by engineers to society, to their clients, and to the profession. As a scholarly discipline, it is closely related to subjects such as the philosophy of science, the philosophy of engineering, and the ethics of theology.

The engineers recognize that the greatest merit is the work and exercises his profession committed to serving society, attending to the welfare and progress of the majority. By transforming nature for the benefit of mankind, the engineer must increase his awareness of the world as the abode of man, his interest in the universe as a guarantee of overcoming his spirit, and knowledge of reality to make the world fairer and happier. The engineer should reject any paper that is intended to harm the general interest, or other rights of human beings. It is an inescapable duty of the engineer to uphold the prestige of the profession, to ensure its proper discharge, and to maintain a professional demeanor rooted in ability, honesty, fortitude, temperance, magnanimity, modesty, honesty, and justice; with the consciousness of individual well-being subordinate to the social good. The engineer and his employer must ensure the continuous improvement of his knowledge, particularly of his profession, disseminate his knowledge, share his experience, provide opportunities for education and training of workers, provide recognition, moral and material support to the school where he studied, thus returning the benefits and opportunities he and his employer have received. It is the responsibility of the engineer to carry out his work efficiently and to support the law. In particular, he must ensure compliance with the standards of worker protection as provided by the law. As a professional, the engineer is expected to commit himself to high standards of conduct. (323 words).

Sports and Health

1 When did Sachin Tendulkar first show great promise of excelling in cricket?

A. Sachin Tendulkar showed his first great promise of excelling in cricket when he was fourteen years old. At the age of fourteen years he scored 329 out of a world record stand of by 664 in a school match. As his accomplishments grew up, he became a sort of cult figure among Mumbai school boys.

2 What are the main features of Sachin's batting?

A. Sachin's batting is based on the purest principles: perfect balance, economy of movement, precision in stroke-making and that intangible quality given only to geniuses – anticipation. If he does not have a signature stroke-the upright, back foot punch come close. It is because he is equally proficient at each of the full range of orthodox shots and can pull them out at will.

3 What was the incident that happened early in his career that proved that Sachin had immense physical stamina as well as the ability to bear pain, both necessary qualities in a sports person?

A. His greatness was established early – he was only sixteen when he made his test debut. He was hit on the mouth by Waqar Younis but continued to bat, in a blood soaked shirt. His first hundred, a match-saving one at old Trafford, came when he was seventeen.

4 What are the three of his many achievements mentioned in the articles?

A. Sachin Tendulkar achieved many records in cricket world. They are:

1. He holds the record for most hundreds in both tests and ODIs.
2. He broke a 40 years – old barrier by scoring the first double – century in one – day cricket.
3. He became first person to score 100 international centuries.

5 How did his relationship with his fans affect Sachin's life as a brilliant cricketer?

A. As everyone knows that the relationship with the fans affects a sports person's life. In the same way Sachin's life was also affected by his fans. Tendulkar's considerable achievement impresses fans a lot. They also seem greater still when looked at in the light of the burden of expectations he has had bear from his adoring but somewhat unreasonable followers, who have been proven to regard anything less than a hundred in each innings as a failure. The aura may have dimmed, if only slightly, as the years on the international circuit have taken their toll on his body, but Tendulkar remains undoubtedly the most worshipped cricketer in the world.

Vocabulary

Exercise B: Answers

- | | | | | |
|------------------|--------------|---------------|------------|-------------|
| a. Alter | b. Lightning | c. Moot | d. Poring | e. premises |
| b. f. Stationery | g. Waiver | h. Photogenic | i. precede | j. Averse |

Grammar

Exercise C: Answers:

- a. We saw that she was working.
- b. He found his friend liking for a good mechanic.
- c. She found that the toy had a magnet in it.
- d. Someone other than its mother also saw the child sleeping.
- e. I have never seen a house which was built like that.
- f. Don't go away as you come meet Neeraj he is here.
- g. While sitting in his room he painted a picture.
- h. Satish was our good tenant.
- i. The artistes are to be presented trophies on stage by the minister.
- j. You need to submit either a letter from the district magistrate or a copy of the sale deed and proof of residence to get official sanction.

