

ENGLISH FOR COMPETITIVE EXAMINATIONS

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ENGLISH FOR COMPETITIVE EXAMINATIONS

Unit - I - Basics of English

Foreign Expressions

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Unit - III - Sentence - Structure, Clauses

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Spotting of Errors

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UNIT-I : BASICS OF ENGLISH

Lesson 1.1 - Tenses

1.1 Tenses

1. The Tense of a Verb indicates the Time in which an action Occurs/ Occurred/ will Occur as well as the Degree of Completion of the action.
2. The different Times indicated by the Tenses of Verbs are: Present, Past and Future.
3. Under each of these three Times, four different Degrees of Completion of the action are indicated by four different forms of the Verb: Simple, Progressive, Simple Perfect and Progressive Perfect.

Usage of Tenses

4. The Simple Present Tense is used to denote:

- 1) a fact that exists.

Examples:

- i) Mr. Raju is our Headmaster.
- ii) Mr. Raju has two children.
- iii) These flowers are beautiful.

- 2) a scientific/universal truth.

Examples:

- i) The earth goes around the sun.
- ii) Lazy people hate work.

- 3) a habit/custom.

Examples:

- i) I usually go to college by bus.
- ii) He eats four times a day.

- 4) an action that will take place in the immediate future

Examples:

- i) I leave for Chennai tomorrow.
- ii) Sita arrives here this evening.

- 5) an action that is part of a programme for the future.

Examples:

- i) He goes to America next year.
- ii) We elect a new Chairman next month.

5. To form the Simple Present Tense of a Verb, the Infinitive (the basic form of the Verb) is used as it is. However, if the Subject of the Verb is in the Third Person Singular, *s/es* is added to the Infinitive. The Infinitive *be* becomes *am/is/are*, the choice depending upon the Person and the Number of the Subject.

6. The Progressive Present Tense is used to denote

- 1) an action that is currently going on.

Examples:

- i) We are learning grammar now.
- ii) She is watching television now.

- 2) an action that will take place in the immediate future. Examples:

- i) I am leaving for Chennai tomorrow.
- ii) She is arriving here this evening.

- 3) an action that is part of a programme for the future. Examples:

- i) I am leaving for America next year.
- ii) We are electing a new Chairman next month.

7. To form the Present Progressive Tense of a Verb, the -ing form of the Infinitive, called the Participle, is used, preceded by the Auxiliary / Helping Verb *am is are*, the choice depending upon the Person and the Number of the Subject.

8. The Simple Present Perfect Tense is used to denote:

- 1) an action that has just been completed.

Examples:

- i) He has just now returned from Madras. 11 He has
- ii) We have just now finished the work.

- 2) an action that has been completed and is reported without the time being specified.

Examples:

- i) We have seen the Taj Mahal.
- ii) He has repaid the loan.

9. To form the Simple Present Perfect Tense of a Verb, the Past Participle form of the Infinitive, given in any standard Dictionary, is used, preceded by the Auxiliary Verb *have/ has*, the choice depending upon the Person and the Number of the Subject.

10. The Progressive Present Perfect Tense is used to denote:

- 1) an action which began in the past, has been going on till now and is likely to continue in the future.

Examples:

- i) She has been drinking this tonic for the past seven years.
- ii) We have been learning English grammar for the past ten years.

To form the Progressive Present Perfect Tense of a Verb, the *-ing* form of the Infinitive, called the Participle, is used, preceded by the word *been* (the Past Participle form of *be*), in turn preceded by the Auxiliary Verb *have/ has*, the choice depending upon the Person and the Number of the Subject.

12. The Simple Past Tense is used to denote:

- 1) an action that occurred at a specific point of time in the past (the time is either specified or is understood from the context).

Examples:

- i) Gopal died in 1955.
- ii) Many civilians died in the Gulf War.

13) To form the Simple Past Tense of a Verb, the Past Tense form of the Infinitive, given in any standard Dictionary, is used.

14. The Progressive Past Tense is used to denote:

- 1) an action that was going on during a specified period of time in the past.

Examples:

- i) I was sleeping from 2 to 6 p. m. yesterday.
- ii) They were travelling round the world from May 15 to June 15 last year.

- 2) an action of a comparatively long duration which occurred in the past and formed the background to another action in the past (momentary or of comparatively very short duration).

Examples:

- i) While they were working in the garden the phone rang in the hall.

- ii) As he was turning a corner, a lorry knocked him down.

15. To form the Progressive Past Tense of a Verb, the *-ing* form of the Infinitive, called the Participle, is used, preceded by the Auxiliary Verb *was / were*, the choice depending upon the Person and the Number of the Subject.

16. The Simple Past Perfect Tense is used to denote:

- i) an action in the past which was completed before another action in the past occurred.

Examples:

- i) When he reached the station, the train had already left and so he could not attend the interview in Madras.
- ii) After the master had gone to bed, the servants made merry.

17. To form the Simple Past Perfect Tense of a Verb, the Past Participle form of the Infinitive, given in any standard Dictionary, is used, preceded by the Auxiliary Verb *had*.

18. The Progressive Past Perfect Tense is used to denote:

- 1) one of two actions in the past which began earlier than the other, was comparatively of a long duration and was going on till the moment of occurrence of the other action (momentary or of comparatively very short duration).

Examples:

- i) They had been searching for six hours when they spotted a broken wing of the missing plane.
- ii) She had been acting for ten years when she received the award.

19. To form the Progressive Past Perfect Tense of a Verb the *-ing* form of the Infinitive, called the Participle, is used, preceded by the word *been* (the Past Participle form of *be*), in turn preceded by the Auxiliary Verb *had*.

20. The Simple Future Tense is used to denote:

- 1) an action that will occur at a specified point of time in the future.

Examples:

- i) I shall go to Madras next week.
- ii) She will leave for England next month.

21. To form the Simple Future Tense of a Verb, the Infinitive is used, preceded by the Auxiliary Verb *shall/ will*.
22. The Auxiliary Verbs *shall* and *will* may be used interchangeably. However, it is advisable to use *shall* with Subjects in the First Person (I and we) and *will* with Subjects in the Second and in the Third Person (you, he, she, it, Rama Sita, they, the students).
23. Futurity can also be denoted by using phrases like intend to, expect to, am / are is going to, followed by an Infinitive. In such cases the Tense of the Verb is determined by its form, though the meaning points to the future.

Examples:

- i) She expects to receive her salary today.
- ii) We intend to start a school soon.
- iii) I am going to apply for that job.

24. The Progressive Future Tense is used to denote:

- 1) an action that will be going on during a specified period of time in the future.

Examples:

- i) I shall be sleeping from 2 to 6 p.m. tomorrow.
- ii) We shall be discussing several problems from sunrise to sunset next Sunday.

25. To form the Progressive Future Tense of a Verb, the *-ing* form of the Infinitive is used, preceded by *shall be / will be*.

26. The Simple Future Perfect Tense is used to denote:

- i) an action that will have been completed by a specified point of time in the future.

Examples:

- i) By 2010 we shall have built a house
- ii) By tomorrow evening I shall have completed this task.

