



COMMUNICATIVE ENGLISH

For students,
housewives, executives,
professionals ...
Anyone who wants to
master the language

Read, Write, Speak, Understand
English Fluently

Develop fluency in English

Improve pronunciation

Expand your vocabulary

Communicate in English on
everyday topics

Prepare thoroughly for
group discussions,
interviews and more ...



**BRAINWARE
UNIVERSITY**

Communicative English

Edited by
Phalguni Mookhopadhyay



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For Students, Businesspeople, Housewives, Executives, Professionals . . .
anybody wanting to master the language

Read, Write, Speak, Understand English Fluently



We have often come across people from a vernacular background who have a strange complex – of feeling inferior to those from an English medium background. We would like to tell them that while a knowledge of the English language is necessary today, coming from a vernacular medium is in no way a sign of inferiority. In fact, it would enrich and add to their knowledge when they actually begin to understand the deeper meanings of the English language. And that is our objective in compiling this book.

Before we go further we would like to point out a fact. We have often been told that the terms Communicative English and Spoken English are the same. We would like to tell you that they are not. Spoken English would merely help you to improve your speech skills in English. But Communicative English would help you to speak, read, write and understand English fluently. And that is exactly what our English Learning Programme aims to do.

To help you make the maximum use of this book we have divided it into two parts. Before we go into the details we would like to speak about the first Chapter in the first part. It is truly a bridge to Communicative English as it takes you through a quick journey on how communication developed over the ages and how languages became an important means of communication. We have then compiled some interesting and useful facts about the English language.

We have tried to make the book as interesting as possible. You would find that there are many pictures throughout the book that are relevant to the Chapters. In the first part, there are **Read Aloud** passages for you to improve your reading and pronunciation skills. There are meanings of words that you might find difficult under **Word Power**, wherever necessary. The **Talk To Me** section helps you to improve your speech skills as well as grasping abilities since here you would be talking on a variety of topics. There is an **Activity** section that has various kinds of exercises helping you to improve your writing and comprehending skills. The **Assignment** section helps you revise all that you read about in one chapter. And then there is the **Fun Feast** section where you would read about many fun aspects of the English language. There is also a **Miscellaneous** section that has many interesting information about the English language.

In the second part of the book you would find that the **Activity** and the **Assignment** sections are there. Along with these you would find a **Glossary** section that contains the meanings of many important business terms that you would come across everyday. You would find that by the time you come to this part of the book you will be speaking, reading, writing and understanding the English language quite fluently.

We have compiled this book after consultations and collaborations with various experts and teachers. There has been extensive research on each topic here. The amount of work that has gone into the compiling of this book is truly commendable. But it is quite difficult to point out any one individual who has made a greater contribution. It has been a team effort and we pat each other on our backs for having made this book possible. This book is our gift to you. We hope that it would help you to face the world confidently. And to tell you the truth **that** would be our greatest happiness and our reward as well.

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COMMUNICATIVE ENGLISH

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Introduction

Indian students who have had their basic education imparted in the vernacular face some typical problems when they try to read, write and speak in English. It is noticed that their English is stilted - since they are attempting to translate their thoughts from the vernacular into English. It is to be kept in mind that the structure of English is quite different from that of Indian languages - hence the lack of fluency and clarity. The second factor is the lack of a vocabulary. This is not surprising since most students have little interaction in English once they are outside school. The third noticeable aspect is their diction, governed as it is by the vernacular sounds that they have been taught to master from childhood. Here, one key difference between English and vernacular languages needs to be highlighted. The English language has five Vowels -a,e,i,o,u - to form words with Consonants. All the sounds produced in the English language have to be accommodated within these parameters. Thus the Vowel 'a' - or for that matter, any other Vowel - produces more than one sound, and often mixed sounds, by combining two Vowels, e.g clear . Such examples abound the English language.

However, students of Communicative English need not lose heart over such apparent lack of consistency and method. The language has a structure that can be mastered with some diligence. The structure is a combination of speech drills, diction and word building or vocabulary. This is the method followed in any language. Here is a tip for students. Carry a standard English dictionary, preferably the Oxford English Dictionary, and consult it whenever you come across a word that you do not understand. The dictionary will not only give you the spelling, it will also give you the correct pronunciation, besides, giving you the meaning. If there is more than one meaning, the dictionary will give those too. Choose the meaning that is the most apt for your use. There is no better way of improving your vocabulary than by consulting the dictionary. Remember, the more words you know, the better your command over English - written or spoken. Watch yourself metamorphose into a confident speaker of English very soon.

CHAPTER 1

A BRIDGE TO COMMUNICATIVE ENGLISH

Welcome to Brainware's English Learning Programme and congratulations! You have just taken the first step in your journey towards reading, writing, understanding and communicating in English fluently. In short, you are making a deliberate effort to become a better communicator.

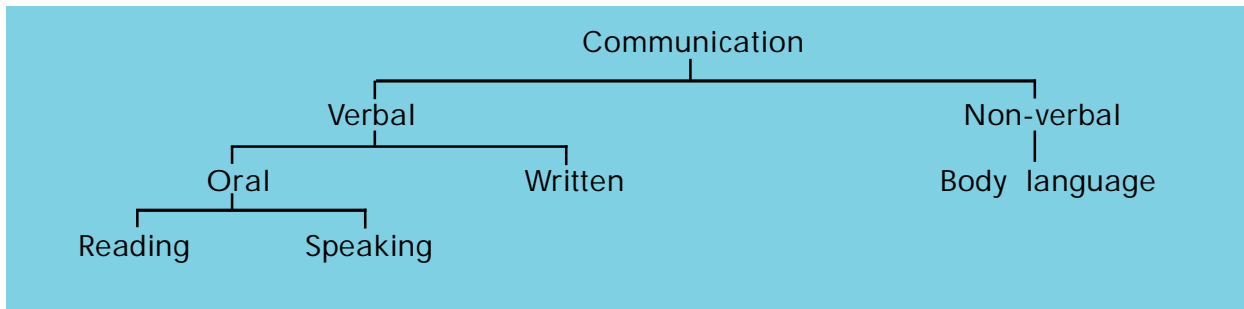


Do you understand the word 'communicator'?

In today's world, you come face to face with many complex situations every day. Perhaps a stranger rings the doorbell of your flat or house. You may receive a telephone call or you want to call up somebody. You could even be in a part of the city you are not too familiar with and you need to ask for directions. Again, on a public transport a person sitting next to you opens up a conversation. When you respond to these situations, you are communicating. Just how well do you communicate? Are you terrified or are you confused? This book will tell you all about how to become a good communicator and how to take in your stride the pace of modern life. It guides you through the process of making you a confident communicator.

Remember, success in today's world is judged by how well you express your views and how clearly you communicate with others.

The process of communication comprises of both non-verbal and verbal forms. When you move your hands, make signs, roll your eyes or simply nod and shake your head you are using non-verbal forms of communication. When you wake up in the mornings, perhaps you read a newspaper or watch TV. When you are reading or writing something, or talking to somebody you are making use of verbal forms of communication.



The process of communication, of course, has developed from the dawn of civilization. People, separated by distance or natural and geographical barriers, developed their own culture and language. Thus, in Russia people speak Russian, in Italy they speak Italian, while in India the language is predominantly Hindi. Reading and writing only became possible after languages were given a structure, so that the process of mastering a language would become more methodical. Generations have followed this structure, adding their own ideas and words – thereby enriching the language and passing on both a rich tradition and a legacy to the next generation.

Language structures are based on laws or grammar. Each language has its own set of rules. Such is the case with the English language as well. Come, let us make friends with the English language as we take our first step towards taking charge of our lives – beginning of course, with improving our communication skills.

Word Power

Meanings of the words in Italics from the chapter

Fluently (*adv*) able to speak or write accurately and easily, especially in a foreign language.

Nod (*v*) to move one’s head down and then up again quickly, in order to indicate ‘yes’.

Barriers (*n*) anything that prevents or controls movement from one place to another.

Predominantly (*adv*) mainly; for the most part.

Legacy (*n*) a thing passed to somebody by people who lived before them or from earlier events, etc.



Activity

- Did you like reading the facts about how language was born?
- If there was no language, what do you think would happen?
- Why don't you introduce yourself to your friends.

Assignment

Try and share the information that you have on Communication with your friend in your own words.



CHAPTER 2

VOWELS

Identifying Long and Short Vowels for correct pronunciation

Well, as we already know, language has originated from speech, it is a stringing together of sounds. Speech developed much before writing. It must follow certain rules of the structure of a particular language. You know that the English alphabet has twenty-six letters. Each letter has a distinct sound. The same letter may produce different sounds when combined with other letters.

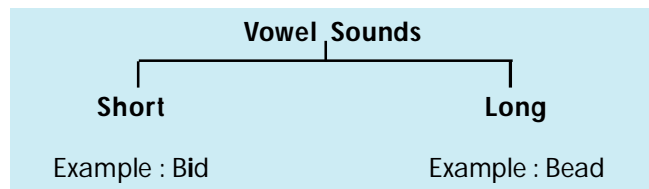
When we speak we produce sound. To communicate effectively in English through the medium of speech, correct and distinct pronunciation is a must. While speaking it has to be kept in mind that the speech must be understandable to the listener.

Let us now pronounce these two words – **Apple** **All**

You will realise that the alphabet 'a' is pronounced differently in each case.

Now speak out the letters 'a', 'e', 'i', 'o', 'u' and see how easily they roll off your tongue. Also observe that your lips form different shapes and that your tongue, too, has to be positioned differently to produce each sound. Such sounds are known as **Vowel Sounds** and these letters – 'a', 'e', 'i', 'o', 'u' – are known as **Vowels**.

Have a look at this chart

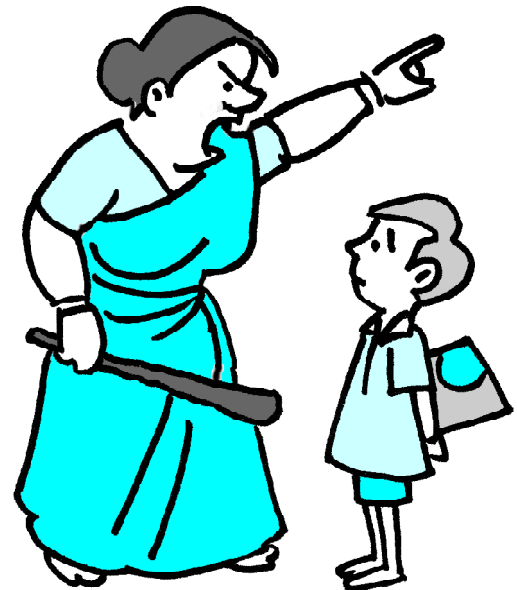


When you pronounce the word 'bid', you require less time and effort. The Vowel Sound here is of a **shorter** duration. Such Vowel Sounds are known as **Short Vowels**. Here are some more examples –

| | |
|-----------------|---------------------------|
| SHORT VOWELS | Allow, Above, Attend, Add |
| | Pin, Chin, If, Sink, Sit |
| | Leg, Sketch, Egg, Bench |
| | And, Band, Jam, Stand |
| | Foot, Wood, Would, Cook |
| | Cot, Pot, Lot, Knot |

Now, just pronounce the word 'bead'. Here you take some extra time and effort to pronounce it. That is to say, the Vowel Sound here is of a **longer** duration compared to the previous one. Such Vowel Sounds are known as **Long Vowels**. Here are some more examples for you –

| | |
|-------------|-------------------------|
| LONG VOWELS | See, Free |
| | Saw, Law |
| | Food, Pool |
| | Bird, Curd |
| | Card, Far |
| | Safe, Made |
| | Ride, Side |
| | Boy, Toy |
| | Go, Home |
| | Now, Found, Sound, Foul |



The chart below will help you differentiate between the Long and Short Vowel Sounds -

| Short Vowel | Long Vowel |
|-------------|------------|
| Fit | Feet |
| Pull | Pool |

Vowels and Vowel Sounds are very easy to grasp. A little amount of practice will help you master them. As you proceed, you would find that the English language has many more interesting aspects to it.

Word Power

Meanings of the words in Italics from the chapter

Distinct (adj) easily heard, seen, felt or understood; different in kind.

Effectively (adj) for practical purpose.

Positioned (v) to place or arrange somebody or something in a particular position.

Effort (n) the use of much physical or mental energy to do something; an attempt that requires a lot of energy.

Duration (n) the time during which something lasts or continues.



Activity



Rhyme

There was a Lady whose chin,
 Resembled the point of a pin;
 So she had it made sharp,
 And purchased a harp,
 And played several tunes with her chin.

- Edward Lear

Read Aloud

Laughter- the best cure

Some people think laughter is a waste of time. It is essential to our well being and to our life. If we are not well, laughter helps us get well; if we are well, it helps us stay that way. Doctors say that if you like laughter, laugh as often as you can and if you don't like it, then take your medicine but laugh anyway. Give yourself permission to laugh, whenever anything is funny. The people around you may think you are strange, but sooner or later they will join in even if they don't know what you are laughing about.



- Try to identify the Vowel Sounds in the above passage

Talk about

The happiest moment of your life



Fun Feast

Here is a great way to have fun. Have you noticed that each letter of the English alphabet has a distinct phonetic sound of its own? You can use your imagination to arrange the letters in such a way that they make a complete sentence or a secret language of your own! Such a language is known as **ABC Language**, where the letters of the alphabet as well as numbers are used instead of words. Here are some examples -

- O I C U R MT - Oh I see you are empty.
- U R A BU T - You are a beauty.
- I O U - I owe you.

Assignment

Identify the Long and Short Vowel Sounds

| | | |
|-------|-------|--------|
| Fear | Boy | There |
| Queer | Foil | Thrive |
| Share | Now | Near |
| Five | Rouse | Loiter |
| Knife | Down | Sound |

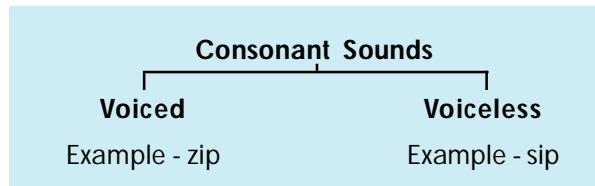


CHAPTER 3

CONSONANTS

Identifying Voiced and Voiceless Consonants

Now that you are familiar with Vowels and Vowel Sounds let us move on to the remaining letters of the alphabet. You will find that you take some more effort to pronounce them in comparison to Vowel Sounds. These letters are known as **Consonants**.



Just pronounce the word 'sip'. You find that though you need to make extra effort it is easier to produce the initial, that is – the first, Consonant Sound 's'. Such Consonants that are easier to pronounce are known as **Voiceless Consonants**.

Here are some more examples of Voiceless Consonants –

| VOICELESS | |
|-----------|-------|
| | High |
| | Sun |
| | Fear |
| | Set |
| | King |
| | Part |
| | Heart |
| | Call |



But, if you pronounce the word 'zip', you would require greater effort to produce the initial 'z' sound. Such Consonants are known as **Voiced Consonants**. Here are some more examples –



| VOICED | |
|--------|--------|
| | Must |
| | Roof |
| | Judge |
| | Decide |
| | Chair |
| | Write |
| | Zoo |
| | Year |

Now that you know the differences between the two let us look at some more Voiceless and Voiced Consonants and try to differentiate between them.

| Voiceless Consonants | Voiced Consonants |
|----------------------|-------------------|
| Keep Hide | Deep Guide |

Well, you see how easy Consonants are. You would gradually get to know the English language better. And then you would see how interesting it is.



Activity

Rhyme

There was an Old Man of Kilkenny,
Who never had more than a penny
He spent all that money,
In onions and honey,
That wayward Old Man of Kilkenny.

-Edward Lear

Read Aloud

Men and machine

Science has given us superhuman powers, which we do not use properly. For example, we are unable to manage our machines. Machines should be fed promptly and waited upon attentively; otherwise they refuse to work or they cause destruction. We already find it difficult to do without machines. In course of time they may rule over us altogether.



- Try to identify the Consonant Sounds in the above passage.



Word Power

Meanings of the words in Italics from the passage given above

Superhuman (adj) having more than normal human power.

Promptly (adv) without delay ; exactly at that specified time.

Attentively (adv) giving close notice to something or somebody.

Destruction (n) the action of destroying something.

Talk about

The person you would never forget

Fun Feast

Do you know any word that does not contain a Vowel? But a common word with no Vowel is not rare

My - of or belonging to the speaker or writer

Nymph - a spirit of nature in the form of a young woman

Lymph - a colourless fluid from the tissues or the organs of the body, containing white blood cells

Lynch - to kill somebody believed to be guilty of a crime without proper trial

Myrrh - a sticky substance with a sweet smell but a bitter taste that is obtained from plants and is used for making incense and perfumes

Myth - a thing or a person that is imaginary or not true



Assignment

Identify the Voiced and Voiceless Consonant Sounds from the following

Lease, Happy, Shabby, Marble, Grab, Tripe, Wedding, Stiff, Grip, Rough, Stall, Magic, God, Snow, Breeze.

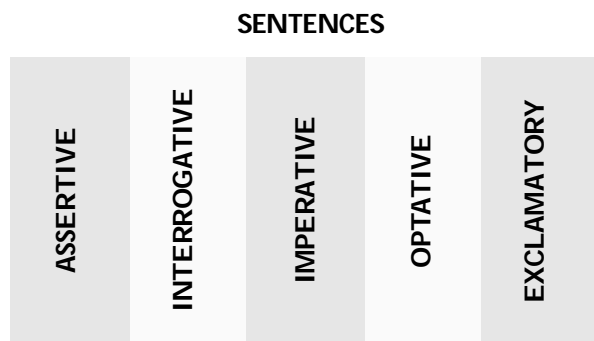
CHAPTER 4

STRINGED WORDS - SENTENCE

To understand Sentences and their different types

When you speak or write you string together many sounds and words that make complete sense. When you do this you form what is known as **Sentences**. In other words **Sentences** are nothing **but a group of words used together that make sense in itself**.

There are different Kinds of Sentences as this chart would tell us –



Look at this sentence -

Ratul is helping the beggar.

This sentence makes a **statement** or an assertion. It is an **Assertive Sentence**. They are also known as **Declarative Sentence**. Let us look at some more examples –

Gold is a precious metal.

The dog wagged its tail.

What do you ask when you meet somebody for the first time?

Probably - What is your name?



This kind of sentence that asks a question is known as an **Interrogative Sentence**. Here are some more examples –

Whose book is this?

Could you help me?

Let us move on to this sentence –

Drop the bread at once.

Such sentences, which express a command, advice, order, request, threat, or warning are known as **Imperative Sentences**. Look at some more of these –

Don't touch. This sculpture is very fragile.

Please write giving full details.

Now look at this sentence –

May you have a successful career.

This sentence expresses a wish. Such sentences that express a wish or a prayer, are known as **Optative Sentences**.

Here are some more of these –

May God help you.

Wish you a very happy journey.

Now read the sentence below –

What a cold night!