Writing

Project Reports:

Project reports are also called formal or official reports. These are written in response to instructions received from someone in authority or for presenting a proposal to a client. They are also referred to as 'survey reports' because they are investigative in nature and are written after studying or surveying, for example, a subject area, a situation or the working of an industry. It is essential for these reports to present facts clearly and concisely because they will be used to take decisions. The guidelines below will help you write long as well as short project reports.

Check n pg. 141 there is an example of a project and how to write is mentioned.

Reading:

As it is mentioned in literature "Reading maketh complete person", it helps readers to understand the world of knowledge. It opens the doors of the knowledge world to reconstruct themselves in their field. Look at pg. 143, read the article and answer the following questions.

Vocabulary

Exercise H

- a. Noticeable
- b. Embarrassed
- c. Calendar
- d. Humorous
- e. Feud
- f. Temporary
- g. Weird
- h. All are correct
- i. Tenant
- j. Knowledge

Grammar

Common Errors Exercise – I answers

- a. We did not buy something from the fair. (anything)
- b. The shoes are too comfortable to wear. (very)
- c. I am not knowing how to write an official letter. (do not know)
- d. The crabs, which have a pair of claws, live in water and on land. (as well as)
- e. Neither you nor he know where to go. (knows)
- f. What they are doing here? (are they)
- g. The furnitures in the house belong to the landlord. (furniture, belongs)
- h. We have to take a boat across Krishna river to go to our village. (the Krishna)
- i. Shabnam's daughter has started working, but her Son is in the school. (son is still in)
- j. Although the bus is crowded, it gets us to the college on time.

Writing

Reference list

The reference list and the bibliography are important parts of a piece of academic writing, such as an essay, an article, a technical report or a dissertation. They usually come at the end of a book, chapter or paper and provide readers with the details of the sources that the writer directly refers to in his or her writing or that of others for the facts and ideas a book or paper is built on and to make it possible for readers to refer to them.

Look at pg. 150, 151 and 152 to understand how to write references.

The Convocation Speech

1. What according to the speaker, should the speaker do now?

A: According to the speaker, the students of India should work hard to develop India. They must maintain the idealism, confidence, hope, energy and enthusiasm in order to make India bright.

2. What are our foreign exchange reserves now?

A: Our foreign exchange reserves are 300 billion dollars now.

3. Who are the other sections of people in India who need help?

A: There are many sections of India who need help such as the poor who steeped in poverty, illiteracy, ill health, and malnutrition and the people who are deprived of sanitation facilities. The speaker says that these people need help from Government or any other source.

4. What is the recipe for success?

A: we have to identify as Indians first and rise above our affiliations with our states, religions and castes. The recipe for success is-we must accept meritocracy and enthusiastically play the role we are best suited to. We must embrace discipline to strictly follow every step, required for success.

5. What leads to consistency in success?

A: Everyone must strictly follow discipline at every step. This adherence to discipline leads to success.

Section-B

1. Why does India receive respect now from the rest of the world?

A: India receives respect from the world these days because our economy is growing more than 7 percent for the last three years, highest since 1947. India has become the software development centre of the world. Our foreign exchange reserves are around \$300 billion.

A recently published OECD Report notes that India has created the maximum number of jobs among the emerging economies. Portfolio investment and foreign direct investments into India are healthy despite some concern among foreign investors. Bollywood dancing has become popular among the western youth. According to the Forbes magazine, India has the highest number of billionaires.

2. What are the problems listed by the speaker that India is facing now?

A: The speaker says that India has steeped in deep poverty, illiteracy, ill health and malnutrition and without hope and confidence in the future, for no fault of hers. There 350 million people who cannot read and write, 200 million people who do not get safe drinking water, about 750 million people who are deprived of sanitation facilities. He also says that our record in primary and higher education is pathetic. These are reasons that were listed out by the speaker.