27. To form the Simple Future Perfect Tense of a Verb, the Past Participle of the Infinitive, given in any standard Dictionary, is used, preceded by *shall have/ will have*

Note:

The deadline (point of time in the future) by which the action will have been completed must be specified.

28. The Progressive Future Perfect Tense is used to denote: i) an action that, at a specified point of time in the future, will have been going on for a specified period of time.

Examples:

- i) In 1999 I shall have been teaching English for thirty-five years.
- ii) In 2010 she will have been acting for forty years.

29. To form the Progressive Future Perfect Tense of a Verb, the-ing form of the Infinitive is used, preceded by shall have been / will have been.

Note:

The point of time in the future with reference to which the period of duration of the action is calculated must be specified.

Exercise

Rewrite the following Sentences, using the Infinitives given within brackets in the appropriate Tense.

1. The moon (go) round the sun as well as the earth.
2. I (play) for the past four hours.
3. I (go) to college now
4. He (not see) a tiger yet.
5. He usually (eat) four times a day; today he (not eat) even once yet.
6. Right now the council (discuss) your appeal for help.
7. He (work) in the rain since this morning.
8. They (wait) for two hours, but the train (not arrive) yet.
9. She usually (spend) her holidays in Kodaikanal, but this year she (go) to Simla.
10. Generally thieves (not like) honest work.
11. While I (paint) the door, I (fall) down.
12. After he (do) the job he lay down to rest.
13. We (search) for three hours when we saw the jeep of the missing tourists.
14. The Professor (go) out before the boys reached his house.
15. I swam across the lake while it (rain).

16. She remembered that the manager (give) her a holiday.
17. I (fly) from Chennai to Mumbai when I heard the news.
18. She (act) for ten years when she won the award.
19. The mail (leave) before I reached the Post Office.
20. While I (go) to church I met my former teacher.
21. I (sleep) from 10 a. m. to 5 p. m. tomorrow.
22. My sister (buy) a car next month.
23. By 2015 he (write) ten books.
24. Your friend (not arrive) yet.
25. By the time we reach the railway station the train (leave).
26. He (complete) the task already.
27. We (overhaul) this machine next week.
28. By next year I (collect) 10,000 stamps.
29. By next May he (paint) all the pictures.
30. Who (help) you next year?
31. We (enjoy) the party last evening.
32. Usually he (get up) at dawn.
33. After he had lost all hope, he (hang) himself.
34. We never (see) ourselves as others do.
35. Just now I (send) a telegram to you.
36. He (act) for the past ten years.
37. A mad man (attack) me yesterday.
38. We (receive) his answer in the next few days.
39. He (succeed) in whatever he attempted.
40. He (teach) since 1977.
41. The Germans (kill) many Jews during the Second World War.
42. By next year he (build) a house.
43. William (be) healthy since he left Delhi.
44. We (not eat) anything since yesterday.
45. Six years (pass) since his father died.
46. The match (start) before we reached the stadium.
47. Sita often (wear) a green sari.
48. He helped me as he (promise).
49. He (return) next week.

50. We (import) foodgrains for many years before we achieved self-sufficiency in foodgrains.
51. He rarely (use) this pen.
52. She (know) English better than Spanish.
53. He (work) in a factory for twenty years before he became a politician.
54. He (never climb) a mountain.
55. They (learn) Japanese for two years when the Second World War started.
56. They (await) you for the past three hours.
57. I (never see) a cobra until I went to the zoo yesterday.
58. Rama (pass) the M.A. Degree Examination.
59. Someone (steal) my watch.
60. Do not disturb me because I (prepare) for an interview.
61. He always (bathe) at 7 a. m.
62. I am not able to study because the children next door (make) such a noise.
63. The postman (bring) a parcel for you yesterday.
64. The earth (rotate) on its own axis.
65. Gold (be) very expensive.
66. When Gopal reached home his father (die) already.
67. As we were going to college, we (see) a cobra.
68. While the policeman was chasing a thief another thief (shoot) him.
69. After they had murdered the watchman, the thieves (enter) the bank.
70. He was standing on the platform when the two trains (collide)
71. After they (sell) their car they bought a van.
72. The ship (sail) for Tokyo next Wednesday.
73. The train (pass) a minor station when someone pulled the chain and stopped it.
74. The examination (start) when Raju entered the hall.
75. Although I (travel) all my life I have never visited Japan.
76. They (try) to buy a car since last year.
77. He (be) to Australia
78. We had to remain inside our car because it (rain) heavily.
79. The students had left before the circular (come).

80. Raju (sleep) on the platform when his father's train arrived.
81. Raju (teach) for ten years when the war started.
82. Our car stopped soon after we (pass) the temple.
83. While she (cook) her clothes caught fire.
84. We were watching television when the thief (enter) the house by the back door.
85. In 2015 he (work) in this factory for twenty-nine years.
86. The farmers (not harvest) the crops by next month.
87. By next year the factory (produce) 10,000 cars.
88. Look, that tree (fall)!
89. I (go) to Switzerland two years ago.
90. He did not answer the phone because it (ring) when he was bathing.
91. The plane (fly) for four hours when one of its engines failed.
92. After she had washed the clothes, she (hang) them up to dry.
93. When the guests (depart) the servants cleaned the hall.
94. While I was going to college a pickpocket (steal) my purse.
95. The cat (catch) the mouse as it was running round the room.
96. Why you (go) to Chennai last week?
97. Where you (be) next Sunday?
98. In 2000 they (trade) with us for 40 years.
99. By next June I (publish) thirty books.
100. By next year she (learn) French.

Lesson 1.2 - Articles

1. Generally, every Singular Common Noun is preceded by an Article.
2. There are three Articles. They are, *a*, *an* and *the*.
3. *A* and *an* are called Indefinite Articles They are used when we speak of any person/ thing and not of a particular person/thing.

Examples:

- i) I saw a camel and an alligator in the zoo yesterday
 - ii) Early this morning I saw a beggar lying dead near an ant-hill.
4. *The* is called the Definite Article. It is used when we speak of a particular person/thing or of a particular group of persons/ things.

Examples:

- i) Yesterday I met the headmaster of your school.
- ii) He has bought the house next to mine.
- iii) The students of my class have gone on a picnic.
- iv) The houses on this street are all very small.

Usage Of A And An

5. The choice between *a* and *an* is determined by the pronunciation of the word before which the Article is placed.
6. *An* is used:
 - 1) before words beginning with a Vowel sound.

Examples:

- i) an airport
 - ii) an entrance
 - iii) an inch
 - iv) an orange
 - v) an umbrella
 - vi) an M. L. A.
- 2) before words beginning with a *silent h*.

Examples:

- i) an hour
 - ii) an honour
- 3) before words beginning with a *h* and not stressed on the first Syllable.

Examples:

- i) an history
- ii) an historical figure

7. *The* is used:

- 1) before words beginning with a consonant.