Here a strong feeling is being expressed. Such sentences that express a strong feeling are known as **Exclamatory Sentences**. These end with an Exclamation Mark.

Let us have a look at some more of these sentences –

Good gracious! You have done it!

Alas! India lost the match.

That was interesting. Just imagine, when you speak you make use of so many different kinds of Sentences and you did not even realise it until now. Since you have now become an expert at understanding and handling sentences, let us go further. Remember this nursery rhyme -

Mary had a little lamb.

Here you are talking about 'Mary'. So 'Mary' is the **Subject** of the sentence. In other words, the Subject indicates the person, place or thing about whom the sentence is talking. The part of the sentence which says 'had a little lamb' tells about something that 'Mary' had, namely 'had a little lamb'. So in the above sentence the statement 'had a little lamb' predicates something about 'Mary'. So this is the Predicate of the sentence. In other words, the **Predicate** indicates something about the person, place or thing that the sentence is talking about.

Let us now look at some more sentences -

| Subject | Predicate |
|-----------------|-------------------|
| The sun | rises in the East |
| The nightingale | sang sweetly |



Activity

Classify the sentences given below

1. I hope there will be a change in the weather.
2. What a beautiful piece of silver!
3. Do you want to go to the riverside?
4. They are not coming tomorrow.
5. May all your dreams come true.

Fun Feast

Repeat this sentence quickly

SHE SELLS SEASHELLS BY THE SEASHORE

Quite a tongue twister, isn't it? In fact, that is exactly what it is called. Do you know that according to the Guinness Book of World Records, the most difficult **Tongue Twister** is – The sixth sick Sheik's sixth sheep's sick.



Here are a few more Tongue Twisters –

- I saw Susie sitting in a shoe shine shop
Where she sits she shines, and where she shines she sits.
- How can a clam cram in a clean cream can?
- The thirty-three thieves thought that they thrilled the throne throughout Thursday.

Assignment

Identify the Sentences in the following passage



"What are you doing here?" she asked. "How dare you come into my garden without permission?"

"We are children from the next door. We came to play with the boy here," said Rahul.

Then the woman said in a most astonishing voice. "Boy!" she said "A boy here! There's no boy here at all! Get out of here. You must never come here again".

The children fled home, puzzled and frightened. "It is a mystery," said Akash.

Frame your own sentences with the following words

Praise, Enjoy, Comfortable, Request, Disturb, Dare, Comfortable, Weather, Curiosity, Difficult.

CHAPTER 5

DETERMINING WORDS - ARTICLE

Helping you to understand the proper use of the Definite and the Indefinite Article

The English language is a fascinating one. It follows certain rules. You will find it very interesting. Just have a look at this sentence-

He went into **the** building with **a** bag and **an** umbrella in his hands.

It says that 'He' entered 'the' building and 'He' was carrying two things in his hands, namely – **a** bag and **an** umbrella. These words, **determine** something about 'building', 'bag' and 'umbrella'. These are known as **Articles**.



Look at another sentence –

He saw **the** picture.

Here '**the** picture' indicates that 'He' saw a **particular** picture. In other words, '**the**' is an indication of a certain person or a particular place or thing. It is a **Definite Article**. Here are some more examples –

The man was praised for his courage.

He showed me **the** way.

Now look at this sentence –

A boy came home today.

Here 'a boy' indicates that it may be **any** boy and not somebody in particular. Similarly,

I ate **an** apple.

It indicates that 'I ate' any 'apple' and not a particular one. In other words, 'a' and 'an' is an indication of something in **general** and not something in particular. They are **Indefinite Articles**. Though both 'a' and 'an' are Indefinite Articles their usages are different.

'An' is used before words beginning with a Vowel Sound. Therefore –

She ate **an** orange.

It took me **an** hour to reach there

In the second sentences 'an' is used before 'hour' since the word begins with a Vowel Sound. The difference is best explained in –



She reached there in **an** hour and **a** half.

That is to say 'a' is used before words that begin with a Consonant Sound, as in –

A horse was grazing.

A European gentleman was looking for his bag.

'A' is used before European because the word begins with a Consonant Sound. Therefore,

He is a university student.

So now you know all about the Determining Words of the English language. You would find that there are many more interesting facts about the language. From the next chapter we will deal with the Parts of Speech. Just read on.

Activity

Choose the correct Article

- Two persons were killed in ____ (a/an) accident this morning when ____ (a/an) private bus hit ____ (a/the) rickshaw.
- ____ (a/an/the) one-day international cricket tie between India and New Zealand has already created ____ (a/an/the) great interest among the youngsters of ____ (a/the) city of Gwalior.
- ____ (a/an/the) small crowd of viewers gathered on ____ (a/an/the) banks of the Ganga to witness ____ (a/an/the) millennium's last total solar eclipse.
- ____ (a/an/the) European who came to our office for a job became ____ (a/an/the) inspector of schools.
- ____ (a/an/the) discovery of ____ (a/an/the) abandoned parcel in ____ (a/an/the) New Secretariat building triggered off ____ (a/an/the) bomb scare this noon.



Read Aloud



Aesop

It is very difficult to know about Aesop's life after so many years. Yet the historians assume that he was born at Thrace in Greece in the 6th century BC and died at about 564 BC. He was probably a slave and his master was a kind-hearted man who freed him later. He was said to be ugly but very clever and witty. In later years he was a court member of King Croesus, who sent him to the temple of Apollo at Delphi. There he made the Delphians his enemies. They were so angry that they pushed him from a steep cliff to his death.

Word Power

Meanings of the words in *Italics* from the passage above

Assume (v) to accept something as true before there is proof.

Slave (n) a person who is legally owned by somebody and is forced to work for them.

Freed (v) to allow somebody or something to go free.

Witty (adj) full of clever humour.

Steep (adj) rising or falling sharply; not gradually.

Cliff (n) usually high face of rock especially at the edge of the sea.



Try to answer the questions from the above passage

1. What do we know about Aesop's birth?
2. How was he killed?

Pronunciation practice

| | |
|---------|----------|
| Battle | Brick |
| Beach | Breeze |
| Biology | Blue |
| Blood | Bonfire |
| Bullet | Business |

Talk about



Would you allow someone to dominate you?

Fun Feast

Have you ever tried reversing the word 'Madam'?

What do you find?

Yes, you are right, it reads 'Madam' in the reverse manner too.

There are more such words in English. These are known as **Palindromes**.

A word or a phrase or sentences that are spelt exactly the same backwards and forwards are known as a Palindromes.

Here are some more –

Civic, Rotator, Level, Noon, Deed, Radar

Do you know what is the term for fear of Palindromes?

It is **Aibohphobia**. ('Phobia' means 'fear')

Now go ahead and spell it backwards. Interesting!

Assignment

In the following sentences choose the correct word/ words to fill in the gaps

1. _____ is the cause of most nervous diseases. (a fear, the fear, fear)
2. I have _____ of crossing the road. (a fear, the fear, fear)
3. The government is determined to put a stop to all forms of _____. (wastage, a wastage, the wastage)
4. Hepatitis is _____ of the liver. (the disease, a disease, disease)
5. _____ of the elections will be announced today. (the results, results, a result)



Put 'a' or 'an' in front of the following words or phrases

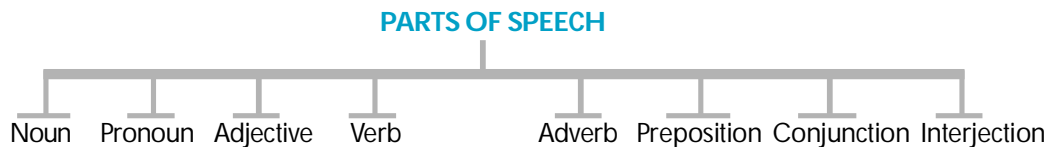
Accident • Entertaining Film • Horoscope • Heavy Machine • New Book • Hot Meal • Electric Current • Funny Cartoon

CHAPTER 6

PARTS OF SPEECH NAMING WORDS - NOUN

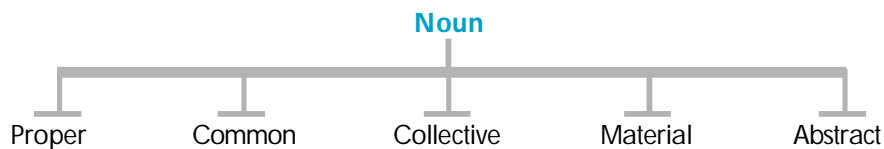
Familiarise yourself with Nouns, its kinds and types

Each sentence that we speak contains certain special parts. In the English language these are known as **Parts of Speech** and these are **eight** in number. These are shown in the chart below –



Let us start with Nouns and their kinds.

These are nothing but names for the various words that you use in your everyday conversation. Let us together look at these one by one.



I live in **Kolkata**.

Here you are talking of the place where you live in, namely 'Kolkata'. This word indicates the name of a place or a city. Such words that name a place, person, thing or even an emotion are called **Nouns**.

The sentences below will give you some more examples of Nouns. The words in **Bold** are **Nouns**.

Riya is a school teacher.

Give me a **glass** of water.

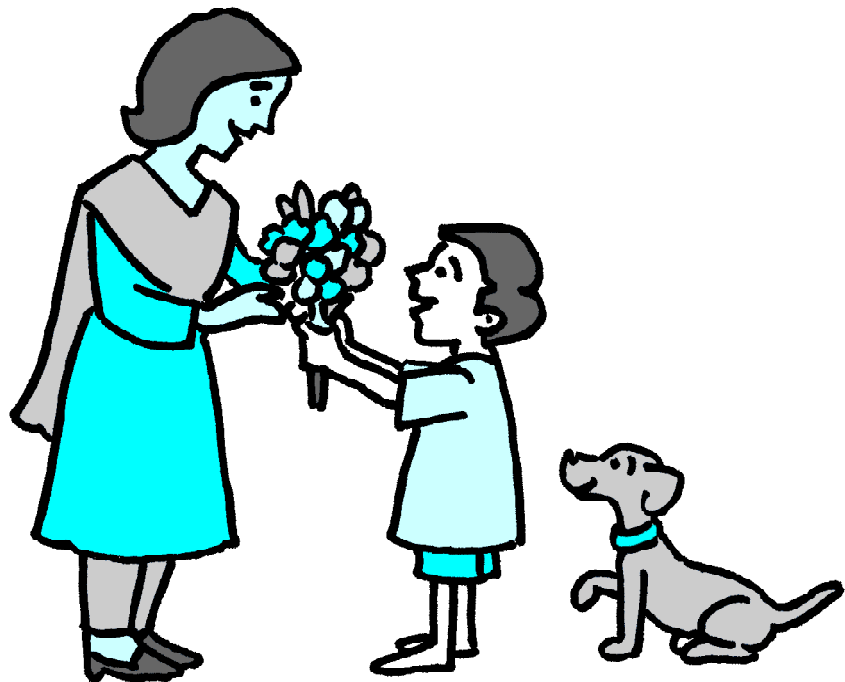
Babur was the first **Mughal emperor**.

Now that you know that names or naming words are called Nouns, let us have a look at the Nouns in these sentences.

Kolkata is a big city.

The shop is closed on **Monday**.

In the above sentence 'Kolkata' refers to a particular city and not just any city. Similarly 'Monday' refers to a particular day of the week.



Nouns that are names of particular persons, places, or things are known as **Proper Nouns**.

Some examples of Proper Nouns –

Mary tried her best to win the race.

Earth is the only planet that has life.

Now let us look at these sentences –

The **man** was crossing the road.

The **city** was destroyed.

'Man' indicates in the last sentence any man. It does not refer to any one man in particular. In the same way 'city' in the second sentence can mean any city. Such Nouns that refer to people, places and things of the same kind without referring to any one in particular are known as **Common Nouns**.

Some more examples –

We should always respect our **teachers**.

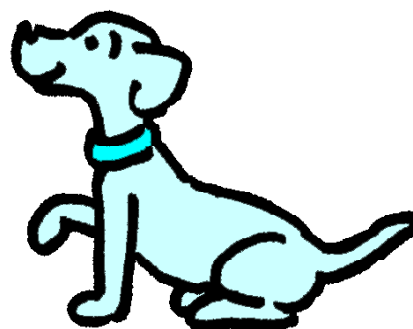
The **dog** is sitting quietly.

So when you say –

Sheela is a good **girl**.

You are referring to a **girl** (Common Noun) whose name is **Sheela** (Proper Noun).

Let us move on to these sentences –



The **army** was victorious.

A **crowd** gathered to see the movie star.

Here 'army' refers to a **collection** of soldiers. Similarly 'crowd' refers to a collection of people. In other words, a Noun that refers to many persons, places or things taken as a whole is a **Collective Noun**.

Some more examples of Collective Nouns –

The boy gives a **bunch** of flowers to his teacher.

The **family** decided to go for a picnic.

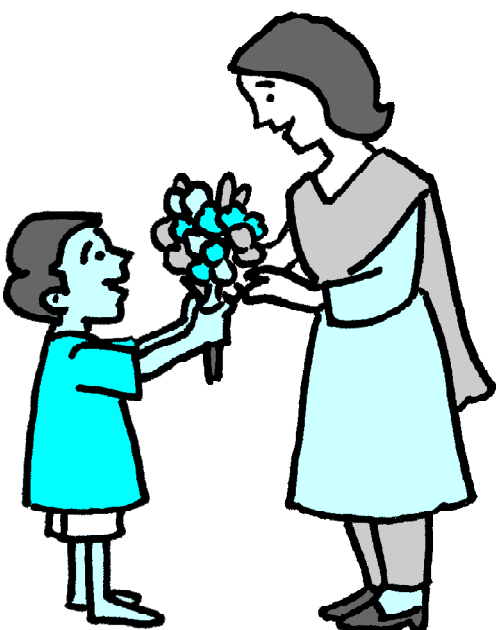
The **team** gave their best performance.

So, you are familiar with three kinds of Nouns. That was quite easy. And now comes the easier parts. Just look at these sentences –

She won an award for **bravery**.

I will always cherish my **childhood** memories.

Riya is being rewarded for her **kindness**.



Here, 'bravery' indicates a certain quality that 'she' has. Similarly 'childhood' and 'kindness' denotes a state of human life. Both these words do not have any physical form. Nouns that refer to a quality or state that a person, place or thing has, but which we cannot see or touch are known as **Abstract Nouns**. Let us look at more examples –

The thief pleaded **innocence**.

His **honesty** was rewarded.

Now suppose you say something like -

Wood burns easily.

The **fire** broke out suddenly.

The Nouns 'wood' and 'fire' refers to a material. Nouns that indicate metals, objects and such other things that can be seen and felt by us are **Material Nouns**.

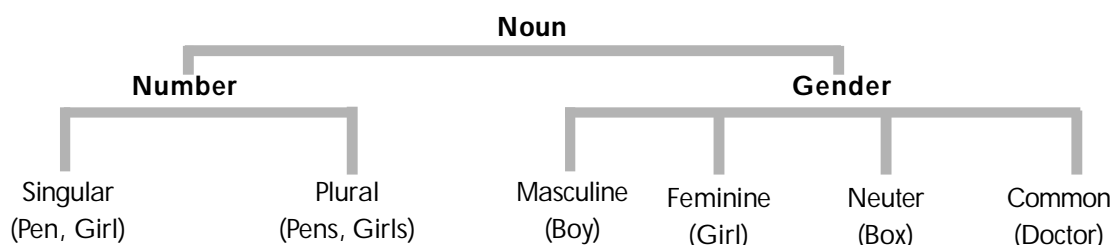
How about some more examples –

Riya is wearing a yellow **dress**.

Water is essential for life.

My father gifted me a **silver** bracelet.

Since you know so much about Nouns let us look at its two other aspects.



Nouns may be classified according to **Number**. This is nothing but **how many** persons or things are mentioned in a sentence. For example –

I want a **pen**.

I have many **pens**.

Here the Noun '**pen**' denotes a single pen. It is in the **Singular Number** since it indicates one person or thing. The noun '**pens**' denote many pens. It is in the **Plural Number** since it indicates more than one person or thing.

Some more examples of Nouns in the Singular Number -

The old **man** has a son.

The **girl** was well prepared for the exam.

Now for some examples of Nouns in the Plural Number -

The **women** are walking fast.

The **books** are missing.

Remember we are looking at two aspects of Nouns? Nouns are also classified according to **Gender**. Just look at this sentence –

The **boy** was reading.

You know that 'boy' is a Noun. Since it refers to a **male** the Noun is in the **Masculine Gender**. These are some other examples –

My **brother** is in sixth standard.

The **gentleman** looks like Tom Cruise.

Now let us look at this sentence –

The **girl** was drinking tea.

Here, too 'girl' is a Noun. Since it refers to a **female** it is in the **Feminine Gender**. Have a look at these examples –

The **nun** went to church.

The **lady** was wearing a red dress.

You already know about Common Nouns. So if you look at this sentence –

The **child** played with a ball.

you know that 'child' is a Common Noun. It is in the **Common Gender** since it refers to a commonness between the Masculine and the Feminine Genders. 'Child' may be either a male or a female. In other words, it can be applied to both male and female. Here are some more examples –

The **thief** was caught stealing from the shop.

The **doctor** came to my house.

Now look at this sentence –

The **pen** was writing well.

Here, the word 'pen' refers to an object that is non-living. Such words that refer to non-living things are in the **Neuter Gender**. Here are some more sentences –

The **room** is very big.

The **book** was very interesting to read.

You have read so many interesting aspects of Nouns. So the next time you speak or read about something you would know which ones are the Nouns in the sentences that you use.

Activity

Classify the Nouns according to their kinds

1. The soldiers fought the battle bravely.
2. India is a land of culture and heritage.
3. Cleanliness is next to godliness.
4. Pandora opened the box of troubles.
5. The elephant has great strength, it carries goods from one place to another.



Read Aloud

Victory

We generally associate the word 'victory' with war, visions of battles, bloodshed, and conquest by force. We think of war as a glorious thing because of its famous victories and splendid triumphs. But when we think of the achievements of great men – statesmen, scholars, social reformers, scientists, philanthropists, explorers, discoverers and honest workers – for the betterment of the human race and the progress and civilization of the world, we realise that the victories of peace are even more glorious than the victories of war.

Assignment

Fill in the blanks using the Plural form of the Nouns in the brackets

1. Actually, two _____ rented the house. (man)
2. No. Now both of my _____ hurt. (foot)
3. I actually need two _____ of water. (glass)
4. She had both her _____ with her. (child)
5. All _____ offer a flat rate. (agency)



Frame sentences of your own with the following words

Manager, Bottle, Poverty, Continent, Bank, Dictionary, Mice, Relative, Climbers, Staircase.

CHAPTER 7

SUBSTITUTING WORDS - PRONOUN

Getting acquainted with the different types of Pronouns

Well, it feels nice to know that when you name persons, places, and things you are actually using Nouns, isn't it? Now let us move on to another interesting Part of Speech. Just look at this:

Simran bought an ice cream and Simran ate the ice-cream because Simran was feeling hot.