3. What is the hope the speaker has about India? What makes the speaker to hope to solve the existing problems?

A: N.R.Narayana Murthy, the speaker, hopes that 30 years from now, the situation will be different. The people will have confidence, hope and faith in the country. They will create a developed India, and solve the problems of poverty, illiteracy, malnutrition, and ill-health. They will be respected for their accomplishments.

At that time every country wants to trade with us. Foreigners would come to study here. His immense faith and optimism in the youth of this country, who would raise above all caste, creed and religion makes him to hope to solve the existing problems.

4. What was the message given by Dr N.R Narayana Murthy at the convocation?

A: Dr.Narayana Murthy suggests that we have to put the interest of our nation ahead for our personal subordinating our egos and biases. This is what we will get out of every citizen. Finally, we have to put in tremendous hard work and make short- term sacrifices for long- term glory. Leading by examples is the most powerful advice you can give to anybody.

Essay Questions:

1. According to the speaker, how can we be successful in changing the situation in India? Do you agree with him? What other things can we do to help India grow?

A: In order to achieve the transformation and make India a better and happy place, a few inputs are necessary. They look simple but they are hard to follow. First of all, the people, especially, the youth of India, must identify themselves as Indians and rise above their narrow attachments to their states, religious and castes. These narrow walls should be overcome. Only merit must be taken into consideration. We have to put the interest of our nation ahead for our personal interests, controlling our egos and biases.

Yes, I do agree with him. There is no substitute for hard work. For the sake of long term glory, people must be prepared to make short term sacrifices. They must lead others by their personal example.

Thus, he emphasizes that the dreams of the founders of the nation can be realized only by idealism, confidence, hope, energy and enthusiasm of every Indian.

We can do some other works which help the society such as teaching illiterate people, participating in programs like swachh Bharath, conducting blood donation camps, etc., by setting aside weekly two or three hours for the development of the society. Especially, the universities must make it a mandatory in every student's record, there should be grades for this kind of work along with academics.

2. Write an essay on any one of the problems pointed out by Dr.Narayana Murthy, which India is currently facing.

A: India is steeped in deep poverty, illiteracy, ill health and malnutrition. India has the largest number of illiterates in the world.350 million Indians cannot read or write. Simply learning to put one signature is not literacy.

More than 200 million Indians do not have safe drinking water. About 750 million Indians do not have sanitation facilities. Our politicians keep the people poor, illiterate and helpless. In the human development index, India is ranked low, but we rank high in corruption. India's record in primary and higher education is pitiful. My topic for essay is

Literacy rate: Variations and efforts to improve it among the states of India:

The right to education is a fundamental right and UNESCO aims at education for all by 2015.India, along with the Arab states and sub-Saharan Africa, has a literacy level below the threshold level of 75%, but efforts are on to achieve that level. The campaign to achieve at least the threshold literacy level represents the largest ever civil and military mobilisation in the country. 'International Literacy Day' is celebrated each year on 8 September with the aim to highlight the importance of literacy to individuals, communities and societies.

Definition of Literacy:

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has drafted a definition of literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

The National Literacy Mission defines literacy as acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day-to-day life. The achievement of functional literacy implies (i) self-reliance in 3

R's, (ii) awareness of the causes of deprivation and the ability to move towards amelioration of their condition by participating in the process of development, (iii) acquiring skills to improve economic status and general well being, and (iv) imbibing values such as national integration, conservation of environment, women's equality, observance of small family norms.

The working definition of literacy in the Indian census since 1991 is as follows:

Literacy rate: The total percentage of the population of an area at a particular time aged seven years or above who can read and write with understanding. Here the denominator is the population aged seven years or more.

Crude literacy rate: The total percentage of the people of an area at a particular time who can read and write with understanding, taking the total population of the area (including below seven years of age) as the denominator.