Examples:

- i) The Cauvery.
 - ii) The Ganges.
 - iii) The Arabian Sea
 - iv) The Palk Straits.
 - v) The Persian Gulf.
 - vi) The Pacific Ocean.
 - vii) The Andamans.
 - viii) The Himalayas.
- 7) before Adjectives in the Superlative Degree.

Examples:

- i) Rama is the best boy in the class.
 - ii) Geetha is one of the cleverest girls in the class.
- 8) before a Singular Noun representing a whole class.

Examples:

- i) The dog is a faithful animal.
- ii) The donkey is a lazy animal.

Exception:

When the word man/woman is used to represent the whole class, the does not precede it.

Examples:

- i) Man is mortal.
- ii) Woman is not immortal.

9) before the names of well-known books.

Examples:

i) *The Ramayana.*

ii) *The Bible.*

iii) *The Koran* 14

iv) *the Thirukkural.*

10) before the names of ships.

Examples:

i) *The Queen Mary.*

ii) *The Rajula.*

11) before an Adjective describing a whole class.

Examples:

i) The poor.

ii) The wounded.

iii) The proud.

12) when a nation (that is, the people of a country) is referred to by its language.

Examples:

i) The Japanese.

ii) The French.

iii) The Chinese.

13) before any Noun which is followed by a Qualifier (that is, a word/phrase limiting its meaning).

Examples:

i) The students of my class are good.

ii) The little money he had was stolen.

iii) The history of England is interesting to read.

Zero Article (Omission Of Article)

10 No article is used:

1) before the names of subjects of study.

Examples:

i) We study Mathematics, Physics and Chemistry.

ii) They study Zoology, Botany and Chemistry.

- 2) before Proper Nouns.

Examples:

- i) I met Gopal yesterday.
- ii) We reached Mount Everest.

- 3) before the names of languages.

Examples:

- i) It is quite necessary to learn English.
- ii) Many Germans have mastered Sanskrit.

- 4) before the names of countries and towns.

Examples:

- i) Rawalpindi is the capital of Pakistan.
- ii) Many people died in a recent storm in Bangladesh

- 5) before the names of days, months and seasons.

Examples

- i) We shall return on Sunday.
- ii) It is a pleasure to visit Kodaikanal in May.
- iii) This year summer started late.

- 6) before material nouns.

Examples:

- i) This ornament is made of gold.
- ii) Iron is a very useful metal.

- 7) before Abstract Nouns.

Examples:

- i) He prayed for courage.
- ii) God showed us mercy.

- 8) before Uncountables.

Examples:

- i) He gave me advice.
- ii) He likes buttermilk.

- 9) before the names of places like college and market when they are visited for their primary purpose.

Examples:

- i) Raju failed because he did not go to college regularly.

- ii) Since Sheila goes to market every day she knows the current price of all vegetables.

10) before the word another.

Examples:

- i) He wants to buy another car.
- ii) Why do you want another pen?

11) when a class of people are referred to by their religion.

Examples:

- i) Thiruppathi is an important place of pilgrimage for Hindus.
- ii) Vailankanni is an important place of worship for Christians

12) before the words little and few when they convey a near-negative meaning.

Examples:

- i) Our driver could not drive on the roads of Chennai city because he had little experience.
- ii) The speaker ended his speech when he noticed that few members of the audience were interested in his than words.

Exercise

Fill in the blanks in the following Sentences with the appropriate Article. Mark X where no Article is needed.

1. This is --- historical event.
2. My mother has gone to ----- church to pray for my brother.
3. ----- cow is ----- useful animal.
4. ----- sun rises in ----- East and sets in ----- West.
5. We must pity----- poor and ----- weak.
6. ----- English is very difficult to learn.
7. What ----- Bible is to ----- Christians ----- Bhagavat Gita is to ----- Hindus.
8. ----- Eskimos build ----- houses of----- snow.
9. He is ----- honourable man.
10. Raju has gone to----- market to buy fruits.
11. All my ----- advice to Gopal was of ----- little use.

12. Nowadays----- few students study their lessons at home.
13. ----- Oxford is ----- oldest university in ----- United Kingdom.
14. Why do you want to buy ----- another pen?
15. ---- hotel is often ----- untidy place.
16. Many of my friends went to ----- West Indies to find jobs Only---
--- few of them have found jobs there.
17. I bought ----- ox, ----- horse and ----- buffalo.
18. He presented me with a copy of ----- Koran.
19. Get ----- kilo of ----- sugar.
20. In ----- storm ----- umbrella is of ----- little use.
21. Till recently ----- Queen Elizabeth was one of ----- finest passenger-
ships.
22. The televised story of ----- Mahabharata was admired by everyone.
23. I went to ----- Singapore by the Indian ship ----- Rajula.
24. She lives in ----- house next to mine
25. ----- Portuguese landed in---- India and wished to trade with ---
-- people of ----- Malabar. But local people did not understand
----- -language spoken by ---- foreigners.
26. In ---- autumn --- trees shed their leaves.
27. In any Indian film ---- hero always defeats ----- villain.
28. He looks as stupid as ---- owl.
29. Why is ---- Dead Sea so called?
30. Burning wet logs produces ----- smoke
31. He left for ----- Andamans.
32. It was -----
33. Gopal studied----- philosophy under one of ---- greatest teachers
of ---- world.
34. ---- camel stores ----- water in its hump.
- 35.----- tiger is ---- native of India.
36. ----- *Thirukkural* is ---- good guide to success.
37. ----- iron is more useful than ----- gold.
38. ----- honesty is admirable.
39. Many ----- man has lost his life in climbing ----- Himalayas with
the aim of reaching ----- top of ----- Mount Everest.
40. Many ----- actor has tried in vain to win this award.

41. She is ----- untidy servant.
42. ----- Ganges is----- holy river.
43. All animals live in ----- house but-----man lives in ---- best house of all.
44. He has lost ----- little money he had.
45. I saw ----- elephant and ----- lion in----- circus. I was frightened when ----- lion roared, but not when ---- elephant trumpeted.
46. Tiruchendur is ----- important place of ---- pilgrimage.
47. I shall return in ----- hour and ---- half.
48. Yesterday I met ----- European. He is ----- only European I have ever met.
49. Sheila's picture is ---- best.
50. America is one of ----- richest countries in ---- world.
51. ---- manager of --- Raju & Co. is going to ----- United States of America to attend ---- fifty-second Conference of ---- Architects.
52. One evening, while ----- Gopal was bathing in ---- Cauvery, ---- alligator attacked him. --- people of ----- village of ----- Melur heard Gopal's cries and rushed to his aid. They chased ----- alligator away and carried Gopal to ----- only doctor in ---- village.
53. There was ----- riot in ----- Trichy in----- April. M a n y people were injured and four people were killed. ----- police took -----
54. Washington is ----- capital of ---- United States of America. It is always referred to as ----- Washington, D. C., to distinguish it from ----state of Washington, which lies on west coast of ----America.
55. ----- English defeated ----- Germans in the Second World War.
56. There is ----- old bridge across----- Thames, which is ----- river most frequently mentioned in ----- literature.
57. We found ----- apple lying on ----- ground.
58. ----- French is ----- charming language.
59. She learnt ---- witchcraft from-----old gipsy.
60. This is----- hopeless case.
61. ---- police arrested ----- driver of our car yesterday.
62. There is ----- iron bridge across ---- Vaigai, which is ----- river