You don't speak like this, do you? Instead of using the Noun 'Simran' repeatedly you say –

Simran bought an ice cream and **she** ate **it** because **she** was feeling hot.

What you are doing is using the word 'she' instead of the Noun 'Simran'. Simply speaking you are using a **Pronoun**. That is to say, a word that is used in the place of a Noun is called a Pronoun. The word **Pronoun** itself means '**for a Noun.**' Let us look at the following –

PRONOUN

| | | | | |
|----------|-----------|---------------|----------|---------------|
| PERSONAL | REFLEXIVE | DEMONSTRATIVE | RELATIVE | INTERROGATIVE |
|----------|-----------|---------------|----------|---------------|

Now look at these sentences –

I ate a chocolate.

You ate a chocolate

Mrs. Bose is shouting. **She** is angry.

Here the Pronouns denote persons. These are **Personal Pronouns**.

In the first sentence the Pronoun 'I' refers to the **person who is speaking**. The Pronoun here is in the **First Person**. Remember? When Nouns refer to one person it is in the Singular Number. 'I' is, therefore, in the **First Person Singular** form. The Plural form of First Person is 'we'.

In the second sentence the pronoun 'you' refers to the **person spoken to**. It is in the **Second Person** and the easy part is that in both Singular and Plural Numbers the Second Person 'you' remains the same.

In the third sentence the Pronoun 'she' refers to the **person about whom you are talking**, that is about somebody other than 'I' or 'You'. It is in the **Third Person**. Since it refers to one person it is in the Third Person Singular. The Plural form of Third Person is 'they'.

After this discussion you will agree that Personal Pronouns can refer to

- The person speaking
- The person spoken to
- The person spoken of



| Personal Pronouns | | | |
|-------------------|--------------|---------------|--------------|
| | First Person | Second Person | Third Person |
| Singular | I | You | He, She, it |
| Plural | We | You | They |

Here are some more examples –

She decided to join music classes.

We were frightened to hear the loud noise.

If we now look at these examples –

I tried to do it **myself**.

You try to do it **yourself**.

She tried to do it **herself**.

The action here is **turning or reflecting back (reflects)** to the person who is performing the action. It is a **Reflexive Pronoun**. Just look at these sentences –

We were very ashamed of **ourselves**.

The students were asked to behave **themselves**.

That was interesting. And now, some more interesting aspects of Pronouns –

This is a gift from my aunt.

That was just an excuse.

Here the Pronouns point to the objects to which they refer. These are **Demonstrative Pronouns** and show clearly or **demonstrate** what they are referring to. These are some more examples –

This is the place where I always wanted to live.

Bombay mangoes are better than **those** of Bangalore.

You have by now become an expert at handling Pronouns. But there are some more kinds of Pronouns. For example–

I met Suman yesterday **who** had returned from London.

He found the pen, **which** he thought he had lost.

Here is the book **that** you had lent me.

Here the Pronouns ‘who’, ‘which’ and ‘that’ are **relating** or connecting to the Nouns ‘Suman’, ‘pen’ and ‘book’ respectively. These are **Relative Pronouns**. Look at these examples –

We thanked the people **who** helped us.

She found the book, **which** I lost.

That was quite easy. Just another easier part –

Who is that girl?

Which is the house?

What does the man want?

You would say that the Pronouns in these sentences are Relative Pronouns. But notice the difference. Here these are **asking questions** or are **interrogating**. These are, therefore, **Interrogative Pronouns**. Here are some examples:

Who are your new neighbours?

Whom shall I trust?

Well, that was interesting, wasn't it? So, let us move on to more interesting parts in the next chapter.

Activity

Fill in the blanks with appropriate Pronouns



1. Birds build _____ nests in trees.
2. I will do the work _____
3. _____ is a present from my uncle.
4. _____ was standing there?
5. Bina wanted to meet _____ friend.

Read Aloud

Forgiveness

To forgive an injury is often considered to be a sign of weakness; it is really a sign of strength. It is easy to allow oneself to be carried away by anger and hatred into an act of revenge. But it takes a strong character to control those natural passions. The man who forgives an injury proves himself to be the greater than the one who wronged him, and puts the wrongdoer to shame. Forgiveness may turn an enemy into a friend.



Word Power

Meanings of the words in *Italics* from the passage above

Forgive(v) to stop blaming or wanting to punish somebody.

Injury(n) physical harm to a person or animal.

Hatred(n) very strong dislike.

Revenge (v) deliberate punishment or injury inflicted in return for what one has suffered.

Passions (n) a strong feeling especially of love, hate or anger.



Try to answer the questions from the above passage

1. Why is forgiveness considered to be a strength?
2. What are the things that can lead a person to an act of revenge?
3. How can one turn an enemy into a friend?

Pronunciation Practice

| | |
|----------|-----------|
| Dark | Dowry |
| Dawn | Drastic |
| Demolish | Dream |
| Distrust | Duplicate |
| Doctor | Dynasty |

Talk about

Suppose you go to a place where you do not know the language the locals speak. How would you manage?

Fun Feast

All of us are well familiar with the term anniversary. Almost all of us look forward to or have already celebrated our parent's 25th marriage anniversary. And during the Durga Puja how often do we hear while pandal-hopping, that they are celebrating their 25th or 50th anniversary. The terms, which we are more familiar with, are Silver Jubilee and Golden Jubilee.



But have you ever heard of Flower Anniversary?

No? It's the 4th Anniversary.

Here are some more for you.

| | | | |
|------------------|---------|------------------|----------|
| 1 st | Paper | 25 th | Silver |
| 5 th | Wood | 30 th | Pearl |
| 10 th | Tin | 35 th | Coral |
| 15 th | Crystal | 40 th | Ruby |
| 20 th | China | 45 th | Sapphire |

Assignment



Choose the best word to complete the sentence with Which, when, where

1. I forgot the day on _____ you arrived.
2. The place _____ you are going is known to me.
3. Thursday is the day _____ we will come.
4. This is the place _____ I grew up.
5. I will never forget the date _____ she was born.

Frame questions for the answers given below.

1. I want a glass of water.
2. I saw your brother.
3. Mr. Sen came here yesterday.
4. I want to meet Payal.
5. I am reading a book.

CHAPTER 8

ACTION WORDS - VERB

Getting acquainted with Verbs, its kinds and the Tenses

So far we came to know about the naming words in a sentence. But a sentence also contains some action words. Have a look at these sentences –

The boy **laughs**.

He **is scolded**.

He **is** sorry.

Here '**laughs**', '**scolded**', '**is**' – all denote an action that somebody is performing. Such words are known as Verbs. Look at some more examples –

I **am going** to the market.

It **is moving**.

So now that you know what Verbs are, just look at this chart –

| Verb | |
|------------|--------------|
| Transitive | Intransitive |

To understand this better let us look at this sentence –

The cat **sleeps** on the mat.

Here, in the above sentence the action performed, that is 'sleeps', is **passed on** from the doer, that is 'the cat', to an object, that is 'the mat'. The action is, in other words, transmitted over to something else. It is a **Transitive Verb**. Here are some more such sentences –

The child **broke** the plate.

The shelf **holds** three books and a vase of flowers.

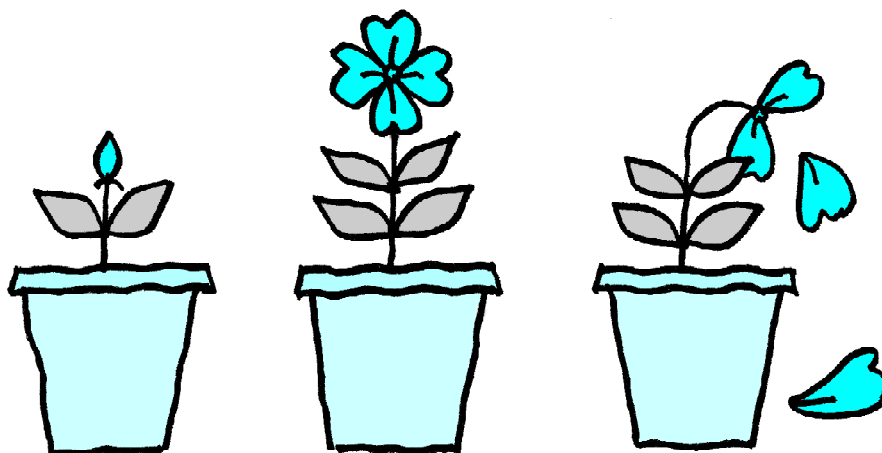
But there may be times when there is no object to which the action is passed over. As in the sentence –

The boy **sleeps**.

Here the action stops with the doer that is 'The boy'. The action here is not transmitted over to something else. It is, therefore, an **Intransitive Verb**. Here are some more examples –

She **walked** three miles.

My cat **ran** away.



Now that you know action words are known as Verbs and they have some kinds, let us move on to some very interesting aspects. Look at these sentences –

I am eating.

I was eating.

I will be eating.

Here each sentence denotes an action that took place at a certain **time**. The time at which an action takes place is known as its **Tense**.

Now, an action may take place at any given time. If we look at the sentence –

I am writing a letter.

We find that the Verb ‘writing’ refers to an action that is taking place now, or in other words, at the present moment. It is in the **Present Tense**. Here are some more examples –

Kunal is doing his homework.

Mira is singing a song.

Now look at this –

I was writing a letter.

We find that the Verb ‘was writing’ refers to an action that has already taken place or, in other words, the action took place in the past. It is in the **Past Tense**. Lets look at some more examples –

He was walking down the street.

My sister was preparing for her exams.

Now let us move on to the next sentence –

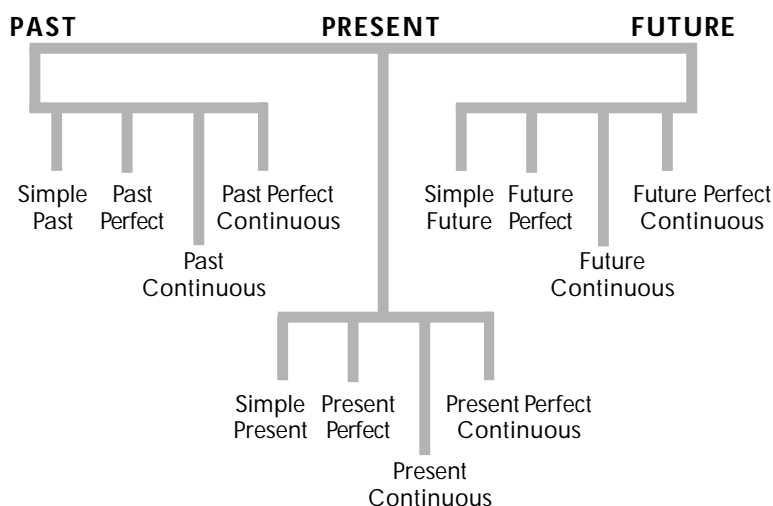
I will be writing a letter.

Here the Verb will be ‘writing’ refers to an action that has not taken place yet, but will take place in the future. It is in the **Future Tense**. These are some more examples –

I will go with you tomorrow.

They will eat their lunch together.

This chart shows the classifications of the types of Tenses –



Let us now look at these sentences –

I write.

I wrote.

I shall write.

You already know that each of these sentences are in the Present, Past and Future Tenses respectively. But what we need to know is that the action here, that is of writing, is simply mentioned without saying anything else about it. The Tense here is in Simple form.

Therefore, in the first sentence you have the **Simple Present**. In the second sentence you have the **Simple Past** and in the third sentence you have the **Simple Future**. Here are some examples of the Simple form of the three Tenses.

Simple Form

| | |
|----------------------|--|
| Present Tense | She sings a sweet song. You dance very well. |
| Past Tense | Raja ran very fast to win the race. They wrote a letter to the Principal. |
| Future Tense | I shall buy a gift for my mother. Rahul will try to solve his mathematics problems. |

Now let us move on to these sentences –

I am writing.

I was writing.

I shall be writing.

Here the Verbs suggest an action that is **continuing**, that is – it is still going on. The Tense, therefore, is in the Continuous form. Therefore in the first sentence you have the **Present Continuous**, in the second you have the **Past Continuous** and in the third sentence you have the **Future Continuous**.

Continuous Form

| | |
|----------------------|--|
| Present Tense | It is raining so they have to stop the game. They are writing a new book. |
| Past Tense | The boy was running very fast. They were teasing the dog. |
| Future Tense | I will be waiting for you. They will be watching a TV programme. |

So you see if you are asked ‘What you are doing now?’ You would say, “I am reading” and you will realise that you are talking in the Present Continuous. Interesting isn’t it?

Let us move on –

I have written.

I had written.

I shall have written.

What is happening here? The Verbs suggest an action that has been completed or is over, that is to say it is just **Perfect**. The Tense is therefore in the **Perfect** form. Thus in the first sentence you have the **Present Perfect**. In the second you have the **Past Perfect**. It expresses actions that took place in the remote past. And in sentence three you have the **Future Perfect**.

Perfect Form

| | |
|----------------------|---|
| Present Tense | I have worked on the project. She has taken her medicine. |
| Past Tense | Rina had worked hard for her final examination. He had fallen sick after coming back from Delhi. |
| Future Tense | I shall have completed my project by then. He will have left before you go to meet him. |

Now let us look at some more sentences. Well, three more to be precise –

I have been writing.

I had been writing.

I shall have been writing.

Here the Verbs suggest that the action began sometime before the time of speaking and is still continuing. In other words, the action had already begun and was not completed, but is going on. The Tense is in the **Perfect Continuous** Form. In the first sentence you have the **Present Perfect Continuous**, in the second sentence you have the **Past Perfect Continuous** and in sentence three you have the **Future Perfect Continuous**.

Perfect Continuous

| | |
|----------------------|--|
| Present Tense | I have been looking for you at the party. It has been raining since the morning. |
| Past Tense | I had been visiting him while he was at the hospital. They had been watching the match the entire morning. |
| Future Tense | I will have been working here for a year next month. He shall have been going to the market by the time we reach his house. |

Now that you know all about Verbs and Tenses let us go further. You already know that 'be' and 'have' are Verbs. These are some of the few Verbs that change in form when the Tense, Person and Number changes. Let us see how.

The 'Be' Verb

| | Person | Present Tense | Past Tense | Future Tense |
|---------------|---------------------|---------------|------------|--------------|
| First | | | | |
| Singular | I | am | was | shall |
| Plural | We | are | were | shall |
| Second | | | | |
| Singular | You | are | were | will |
| Plural | You | are | were | will |
| Third | | | | |
| Singular | He/She/this/that/it | is | was | will |
| Plural | They/these/those | are | were | will |

The 'Have' Verb

| | Person | Present Tense | Past Tense | Future Tense |
|---------------|---------------------|---------------|------------|--------------|
| First | | | | |
| Singular | I | have | had | shall have |
| Plural | We | have | had | shall have |
| Second | | | | |
| Singular | You | have | had | will have |
| Plural | You | have | had | will have |
| Third | | | | |
| Singular | He/She/this/that/it | has | had | will have |
| Plural | They/these/those | have | had | will have |

It feels nice to know so much about Verbs, doesn't it? As you proceed, you would find that the English language is not so difficult to master, after all.



Activity

Fill in these blanks with the appropriate 'be' Verbs

1. I _____ afraid of snakes.
2. The children _____ playing in the park.
3. We _____ tired when we reached home.
4. Man _____ a mortal creature.
5. The Mayor's speech _____ appreciated.

Fill in the blanks using the appropriate forms of the Verbs in the brackets

1. I (study, not) _____ at Jadavpur University.
2. The earth (circle) _____ the sun, but it (circles, not) _____ the moon.
3. Shhhh! Be quiet! John (sleep) _____.
4. I hate living in here, because it (rain, always) _____.
5. I (saw) _____ that fellow somewhere before.

Read Aloud

Bond of blood

On 15th August 1947, after centuries of foreign rule India became free. It is a memorable day; but what happened a year ago in the streets and lanes of Calcutta would also remain memorable to those who were in Calcutta at that time. In those days, devils, not imaginary but in real human form, were on the loose and they were in their dreadful form. They attacked their preys quietly, from behind, if the latter did not belong to their religious community. So many were murdered and killed. But love in the human heart was not extinguished. And that love saved and gave protection at personal risk to the weak and the helpless, even of the enemy.





Word Power

Meanings of the words in Italics from the passage above

Imaginary (adj) existing only in the mind or imagination; not real.

Dreadful (adj) very bad or unpleasant.

Devils (n) wicked or badly behaved person.

Preys (n) a person who is taken advantage of or harmed by another.

Extinguished (v) to end the existence of a feeling or condition.

Answer these questions from the text

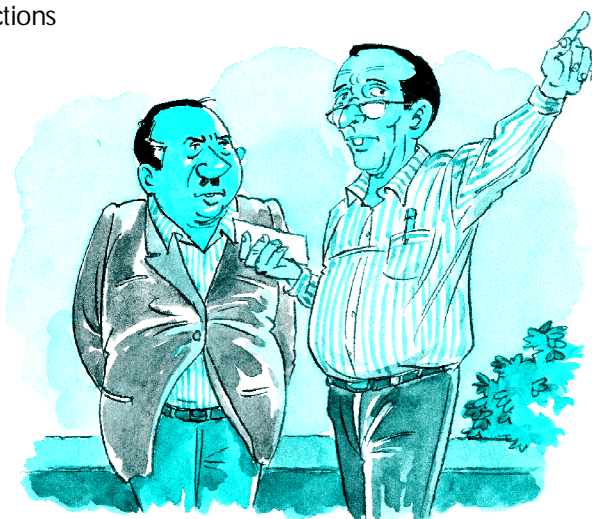
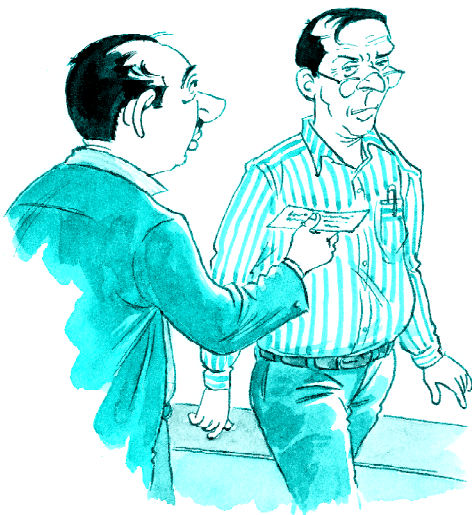
1. Which period has been spoken of here? What happened in those days in the streets of Calcutta?
2. Why is it said that the people who provided protection to the helpless victims had to do that at their personal risk?