Crude literacy rate = number of literate person divided by total population multiplied by 100

Effective literacy rate (or literacy rate) = number of literate persons aged 7 or above divided by population aged 7 and above multiplied by 100 Kerala is the most literate state in India, with 93.91% literacy, followed by Lakshadweep at 92.28%. Bihar is the least literate state in India, with a literacy of 63.82%. Several other social indicators of the two states are correlated with these rates, such as life expectancy at birth (71.61 for males and 75 for females in Kerala 65.66 for males and 64.79 for females in Bihar), infant mortality per 1,000 live births (10 in Kerala, 61 in Bihar), birth rate per 1,000 people (16.9 in Kerala, 30.9 in Bihar) and death rate per 1,000 people (6.4 in Kerala, 7.9 in Bihar)

Every census since 1881 had indicated rising literacy in the country, but the population growth rate had been high enough that the absolute number of illiterates rose with every decade. The 2001–2011 decade is the second census period (after the 1991–2001 census period) when the absolute number of Indian illiterates declined (by 31,196,847 people), indicating that the literacy growth rate is now outstripping the population growth rate

Bihar is the only remain Indian state in the 2011 census where less than 65% of the population was literate. It is also only one of two states where less than 75% of the male population (the other being Arunachal Pradesh) was literate and only one of two states where less than 55% of the female population (the other being Rajasthan) was literate.¹Six Indian states account for about 70% of all illiterates in India: Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Andhra Pradesh and West Bengal. Slightly less than half of all Indian illiterates (48.12%) are in the six Hindi-speaking states of Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Jharkhand and Chhattisgarh.

Large variations in literacy exist even between contiguous states. While there are few states at the top and bottom, most states are just above or below the national average.

Several states in India have executed successful programmes to boost literacy rates. Over time, a set of factors have emerged as being key to success: official will to succeed, deliberate steps to engage the community in administering the programme, adequate funding for infrastructure and teachers, and provisioning additional services which are considered valuable by the community (such as free school lunches).

Kerala's success:

It has the highest literacy rate among the states of India, followed by the state of Mizoram. Kerala topped the Education Development Index (EDI) among 21 major states in India in year 2006–2007.[143] More than 94% of the rural population has access to primary school within 1 km, while 98% of population benefits one school within a distance of 2 km. An upper primary school within a distance of 3 km is available for more than 96% of the people, whose 98% benefit the facility for secondary education within 8 km. The access for rural students to higher educational institutions in cities is facilitated by widely subsidised transport

fares. Kerala's educational system has been developed by institutions owned or aided by the government. In the educational system prevailed in the state, schooling is for 10 years which is subdivided into lower primary, upper primary and high school. After 10 years of secondary schooling, students typically enroll in Higher Secondary Schooling in one of the three major streams—liberal arts, commerce or science. Upon completing the required coursework, students can enroll in general or professional undergraduate programmes. Kerala undertook a "campaign for total literacy" in Ernakulam district in the late 1980s, with a "fusion between the district administration headed by its Collector on one side and, on the other side, voluntary groups, social activists and others" On 4 February 1990, The Government of Kerala then replicated the initiative on a statewide level, launching the Kerala State Literacy Campaign. First, households were surveyed with door-to-door, multistage survey visits to form an accurate picture of the literacy landscape and areas that needed special focus. Then, Kala Jāthas(cultural troupes) and Sāksharata Pada Yātras (Literacy Foot Marches) were organised to generate awareness of the campaign and create a receptive social atmosphere for the programme. An integrated management system was created involving state officials, prominent social figures, local -officials and senior voluntary workers to oversee the execution of the campaign.

Mizoram's success in Literacy :

Mizoram is the second most literate state in all of India, second only to Kerala, with Serchhip and Aizawl districts being the two most literate districts in India (literacy rate is 98.76% and 98.50%),both in Mizoram. Mizoram's literacy rate rose rapidly after independence: from 31.14% in 1951 to 88.80% in 2001. As in Himachal Pradesh, Mizoram has a social structure that is relatively free of hierarchy and strong official intent to produce total literacy. The government identified illiterates and organised an administrative structure that engaged officials and community leaders, and manned by "animators" who were responsible for teaching five illiterates each. Mizoram established 360 continuing education centers to handle continued education beyond the initial literacy teaching and to provide an educational safety net for school drop-outs.