- most frequently mentioned in ----- Tamil poetry.
63. Today ----- moon is not very bright.
 64. All wild animals hate to live in----- cages.
 65. We spent our summer vacation in ----- Lakshwadeep Islands.
 66. ----- Antarctic is ----- cold region.
 67. Peter is ----- member of ----- mountain club Every summer he goes mountaineering in ---- Alps.
 68. ----- bees collect ----- honey from----- flowers.
 69. ---- Independence of ---- Republic of ----- India ----- dates from ----- 15th of ---- August 1947.
 70. Only ----- eldest of his children goes to ----- school.
 71. "Is not Walters here?" "No, ----- only Walters here is not ----- general but ---- athlete."
 72. ----- colony I am referring to is near ---- colony I am referring to is near visited yesterday.
 73. All -----shirts I have are white.
 74. I am interested in ----- English Literature and in ----- history of ----- England.
 75. When ---- winter comes can ---- spring be far behind?
 76. ----- population of ----- Tokyo is many times that of ----- Delhi, but ----- Japanese capital is not so dirty as ----- Indian one.
 77. Here is ----- announcement. You should decide what course you want to join before you fill in ---- application form issued to you.
 78. Some of ----- workers of ----- Ibrahim & Co. were on strike. They were led by ---- M. L. A. and ---- M. P. from ---- another State.
 79. It is difficult for ----- rich to enter ---- gate of heaven.
 80. This is ----- alternative to ----- plan which I proposed yesterday.

Lesson 1.3 - Concord

1. The Verb of a Sentence must always be in agreement with its Subject in Number and Person. Such agreement is known as Concord.
2. If the Subject consists of two/more Nouns connected by *and*, the Verb is Plural.

Examples:

- i) Raju and Gopal are coming here today.
 - ii) Peter, Govind and Azad have left us.
 - iii) Mr. Raju and his students have arrived.
3. If the Subject consists of two/more Singular Nouns referring to the same person/thing, the Verb is Singular.

Examples:

- i) My friend and roommate has arrived.
 - ii) Your friend, roommate and classmate has left the University.
4. If the Subject consists of two/more Nouns which together express a single idea, the Verb is Singular.

Examples:

- i) Rice and sauce is the regular meal of South Indians.
 - ii) Bread, butter and jam makes a good breakfast.
5. If the Subject is preceded by the word *each* *every*, the Verb is Singular.

Examples:

- i) Each student and teacher has to participate in this programme.
 - ii) Every man, woman and child has to contribute to national development.
6. If the Subject consists of two/more Nouns of different Numbers joined by *or*/*nor*, the Verb is Plural and the Plural Noun is placed next to the Verb.

Examples:

- i) Raju or his sisters are guilty of this.
- ii) Neither he nor they were worried.
- iii) Gopal, Peter or their parents have to repay the money.
- iv)

Neither Paul, Harry nor their brothers have arrived.

7. If the Subject consists of two/more Nouns of different Persons joined by or/nor, the Verb agrees in Person with the Noun nearest to it.

Examples:

- i) Either you or he has to come.
- ii) Neither he nor I am interested in it.
- iii) Either you, she or I have to do this.

8. If the Subject is a Collective Noun referring to the group as a whole, the Verb is Singular. But, if the individuals/the components are referred to, the Verb is Plural.

Examples:

- i) The council has elected him, President.
- ii) The committee were divided on the question of an additional tax.

9. If the Subject is a Noun which is Plural in form but Singular in meaning, the Verb is Singular.

Examples:

- i) The news is not quite good.
- ii) Your scissors is with me.
- iii) Your trousers is torn.

10. If the Subject is a Relative Pronoun (who/that), the Verb agrees in Number and Person with the Antecedent of the Relative Pronoun (that is, the Noun which the Relative Pronoun replaces).

Examples:

- i) You, who are my best friend, have to help me now.
- ii) Raju is one of the best actors that have ever lived.
- iii) One of my friends, who lives in America, is coming here today.

11. If the Subject is a Singular Noun to which other Singular/ Plural Nouns are joined by words/phrases like *with*, (or) *together with*, *as well as*, *in addition to* etc., the Verb is Singular.

Examples:

- i) The General, with all his officers, has surrendered to us.
- ii) Raju as well as Gopal gets a medal,

- iii) Peter, not John, is my cousin.
- iv) Rama, in addition to Govind, is helping me to do this.
- v) This jewel, together with two houses, has been given to me by my grandmother,

12. If the Subject is a phrase like many a man/many an actor (which is always Plural in meaning), the Verb is Singular.

Examples:

- i) Many a warrior has died today.
- ii) Many an elephant is killed for its tusk in Africa.

Exercise

Rewrite the following Sentences including the words given in brackets. Make the necessary changes:

1. Gopal, like Raju, is hard-working. (Both Gopal and Raju)
2. No student likes to write tests. (Few)
3. The black and the white cow are grazing in the field. (The black and white cow)
4. The General and his wife belong to Kashmir. (as well as)
5. All citizens have to obey the country's laws. (Every)
6. We have agreed to the proposal. (None)
7. All young men and women have to serve the nation in one way or another. (Each)
8. All students wish to secure a First Class Degree. (Many a)
9. The students were dismissed. (One of)
10. The students and the teacher are interested in this programme. (Neither)
11. Indran and Chandran have to carry out this task. (Either)
13. All of us have to make sacrifices for the nation. (Each one)
14. A bus and few cars are needed for this trip. (Either)
15. The Principal and the President of the Association are absent. (The Principal and President of the Association)
16. Politics and the cinema spoil students (as well as)
17. Balu as well as Kumar is a good boy. (Both)
18. Geetha and her sisters have gone to Chennai. (Neither)
19. Joe and Ramesh are testing that machine. (in addition to)

20. One student was punished. (A few)
21. Vani and Veni are related to him. (Vani, not Veni)
22. They are going to Mumbai. (None of)
23. My table and all its contents were destroyed in a fire (My table, with all its contents)
24. Many men are cowards. (Many a)
25. Many actresses have more beauty than talent. (Many an)

Lesson 1.4 - Foreign Expressions

English, just like any other language, is riddled with foreign words stolen from other tongues. Foreign expressions have become an integral part of the English language. Many of these expressions are commonly used in newspaper headlines. Many of these phrases are common in literature and everyday speech, which means that understanding these phrases is necessary.

While you don't necessarily have to be familiar with all the foreign words in English, you should know the most common ones.