Pronunciation Practice

| | |
|--------|--------|
| Ear | Extra |
| Earn | Equal |
| Emblem | Event |
| Ego | Extend |
| Errand | Expand |

Picture Activity

Asking for directions



CHAPTER 9

DESCRIBING WORDS - ADJECTIVE

Getting acquainted with Adjectives and their kinds

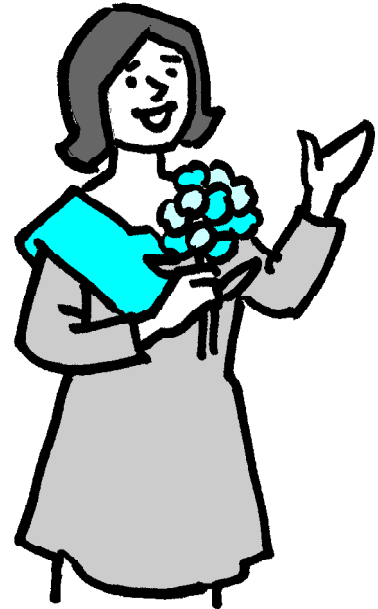
In the previous chapters you have become familiar with three parts of speech; let us now move on to the next one. When you want to say something more about Nouns or Pronouns you use certain words that describe them. If this is not clear to you, let us look at this sentence –

The **tall** girl came first in the race.

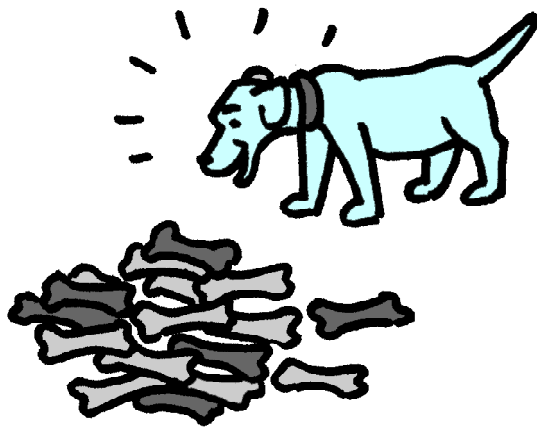
Here the word 'tall' is saying something more about the Noun 'girl'. In other words, it is **describing** the Noun. Such words are known as **Adjectives**. Here are some more examples –

These are **beautiful** flowers.

My uncle has a **big** bungalow.



| Adjective | | | |
|----------------------|---------------------|----------------------------|----------------------------|
| Adjective of Quality | Adjective of Number | Adjective of Demonstration | Adjective of Interrogation |



Look at this sentence –

He is an **honest** man.

Here the Adjective 'honest' describes the **kind** of man that 'He' is. In other words, it shows a certain quality that 'He' has. It is an **Adjective of Quality**.

Here are some more examples –

It is a **hungry** dog.

That's a very **expensive** book.

Let us now look at this sentence –

I ate **some** rice

Here the Adjective 'some' indicates the **amount** of 'rice' that 'I ate'. In other words, it denotes the quantity of 'rice' that was eaten. It is an **Adjective of Quantity**. Let us look at some more examples –

Gopal has **little** intelligence.

The man had **enough** exercise.

But, if we say –

Rohan had **five** brothers.

The Adjective 'five' here indicates **how many** 'brothers' 'Rohan' has. In other words, it denotes a certain number of 'brothers' that he has. It is an **Adjective of Number**. Here are some more examples –

He has **five** shops.

All boys love sports.

Now look at this sentence –

This bag is better.

Here, the Adjective ‘this’ indicates a ‘bag’ that is ‘better’. In other words, it shows or **points out** a thing. Such Adjectives are known as **Demonstrative Adjective**. Here are more examples –

I would like to buy **that** dress.

This house is nicer than the one you had earlier.

Now look at this sentence –

Whose book is this?

Here the Adjective ‘whose’ indicates the person who owns the ‘book’. The sentence asks a **question** regarding the ownership of the ‘book’. Adjectives that indicate asking of questions are known as **Interrogative Adjectives**. Here are some more examples –

Which pen writes well?

Which way should we go?

Now that you know many things about Adjectives, let us go a bit further.

Have a look at these sentences –

Ravi is **strong**.

Kunal is **stronger** than Ravi.

Govind is the **strongest** of all.

In the first sentence, the Adjective ‘strong’ suggests a quality that Ravi has. The second sentence compares Ravi’s and Kunal’s strength indicating that Kunal has more strength than Ravi. The third sentence indicates that Govind has the greatest strength.

Thus we can see that Adjectives change in form (strong–stronger–strongest) to show comparisons. These are the three **Degrees of Comparison**.

The Adjective ‘strong’ in the first sentence is in the **Positive Degree**.

The Adjective ‘stronger’ in the second sentence is in the **Comparative Degree**.

The Adjective ‘strongest’ in the third sentence is in the **Superlative Degree**.

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
| old | older | oldest |
| cold | colder | coldest |
| far | farther | farthest |
| good | better | best |
| much | more | most |

Activity



Choose suitable Adjectives from the brackets to fill the blanks

1. This hotel is the _____ building in town. (oldest, eldest)
2. The library has _____ books. (many, much)
3. The lake water is _____ in the morning before people begin swimming.
(clear, clean)
4. I make _____ money than my brother. (less, fewer)
5. I am very _____ in your stories. (interesting, interested)

Read Aloud

Justice

One day, an old man and a young man came to the king's court for justice. The young man's case was that the old man had borrowed some money from him to buy a cow, but he never paid the money back. The old man replied that he had paid the money back in full. The king then asked the young man if he would be satisfied if the old man was willing to swear a solemn oath that he had paid his debt. The young man at first said that an oath is not enough, but then he agreed.



Word Power

Meanings of the words in *Italics* from the passage above

- Justice (n)** right and fair behaviour.
- Satisfied (adj)** feeling pleased.
- Swear (v)** to say or promise something very seriously.
- Oath (n)** promise to do something or a declaration that something is true.
- Debt (n)** a sum of money which has been borrowed and must be returned.

Answer these questions from the text

1. Why did the young man go to the king's court?
2. What did the king suggest to the young man?
3. Did the young man readily agree to the king's suggestion?

Pronunciation Practice

| | |
|---------|---------|
| Fast | Far |
| Fortune | Foolish |
| Found | Fuss |
| Fish | Forum |
| Flatter | Fond |

Talk about

How you would feel if you lost your favourite book.

Fun Feast

Spoonfeed, nine letters long, is the longest word whose letters are arranged in reverse alphabetical order.

Hotshots consist of the same four letters repeated.

Ushers contains the most Personal Pronouns spelled consecutively within it – us, she, he, her and hers totaling five of them.

Interchangeability is the word in the English language that contains the letters to form the most numbers. Its letters can form the words three, eight, nine, ten, thirteen, thirty, thirty-nine, eighty, eighty-nine, ninety, and ninety-eight.

Dreamt is the only English word that ends in the letters “mt”.



Assignment

Insert the correct form of the Degree of Comparison



1. Betal is _____ than Bikram. (old)
2. The boy has a _____ shirt than his brother. (expensive)
3. Jaya is my _____ sister. (old)
4. Buses are _____ than taxis. (cheap)
5. Kolkata is _____ than Kanpur. (exciting)

Frame sentences of your own with the following words

Fast, Big, Efficient, Easy, Bad, Intelligent.

CHAPTER 10

MODIFYING WORDS - ADVERB

Knowing the role of Adverbs and their different types

So you are now independently handling so many Parts of Speech. That feels nice, doesn't it? Well, now let us move on in our interesting journey towards the discovery of the magic of the English language. Just have a look at this sentence –

The child slept **soundly**.

Here the word 'soundly' says something more about the Verb 'slept'. That is to say, it **adds** something to the Verb. It is an **Adverb**. It modifies the meaning of a Verb, Adjective or even another Adverb. Here are some more examples –

The poet is reciting a poem on Nature **beautifully**.

You are **very** pretty.



| Adverb | | | | |
|----------------|---------------------|-----------------|------------------|------------------|
| Adverb of Time | Adverb of Frequency | Adverb of Place | Adverb of Manner | Adverb of Degree |

Now look at this sentence –

We shall work **now**.

Here the Adverb 'now' indicates **when** 'We shall work'. In other words, it shows the **time** at which the action will take place. Therefore, it is an **Adverb of Time**. Look at these sentences –

I went to his house **when** they left.

We have seen the movie **before**.

So far so good. Now if we take this sentence –

I rang him up **twice**.

Here the Adverb 'twice' indicates **how often** 'I rang him up'. In other words, it shows the **frequency** at which the action took place. Therefore, it is an **Adverb of Frequency**. Here are some more examples –

He **often** takes that road.

We **seldom** go to a party.

Let us now move on and look at this sentence –

The boy was standing **there**.

Here the Adverb 'there' indicates **where** 'The boy was standing'. In other words, it shows the **place** at which the action is taking place. It is an **Adverb of Place**. Here are some more such sentences –

You can stand **here**.

A beggar was standing **outside** the children's park.

Now look at the following sentence –

The thief ran **quickly**.

Here the Adverb ‘quickly’ indicates **how** ‘The thief’ ran. In other words, it shows the **manner** in which the action took place. It is an **Adverb of Manner**.

Here are some more examples –

Mr. Sen is **already** late for his office.

She paints **beautifully**.

Well, you are handling Adverbs so confidently. And you are feeling really good. So let us move on –

The sea is **very** stormy.

Here the Adverb ‘very’ indicates **how much** ‘stormy’ ‘The sea is’. In other words, it shows the **degree** at which the action is taking place. It is an **Adverb of Degree**. Here are some more examples –

He is **too** careless.

These oranges are **almost** ripe.

Congratulations! Now you are an expert at handling Adverbs and its various types.



Activity

Insert the Adverbs *still, yet or already* in the spaces

1. I tried to prevent Soumitra from sending the letter, but he had _____ sent it.
2. Though he has been very ill he _____ takes daily exercises.
3. The result could be a draw because neither side has _____ scored a goal.
4. I advised the man to query the bill but he had _____ paid it.
5. In spite of the fact that the car is ten years old, it can _____ go up a steep hill in top gear.

Rewrite the sentences using the Adverbs in the brackets

Example: I play cricket on Sundays. (often)

Answer: I often play cricket on Sundays

1. Peter doesn't get up before seven. (usually)
2. Have you been to Singapore? (ever)
3. Our friends must write a test. (also)
4. I was joking. (only)
5. The weather is bad in November. (always)
6. Did you enjoy the trip? (both)
7. I have met him before. (never)
8. Mary watches TV. (hardly)

Read aloud

The Timeless Classic

Sarat Chandra Chattopadhyay has been an all time favourite of Indian filmmakers. From Pramathesh Barua to Sanjay Leela Bhansali, the director’s fascination with this timeless author never seems to cease. The audience also seem to be trapped within its transient hypnosis. The social and domestic ambience in his novels may belong to days long past, but the story is fascinating and holds the audience in a trance.



Word Power

Meanings of the words in Italics from the passage above

Fascination (adj) having great attraction or charm for something or somebody.

Cease (v) bring or come to an end.

Transient (n) lasting for a short duration.

Hypnosis (n) a state in which a person appears to be fully conscious but can be influenced to perform certain actions or say certain things.

Trance (n) a state in which one concentrates on one’s thoughts and does not notice what is happening around.



Answer these questions from the text

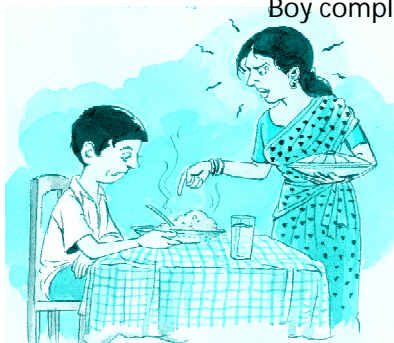
1. What effect do the films made on Sarat Chandra’s novels have on the audience?
2. Does the social and domestic aspects of the Sarat Chandra novels portray modern lifestyle?

Pronunciation practice

| | |
|-----------|-----------|
| Gamble | Giddy |
| Gaze | Gloss |
| Generous | Guarantee |
| Gutter | Gymnastic |
| Gratitude | Grumble |

Picture Activity

Boy complaining about food to his mother



Fun Feast

Sometimes you may come across expressions where two words that are opposite in meaning are placed together. Such expressions are known as **Oxymorons**.



Bitter-Sweet

A bitter-sweet experience is one that has a tinge of both joy and sorrow. Or it could refer to a taste that is both bitter and sweet at the same time – like a bitter chocolate.

Clearly Confusing

Something, which is clear cannot be confusing at the same time. This oxymoron means “very confusing”.

Cold Fire

This phrase refers to diamonds. The light from diamonds looks like fire, but the fire does not burn us.

Constant Change

This is used to indicate a change that takes place constantly or always.

Found Missing

It means that something is missing,

Pretty Ugly

Here 'pretty' means 'very'. So this oxymoron is used to mean 'very ugly'.

Assignment

Fill in the blanks with the Adverbs given below

Rare, Everywhere, Well, Incredibly, Silently, Sharp

1. Monkeys can swim _____ and climb trees.
2. The children _____ said their prayers.
3. A cheetah can jump _____ high.
4. Don't touch the knife. It is very _____.
5. Rhinos were found in abundance once but now they are quite _____.
6. I have looked for my watch _____.



Frame sentences of your own with the following Adverbs

Clearly, Very, Too, Quite, So, Extremely, Fluently, Nowhere, Enough, Almost.

CHAPTER 11

RELATING WORDS - PREPOSITION

Getting acquainted with Prepositions

You know that when you speak you use many words that form a part of your speech and which have individual names assigned to them. So shall we move on? As usual let us look at this sentence –

The man was sitting **on** the chair.



Here the word 'on' shows the relation that the 'man' and the 'chair' have with each other. You would also notice that it is placed before the Noun 'chair'. A word that is placed or positioned before a Noun or a Pronoun to show the relation between two Nouns or Pronouns in a sentence is known as a **Preposition**. The word literally means 'positioned before' something.

Here are a few more examples –

The cow was grazing **in** the field.

The tree fell **across** the river.

Now look at this sentence –

I went out **with** my friend.

Here 'with' is a **Simple Preposition**. These are usually individual words that do not require any other words to supplement it. If this is a bit confusing just read on and you will know what we are trying to say. But first look at some more examples –

The pen was lying **in** the bag.

She voted **for** her favourite candidate.

Now let us look at this sentence –

The girl stood **across** the road.

Here the Preposition 'across' again indicates the relation between 'The girl' and 'the road'. But did you notice that the word has been formed by adding 'a' to the Noun 'cross'? Prepositions that are generally formed by adding a Preposition, usually 'a' or 'be', to a Noun, Adjective or Adverb are known as **Compound Prepositions**. So now the confusion is clear regarding Simple and Compound Prepositions.

Here are some more examples of Compound Prepositions –

The girl sat **beside** the river.

I was **inside** my house when the fire broke out.

The table below would help you to understand the uses of some of the commonly used Prepositions.

| Prepositions | When Used | Examples |
|--------------|---|--|
| About | <ul style="list-style-type: none">• On the subject matter of• Approximately | This is a story about two sisters. He is about 10 years old. |
| Above | <ul style="list-style-type: none">• Higher than ; over• Earlier on in a page | The plane flew above the clouds. There is a heading above each diagram. |

| | | |
|----------------|---|--|
| Across | <ul style="list-style-type: none"> • From one side to the other • On the other side of | <p>We walked across the field</p> <p>There is a man standing across the street.</p> |
| After | <ul style="list-style-type: none"> • Later in time | <p>I will meet you after lunch.</p> <p>Come to my house after 4:00 pm.</p> |
| Against | <ul style="list-style-type: none"> • In pursuit of • In opposition to • Touching; supported by | <p>The crowd ran after the pickpocket.</p> <p>Child marriage is against the law.</p> <p>I leaned my bicycle against the wall.</p> |
| Along | <ul style="list-style-type: none"> • Following the length of | <p>I saw the strange man walking along the road.</p> |
| Among | <ul style="list-style-type: none"> • Surrounded by • Within a group | <p>There is a small cottage among the pine trees.</p> <p>The money was shared among the five friends.</p> |
| At | <ul style="list-style-type: none"> • A specific location • A point in time • A specific time • An activity | <p>Our office is located at 28 Camac Street.</p> <p>I was waiting at the park.</p> <p>We started at dawn.</p> <p>I will meet you at half past five.</p> <p>He is now at work.</p> |
| Behind | <ul style="list-style-type: none"> • At the back of • Origin; cause | <p>The cat ran away and hid behind the bushes.</p> <p>Who was behind this idea?</p> |
| Beside | <ul style="list-style-type: none"> • Next to; at the side of | <p>The child sat beside her mother.</p> |
| Between | <ul style="list-style-type: none"> • An intermediate location • An intermediate time • An intermediate amount • used when referring to two persons or things. (Note its difference with 'Among'.) | <p>My house is situated between your house and our college.</p> <p>I am at home usually between 8 pm and 9 pm.</p> <p>I think between 50 and 80 people are invited for the party.</p> <p>The old man distributed his money between his two sons.</p> |
| Down | <ul style="list-style-type: none"> • To a lower position • Further along | <p>As soon as he saw his mother he climbed down the ladder.</p> <p>You will find the school just down this street</p> |
| For | <ul style="list-style-type: none"> • Duration of time • Distance • Purpose • In the direction of | <p>We walked for 2 hours.</p> <p>I walked for 5 kilometers.</p> <p>I bought this jacket for you.</p> <p>She left for Mumbai.</p> |
| From | <ul style="list-style-type: none"> • Place of Origin • Start of a period of time • Cause • Source | <p>She comes from Kerala.</p> <p>I won't help you with your studies from now.</p> <p>He suffers from inferiority complex.</p> <p>I have heard about the accident from my friend.</p> |

| | | |
|----------------|---|---|
| In | <ul style="list-style-type: none"> • Place thought of as an area • Within a location • For nonspecific times and also for large units of time • Within a certain time condition | <p>In Delhi I stayed with my aunty. There are about 20 flats in the building. She likes to jog in the morning. In summer I always prefer cotton clothes. He was born in 1951. He's going to visit us in August. I will return in an hour. I cannot wait for long because I am in a hurry.</p> |
| Inside | <ul style="list-style-type: none"> • Within | They are inside the house. |
| Into | <ul style="list-style-type: none"> • To the inside of • Change of condition | <p>We stepped into the room. The magician turned the man into a mouse.</p> |
| Near | <ul style="list-style-type: none"> • Close to | Don't go near the fire. |
| Of | <ul style="list-style-type: none"> • Location • Possession | <p>In the middle of the road the old beggar was lying. A friend of mine participated in the national recitation contest.</p> |
| Off | <ul style="list-style-type: none"> • Away from • At some distance from | <p>Please keep off the grass There is a island off the coast</p> |
| On | <ul style="list-style-type: none"> • Touching the surface of • To designate days and date • About • A state or condition • By means of | <p>Keep the pen on the table I will go to your house on Sunday. I want to buy a book on Communicative English. The workers went on strike because their demands were not met. The programme celebrating the Golden Jubilee of our school was shown on television.</p> |
| Outside | <ul style="list-style-type: none"> • On the outer side of • Beyond the limits of | <p>Leave your shoes outside the door. This matter is outside my area of responsibility.</p> |
| Over | <ul style="list-style-type: none"> • Above ; higher than • Covering • More than • During • By means of (over the telephone, over the radio) | <p>There is a beautiful picture over the sink. Please spread the blanket over the bed. This mattress is very expensive, it costs over Rs 500. Let us talk over tea. I will inform you over the telephone.</p> |
| Since | <ul style="list-style-type: none"> • From a time in the past until now | I have been waiting since noon. |
| To | <ul style="list-style-type: none"> • In the direction of • Destination • Until • In order to | <p>On the way to the market I met Daliah. I am going to Bangalore next week. It is ten minutes to five. We went to the store to buy soap.</p> |

| | | |
|----------------|---|--|
| Towards | <ul style="list-style-type: none"> • In the direction of • Near; just before (time) | <p>The child came running towards his mother.</p> <p>Nowadays it gets cooler towards evening.</p> |
| Under | <ul style="list-style-type: none"> • Beneath • Less than • In circumstances of | <p>The cat was under the table.</p> <p>Under 100 people were present.</p> <p>The building is under repair.</p> |
| Until | <ul style="list-style-type: none"> • Upto a certain time | <p>Lets wait until the rain stops.</p> |
| Up | <ul style="list-style-type: none"> • To a higher place • In a higher place | <p>We went up the stairs.</p> <p>She lives up the hill.</p> |
| With | <ul style="list-style-type: none"> • Accompanying • Having; containing • Manner • By the means of • Because of | <p>She lives with her grandmother.</p> <p>I have my keys with me.</p> <p>The bag was stuffed with old clothes.</p> <p>She lifted the box with difficulty.</p> <p>The girl pasted the pictures with glue.</p> <p>We were paralyzed with fear.</p> |

Activity



Choose the appropriate Preposition to fill in the gaps

- The train travels from Bhubaneswar ____ Kolkata. (at , to)
- We stood at the back _____ the theater. (of, on)
- The store is open daily ____ Monday to Saturday. (for, from)
- I took my hat ____ the table. (of, off)
- He opened the box _____ a screwdriver. (at, with)
- I will work _____ five o'clock. (until, up)
- At three o'clock we reached the top ____ the hill. (of, off)
- A comes _____ B in the alphabet. (before, behind)
- When it is heated water changes _____ steam. (in, into)
- Nocturnal animals usually sleep _____ the day. (during, underneath)

Read Aloud

God's own country

Kerala is located at the southernmost tip of India. There are high mountain ranges on one side and the blue Arabian Sea on the other. The beaches here have a unique character. The backwaters bestow the paddy fields with good harvests, and also provide drinking water and other facilities. It is one of the most sought after tourism destinations in Asia. Peaceful and pristine, Kerala is also India's cleanest and greenest city. Popularly known, as God's own country this land is easily accessible.