Tamilnadu's success story:

One of the pioneers of the scheme is the Madras that started providing cooked meals to children in corporation schools in the Madras city in 1923. The programme was introduced in a large scale in 1960s under the Chief Ministership of K. Kamaraj. The first major thrust came in 1982 when Chief Minister of Tamil Nadu, Dr. M. G. Ramachandran, decided to universalise the scheme for all children up to class 10. Tamil Nadu's midday meal programme is among the best-known in the country. Starting in 1982, Tamil Nadu took an approach to promoting literacy based on free lunches for schoolchildren, "ignoring cynics who said it was an electoral gimmick and economists who said it made little fiscal sense."The then chief minister of Tamil Nadu, MGR launched the programme, which resembled a similar initiative in 19th century Japan, because "he had experienced as a child what it was like to go hungry to school with the family having no money to buy food"

Eventually, the programme covered all children under the age of 15, as well as pregnant women for the first four months of their pregnancy. Tamil Nadu's literacy rate rose from 54.4% in 1981 to 80.3% in 2011.the Supreme Court of India, in 2001, instructed all state governments to implement free school lunches in all government-funded schools, but implementation has been patchy due to corruption and social issues. Despite these hurdles, 120 million receive free lunches in Indian schools every day, making it the largest school meal program in the world.

Government schemes

National Literacy Mission:

The National Literacy Mission, launched in 1988, aimed at attaining a literacy rate of 41 per cent by 2035. It imparts functional literacy to non-literates in the age group of 35–75 years. The Total Literacy Campaign is the principal strategy of the NLM for eradication of illiteracy. The Continuing Education Scheme provides a learning continuum to the efforts of the Total Literacy and post literacy programmes.

The National Literacy Mission is laying great stress on vigorous monitoring and systematic evaluation of adult education programmes launched under its aegis in the country. It has developed and circulated guidelines for concurrent and final evaluation of the Total Literacy Campaigns and Post Literacy Programmes. A comprehensive set of guidelines on continuing education have also been prepared. So far about 424 Total Literacy Campaign districts and 176 Post Literacy districts have been evaluated by the external evaluation agencies. So far 32 districts have been externally evaluated during continuing education phase. It is hoped that the new approach of evaluating literacy campaigns and continuing-education schemes will ensure complete transparency and enhance the credibility of the results and impact assessments.

Sarva Siksha Abhiyan:

The Sarva Siksha Abhiyan for Total Literacy Campaign was launched in 2001 to ensure that all children in the 6–14-year age-group attend school and complete eight years of schooling by 2010. An important component of the scheme is the Education Guarantee Scheme and Alternative and Innovative Education, meant primarily for children in areas with no formal school within a one kilometre radius. The centrally sponsored District Primary Education Programme, launched in 1994, had opened more than 160,000 new schools by 2005, including almost 84,000 alternative schools.

Non-governmental efforts:

The bulk of Indian illiterates live in the country's rural areas, where social and economic barriers play an important role in keeping the lowest strata of society illiterate. Government programmes alone, however well-intentioned, may not be able to dismantle barriers built over centuries. Major social reformation efforts are sometimes required to bring about a change in the rural scenario. Several non-governmental organisations such as Pratham, ITC, Rotary Club, Lions Club worked to improve the literacy rate in India.

Mamidipudi Venkatarangaiya Foundation

Shantha Sinha won a Magsaysay Award in 2003 in recognition of "her guiding the people of Andhra Pradesh to end the scourge of child labour and send all of their children to school." As head of an extension programme at the University of Hyderabad in 1987, she organised a three-month-long camp to prepare children rescued from bonded labour to attend school. Later, in 1991, she guided her family's Mamidipudi Venkatarangaiya Foundation to take up this idea as part of its overriding mission in Andhra Pradesh. Her original transition camps grew into full-fledged residential "bridge schools." The foundation's aim is to create a social climate hostile to child labour, child marriage and other practices that deny children the right to a normal childhood. Today the MV Foundation's bridge schools and programmes extend to 4,300 villages.