Examples

1. Ab initio – From the beginning
2. Ad hoc – Extempore, For the special purpose
3. Alma Mater – mother institution (school, College, university) a person attended
4. Apropos – (French Expression) with reference to
5. Alibi – False excuse for absence, a piece of evidence (generally false) that one was elsewhere when the act took place
6. Alter Ego – A bosom friend
7. Alpha and Omega – the beginning and the end
8. Alias – Nick Name (Johnson alias Jonny)
9. Ad infinitum – Forever, for ending period
10. Bon voyage – French Expression – Good Journey
11. Bona Fide – Genuine, Sincere
12. Bonhomie – Friendliness, Sociability
13. Bourgeoisie – The middle class
14. Bete Noire – pet hate, a thing/person of disliking
15. Communiqué – Official Communication/ Information
16. Coiffeur – A hair dresser
17. Cuisine – Style of Cooking
18. Detour – Roundabout route
19. De jure – Legally, as per the law
20. De facto – Real / Actual

21. Deja vu – French Expression – Already seen/ felt
22. Denouement – Finale / Final part of a play
23. En bloc – Together/ In a group
24. ex gratia – Done with a sense of moral obligation, favour
25. Gratis – Free of cost, without charge
26. Leitmotif – A recurrent/repeated theme
27. Mutatis Mutandis – Making necessary changes
28. Potpourri – Mixture/ Collection/ Medley
29. Quid pro quo – Tit for tat
30. Status Quo – Existing state of affairs
31. Per se – by or in itself, naturally
32. Sobriquet – Nickname
33. Suo Moto – Latin Expression – On its own motion/ Act on its own initiative
34. Vendetta – Blood Feud, Quarrel between two families for vengeance.
35. Vis-a-vis – In relation to, Face to face
36. Plogging – Combination of Jogging with picking up litter (from Swedish word *plocka upp*) – very popular word in India now.
37. Supercalifragilisticexpialidocious – wonderful, beautiful

Common Words and phrases with their origin

1. Alfresco (Italian) –in fresh air, out of doors
 - Let's enjoy the alfresco as we dine out on the rooftop tonight.
2. Blitz (German) – lightning war
 - The massive air attacks by German's blitzed Poland and caused the World War II to begin.
3. Coup d'état – a stroke of state
 - Revolutionaries carried out a coup d'état which changed the status quo of France.
4. Placebo (Latin – "I shall please") – a harmless substance given to humour or reassure a patient; something done or said to satisfy or please.
 - The company offered a placebo of extra benefits to ease the inconvenience of relocating.

5. Ricochet (French) – a motion of rebounding or deflecting from a surface, as when an object hits a surface with a glancing blow.
 - The bullet ricocheted from the medal and hit the water.
6. Sabotage (French) – to botch
 - The American spy sabotaged the Russian missile program.
7. Safari (Arabic) – an expedition or observing animals in their natural environment
8. Metropolis (Greek) – mother city of a colony; the English derivation denotes a big city with great importance.
9. Sushi (Japanese) – sour, derived from *Sushimeshi*, a term used to describe naturally fermented seafood and rice pickled with salt condoning a sour flavour.
10. Ketchup (Chinese) – originating from its Chinese equal *ke stiap*, the word referred to a concoction of pickled fish and spices in 1692. Later on, in the western world, tomatoes were added to the sauce to create the condiment called ketchup.
11. Cantina (Spanish) – a place where food and drinks are sold; a saloon
12. Casino (Italian) – little house, a public dancing hall where food and drinks may be served, and where gambling is permitted.
13. Chef (French, short for *chef de cuisine*) – head of the kitchen
14. Cuisine (French) – kitchen, a style or quality of cooking, as that of Southern France or Indonesia, or any particular culture.
15. Bhakti (Sanskrit) – personal devotion to a God in hope of reaching enlightenment.
16. Regalia (Latin) – the equipment and attire that symbolise royalty, finery, dressy clothes, fancy trappings, etc.
 - The *regalia* of the banquet gave the majestic look which the bride dreamt of.
17. Regime (French, from Latin) – a system or method of administration or government.
18. Siesta – another name for ‘a nap,’ but one someone takes in the middle of the day after lunch or during a break from work.
19. Safari (Arabic, borrowed by the English language) – an expedition or observing animals in their natural habitat.
20. Metropolis (derived from late Latin to Greek) – the mother city of

a colony. The English derivation describes the term as a city of high importance.

21. Utensil (French, from Latin *Utensilia*) – things or resources for use.
22. Cappuccino (Italian) -- Italian coffee and steamed milk topped with whipped cream and a dash of cinnamon.
23. Dalai lama (Mongolian) – the title of the highest-ranking monk of Tibet, said to be the reincarnation of the bodhisattva or the Avalokitesvara.
24. Loot (Hindi, pronounced similarly in English) – stolen goods/property.
25. Nexus (Latin) – a joining; a connection or series of connections linking two or more things. It also means a central or focal point.

DDE, Pondicherry University

UNIT- II**Lesson 2.1 - Conditional Sentences**

Three different types of Conditional Sentences are used. Each type has a distinct meaning combination of Tenses.

2. Type (1)**Example:**

If you work hard you will succeed.

In this type, the condition (if you work hard) is expressed in the Simple Present Tense, while the result (you will succeed) is expressed in the Simple Future Tense.

In this type the explicit meaning is that, if the specified condition (if you work hard) is fulfilled, the specified result (you will succeed) will definitely follow. This type also carries the implied meaning that, if the specified condition is not fulfilled, the specified result will definitely not follow. So, the given Sentence can also be rewritten, without any change of meaning, to read, "If you do not work hard, you will not succeed/Unless you work hard you will not succeed."

3. Type (2):**Example:**

If it rained tomorrow, he would cancel the meeting

In this type, the condition (if it rained tomorrow) is expressed in the Simple Past Tense, while the result (he would cancel the meeting) is expressed in the Future-Past Tense. The whole Sentence, however, refers to future events only.

In this type the relationship between the condition and the result is not quite definite. The given Sentence merely means that, if the specified condition (if it rained tomorrow) is fulfilled, the specified result (he would cancel the meeting) will follow. This Sentence cannot be rewritten to read, "If it did not rain tomorrow, he would not cancel the meeting."

4. Type (3):

Example:

If you had studied well, you would have passed.

In this type the condition (if you had studied well) expressed in the Simple Past Perfect Tense, while the result (you would have passed) is expressed in the Simple Future Past Perfect Tense. The whole Sentence refers to past events.

In this type the meaning is that the specified condition (if you had studied well) was not fulfilled and, therefore the specified result (you would have passed) did not follow. So, the given Sentence can be rewritten, without an *change of meaning, to read, You did not study well and therefore you did not pass.*

Exercise

Rewrite the following Sentences, using the Infinitives given within brackets in the appropriate Tense.

1. If you start now you (reach) Trichy by 7 P. M.
2. If the firm (pay) better wages there would be no labour trouble.
3. If you do not win the match we (go) home by the next train.
4. Unless you study sincerely you (not pass).
5. If they had told me the truth I (help) them.
6. If they (start) early they would have caught the train.
7. If you (have) better luck you would have got the job.
8. Unless we have time we (not go) to that temple.
9. If I (answer) one more question I would have scored 100% marks.
10. If he had not broken his promise I (assist) him.
11. If we win this match the Principal (declare) a holiday.
12. He will be sick if he (eat) any more cake.
13. If you do not come in time you (not get) your share.
14. Unless they save now they (become) paupers soon.
15. If you had studied in Madras Christian College you (meet) my elder brother.
16. He would have become rich if he (follow) his cousin's advice.
17. If the pilot had not been careful the plane (crash).
18. She would have become a doctor if she (have) money.