Here are some more Tautologies for you

Lift up
 Young lad
 The actual facts
 The reason is because
 New innovation
 Grateful thanks
 Free gifts
 Return back
 Past history
 When it was first found
 Join together

Assignment

Fill the gaps with the appropriate Prepositions

I'm Peter and I live ___ Germany. In summer I like to travel ___ Italy because ___ the weather and the people there. Last summer I took a plane ___ Munich to Rome. From the airport we went to our hotel ___ a bus. We stopped ___ a small restaurant for a quick meal. The driver parked the bus ___ the restaurant. Nobody could find the bus and the driver, so we waited ___ the restaurant ___ one hour. The driver was walking ___ the small park ___ the restaurant, which we didn't know. So we were angry ___ him. But my holidays were great.



Frame sentences of your own with the following words or expressions

According to, Upto, Backwards, By, Afterwards, In spite of, Before, Among, Throughout, Off.

CHAPTER 12

BRIDGING & EMOTING WORDS- CONJUNCTION & INTERJECTION

Familiarity with Conjunctions, Interjections and their usage

It feels great now to know that you have reached the final point of discovering the various Parts of Speech. In the process, you have noticed how easy the English language is. It is, in fact, a very flexible language that is very easy to speak, read and understand. So let us go further and discover its magic. Just have a look at this sentence –



The man drank his tea **and** he read the newspaper.

Notice that the word 'and' here is connecting two sentences that can be divided as 'The man drank his tea', 'He read the newspaper'. In other words, it is **joining** two sentences together. A word that joins two sentences or even words together is known as a **Conjunction**. Here are some more sentences –

I will not go out **if** it rains.

She must weep **or** she will die.

He is poor **but** honest.

I could not attend my class **because** I was ill.

Here are some words which are used as Conjunctions - while, since, until, that, though, as, than.

Some Conjunctions are always used in pairs, like the following –

| | |
|----------|----------|
| Either | or |
| Neither | nor |
| Both | and |
| Though | yet |
| Whether | or |
| Not only | but also |

So Conjunctions, as you now know, perform the function of bridging two or more words or sentences.

Well, it feels nice to know so much about the various Parts of Speech. And you are enjoying the entire experience. Do you know that we have reached the final part of our exciting journey through the Parts of Speech? The English language, as you have discovered, is very flexible and very interesting. Let us now look at this sentence –

Hello! What are you doing here?

Here the word 'Hello' indicates a sudden emotion. In other words, it expresses a feeling. It is an **Interjection**. These may be called the 'emoting words' of a sentence. Here are a few more examples –

Bravo! You have won the champion cup.

Alas! He is no more.

Interjections, as you know by now, are words that give a certain feeling to a sentence. They may express joy, sadness, surprise and the various emotions that you might feel. They have no other function besides this. But imagine the difference they make to a sentence as they give a human touch to it.

Activity



Join the sentences using a Conjunction

1. You must buy a ticket. If not, you cannot travel on a train.
2. I kept my jacket on. It was extremely hot.
3. The cost of some food increased only slightly. That of Rice decreased.
4. He has never held one job for more than three months. I don't trust him.
5. We are sure of getting plenty of trade. We get the right stall in the fair.

Use the proper Interjections in sentences appropriate for the given situation

Your sisters break your favourite flower vase. How would you react?

Read aloud

Lion Hunt

Two milkmen were the first to report having seen the lion at Nottingham. They told policemen that it was during their morning rounds in a village that they saw the animal. Although they only had a back view, they were convinced of its identity because of its size, its tawny colour and its bushy tail. The milkmen appeared to be reliable and sensible witnesses and the police began a lion hunt.



Word Power

Meanings of the words in Italics from the passage above

Convinced (v): completely sure about something.

Tawny (adj): orange-brown or yellow-brown.

Reliable (adj): dependable.

Sensible (adj): having or showing wisdom or common sense.

Witness (n): person who sees an event take place and is therefore able to describe it to others.



Answer the questions from the text

1. How were the milkmen convinced that it was a lion that they saw?
2. Why did the police begin a lion hunt?

Pronunciation Practice

Idealism

Inclination

Idol

Irony

Igloo

Isotope

Illuminate

Itch

Imbibe

Ivy

Picture Activity

Irresponsible behaviour towards public property



Fun Feast

You must have come across the word – German Silver. But, it is a misleading expression because it is neither silver nor it was invented by a German.

Such misleading expressions are called **Misnomers** meaning a wrong use of a name, word or description.

Here is a list of Misnomers -

Buttermilk has no butter in it. It means the liquid that remains after butter is removed from the milk.

Eggplant is neither egg nor is it a plant. It is a vegetable.

Lead Pencil does not contain lead; it contains graphite.

Shooting Star is not a star, but a meteor.

Arabic Numerals were not invented by the Arabs, but by the Indians.



Assignment

Underline the Conjunctions in the following sentences



1. My brother is older than I.
2. He deserved to succeed for he worked hard.
3. If I am not well I won't go to the party.
4. I heard that your father is working in Delhi.
5. I could not go to school because my mother was sick.

What emotions do the following Interjections express

Alas!

What a beauty!

Bravo!

Hurray!

Wow, what a splendid job!

CHAPTER 13

PARTICIPLE & GERUND

Acquaintance with Participles and Gerunds

Well, now that you are an expert at identifying and handling the eight Parts of Speech let us go further on our exciting journey into the world of the English language. Let us see how by looking at this sentence –



The **shining** star guided the boy all the way.

You would say that the word 'shining' here is an Adjective since it is describing the Noun 'star'. But at the same time it is also indicating an action being performed by the 'star', therefore it is a Verb.

No. That was not meant to confuse you. Actually, you are right. The word 'shining' here performs the functions of both an Adjective and a Verb. A word that does this is known as a **Participle**. These take the nature of both an Adjective and a Verb. Here are some more examples –

Look at the **rising** sun.

We should love **living** creatures.

Now look at this sentence –

Walking is good for health.

You would say that 'walking' here is a Verb since it indicates an action being performed. But at the same time it is also a Noun since it indicates a certain activity that is 'good'; that is to say – it is also the Subject of the sentence.

No. You are not confused now. You would say that 'walking' is performing the function of both a Verb and a Noun. A word that does this is known as a **Gerund**. These take the nature of both a Verb and a Noun. Here are some more examples –

I like **reading** novels.

I was late in **returning** home.

Now you may want a further differentiation of Participles and Gerunds. Well, Participles behave like the Objects in a sentence. Gerunds behave like the Subjects in a sentence. Now you can confidently handle these two.

Activity



For each question, change the sentence so that it uses a Gerund, like this Example

It is important to study hard. —> Studying hard is important.

1. It is difficult to read French.
2. It is depressing to be poor.
3. It will be hard to pass the test.
4. It is essential for a Software professional to have a personal computer.
5. It was exciting to climb the tower.

Fill in the gaps with the appropriate Participles

Rolling, lying, pressing, sparkling, fighting

1. The _____ door awakened the dog.
2. A _____ witness ought to be punished.
3. We had a drink of the _____ water.
4. Education is the most _____ need of our country.
5. He rushed into the field, and foremost _____ fell.

Read Aloud

Goa-the Irresistible Attraction

Very few states in the country have the universal appeal and charm that Goa has. It is a magnet that draws people from all walks of life across the globe all through the year. The state is a tourist's delight. It has been an irresistible attraction for visitors from across the world. Over the years, the tourism sector in the state has grown at a rapid pace and is a recognized key industry. But Goa is more than just an internationally popular destination of sun, sand and fun. It is emerging as an attractive destination for environment-friendly industries.



Word Power

Meanings of the words in Italics from the passage above

- Appeal (n)** to be attractive or interesting to somebody.
- Charm (n)** a pleasing or attractive feature or quality.
- Irresistible (adj)** too delightful or attractive to be resisted.
- Rapid (adj)** happening in a short time.
- Destination (n)** a place to which somebody or something is going or being sent.



Try to answer the questions from the above text

1. Why is Goa referred to as a 'magnet' ?
2. Why is Goa said to be more than a popular tourist destination of sun, sand and fun ?

Pronunciation Practice

| | |
|---------|----------|
| Jab | Jeer |
| Jade | Jovial |
| Jealous | Juvenile |
| Job | Justice |
| Judge | Jute |

Talk about

One day you return home very tired. But at home you find unwanted guests waiting for you. What would you do?

Fun Feast

We all have fear of one thing or the other. Do you know what such excessive fears are known as? They are called **Phobias**. Here is a list of some Phobias.

| Phobia | Fear Of |
|----------------|----------------|
| Claustrophobia | Enclosed space |
| Ochlophobia | Crowds |
| Nyctophobia | Darkness |
| Cynophobia | Dogs |
| Pyrophobia | Fire |
| Acrophobia | Heights |



Assignment

Identify whether the words in Bold are Participles or Gerunds



1. **Reading** is my hobby.
2. A **burnt** child does not approach fire.
3. The driver did not mind **moving** the car aside.
4. Socrates was a **learned** man.
5. They could not remember **giving** me the news.
6. Do not push a **closed** door.

Frame sentences with the words given below

Howl, Rescue, Whisper, Rattle, Admiration.

CHAPTER 14

VOICE

Becoming familiar with the Active and the Passive Voice

You have discovered so many interesting aspects of the English language. So let us journey further into this exciting world. Look at these sentences –



We fed the hungry cat.

The hungry cat was fed by us.

In the above sentences, the action remains the same, that of 'feeding'. But there is a difference in the Subject and also the tone of the sentences. In other words, the Voice of the sentences differs. A specific form of the Verb that shows whether the Subject itself acts, or is acted upon by somebody or something else is known as **Voice**. Let us look at these examples –

The bus hit the old woman.

The old woman was hit by the bus.

That was easy, wasn't it? Now have a look at this chart-

| Voice | |
|--------|---------|
| Active | Passive |

Here is a sentence for you –

My friend helped me a lot.

Here the action of 'helping' is performed by the Subject that is by 'My friend'. In other words, it indicates that the person denoted by the Subject does something. The Verb here is in the **Active Voice**. Here are some more sentences –

The police caught the thief.

We plan to go for the picnic.

Now that you know what Active Voice is, let us proceed towards this sentence –

I was helped a lot by my friend.

Rodents (n) any of a group of small animals with strong sharp front teeth.

Try to answer the questions from the above passage

1. What are the probable reasons suggested in the passage for electrical short circuits?
2. Why is it suggested that the authorities are to some extent responsible for deaths due to electric short circuits?

Pronunciation Practice

| | |
|-----------|---------|
| Kangaroo | Knight |
| Kilometer | Kinetic |
| Knee | Kiwi |
| Kidnap | Korea |
| Kinship | Kipling |

Picture Activity

Does he need your help?



Fun Feast

Do you have any sort of mania?

Mania means 'abnormal interest or love' for something. Here is a list of Mania -

| Love of | Mania |
|----------|-------------|
| Water | Hydromania |
| Sleep | Hypnomania |
| Stealing | Kleptomania |
| Food | Phagomania |
| Music | Musicomania |



Assignment

Change the Voice in the following sentences



1. I saw him opening the box.
 2. His words must be listened to by us.
 3. He was refused admittance.
 4. All desire wealth and some acquire it.
 5. That war is imminent will be learnt with astonishment by the public.
 6. My watch was lost.
 7. His subordinate accused him of various offences.
-
8. Alas! We shall hear his voice no more.
 9. Without effort nothing can be gained.
 10. The doctor despaired of his recovery.

Frame sentences of your own with the following words

Owe, Pretend, Recover, Frequently, Dependent.

CHAPTER 15

AGREEMENT OF THE VERB WITH THE SUBJECT

Knowing how to determine the Verb in relation to the Subject in Number and Person

In the English language, the Verb must agree with the Subject to lend balance to a sentence. The Verb must agree or go along with the Subject in both Number and Person. Here are some rules, which would help you to avoid some common Subject-Verb agreement errors.

- When two or more Subjects, indicating two different individuals, are in the Singular Number and are connected with **and** the Verb will be in the Plural Number

Raj **and** Rahul **are** friends.

- When the Subject joined by **and** is in the Singular Number and indicates a single person the Verb will be in the Singular Number

My friend **and** guide **has** come.

Here the Subject is in the Singular Number and indicates the same person as both the 'friend' and 'guide'.

- When two unrelated Subjects are joined together to express one idea the Verb will be in the Singular Number

Bread **and** butter **is** his staple diet.

Here two unrelated Subjects 'Bread and butter' are joined to suggest a single idea. The Verb 'is' is in the Singular Number.

- Use a Verb in the Singular Number after **each, every, none, everyone, everybody, anybody, nobody,** and **someone**

Nobody **is** here.

Everybody **helps** when there is a crisis.

Somebody **wants** to speak to you.

- Use a Verb in the Singular Number with subjects joined by '**or**', '**either— —or**', '**neither — — —nor**'

Either Shashi **or** Sahina **has** left the party.

Neither Tom **nor** Jane **knows** computers.

Payal **or** her mother **has** promised to come.

- When Subjects are of different Numbers and are connected by **or, nor** the Verb will be in the Plural Number. Also the Subject that is in the Plural Number must be placed next to the Verb

Rashi **or** her **brothers** **were** here.

Here the Subjects 'Rashi' and 'her brothers' are of different Numbers and they are joined by the Conjunction 'or'. The Verb 'were' is in the Plural Number.

- When Subjects are of different Persons and are connected by **or, nor, either-or, neither-nor** the Verb will agree with the Person that is nearest to it

Either you **or I** **am** wrong.

The Verb 'am' is in the Singular Number and goes along with the First Person Singular 'I' that is nearest to it.

- **All (of), a lot of, lots of, some, most, plenty** are followed by a Verb in the Singular Number if the Noun they speak of is uncountable or Singular. They are followed by a Verb in the Plural Number if the Noun they speak of is countable or Plural

A lot of girls were present for the seminar.

Some of the milk was left in the glass.

- When Subjects differ in Number or Person or both, and are connected by **and**, the Verb will be in the Plural Number

My colleague and **I have** worked here for five years.

- **News** is Singular, though it looks like Plural. So the Verb will be in the Singular Number

The news **is** correct.

The same rule applies to 'furniture', 'stationery', 'mathematics', 'measles' etc.

- **A number** takes a Verb in the Plural Number

A number of boys **were** punished for not doing their homework.

- **Trousers** and **scissors** always take a Verb in the Plural Number

My **scissors** are lost.

Activity

For each of the sentences choose the correct form of the Verb so that it agrees with the Subject



1. Everyone (works, work) hard on this project.
2. The news (is, are) really bad.
3. The scissors (need, needs) to be sharpened.
4. Either the wind or the waves (makes, make) that sound.
5. The preacher, in spite of his problems, (inspires, inspire) the congregation.
6. None of the protestors (was, were) arrested.

Read aloud

D's Auto Repair

In 1978, my car needed some mechanical work that I couldn't do myself. Since the garage I had been taken to had closed, I was faced with the daunting task of finding a good honest mechanic. I was worried, given the perhaps undeserved reputation of mechanics as rip-off artists. Luckily my friend Dev gave me a recommendation: D's Auto Repair.

I was pleasantly surprised to discover that the owner of D's was a mechanic who had worked on my car several years earlier. Back then, he was an employee at a petrol station near my house. I never nearly spoke to him that much before. But I knew that his work was good.



Word Power



Meanings of the words in *Italics* from the passage above

Daunting (adj) a discouraging and frightening task.

Undeserved (adj) unfair, not deserved.

Reputation (n) the opinion people in general have about what somebody/ someone is like.

Rip-off (n) an act of deceiving somebody.

Recommendation (n) an act of praising somebody/something and say that you are suitable for the purpose.

Try to answer the questions from the above passage

1. Why did the writer require to visit a mechanic?
2. What discovery surprised the author?

Pronunciation Practice

| | |
|-------------|------------|
| Lad | Limb |
| Labour | Locomotive |
| Lazy | Logic |
| Legislative | Lunar |
| Lyric | Lenin |

Talk about

Would you behave well to a person you don't like or would you avoid him.