A news item from the Times of India: President Pranab Mukherjee felicitates Sikar for its efforts to eradicate illiteracy- Sep 9, 2014,

Sikar district was awarded the best district in the country for initiating steps towards achieving complete literacy by President Pranab Mukherjee on the occasion of International Literacy Day celebrated in New Delhi on Monday. The district administration of Sikar has set a perfect example for coordinating with different government departments and public private partnerships that led them to get close to achieving 100% literacy levels.

Sikar had an upper hand with other districts in terms of literacy rate. The district registered 71.91% literacy rate against the 66.11% in the state, says Census of India report 2011. With the Right to Education Act-2009 making education free and compulsory for children up to 14 years of age, the challenge for the administration is to educate illiterates who are 15 years and above.

The district collector, S S Sohata, made a multi-layer plan while roping in different education bodies (both government and private), students, school management committees, NGOs and held Ratri Chaupal programmes to achieve the 100% literacy rate in the district. Sohata asked headmasters and teachers to teach the illiterates living in their vicinity.

After getting good response, students were asked to teach their illiterate family members as a second step towards the aim. Several workshops were organized for teachers to train these students to help students teach their family members. They also published several learning materials with the help of educational organizations. "The secondary class students were given the task of training illiterate family members. Teachers were trained to help them in the purpose which brought more than expected results," said Sohata.

The DM used gram panchayats to hold Ratri Chaupal in villages to tell people about the importance of education and prepared a force of volunteers to execute their programme. A special short-term educational programme was organized to achieve the purpose. NGOs played a vital role in this campaign by conducting surveys and reports for the administration providing them firsthand account of the problems.

Every year, the Rashtrapati Bhawan invites entries from across the country for this prestigious award. This year eight districts were shortlisted followed by an inspection by a team from the Rashtrapati Bhawan. The team found that claims made by the Sikar collector are true and impactful.

So as students of developing India, we too have a role to play in the lives of those illiterates by spreading the light of knowledge thy name is literacy.

OBJECTIVE QUESTIONS

- 1) **On which date Dr.N.R.Narayana Murthy delivered the speech?**
A) On May 7th 2012
- 2) **What is the position of India in software development?**
A) In software development, India is at the centre of the world.
- 3) **What is the growth rate of Indian economy?**
A) The growth rate of India is 7 percent.
- 4) **How many Indians do not have access to sanitation facilities?**
A) 750 million Indians do not have access to sanitation facilities.
- 5) **How many Indians could not read or write?**
A) 350 million Indians could not read or write.
- 6) **What are India's foreign exchange reserves?**
A) India's foreign exchange reserves are \$300 billion.
- 7) **What is India's rank in corruption?**
A) India's rank in corruption is high.
- 8) **What is India's rank in Human Development Index?**
A) In the HDI, India is among the lowly-ranked nations of the world.
- 9) **Which movie is mentioned in the speech?**
A) The movie Chak De India, is mentioned in the speech.
- 10) **Who have conveyed the recipe for a successful transformation of India?**
A) The recipe for a successful transformation of India has been conveyed by Coach Kabir Khan and the women hockey players in the movie, Chak De India.
- 11) **What is the abbreviation for OECD?**
A) The Organisation for Economic Corporation and Development.
- 12) **What of India become popular among the Western youth?**
A) Bollywood dancing has become popular among the western youth.
- 13) **According to Narayana Murthy, what will achieve great things?**
A) According to Narayana Murthy, a happy mind will achieve great things.
- 14) **In which year N.R.Narayana Murthy started Infosys?**
A) N.R.Murthy started Infosys in the year 1981.
- 15) **What are the awards conferred to him by the Govt. of India?**
A) Padma Shri and Padma Vibhushan were the awards conferred to him by the Govt. of India.
- 16) **What was he described as, for his contribution to IT sector?**
A) He has been described as the Father of Indian IT sector, for his contribution to outsourcing in India.
- 17) **What is the most powerful advice that one can give to anybody?**
A) The most powerful advice that one can give to anybody is to lead by examples.
- 18) **What should the people do to acquire long term glory?**
A) To acquire long term glory, the people have to put in hard work and make short term sacrifices.
- 19) **What did Mahatma Gandhi want?**
A) Mahatma Gandhi wanted that the tears of the poorest of the poor child must be wiped off.
- 20) **Among the emerging economies, what is India's position in the creation of jobs?**
A) Among the emerging economies, India has created the maximum number of jobs.