19. If you (be) present at the meeting you would have met him.
20. I (not scold) you if you had admitted your mistake earlier.
21. If you return these books in time you (get) more books to read.
22. If he had secured First Class marks, he (join) a medical college.
23. If they planned their trip better, they (save) a good deal of
24. If the doctor (arrive) early the patient will be saved.
25. If he (work) so hard he will soon die of exhaustion.
26. Unless you read this book you (not understand) the lectures.
27. If he (travel) by this train he will reach Chennai only tomorrow.
28. If you (be) more attentive you would understand the lecture.
29. If she (finish) that job she would we have been promoted.
30. If you had taken the test you (pass).
31. If you do not like his ideas you (not help) him sincerely.
32. You will be dismissed unless you (be) regular in attendance.
33. They would not have come here today if they (hate) him.
34. What will you do if your father (lose) his job?
35. How she (like) him if he beat her everyday?
36. How you (pass) if you study so carelessly?
37. Unless you meet him in person you (not get) anything done.
38. If our people (be) honest our country would not be so poor.
39. They would not have attacked us if we (be) stronger.
40. If I (secure) First Class marks I would join an engineering college.

Lesson 2.2 - Modal Auxiliary

1. Sometimes a special Verb called a Modal Auxiliary is added to the Verb of a Sentence to indicate a particular mood of the speaker. Such a Modal Auxiliary is always followed by an Infinitive. Sometimes a Modal Auxiliary is followed by a Perfect Infinitive to convey the speaker's attitude to a past event/situation.

Modals Followed By Infinitive

2. The Modals *must* and *have to* indicate obligation, compulsion.

Examples:

- i) You *must* do this exercise every day.
- ii) You *have to* do this exercise every day.

Notes:

- i) The Modal *must* is never used in the Past Tense; instead, *had to* is used.
 - ii) The Modal *have to* is preferred to *must* in questions.
3. The Modal *mustn't* indicates prohibition.

Examples:

- i) You *mustn't* walk on the grass in the park.
- ii) He *mustn't* enter the campus.

Notes:

- i) The Modal *mustn't* /*shouldn't* be mistaken for the Negative of the Modal *must*.
 - ii) Modals in the Negative are generally written with Ellipsis, that is, with an Apostrophe replacing the letter *o* in *not*, which is joined to the Modal Auxiliary.
4. The Modals *needn't*, *haven't to*, *haven't got to* and *don't have to* indicate absence of obligation and so allow a choice.

Examples:

- i) You *needn't* come with us.
- ii) You *haven't to* come with us.
- iii) You *haven't got to* come with us.

iv) You don't have to come with us.

5. The Modals *can* and *could* indicate ability.

Examples:

i) He can play tennis well,

ii) In his younger days he could walk for hours at a stretch.

Note:

If *could* is used even though the context does not indicate the past, the ability indicated is rather doubtful.

Examples:

i) I could perhaps help you in this task.

ii) He could perhaps help us now.

6. The Modal *may* indicate permission/probability.

Examples:

i) You may enter the classroom now.

ii) She may buy a car next month

7. The Modal *might* indicate probability which is somewhat uncertain.

Example:

i) I might go to Chennai to see off Gopal.

8. The Modals *should* and *ought* to indicate desirability/moral obligation.

Examples:

i) You should respect the feelings of others.

ii) You ought to obey your elders.

Modals Followed By Perfect Infinitive

9. The Modal *must* followed by a Perfect Infinitive indicates that it appears certain that something occurred.

Example:

She is neither here nor in her brother's house; she must have gone to her sister's house in Madras.

10. The Modal *needn't* followed by a Perfect Infinitive indicates that something occurred but was not necessary.

Example:

He could have sent a telegram from Chennai; he needn't have come here.

11. The Modal *could* followed by a Perfect Infinitive indicates that it was possible to do something which, however, was not done.

Example:

I could have scored 100% in Mathematics if I had written the test faster.

12. The Modal *may* followed by a Perfect Infinitive indicates that something probably happened, though the speaker does not know for certain.

Example :

Raju may have gone home upon seeing that none of us had come to the playground.

13. The Modal *might* followed by a Perfect Infinitive indicates either (1) that something probably happened though the speaker is uncertain of it, or (2) that it was possible to do something which, however, was not done.

Examples:

- i) Raju is neither on the playground nor in the classroom; he might have gone home.
- ii) When Gopal left for America he knew that I was penniless; he might have helped me.

14. The Modals *should* and *ought to* followed by a Perfect Infinitive indicate that it was desirable/proper to do something which, however, was not done.

Examples

- i) You should have helped that poor boy since you had a good deal of money to spare.
- ii) You ought to have attended the farewell party to Raju since you have received a good deal of help from him.

Exercise

Fill in the blanks with suitable Modal Auxiliaries.

- 1. You ----- answer the first and the last question and any three of the other questions.
- 2. Policemen ----- always obey their officers
- 3. If you wish to smoke on the train, please go to the next compartment. You -----smoke in this compartment.

4. "----- I enter t the classroom, sir?"
5. You -----visit him in the hospital very soon.
6. Your answer is full of errors. You ----- be more careful. I am sure you ----- do much better
7. You ----- not laugh at your teacher.
8. When she was barely four years old she ----- recite all the multiplication tables.
9. I think we ----- take an umbrella with us because it ----- rain in the evening
10. I ----- secure the first rank, but I doubt it.

Exercise

Rewrite each of the following sets of Sentences, using the Perfect form of the Infinitive given within brackets and supplying a suitable Modal Auxiliary.

1. The policeman stumbled and fell. Otherwise, he (catch) the thief.
2. The students are all entering the hall. The magic-show (start).
3. The train leaves two hours from now. We (come) so early.
4. The visitors have been waiting for you for more t hour. You (come) earlier. than am had hurried
5. The train left just a few minutes ago. You (catch) it if you had hurried.
6. You spent three days in Italy. You (visit) Venice, which is one of the most beautiful cities in the world.
7. Raju's train arrived only at 10 A. M. He (go) straight to the office since he had to meet his employer at 10.15 A. M.
8. Gopal is not on the train. He (break) his journey at Trichy to meet his uncle.
9. You left the garden gate open last night. Stray animals (damage) the garden.
10. I am not new to Chennai. You (come) to the airport to receive me.

Dear Student,

If you are thorough with what you have learnt. in the above five chapters, you can communicate in correct English in most situations. So, go back to these five chapters and make sure that you have grasped all the rules given. The examples given will help you. Test yourself by doing the exercises given under each chapter. Then go on to the remaining chapters of the book.