Fun Feast

You may have come across the expression 'As white as milk' when two dissimilar things are compared, the expression is known as a **Simile**. Here are some more for you -

- As ageless as the Sun
- As big as an elephant
- As far apart as the poles
- As careless as the wind
- As distant as the horizon



Assignment

Fill in the blanks with the proper form of the Verb



1. A lot of people _____ that slang is inappropriate in writing. (feel)
2. The staff at school _____ able to speak at least three languages. (be)
3. All of the employees in my company _____ to take a business communication course. (have)
4. A lot of the language that people use every day _____ inappropriate in writing. (be)
5. Each one of the letters _____ one or two spelling mistakes. (contain)
6. None of my friends _____ foreign newspapers regularly. (read)
7. A lot of college students really _____ from taking debate courses early on in their studies. (benefit)
8. Some of my friends _____ thinking about taking a pronunciation course next semester. (be)

CHAPTER 16

NARRATION

To familiarize you with Direct and Indirect Speech

When you tell a story or a joke do you know what you are doing? You are narrating something. You narrate even when you are talking to your friends, your colleagues, or your family members. You are also narrating when you are talking of something that your friends, your colleagues, or your family members have said. So **Narration** is nothing but a relating or even a re-telling of something. In the English language it is known as **Speech**. These sentences are narrating something –



The teacher said, "You must be punctual."

The teacher advised that the student must be punctual.

You have already noticed the differences in these two sentences. Let us look at the first sentence. It is something that the teacher is saying. In other words, it is quoting the teacher and has the exact words that she spoke. It is speaking directly. The sentence is in the **Direct Speech**. Here are some more examples –

Radha said, "I will complete my homework".

"Can you tell me the way to the hospital, the old man said."

Always remember that Direct Speech is given within Quotation Marks.

Now let us go back to the second sentence given above, that is –

The teacher advised that the student must be punctual.

It is something that the teacher has said. But it is not quoting him. Instead, somebody is reporting whatever the teacher said. It is speaking indirectly. The sentence is in the **Indirect Speech**. Here are some more examples –

My mother advised me to work hard for good results.

Piush asked Sanjay to come along with him.

Always remember that Indirect Speech usually uses the Conjunction 'that' before the Speech is reported, but 'that' is not used when reporting a question. For eg. in Direct Speech we say Ram said, "Is Ramesh at home?". In Indirect Speech it would be Ram asked if Ramesh was at home.

Activity



Change into Indirect Speech

1. He said, " Alas! I have failed."
2. The magician said, " Do you really come from China?"
3. The little boy said, "Mother, what a queer object is this."
4. He said, "What a pity you did not come!"
5. "Hurry up", he said to his servant, "do not waste time."

Read aloud

The Evidence

One day the mechanic was repairing a bike for an old woman. Suddenly, a stranger appeared. The mechanic and the stranger went outside to talk. The assistant to the mechanic repaired the bike and gave it to the old woman. As she was leaving she heard a strange sound that puzzled her. Soon, the mechanic returned and left for lunch. The assistant investigated the back room of the shop and found the body of the stranger. He called the police. The inspector and his assistant arrived. They questioned the mechanic and spoke to the old woman. She told them about the strange sound. They went to the morgue. The mortician told them that the victim was strangled. He had found a fingerprint on the dead person's neck. The inspector took a copy of the fingerprint and went to a local pub, where he met the mechanic. He bought the mechanic a drink. After he left, the inspector took the glass and compared the two fingerprints. They were the same! The criminal was arrested. After a trial, the mechanic was found guilty. He was executed.



Answer the questions from the above passage

1. What happened when the mechanic was repairing the bike?
2. What did the mechanic and the victim do?
3. Whom did the police question when they were investigating the murder?
4. What did the mortician tell the police ?

Pronunciation Practice

| | |
|-------------|----------|
| Music | Myth |
| Maintain | Mutual |
| Mischievous | Military |
| Moist | Mass |
| Money | Melody |

CHAPTER 17

MODALS

To acquaint you with different Modals and their usages

You now know that Verbs play a vital role in the English language. They have to, because they are action words. By association, language too is either about some action taking place or about something happening – as in the following sentence -

The girl can sing well.

What do you find? Just that the Principal Verb 'sing' needs another Verb to give greater emphasis to the action that is denoted by it. In the above sentence 'can' expresses a certainty that 'The girl' actually sings well. A Verb that helps Principal Verbs to express certain possibilities, attitudes and moods, thus giving greater emphasis to the action being performed is known as a **Modal**. Here are a few examples of Modals -

May I come in?

Yes, you **may**.

| Modals | When Used | Examples |
|--|--|---|
| Can/Cannot (Can't) | <ul style="list-style-type: none">• To express ability, power, capacity/disability/incapacity• To express possibility• To offer help• To make polite request | <p>Tridev can drive very well. Though he is from Kolkata he cannot speak Bengali.</p> <p>I can go to the party tonight. I cannot meet you today.</p> <p>Can I do this for you? Can I use your pen?</p> |
| Could/ Could not(Couldn't) (past tense of 'can') | <ul style="list-style-type: none">• Talks about ability without action• It expresses ability/inability to do something• To express polite request• To express gentle doubt• To indicate failure or unwillingness to do something | <p>You could write to her about your problems. The driver could avoid an accident.</p> <p>Could you explain this lesson to me? It could be she is telling the truth. I couldn't solve this problem.</p> |
| May/May not | <ul style="list-style-type: none">• To talk about a possible future event• To make polite requests or seek refuse permission• To give refuse permission | <p>It may rain tomorrow.</p> <p>May I come in? No, you may not.</p> <p>You may use my cycle. No, you may not.</p> |

| | | |
|--|--|---|
| Might (past form of 'may' but can take the present form) | <ul style="list-style-type: none"> To talk about possible future event | They might not like it. |
| Must/ Must not(Mustn't) (‘Must’ refers only to present and future) | <ul style="list-style-type: none"> To express that something is very important to do/not to do To express strong will To express belief | You must eat to live. You mustn’t disobey traffic rules. I must talk to his father. It must be lunchtime by now. |
| Shall (it is used only with 'I' and 'we') | <ul style="list-style-type: none"> To indicate future action To ask about the future To ask for permission | I shall watch the match on TV. How shall I know which house is yours? Shall I come in? |
| Should/Should not (Shouldn't) | <ul style="list-style-type: none"> To talk about things important to do or is a duty To talk about something that is certain to happen | You should obey your parents. You shouldn’t be so careless while crossing the road. The book should be on the desk. |
| Will | <ul style="list-style-type: none"> To predict something about the future To ask about the future To ask someone to do something | It will rain tomorrow. Will you get the tickets? Will you help me prepare this disk? |
| Would/Would not (Wouldn't) | <ul style="list-style-type: none"> To ask someone to do something politely | Would you lend me your book for a day? |
| Have to/ Had to | <ul style="list-style-type: none"> To talk about things that is important to do | You have to be more careful. |
| Need | <ul style="list-style-type: none"> When it is necessary to do something | I need to go out and enjoy myself. |

Activity

Choose the correct option to fill in the gaps



- You ___ her. (should asked/should ask/should asking)
- I _____to the doctor yesterday. (had to gone/must had gone/had to go)
- He ___you with your homework. (can help/can helps/can to help)
- Would you please ____ me that book? (to give/giving/give)
- You _____ complete this work today. You can do it later. (must not/don't have to/have not to)

Read aloud

Feng Shui

Feng Shui is the art of living in harmony with the environment. It has become very popular in India. It is believed that Feng Shui can improve fortune at very little cost and effort. According to Feng Shui, the environment influences success, health, relationships and creativity. It enables us to organize our homes and offices in a manner that is in harmony with the forces of nature. It ensures that life-force energy has free movement and is not allowed either to stagnate or to accelerate too quickly.



Word Power

Meanings of the words in Italics from the passage above

Harmony (n): in agreement.

Fortune (n): good luck; Prosperity.

Influences (n): affects a person or thing in some manner.

Stagnate (v): be or become motionless, dull.

Accelerate (v): move or cause to move or happen more quickly.



Answer these questions from the text

1. What is the reason for the increasing popularity of Feng Shui?
2. How does Feng Shui allow us to organise our homes and offices?

Pronunciation Practice

| | |
|-------------|------------|
| Narrow | Ninth |
| Nationalize | Norway |
| Novel | Noticeable |
| Negotiation | Numerous |
| Nestle | Nutshell |

Talk about

How will you introduce yourself in the situation given below -

You meet a person for the first time and he is your guest.

Fun Feast



There are a variety of proverbs almost all speakers of English are familiar with. We regard these words of wisdom with reverence, but some of these sayings seem unfounded when weighed against each other.

| | |
|-------------------------------------|---|
| Actions speak louder than words | The pen is mightier than the sword |
| Knowledge is power | Ignorance is bliss |
| Many hands make light work | Too many cooks spoil the broth |
| A silent man is a wise one | A man without words is a man without thoughts |
| The bigger the better | The best things come in small packages |
| Absence makes the heart grow fonder | Out of sight, out of mind |
| The more the merrier | Two's company, three's a crowd |

Assignment

Decide whether 'don't have to' or 'mustn't' is appropriate in each sentence

- 1) You _____ pass a test to ride a bicycle.
- 2) You _____ open up the computer while it is plugged in.
- 3) This bus-ride is free! You _____ buy a ticket.
- 4) You _____ be late for class, or the teacher will be angry.
- 5) You _____ buy the textbook for this course, you can borrow mine.



Frame sentences of your own with the following words

Command, Disgrace, Harsh, Inadequate, Twilight.

CHAPTER 18

CONVERSATION SKILLS

To familiarize you with the different kinds of conversations



You are now confident of handling the English language and all its aspects. Let us now talk with each other. When two or more people talk with each other they are **conversing**. And the process of conversing is known as **Conversation**. It provides us with an opportunity to express our thoughts, ideas, views and feelings through the spoken language.

Suppose you are talking to somebody who is not known to you. Otherwise, you are talking about something that is of an **official** or of a **business** nature to your boss or to your colleagues. In both these cases the main aim of the Conversation is information exchange. Such kind of a Conversation is known as **Formal Conversation**.

There may be many circumstances where you would use Formal Conversation. Such situations may be

- Asking a passerby for the time or direction
- Going to a shop to buy a gift
- Booking a hotel room
- Inquiring at a travel agency

In Formal Conversation importance is given to the correct use of the language and to the right expression. There are certain points that you follow in a Formal Conversation, like

- The conversation should not be one-sided. The other people involved in the conversation should be given a chance to talk
- Listen actively and react to what is said. Think about it. Feel about it

When you are talking with your friends or family members you talk on any topic that interests you. In such cases, information exchanged is of a friendly nature. Such kind of a Conversation is known as **Informal Conversation**.

Here are some instances where you would use Informal Conversation

- Planning an outing with friends or family members
- Chatting with friends or family members

Now that you know the differences between Formal and Informal Conversation let us look at some common factors between the two –

Greetings

Hello

Hi

Good morning/good afternoon/good evening

Farewell

Good Bye

See you later

Good night

Introduction

This is Vikash Sharma from Pune

Hi, I am Tina

Meet my sister, Savita

When you are conversing you need to keep some expressions in mind. These are necessary for effective, free-flowing conversation. Here are some of the possible expressions required in a Conversation –

Expression of asking

May I meet Mr. Sumon Basu?

When can I have an appointment with the Doctor?

When is Mr. Sen expected?

Expression of Confidence

Ram is the only person who can do the job.

I am sure that our proposal will be accepted.

This is the best of all the plans.

Expression of Unwillingness

No, I don't think I can go to the party.

Lets see if I am not very late.

I feel I will not be able to go to your place.

Expression of Joy

Wow! I just received a call from my parents.

It would be great fun to go together.

Hurrah! I have won the game.

Expression of Disappointment

Oh no! My brother won't be visiting us this vacation.

It's so sad. I won't be able to go to your birthday party.

It's a great pity that the weather isn't suitable for outing today.

Expression of Doubt

I don't think your business proposal will be profitable for us.
 Lets see. I am not sure if I can manage to find some time to come to your house.
 I wonder whether he is as good as he pretends to be.

Expression of Curiosity

Why is there a crowd at the end of the road?
 She is looking depressed. Do you know the reason?
 Where do you think they are meeting?

Expression of surprise

What? You mean to say I have won the 1st prize at the Talent Search Contest.
 Ram did so well in his exams.
 I don't believe that you have painted this.

Expression of concern

You must not smoke so much.
 Please take care of yourself.
 It is raining very heavily. I think you should not go out now.

You would note that in some cases when you are asking a question in English, the Preposition is used at the end of the sentence. As in – Who are you speaking **to**?

Read Aloud

Nature in Delhi

Delhi was quite a charming city with wide tree-lined boulevards and pleasant residential neighbourhoods. What was particularly attractive about the city was how it managed to retain many of its wilderness areas and was dotted with numerous gardens. Today, the urban sprawl of Delhi has eaten into most of its forests, but beautiful gardens continue to grace the city and on clear days, can provide a rare treat for Delhi's people to renew their connection with nature. While Spring is the main season for flowers when Delhi's neighbourhood gardens come alive with color attracting birds and bees alike, flowering trees and creepers offer seasonal colour almost throughout the year.



Word Power

Meanings of the words in *Italics* from the passage given above

- Boulevards (n)** : a wide city street often with trees on each side.
- Wilderness (n)** : an area that is not cultivated or settled.
- Urban (adj)** : of, relating to or living in a city or town.
- Sprawl (n)** : a large area covered with buildings without any formal plan.
- Grace (v)** : to make something more attractive; to decorate something.
- Rare (adj)** : not often happening or seen.



Answer these questions from the passage given

1. What kind of a city was Delhi? What was particularly attractive about it?
2. How can Delhi's people renew their connection with nature?

Activity

How would you converse in the following situations ?

- Your first day in college.
- You don't have the pass to meet your uncle admitted in a hospital. How would you convince the hospital staff to allow you to meet your uncle?
- You are introducing your cousin to your friends.

Pronunciation Practice

| | |
|----------|------------|
| Omnibus | Overturn |
| Obey | Over |
| Object | Oscar |
| Obstruct | Orange |
| Often | Oppression |



Picture Activity

How will they start a conversation?



Assignment

You are in a bus and you do not have change for the ticket. You want to ask the person sitting next to you for change. What would you say?



CHAPTER 19

CONVERSATION PRACTICE-1 (TELEPHONIC)

To help you know how to carry out an effective telephonic conversation



Now that you have an idea about Formal and Informal Conversation, let us look at the various ways of Conversation. You have talked over the telephone with many people. It is known as **Telephonic Conversation**, which may be Formal or Informal.

Here is an example of a telephonic conversation in a formal situation –

Making an appointment with the doctor over the phone

Receptionist : Good Morning. Drishti Eye Care. May I help you?

Caller : Good Morning. I want an appointment with Dr. Mukherjee.

Receptionist : When would you like to have it Sir?

Caller : Tomorrow after 2 pm would be fine.

Receptionist : Sorry sir. Tomorrow won't be possible.

Caller : When can I have an appointment at the earliest?

Receptionist : You can have the appointment on 28th January at 11 am. Will that be all right Sir?

Caller : That would be fine.

Receptionist : May I have the name of the patient please?

Caller : Suman Kartick.

Receptionist : Right sir. It's confirmed for 11 am on the 28th.

Caller : Thank you.

Receptionist : Have a good day sir.

Here is another example of a telephonic conversation in a formal situation –

A man calling up the airport to ask about the timing of a flight

Airlines Officer : Hello. Bharat Airways. May I help you?

Caller : Hello. Could you please tell me when the flight from Delhi is due to arrive?

Airlines Officer : Could you give me the flight number please?

Caller : Yes. It is BA 7342.

Airlines Officer : Yes. It was supposed to arrive at 10 am. But due to bad weather it has been delayed. It is expected to arrive at 12 noon.

Caller : Is this confirmed?

Airlines Officer : Sorry. I am unable to tell you now because it may be delayed further.

Caller : Oh! Thank you.

Airlines Officer : Thank you.

Here is an example of an informal telephonic conversation -

A girl asking a friend about the computer class she could not attend

Payal : Hello! Is this Amrita on the line?

Amrita : Hi ! Payal. Why did you not come for class?

Payal : I was not well.

Amrita : Anything serious.

Payal : Just a bit of cough and cold. I am feeling better now.

Amrita : Are you coming for the class tomorrow ?

Payal : Definitely. As it is I missed today's class. What did you do in the class today ?

Amrita : It was a theory class. We started with Excel. It was not too difficult, you can follow it.

Payal : If there are any notes please bring it to class tomorrow.

Amrita : I will certainly bring it.

Payal : So, nice of you. Thank you. See you tomorrow.

Amrita : Bye. Take care.

Here is an example of a telephonic conversation in an informal situation –

Two friends talking to each other after a long time

Rishabh : Hello?

Murali : Hello. Rishabh?

Rishabh : Yes. Is this Murali?

Murali : Yes. How are you?

Rishabh : I am fine. How are you? Talking to you after a long time.

Murali : Yes. Are you still working at that newspaper office?

Rishabh : Yes. You had gone to Bangalore. Did you get transferred back here?

Murali : Yes. I did not like the place much.

Rishabh : Really? Are you still staying at your old house?

Murali : Yes.

Rishabh : Hey listen. Why don't you come over tomorrow? It is a Sunday.

Murali : That's a nice idea.

Rishabh : Come over for lunch and go back after dinner.

Murali : Really! You haven't changed at all. I'll come over.

Rishabh : See you tomorrow. Bye.

Activity

Frame a conversation

You meet a friend after a long time. Both of you were together at school. What would the conversation be like between your friend and you?



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Talk about

The city or town you live in

Pronunciation Practice

| | |
|------------|---------|
| Pace | Preach |
| Peace | Pursue |
| Pilgrimage | Puzzle |
| Plaque | Pyramid |
| Pomp | Python |

Assignment

Write a conversation between two friends talking about pocket money

CHAPTER 20

CONVERSATION PRACTICE-2 (FACE-TO-FACE)

To help you know how to carry out an effective face-to-face conversation

You now know about telephonic conversation in both Formal and Informal situations. But, there is another form of Conversation that all of us engage in some time or the other. And that is the **Face-to-Face Conversation**. When you are talking to somebody who is in front of you or in the same room, you are conducting a Face-to-Face Conversation. Such a conversation too, can be conducted in both Formal and Informal manner.

Here is an example of a face-to-face conversation that you might hear everyday

Conversation between an irritated passenger and a bus conductor



Passenger 1 : Conductor, is this a bullock cart?

Conductor : Why don't you take a taxi if you are in such a hurry?

Passenger 1 : I will. Why don't you give me back the fare?

Conductor : What about the distance you have traveled so far?

Passenger 1 : I should have got down much earlier. Had I walked I would have reached my office by now.

Conductor (sarcastically) : You can still walk, can't you?

Passenger 1 (very angry) : I don't need your advice!

Passenger 2 : Why don't you both shut up? Will all this arguing make the bus go faster?

Passenger 1 : Please don't interfere. You may have time to waste. I haven't got all day.

Here is an example of a face-to-face conversation in a formal situation -



Mr. Roy goes to the bank to open a new bank account

Receptionist : Good morning Sir. How can I help you?

Mr. Roy : Good morning. I would like to open an account.