A. Vocabulary

1. Arbitrator
2. Bibliophile
3. Teetotaller
4. Fatalist
5. Inventor
6. Governess

B.

1) Telegraphist:

A person who uses the morse code in order to communicate by land or radio lines./A person who sends the telegraphs.

2) Counsellor:

A person who counsel or advice (an advisor)

3) Seamstress:

A woman who sews, especially one whose occupation is sewing.

4) Critic:

A person who offers reasoned judgment of analysis, Interpretation of literary or artistic work, dramatic musical performances / one who analyses.

5) Radical: (n)

A person who holds or follows strong convictions or extreme principles; extremist (one who wants total change)

6) Democrat:

An advocate or supporter of democracy/ one who believes in democracy (In the U.S., a member of Democratic Party)

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C.

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D Page No. 103

1-f 2-h 3-i 4-a 5-j 6-b 7-c 8-d 9-g 10-e

EXERCISE

A: 105Pg

- 1) The Doctrine of Non-Violence was taught by Gandhiji.
- 2) A telegram was brought by the postman.
- 3) Let the Post be advertised.
- 4) By whom was this letter sent?
- 5) A reward of Rs.100/- was given to him by the Police.
- 6) Many accidents are caused by reckless driving.
- 7) The meeting was presided over by the Principal.
- 8) A song was being sung by Pradeep.
- 9) The work would have been completed by Sanjay by tomorrow.
- 10) Vaishnavi was given flowers by Ram.

EXERCISE B

Pg106.

- 1) He has sent the courier.
- 2) Warner Brothers produced the film.
- 3) The mason is building the building.
- 4) Why did your brother write such a letter?
- 5) My name was asked.
- 6) Someone has invited me to the party.
- 7) The security refused admittance to him/The security refused his admittance.
- 8) The Manager will give you a ticket.
- 9) When did they accept all your demands?
- 10) He must finish the job now.

Pg.107

- 1) Arrived
- 2) Is read
- 3) Was interrupted
- 4) Belongs
- 5) Is not pronounced?
- 6) Has happened
- 7) Heard
- 8) Was surprised, was also shocked
- 9) Was built, made
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to get close to achieving 100% literacy levels.

Sikar had an upper hand with other districts in terms of literacy rate. The district registered 71.91% literacy rate against the 66.11% in the state, says Census of India report 2011. With the Right to Education Act-2009 making education free and compulsory for children up to 14 years of age, the challenge for the administration is to educate illiterates who are 15 years and above.

The district collector, S S Sohata, made a multi-layer plan while roping in different education bodies (both government and private), students, school management committees, NGOs and held Ratri Chaupal programmes to achieve the 100% literacy rate in the district. Sohata asked headmasters and teachers to teach the illiterates living in their vicinity.

After getting good response, students were asked to teach their illiterate family members as a second step towards the aim. Several workshops were organized for teachers to train these students to help students teach their family members. They also published several learning materials with the help of educational organizations. "The secondary class students were given the task of training illiterate family members. Teachers were trained to help them in the purpose which brought more than expected results," said Sohata.

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Pg 102

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1-d 2-c 3-d 4-c 5-b

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