AUTHOR

Lesson 2.3 - Passive Voice

1. In a Sentence the person/thing who/which performs the action is called the Agent. The person/thing who/ which suffers (that is, is the object of) the action is called the Patient.
2. If the Agent who/which performs the action is the Subject of the Verb, the Verb is said to be in the Active Voice and the Sentence is called an Active Sentence.
3. If the Patient who which suffers the action is the Subject of the Verb, the Verb is said to be in the Passive Voice and the Sentence is called a Passive Sentence.
4. Sometimes we are more interested in an action than in use the Verb who/what performed it. In such cases we in the Passive Voice.
5. When the Agent of an action is not known the Verb can be used only in the Passive Voice.
6. An Active Sentence can be transformed into a Passive Sentence and vice versa.
7. The procedure for transforming an Active Sentence into a Passive Sentence is as follows:

Step (1):

Find out the Verb, the Subject and the Object of the given Active Sentence.

Step (2):

Change the Object of the given Active Sentence into its Subject form and write it down.

Note:

The following Table shows how to change Pronouns from the Subject form to the Object form and vice versa:

| | | |
|---------|---|--------|
| Subject | - | Object |
| I | - | me |
| We | - | us |

| | | |
|-------|---|-------|
| You | - | you |
| He | - | him |
| She | - | her |
| It | - | it |
| they | - | them |
| who | - | whom |
| which | - | which |
| that | - | that |

Step (3):

Add the Passive form of the Verb of the given Active Sentence.

Notes:

- The Passive form of a Verb is its Past Participle preceded by the Auxiliary be in the appropriate Tense, Person and Number.
- In the Passive form of a Verb the Auxiliary be should be in the same Tense as the Active Verb in the given Active Sentence.
- The following Table gives the different Tense forms of the Auxiliary be as used in the Passive form of Verbs.

Simple Present - am is are

Present Progressive - (am is are) + being

Present Perfect - (have / has) + been

Simple Past - was / were

Past Progressive - (was | were) + being

Past Perfect - had been

Simple Future - (will shall) + be

Future Perfect - (will shall) + have been

- Active Verbs in the Present Perfect Progressive, the Past Perfect Progressive, the Future Progressive and the Future Perfect Progressive Tenses are not changed into the Passive Voice.
- The Passive Verb must always agree in Person and in Number with the Subject of the Passive Sentence.

Step (4):

Add the Object form of the Subject of the given Active Sentence, preceded by the word by

Examples:

- 1) She helps me.
I am helped by her.
- 2) They help him.
He is helped by them.
- 3) I help them.
They are helped by me.
- 4) She is helping me.
I am being helped by her.
- 5) They are helping him.
He is being helped by them
- 6) He is helping them.
They are being helped by him.
- 7) She has helped me.
I have been helped by her.
- 8) I have helped him.
He has been helped by me.
- 9) She helped him.
He was helped by her.
- 10) I helped them.
They were helped by me.
- 11) She was helping him.
He was being helped by her.
- 12) I was helping them.
They were being helped by me.
- 13) They had helped him
He had ben helped by them.
- 14) She will help us.
We shall be helped by her.
- 15) I shall help her
She will be helped by me.
- 16) She will have helped us.

We shall have been helped by her.

17) I shall have helped her.

She will have been helped by me.

Some Models

Model (1): Sentence with one Object:

Example:

They help us.

We are helped by them.

Model (2): Sentence with two Objects:

Sometimes a Verb takes two Objects. They are called Direct Object and Indirect/Personal Object. Either of these Objects can be changed into the Subject of the Passive Sentence. However, it is more convenient to change the Indirect / Personal Object into the Subject of the Passive Sentence.

Example:

Rama gave Sita a watch.

Sita was given a watch by Rama / A watch was given to Sita by Rama.

Note:

Whichever of the two Objects is changed into the Subject of the Passive Sentence, the other Object must be placed immediately after the Passive Verb in the Passive Sentence.

Model (3): Sentence with an Object Complement:

Sometimes a Sentence includes an Object Complement (that is, a word / phrase that refers to the Object and is necessary to complete the meaning of the Sentence). When transforming such a Sentence into the Passive Voice the Object Complement must be placed immediately after the Passive Verb of the Passive Sentence.

Example:

They elected him Chairman.

He was elected Chairman by them.

Model (4): Sentence with a Prepositional Verb:

When a Sentence with a Prepositional Verb is transformed into the Passive Voice the Prepositional Structure of its Verb should not be disturbed.

Example:

She laughed at us

We were laughed at by her.

Model (5): Imperative Sentence:

In an Imperative Sentence (which expresses a command / request), the Subject you is always implied, not expressed. When such a Sentence is transformed into the Passive Voice, the procedure to be followed is as follows:

Step (1):

Write down the words let / let not (depending upon whether the given Active Sentence is in the Affirmative or in the Negative.)

Step (2):

Add the Object of the given Active Sentence as it is (that is, we)

Step (3):

Add the Auxiliary be as it is (that is, without changing it into any other form).

Step (4):

Add the Past Participle form of the Verb of the given Active Sentence,

Examples:

i) Help him.

Let him be helped.

ii) Do not insult them.

Let not them be insulted.

Model (6): Interrogative Sentence:

When an Interrogative Sentence (that is, a Question) is transformed into the Passive Voice, the Interrogative structure must be preserved.

Examples:

i) Does he help them?

Are they helped by him?

ii) Who helps you?

By whom are you helped?

iii) When did they help us?

When were we helped by them?

Model (7) : Tag Question

Sometimes we wish to verify what we already know. To do this, we state what we already know and add a short Question called a Tag Question.

Examples:

i) He helps you, doesn't he?

ii) She does not help them, does she?

Notes:

i) If the Statement is in the Affirmative, the Tag Question is in the Negative.

ii) If the Statement is in the Negative, the Tag Question is in the Affirmative.

iii) In the Negative Tag Question the word not is always written n't and joined to the Auxiliary Verb.

To transform a Tag Question into the Passive Voice the following procedure is followed:

Step 1) : Transform the Statement into the Passive Voice

Step (2) : Add a comma.

Step (3) : Add the Verbal 1/V, (the first Auxiliary Verb) of the Passive Statement

Step (4) : If the Passive Statement is in the Affirmative, add n't to the V1.

Step (5) : Add the Pronoun of the Subject of the Passive Statement.

Step (6): Add the Sign of Interrogation (that is, the Question Mark.)

Examples:

i) He helps you, doesn't he?

You are helped by him, aren't you?

ii) She does not help them, does she?

They are not helped by her, are they?

Model (8): Some Exceptional Verbs:

In the case of a few Verbs the Passive form of the Verb is not followed by the word by, but by some other word, because, when used with by, they convey special meanings.

Examples:

i) I know you uncle.

Your uncle is known to me.

ii) His remark surprised me.

I was surprised at his remark

Exercise

Change the following Sentences into the Passive Voice

1. The dog killed the cat.
2. He does not speak the truth.
3. I do not drink coffee.
4. They never forget me.
5. The exception proves the rule.
6. Too many cooks spoil the broth.
7. A rolling stone gathers no moss
8. I bought a hat for my brother.
9. Brutus slew Caesar.
10. They did not hang the prisoner.
11. We did not hang the picture
12. I did not wind the clock for many days.
13. I shall choose one of these books.
14. We did not lose our luggage
15. Someone will steal your watch.
16. You should not wear this coat.
17. He spent all his father's money.
18. A noble mother must have bred so brave a son.
19. He is wasting my time.
20. He struck the nail on the head.
21. He was stealing the mangoes in my garden.