Receptionist : Certainly Sir. In that case you need to talk to our Manager.

(Mr. Roy meets the Manager)

Manager : Good Morning. Please sit down. What can I do for you?

Mr. Roy : Good Morning. I am Anand Roy. I am a Professor of Physics at Vidyasagar College. Could you please help me open an account?

Manager : Yes, with pleasure. I am Arijit Banerjee. (They shake hands with each other). What kind of account would you like to open, Mr. Roy?

Mr. Roy : A Savings Bank Account.

Manager : There are some simple formalities you have to comply with. We would like somebody to introduce you to us. Do you know any account holder in our bank?

Mr. Roy : Oh yes. My cousin Mr. Tanmoy Basu is a savings account holder in your bank. He can definitely introduce me to you. In fact he has come with me.

Manager : I know him very well. He has been our customer for quite some time. By the way, would you like to open a Joint Account or an Individual one?

Mr. Roy : I would like an Individual account.

Manager : Would you like to avail yourself of the cheque facilities? If so, you have to deposit a minimum of one thousand rupees and have to maintain that amount in your bank account.

Mr. Roy : Very well.

Manager (Asks one of his staff to call Mr. Tanmoy Basu who enters the room) : Good morning, Mr. Basu. Please have a seat. How's everything?

Mr. Basu : Everything is fine. Thank you.

Manager : Mr. Roy wants to open an account in our bank. Since you would introduce him, could you please sign this form for him? It is only a formality.

(Mr. Basu leaves after having signed the form)

Manager : Please fill in these forms in the duplicate and put your signature at the places required.

Mr. Roy : How many specimen signatures do you need?

Manager : Three. What is the amount you want to deposit?

Mr. Roy : Ten Thousand.

Manager : You can pay me the money. I will send it to the counter. (The money is paid). Here is your Savings account book and the cheque book.

Mr. Roy : Thank you. Good day.

Manager : You are always welcome. Good day Sir!

Here is another example of a face-to-face conversation in a formal situation -



Inquiring at an office reception

Receptionist : Good morning. May I help you?

Mr. Sen : Good morning. My name is Sandeep Sen. I am coming from Infocom, Bangalore. May I see Mr. Mukherjee please?

Receptionist : Do you have an appointment with him Sir?

Mr. Sen : No, I did not get a chance to speak to him. I arrived in Kolkata only this morning. Perhaps Mr. Kapil Verma spoke to him.

Receptionist : Please take a seat. I will check with Mr. Mukherjee. (after a short pause) I am sorry Mr. Mukherjee is in a meeting. Would you like to wait? He will be free to see you in 20 minutes.

Mr. Sen : Very well. I'll wait.

Receptionist : Thank you.

Here is an example of a face-to-face conversation in an informal situation

A conversation between two friends on the importance of reading newspapers

Laxman : Today you seem to be in a dejected mood. What's wrong?

Nikhil : I had a bank entrance test yesterday. It was not satisfactory.

Laxman : But you were quite well prepared, weren't you?

Nikhil : I was. Reasoning and Mathematical Aptitude was fine. But General Knowledge was tough.

Laxman : Were there any questions on Current Affairs?

Nikhil : Yes . I couldn't answer those.

Laxman : That's because you are not in a habit of reading newspapers.

Nikhil : I know. I hardly read newspapers.

Laxman : How can you expect to be well informed in that case? You've got to keep yourself up-to-date by reading newspapers. G.K books can't be a substitute for newspapers.

Nikhil : My father keeps telling me that. But I just can't seem to find the time after my hectic schedule.

Laxman : Why don't you try reading the headlines? If you find anything interesting, read it in detail. Slowly you will develop the habit of reading newspapers.

Nikhil : That's a good idea. Thanks, I think I will do just as you say.

Laxman : Good. I can assure you it will work. Hope to have better news from you the next time.

Nikhil : You will.

Here is another example of a face-to-face conversation in an informal situation that involves more than two people –

Three friends go for a movie and find that tickets are not available

Jasmine : Hurry! The show will start in 15 minutes.

Kiran : Yes. I don't want to miss even a minute. I have been dying to see 'Koi Mil Gaya'.

Christina : Sweethearts, didn't you see the House Full sign?

Kiran : Oh no!

Jasmine : In any case, let's check at the counter.

(They do not get the tickets)

Christina : I knew it!

Jasmine : Yes, we should have phoned before coming.

Kiran : Can we buy in black? There are a couple of blackers around.

Jasmine : They are expensive. I don't have that much cash.

Christina : Even if we had, we won't have enough left over for a bite.

Kiran : Sad. We will just have to miss the movie.

Christina : Let's buy advance tickets for the 18th December. It's our college foundation day and a holiday.

Kiran : Lovely!

Jasmine : Hrithik, here we come!

Kiran : He's so-o-o handsome!

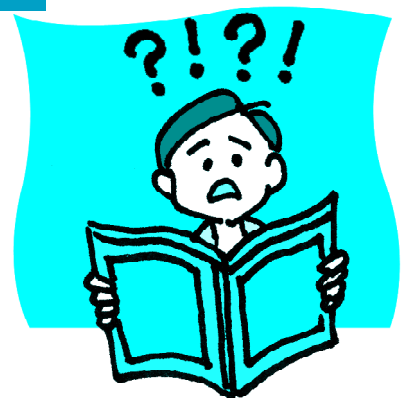
Christina : Come on. I'm hungry. Let's go to Krystal Chopsticks.

Kiran : Yes. Let's rush. I am awfully hungry too.

Jasmine : Afterwards we could window shop at The Forum.

Christina : That will be great fun.

Activity



Conversation with strangers

Two people standing at a quiet bus stop. How will the conversation go?

Talk about

- How would you speak to your friend when you want a favour from him or her?
- You are going on a holiday with your family. You want to borrow your friend's camera for a week. What would you say to your friend?

Pronunciation Practice

| | |
|----------|-----------|
| Quality | Quick |
| Quarrel | Quest |
| Queen | Queue |
| Quarter | Quiver |
| Question | Quotation |



Assignment

Frame conversations on the following situations

- You talk to your father about buying a new scooter
- You go to a shop to buy a gift for your friend whom you will be meeting after many years. You are not very sure of her likes and dislikes. The lady at the sales counter tries to help you out to choose a gift.

CHAPTER 21

COMPREHENSION

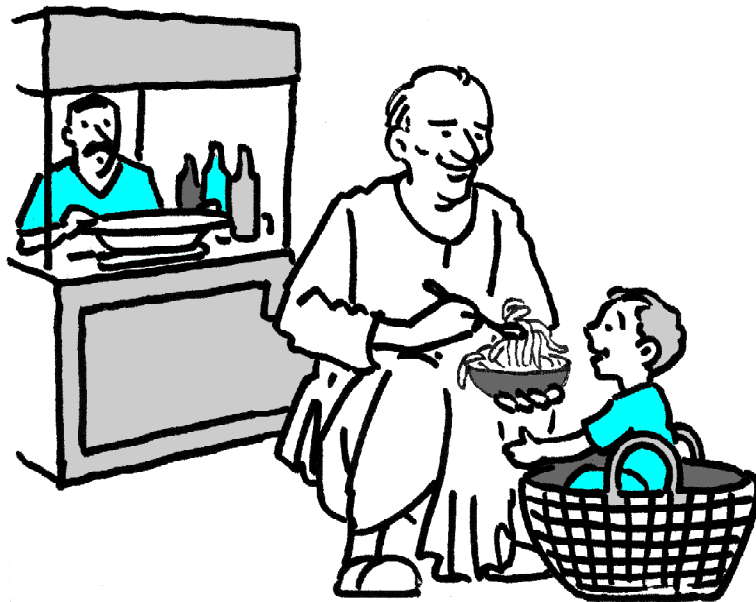
To enhance your understanding of the language better and to enrich your vocabulary

You have made lots of progress in your study of the English language. Now just try to recollect the small passages at the end of each chapter. Remember these had some questions at the end. Such passages with questions from it at its end are known as **Comprehension** passages. Comprehension means an act of understanding.

There are certain ways in which you can answer the questions at the end of the Comprehension passage quickly and correctly

- .. Read the passage twice
- .. Try to understand the important points in the passage
- .. Study the questions well
- .. Go back to the passage and find the answers
- .. Rewrite the answers in your own words
- .. Use complete sentences

Let us now look at a Comprehension passage –



The man prepared a bowl of noodles. Then he called the old man “How many will you eat old man?”

The old man came and took out two silver coins from his pocket. He gave it to the man and said, “One small bowl is enough.” The man who sold the noodles asked, “Can you eat only one small bowl then?” he asked in surprise. “It is not for me,” the old man said.

The old man then took the bowl between his shaking hands and went to the basket. Then he pulled aside a cloth. There was a small boy lying inside. The old man lifted the child gently. Then he began to feed the child.

Word Power

Meanings of the words in *Italics>* from the passage above

Bowl (n.) - a deep round dish, used especially for holding food or liquid.

Aside (adv.) - to one side.

Gently (adv.) - in a careful manner.

Feed (v.) - to give food to a person or an animal.



Answer the following questions in your own words

- 1) What did the man prepare?
- 2) How many coins did the old man give him?
- 3) What was inside the basket?
- 4) What did the old man do with the bowl of noodles?
- 5) Give a suitable title to the passage.
- 6) Rewrite the above passage in your own words.

Discuss

India without politics

What would you do?

Would you take the last piece of cake at a reception if you were hungry, without offering it to your friend who had not eaten even a single piece?

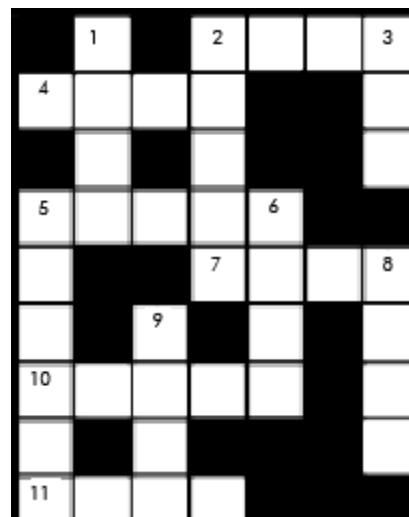
Pronunciation Practice

| | |
|--------|--------|
| Rank | Ruin |
| Radio | Rupee |
| Record | Rustic |
| Reader | Rye |
| Round | Rudder |

Vocabulary Builder

Down

1. What's ___ name?
2. Do you ___ this is interesting?
3. Insects usually have ___ legs.
5. Which do you like ___, coffee or tea?
6. The Red Cross is asking people to ___ blood.
8. ___ your mother like to cook?
9. Alaska is ___ in the winter.



Across

2. That is your pen. ___ is my pen.
4. ___ of my parents came to school today.
5. Please ___ a pencil with you tomorrow.
7. What ___ of music do you like?
10. ___ beans look better than these beans.
11. Do you often ___ a bicycle?

Assignment



Write a story with the following hints

- Unity, old man, strength, sticks, one, bundle, failed, sons, break, four
- Give a suitable title for it

Frame sentences of your own with the following words

Wonderful, Cricket, Holiday, Desert, Smile, Music.

Activity

Write in your own words on the following topic

Do you think that development in cities has led to the neglect of villages in India?

Discuss

Are you a good judge of your own character?

What would you do?

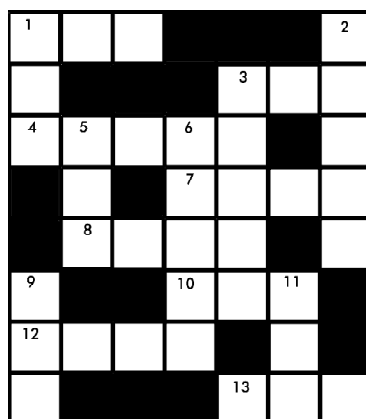
If you went to a party where you are not known to anybody except your host



Pronunciation Practice

| | |
|-----------|---------|
| Sale | Skating |
| Sentiment | Slant |
| Shame | Snap |
| Sick | Sober |
| Sign | Spawn |

Vocabulary Builder



Down

- The child is playing ____.
- What time does the movie ____?
- Many people think ____ is a lucky number.
- I saw ____ and his father
- ____ the weather is much better than yesterday.
- I ____ him last yesterday. I will see his mother tomorrow.
- Are ____ coming to my house?

Across

- A dog is ____ a cat.
- You may stand or ____
- Our national flag is saffron, ____ and green.
- My book is ____ there.
- This toy car was ____ in Japan.
- Do you have ____ free time today?
- His dog ran ____ from home.
- He is from Kolkata, ____ he can't speak or understand Bengali.

Assignment

Write a paragraph on the following topic

Other than 15th August and 26th January do we really remember the people who laid down their lives to free India ?



5. What happened after the speech was over?
6. What was the result of the speech on Swamiji's life?
7. Suggest a suitable title for this passage.



Activity

Discuss

Is religion more important than humanity?

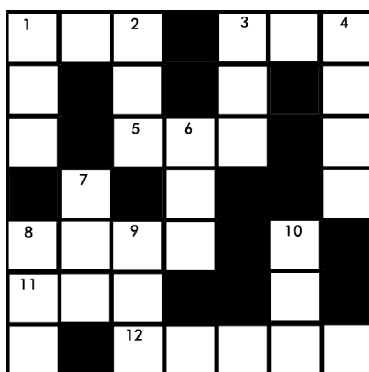
What would you do in this situation?

Your friend gets the job you wanted

Pronunciation Practice

| | |
|--------|----------|
| Talk | Thicket |
| Tongue | Tide |
| Tears | Tobacco |
| Tender | Traction |
| Tumble | Tyranny |

Vocabulary Builder



Down

1. He ___ a new job.
2. I will ___ to solve this sum for you.
3. My father ___ never gone to Bangalore.
4. Do you ___ the newspaper every day?
6. Let's ___ at that new restaurant.
7. That building is ___ school.
8. ___ I help you?
9. It was dark so I could not ___.
10. How ___ is your house from here ?

Across

1. I want to ___ the first prize.
3. She and ___ brother went to the museum.
5. ___, it is.
8. I ___ do my homework now.
11. ___ you sick?
12. I meet your sister almost ___ day.

Assignment

Write a paragraph on

The life of the people in an old age home

Frame sentences of your own with the following words

Compartment, vacant, snatched, episode, spectacular, celebrity.



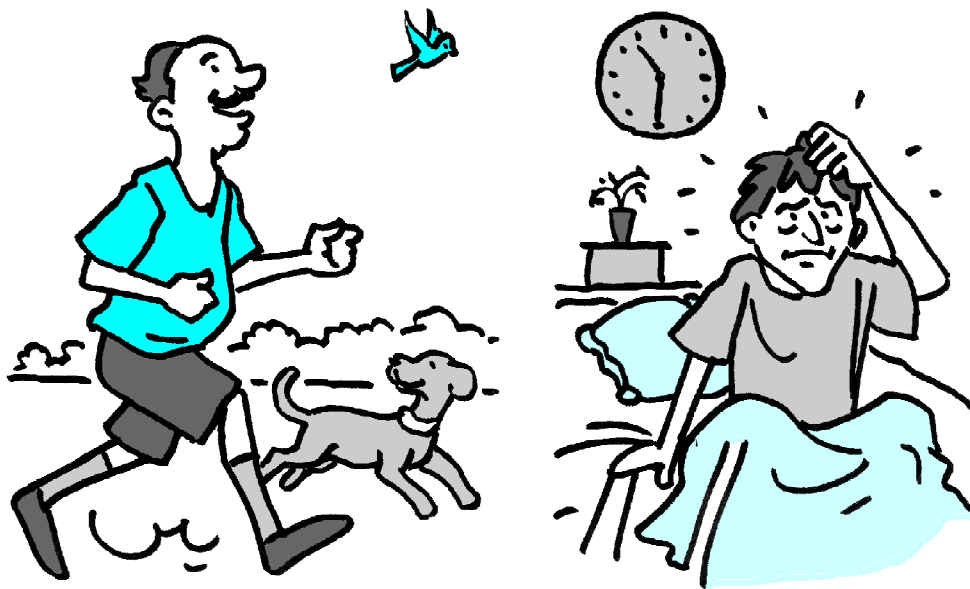
CHAPTER 24

COMPOSITION

Improving your writing skills

Do you enjoy reading books. A book has many paragraphs in it. A paragraph contains many sentences. When you are writing something that has many sentences together in it do you know what you are doing? You are writing something that is totally new. In other words, you are composing something. The thing that you have composed is known as a **Composition**.

There are many types of Composition. Suppose you are given this passage –



It is good for our health to rise early in the morning. We get enough time to exercise. Exercise improves the circulation of blood in our body. This helps to improve our health. When we have good health we will be able to do our work well. Thus, the quality of our work improves. The early morning air is free from pollution. Therefore, we can breathe in the fresh air. Rising early also helps us to do our work on time. In the early morning the mind is fresh. This helps us to give our full attention to the work that we do.

The person who rises late has little time to exercise. As a result, after some time his health suffers. He will have many illnesses. This will affect his work. He also gets no time to rest. He is always in a hurry. He is never on time. Slowly, he may become depressed. This will affect his social relations.

But, many feel that working at night helps them to concentrate on their work. They feel that they will be able to produce better results if they work at night. But, they forget that after a long time this will affect their health. A man who is ill cannot work properly.

This is a long passage. And you want to shorten it. But at the same time you also want to retain the important points in the passage. When you write a paragraph that is a short form of a given passage and has all the important points mentioned in that passage, you are writing a **Précis**.

Now let us see what the Précis of this passage may be –

The early riser has good health. He gets time for exercise. He can also do his work on time. But, the late riser is always late for everything. He gets no time for exercise. He, therefore, suffers from many illnesses. His health gets affected. Many feel that working late at night helps them concentrate better on their work. But, they do not understand that this will affect their health after some time. Therefore, waking up early is good for all.

You will see that in the Précis we have used very little words. Also, we have written only the important points in the passage. So a Précis is a summary of a passage.

Let us move on. Sometimes you will need to explain one line in many sentences. Suppose you have to explain the saying –

An apple a day keeps the doctor away

When you are explaining a single line in many sentences what you are doing is – expanding it. In Composition when you enlarge a sentence into one or more paragraphs it is known as **Expansion**. It is just the opposite of Précis writing. Here is how you may explain the line given above –

An apple is a health-giving fruit. It is full of vitamins. It is, in fact, a very good health food. Eating an apple in a day helps us to absorb all the vitamins in the apple. Thus, it helps us to remain healthy and fit. As a result, we will not have many diseases. Therefore, we need not visit our doctor often.

Here, you will see that we have explained one line in details. A passage that has been expanded may have one or more paragraphs. It usually is not more than half of a page.

There is another type of Composition that is even longer than an expanded passage. In fact, we have all written it when we were in school. And that is the **Essay**. Here, you are given a topic or a subject on which you write some longer paragraphs. There is no rule to how long an Essay should be. But it should not usually be more than two pages long. Now let us see how to write an Essay on –

A House On Fire

I had never seen a house on fire before. So one evening when I heard the sound of fire engines I quickly ran out into the street. A house nearby had caught fire. There was a large crowd outside the building. But the police would not allow anybody to go near the house.

It was a terrible scene. There were huge flames of fire coming out from every floor of the building. A black thick smoke had spread all around. The fire almost touched the sky. All around people were screaming. Many were still inside the building.

The firemen were busy putting out the fire. But, the water from the hoses was unable to put out the fire. Many of the firemen had climbed up on tall red ladders. They, too, had water-hoses in their hands. They began to pour that water on the flames.

After a long time the fire was put out. Many people had been badly burnt. They were rushed to the hospital. Thankfully, nobody had died. But the building was completely destroyed.

These are the three main types of Composition. You will find it interesting to note that when you write Compositions you will, slowly, improve your vocabulary skills. And this will help you to read, write, understand and speak fluent English.

Word Power

Meanings of the words in *Italics> from the chapter*

Composing (v) to write something.

Circulation (n) the movement of blood round the body from and to the heart.

Retain (v) to continue to have something; To keep something.

Hoses (n) flexible tubes made of rubber, plastic etc. used for directing water into gardens, onto fires.

Skills (n) ability to do something well.



Activity

Discuss

Do you think conversation and comprehension can be helpful in the process of learning a language?

Pronunciation Practice

| | |
|-----------|-----------|
| Ugly | Uvula |
| Ulcer | Unbend |
| Unbeaten | Umpire |
| Update | Uncertain |
| Utterance | Uncurl |

Assignment

Write a summary of the following passage

Bad habits usually tend to grow upon us quickly and unconsciously. It is very easy to resist acquiring a bad habit in the beginning. But once it is acquired it is quite difficult to come out of it. But it is not impossible. Though coming out of a bad habit require lots of willpower, with time it is possible to shake it off. The toughest part is acknowledging that you have a bad habit. Once you do this half the battle is won. Bad habits tend to blind their victim's eyes to the fact that they have a bad habit. Many people have a tendency to believe that they cannot have any bad habits. This in itself is a bad habit!



Write an essay on

Your favourite activity

Miscellaneous

Idioms and Phrases

An **Idiom** is either a phrase or a sentence whose meaning is not dependent on a word but becomes clear only after the whole unit has been read or memorized. Here are a few examples of Idioms -

To add fuel to fire - to make an angry person angrier or an argument more heated

As it is, I was offended by Priya's behaviour and Rina **added fuel to the fire** by supporting her.

On no account - not for any reason

On no account will he agree to lend you the money.

To no avail/of no avail - of no use or effect

The doctor tried his best to save the patient but **to no avail**.

Better to be safe than sorry - to take precautions rather than risk the consequences

You should not keep such expensive jewellery at home, don't you think its **better to be safe than sorry**.

(To) kill two birds with one stone - To achieve two of one's aims at once by means of the same action

He **killed two birds with one stone** when by striking a six off the last ball of the match he got to his century and won the match for his team.

Once in a blue moon - seldom

Once in a blue moon I get the opportunity to go out for vacations.

Hold one's breath - to stop breathing for a short while often because of anxiety

When I went to get my results I had to **hold my breath**.

Brevity is the soul of wit - the cleverest and the most effective statements are made in relatively few words

It's obvious that his short speech had a great impact on the audience because **brevity is the soul of the wit**.

In broad daylight - during the day

The murder took place at the marketplace **in broad day light**.

Beat about the bush - not to come straight to the point

Just say what you want and don't keep **beating about the bush**.

Mind one's own business - to attend to one's affairs, not interfering in other people's

I don't need your advice please **mind your own business**.

Bell the cat - to take the lead in executing a dangerous plan of action, especially if this is intended to benefit the group to which one belongs

The entire class wanted to teach the class bully a lesson but they could not decide who should **bell the cat**.

Idioms and Phrases (contd.)

Take someone into one's confidence - to tell one's private thoughts, plans, secrets etc. to others

You have no choice other than **taking Rita into confidence** and telling her about your problems.

Build castles in the air - to have dreams and plans which are very unlikely to come true

The trouble with him is that he is not practical – he always keeps **building castles in the air**.

Feather in one's cap - something one can be proud of

His outstanding success despite heavy odds is a **feather in his cap**.

Good Samaritan - someone who helps others who are in need

He was a **Good Samaritan** to the villagers rendered homeless by the floods.

In the long run - eventually

Today he ill-treated you but **in the long run** he will realise his mistake and repent.

In the nick of time - just in time

I reached the station **in the nick of time** to see off Priya.

In the event of - in the case of something happening

In the event of my father's transfer my mother and I will live alone in our new flat.

Keep one's fingers crossed - to hope for good luck; to hope for the best

All the time the child was in the operation theatre, the parents **kept their fingers crossed**.

(To) leave no stone unturned - to try every possible means; to make all efforts to do a thing

He left **no stone unturned** to resolve the dispute but did not succeed.

Look before one leaps - to consider all possible consequences of one's action before one acts

Look before you leap – don't take a hasty decision.

Make a mountain out of a mole hill - to exaggerate the importance of a problem

He is **making a mountain out of a mole hill** to draw the sympathy of his friends.

Off the track - deviation from the subject or point of discussion

Be careful you don't go **off the track** when you speak before the audience.

On tenterhooks - to be uncertain and anxious about what is going to happen

The entire morning we were **on tenterhooks** waiting for the results of my brother's board examination.

Pros and cons - the argument for and against an opinion or a situation

You must consider the **pros and cons** of the matter before arriving at a conclusion.

At someone's own risk - with the person concerned agreeing to accept any loss, damage etc. involved

I don't want to be involved in the matter – you go ahead **at your own risk**.

Take one by surprise - to happen unexpectedly

His appointment as vice-chairman **took everyone by surprise**.

White lie - a trivial or unimportant lie

She enjoys telling **white lies** to amuse people.

Through thick and thin - in prosperity and adversity

His friends stood by him **through thick and thin**.

Be up to the mark - to reach the required or normal standard

His work was not **up to the mark** and he had to redo it.

Against all odds - in spite of great difficulties and problems

Against all odds he managed to secure a first class in his examination.

At one's wit's end - to be in a state of utter confusion and desperation

When the bus broke down in the middle of the isolated road I was completely **at my wit's end**.

Be in somebody's good books - to be in somebody's favour

Sheila thinks she can do anything she feels like because she has always been **in the good books** of the teacher.

Words often Confused

Accept/Except

Accept (v) - to receive

She refused to **accept** my gift.

Except (v) - not including

Everyone **except** my brother is going for the party.

Access/Excess

Access (n) - a right or opportunity to reach or use or visit

You cannot have **access** to the library keys.

Excess (adj) - extra or additional to the necessary or permitted amount

The **excess** amount can be kept for future use.

Age/Edge

Age (n) - length of time that a person or thing has existed

My younger brother's **age** is only four.

Edge (n) - boundary line or margin of the area or surface

The man fell from the **edge** of the cliff.

Words often Confused (contd.)

Advice/Advise

Advice (n) - opinion about what should be done

You **advice** proved to be very helpful.

Advise (v) - to recommend

Please **advise** me on what to do.

Affect/Effect

Affect (v) - to influence

The viral fever **affected** his eyesight.

Effect (n) - a result

The loss did not have an **effect** on me.

Than/Then

Than (conj) - in comparison with

This house is better **than** the one we saw before.

Then (adj) - next

He completed his graduation, **then** he joined a computer course.

Beside/Besides

Beside (prep.) - at the side of

My house is **beside** the children's park.

Besides (prep) - in addition to; apart from

Besides being a vocalist she is also a painter.

Homophones - words that sound similar but are spelt differently and have different meanings

Allowed/Aloud

Allowed (v) - past tense of allow; to permit somebody or something to do something

You are not **allowed** to enter the examination hall during lunch break.

Aloud (adv) - in a voice loud enough to be heard by other people

The children recited the rhymes **aloud**.

Berth/Birth

Berth (n) - a place to sleep on a ship, train etc.

I always prefer the lower **berth** on a train journey.

Birth (n) - the process of being born

The **birth** of the baby brought much joy to them.

Buy/By

Buy (v) - to purchase

My brother wants to **buy** a computer for himself.

By (prep) - beside

The guard is standing **by** the table.

Homophones - words that sound similar but are spelt differently and have different meanings

Cast/Caste

Cast (n) - all the actors in a play, etc.

The **cast** of the movie gave a very good performance.

Caste (n) - a social rank system based on differences in family origin, rank, wealth etc.

In earlier times the **caste** system in India was very rigid.

Cell/Sell

Cell (n) - a very small room for a monk or for more than one prisoner in a prison

The prisoners were put in a small and dingy **cell**.

Sell (v) - to give goods to somebody in exchange of money

The old lady had to **sell** her house to repay the debt.

Cease/Seize

Cease (v) - to come to or bring something to an end

Very soon this matter will **cease** to be of any importance to others.

Seize (v) - to take hold of something or somebody suddenly or violently

The thief **seized** my bag and ran off.

Complement/Compliment

Complement (n) - to add new or contrasting features which shows the best qualities of something or which improves it

Your shoes perfectly **complement** your dress.

Compliment (n) - an expression of praise, admiration, approval

Mrs. Sanyal **complimented** Tina on her cooking.

Cheque/Check

Cheque (n) - a special printed form on which one writes an order to a bank to pay a sum of money from one's account to another person

The man decided to pay in **cheque**.

Check (v) - an examination or method of testing to make sure something is correct

Please **check** your answer scripts before submitting them.

Discrete/Discreet

Discrete (adj) - individual; separate

These incidents are absolutely **discrete**, don't try to relate them.

Discreet (adj) - careful or showing good judgment

We must be extremely **discreet** in handling this situation.

Die/Dye

Die (n) - to come to the end of one's life

He will **die** without proper medical treatment.

Dye (n) - a substance used to colour an object, usually fabric or hair

I am sure she **dyes** her hair.

Homophones - words that sound similar but are spelt differently and have different meanings (contd.)

Fair/Fare

Fair (n) - a collection of outdoor entertainments usually on a large piece of open ground

We enjoyed ourselves thoroughly at the **fair**.

Fairy (n) - money charged for a journey by bus, taxi etc.

He paid the exact amount of the bus **fare** to the conductor.

Flour/Floor

Flour (n) - fine powder obtained by grinding grain

Flour is used for making bread.

Floor (n) - the lower surface of a room on which one stands, walks etc.

He split some water on the **floor**.

Gate/Gait

Gate (n) - a barrier usually on hinges that can be pulled across or away from an opening in the wall and can be fastened shut.

The old beggar was standing by the **gate**.

Gait (n) - a manner of walking or running

She had a very confident **gait**.

Lesson (n) - a period of time given to learning or teaching ; a class

The **lesson** we did today was very interesting.

Lessen (v) - to become or make something less

Your discouraging remarks will not **lessen** my confidence.

Lose/Loose

Lose (v) - to become unable to find something

Don't **lose** the tickets.

Loose (adj) - not firmly fixed

The ribbon is **loose**, tie it again.

Principal/Principle

Principal (n) - person with the highest authority, usually in an educational institution

The **principal** of our college will return next month.

Principle (n) - a guiding rule for personal behaviour

It would be against my **principle** to cheat in the examination.

Sight/Site

Sight (n) - the ability to see; vision

We waited until they were out of our **sight**.

Site (n) - place where a building, town etc. was, is, or will be situated

The **site** for the new school building is close to my house.

Homophones - words that sound similar but are spelt differently and have different meanings

Sea/See

Sea (n) - the salt water that surrounds most of the earth's surface

The blue **sea** always fascinates me.

See (v) - to perceive something with the eyes.

I have not **seen** him for two years.

Stationary/Stationery

Stationary (adj) - standing still

The truck hit a **stationary** car.

Stationery (n) - writing materials

They went to the store to buy some **stationery**.

To/Too/Two

To (prep) - in the direction of

The children went **to** the park.

Too (adv) - also

Jimmy **too** went to the park.

Two (n) - a number that comes after 'one'

Two of my friends went to the store.

Weather/Whether

Weather (n) - the condition of the atmosphere at a certain place and time, with reference to temperature and the presence of rain, sunshine, wind, etc.

Today the **weather** is very pleasant.

Whether (conj) - an expression of choice between two options

I do not know **whether** I will stay at home or go to school.

Homonyms - words which have a similar spelling and pronunciation but have a different meaning

Book

Noun - a number of printed or written sheets fastened together with a cover so that the pages can be turned freely

I want to buy a good **book** on Financial Accounting.

Verb - to reserve a place, accommodation etc

If you want to stay at a good hotel you have to **book** at least a month before.

Fair

Adjective - reasonable and just, or appropriate

The decision was quite **fair**.

Noun - a collection of outdoor games, stalls etc usually in a piece of open ground

The children enjoyed a lot at the village **fair**.

Homonyms - words that sound similar but are spelt differently and have different meanings

Date

Noun - a specific numbered day of the month, or a specific year

I can't come on that **date**.

Noun - sweet brown sticky fruit that grows on a palm tree

I am very fond of **dates**.

Fan

Noun - person who admires or supports somebody/something very strongly

Geeta is a big **fan** of Sachin Tendulkar.

Noun - a device with blades that are operated mechanically to create a current of cool air

Please switch on the **fan**.

Sole

Adjective - one and only

Her children's education was the widow's **sole** concern.

Noun - the bottom part of the foot on which one stands or walks

There is something stuck on the **sole** of my foot.

Set

Noun - A group of similar things that belong together in some way

I want to gift my brother a complete **set** of Charles Dickens' novels on his birthday.

Verb - to put somebody/something in position

Please **set** the tray on the table.

Saw

Verb - perceived something with the eyes (past tense of 'see')

I **saw** Rita playing badminton with her brother.

Noun - a long blade with sharp teeth on one of its edges

The carpenter was using a **saw** to cut the wood.

Phrasal Verbs - The same verb can have different meanings when grouped with Prepositions

Back down - to withdraw a claim, a demand or an accusation

He had to **back down** as he could not produce any evidence.

Back out - to withdraw from an agreement, a promise etc.

Think it over. You cannot **back out** at the last moment.

Bear with - to tolerate patiently

The old man had to **bear with** the disrespectful guest.

Bear fruit - to have or bring about a result, usually a successful one

Her efforts **bore fruit** at last.

Phrasal Verbs - (contd.)

Blow out - put out

The gust of wind **blew out** the candle.

Blow over - to go away without having a serious effect

The scandal will soon **blow over**.

Break into - enter forcibly

The thief **broke into** the house at the dead of the night and escaped with the valuables.

Break off - to stop speaking

He **broke off** in the middle of a sentence.

Bring up - rear

Ravi **was brought up** by his grandmother after the death of his parents.

Bring on - cause to start

He got wet in the rain which **brought on** a fever.

Call off - cancel

The match was **called off** because of rain.

Call forth - to make something appear or be shown

His speech called forth a loud applause.

Come apart - to break or fall into pieces

The book just **came apart** when I turned its pages.

Come across - meet

I have never **come across** such a man like you.

Get along - to adjust

It is very difficult to **get along** with a narrow-minded person.

Get over - recover

He will soon **get over** his disappointment.

Put aside; Put away; Put by - to save something for future use

Try to **put away** a little each month.

Put out - to make something stop burning

As soon as I **put out** the light, I heard the loud noise.

Pass away - die

His mother **passed away** last year.

Pass by - go by

I saw him **pass by** but he did not see me.

Run after - chase

The dog **ran after** the thief.

Run over - to knock a person or animal down and pass over their body or part of it

Last night an old lady was **run over** by a speeding truck.

Phrasal Verbs - (contd.)

Run out - exhaust

My car has **run out** of petrol.

Stand by - to support or help

My friend promised to **stand by** me whatever happens.

Stand in - to take somebody's place

My assistant will **stand in** for me while I am away.

Turn out - to be present at an event; assemble

There was a big **turn out** at the races on January 1

Turn off - to stop the flow of something

When you are not using it please **turn off** the gas.

Turn up - arrive

He was supposed to come but he did not **turn up**.

Take over - to begin to do something that someone else was doing

You have been working for long, now let me **take over**.

Take off - to remove something

Please **take off** your shoes before entering the room.

Take after - to resemble somebody

He looks she **takes after** her mother.

Antonyms - Words opposite in meaning to another

| Word | Antonym |
|-------------------|------------------|
| Prosperity | Adversity |
| Knowledge | Ignorance |
| Real | Imaginary |
| Praise | Blame |
| Former | Latter |
| Robust | Feeble, Delicate |
| Attack | Defend |
| Arrive | Depart |
| Lazy | Industrious |
| Numerous | Sparse |
| Guilty | Innocent |
| Monotony | Variety |
| Caution | Recklessness |
| Certain | Doubt |
| Conceal | Reveal |

| Word | Antonym |
|-------------------|-----------------|
| Superior | Inferior |
| Reward | Punishment |
| Hostile | Friendly |
| Compulsory | Optional |
| Abundance | Scarcity |
| Pleasant | Disagreeable |
| Often | Seldom |
| Bless | Curse |
| Lend | Borrow |
| Joy | Sorrow |
| Cheap | Dear, Expensive |
| Modern | Ancient |
| Rural | Urban |
| Amateur | Professional |
| Help | Hinder |

Synonyms - Words or phrases that nearly means the same as another word

| Words | Synonym |
|-------------------|--|
| Abundant | Ample, Copious, Plentiful |
| Brave | Courageous, Fearless, Daring, Intrepid |
| Injure | Hurt, Harm, Violate, Wrong, Ill-treat, Damage |
| Irritate | Tease, Provoke |
| Motive | Reason, Intention, Objective |
| Mute | Dumb, Silent |
| Necessary | Needful, Requisite |
| Obedient | Servile, Submissive, Meek, Respectful |
| Real | Authentic, Genuine, Original |
| Famous | Renowned, Celebrated, Eminent, Distinguished |
| Excess | Surplus, Too much, Surfeit, Superfluous |
| Exaggerate | Magnify, Heighten, Enlarge, Overstate, Amplify |
| Generous | Liberal, Big-hearted, Noble |
| Genuine | Pure, Real |
| Increase | Enlarge, Augment, Amplify, Multiply, Extend, Magnify, Expand |
| Enough | Adequate, Sufficient |
| Quiet | Calm, Still, Tranquil, Serene, Placid, Peaceful |
| Safe | Secure, Sure, Protected, Locked, Guarded |
| Spread | Scatter, Disperse, Distribute, Disseminate, Diffuse |
| Stranger | Foreigner, Alien, Immigrant |
| Timid | Cowardly, Fearful, Faint-hearted |
| Suitable | Appropriate, Befitting, Becoming |
| Strong | Powerful, Muscular, Robust, Able, Sturdy |
| Praise | Compliment, Commend, Applaud |
| Help | Assist, Aid, Support |
| Mistake | Error, Blunder, Inaccuracy, Fault |
| Dangerous | Perilous, Risky, Hazardous |
| Difficult | Hard, Intricate, Unmanageable, Perplexing |

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