22. My father is digging wells.
23. These people did us much harm.
24. I did not show him those papers.
25. They have given us a van.
26. They promised us much.
27. You cannot pump the ocean dry.
28. People generally called him the Pied Piper
29. He called you a fool.
30. The lords elected him king.
31. A car ran over my cousin.
32. We cannot depend upon his promises.
33. She is looking after my children.
34. A dacoit set fire to her house.
35. They are not listening to the song.
36. He has applied for that job.
37. Study these chapters well.
38. Forgive us our sins.
39. Do not drive this motor-cycle.
40. Do not give your son so much money.
41. Who taught you this trick?
42. When did she ring you up?
43. When will you visit him?
44. Why did you dismiss the watchman?
45. Why have you cancelled your order?
46. How are you helping him?
47. Where have you put my shoes?
48. How did they kill the sentry?
49. Where do you buy kerosene?
50. Where will they take me?
51. Is he carrying a gun?
52. Did he show you the bill?
53. Have they answered your question?
54. Gopal has cheated Rama thrice.
55. Little strokes fell great oaks.

56. Raju plays tennis, doesn't he?
57. Gopal will not help her, will he?
58. You have met Mary, haven't you?
59. Gita did not help you, did she?
60. She will not join us, will she?
61. He gave me two books.
62. He told us a story.
63. They chose him leader.
64. She made him president of the club.
65. He appointed me cashier of the firm.
66. We shall call her Sundari.
67. The teacher stared at Gopal.
68. Raju called on his uncle.
69. The thief shot at the policeman
70. Take up your books.
71. Tell him the good news.
72. Do not give them this book.
73. Do not kill insects.
74. Do not listen to that song.
75. Obey your parents.
76. Do not encourage beggars
77. Do not punish children severely.
78. No student is listening to your words.
79. Do not beat that boy.
80. Do not buy this transistor-radio.
81. No one had advised him sincerely.
82. Keep your promises.
83. Do not invite them to the party.
84. Many people ask policemen the time.
85. No one has signed this cheque.
86. No one insulted him.
87. Nobody respects him.
88. No one will welcome you.
89. Students love holidays, don't they?

90. He has not read the book, has he?
91. Krishnan has not returned the book, has he?
92. Gopal defeated Rama, didn't he?
93. She is not teasing you, is she?
94. You had written to him, hadn't you?
95. They will support you, won't they?
96. She can't harm you, can she?
97. They needn't meet you, need they?
98. She can't deceive him, can she?
99. I know your aunt.
100. Your conduct surprises me.

Lesson 2.4 - Degrees of Comparison

1. An Adjective is a word which describes a Noun.

Examples:

- i) He is a good boy.
- ii) Sita is a brave girl.

2. Adjectives have three Degrees of Comparison. They are, *Superlative*, *Comparative* and *Positive*.

Examples:

- i) Sita is the bravest girl in the village. (Superlative)
- ii) Sita is braver than any other girl in the village. (Comparative)
- iii) No other girl in the village is as brave as Sita. (Positive)

3. The different Degrees of Comparison of every Adjective should be learnt individually.

4. The Superlative Degree is distinguished by the combination the + Adjective + or the most + Adjective.

Examples:

- i) Sita is the bravest girl in the village.
- ii) *Mary is the most beautiful girl in the class.*

5. The Comparative Degree is distinguished by the combination Adjective + (r/er) + than any other or more + Adjective + than any other.

Examples:

- i) Sita is braver than any other girl in the class.
- ii) *Mary is more beautiful than any other girl in the class.*

6. The Positive Degree is distinguished by the combination (so + Adjective+as.)

Examples:

- i) No other girl in the village is so brave as Sita.
- ii) *No other girl in the class is as beautiful as Mary.*

7. Sentences that compare two / more persons things / places can be changed into the other two Degrees of Comparison. But sentences which compare only two persons / things places can

be changed only from Comparative to Positive Degree and vice versa.

Some Models

Model (1):

Gopal is the tallest boy in the class (Superlative)

Gopal is taller than any other boy in the class. (Comparative)

No other boy in the class is as tall as Gopal. / No other boy in the class is so tall as Gopal. (Positive)

Model (2):

Geetha is one of the cleverest girls in the class (Superlative)

Geetha is cleverer than most other girls in the class.

Geetha is cleverer than many other girls in the class. (Comparative)

Very few girls in the class are as clever as Geetha. / Very few girls in the class are so clever as Geetha. (Positive)

Model (3):

India is not the poorest of all countries. (Superlative)

India is not poorer than some other countries. (Comparative)

Some countries are at least as poor as India. (Positive)

Model (4):

Dindigul is cooler than Madurai. (Comparative)

Madurai is not so cool as Dindigul. / Madurai is not as cool as Dindigul. (Positive)

Model (5):

Mumbai is not hotter than Chennai (Comparative)

Chennai is at least as hot as Mumbai. (Positive)

Exercise

Rewrite the following Sentences in the other Degrees of Comparison without changing the meaning.

1. Solomon was the wisest man of his time
2. Helen of Troy was one of the most beautiful women.
3. Calcutta is not the largest of all cities.
4. A camel drinks more water than an elephant.

5. You do not play tennis better than John.
6. Mohan is more successful than many other bowlers.
7. Gopal is not shorter than some other students.
8. America is richer than any other country.
9. Sheila is not as active as Meera.
10. Peter is as industrious as Krishna.
11. No other flower is as beautiful as the rose.
12. Very few buildings are as beautiful as the Taj Mahal.
13. Some boys are at least as clever as Gopal.
14. No other peak is as high as Mount Everest.
15. Very few generals were as great as Alexander.
16. He has more books than you.
17. Gopal is not as stout as Krishnan.
18. Mary ran as fast as Jasmine.
19. The Nile is one of the longest rivers.
20. Balu ran faster than any other boy.

Lesson 2.5 - Kinds of Sentences

- 1 Sentences are classified into four kinds on the basis of what they do. The four kinds are: Assertive Sentences, Interrogative Sentences, Imperative Sentences and Exclamatory Sentences.

2. A Sentence that declares/states something is called as Assertive Sentence.

Examples:

- i) The moon goes round the sun as well as the earth.
- ii) Raja has returned from Chennai.

Notes:

An Assertive Sentence ends with a Period/Full-Stop.

3. A Sentence that asks a Question is called an Interrogative Sentence (Question).

Examples:

- i) Will she come today?
- ii) Where did you go yesterday?
- iii) Who broke this slate?

Notes:

- i) The first Question above can be answered with just *Yes / No*. Such Interrogative Sentences are called Verbal Questions or Yes/No Questions.

- ii) The second and the third Questions above call for some information. Such Interrogative Sentences begin with *who, what, how*, etc. They are called Pronominal Questions or Information Questions.

- iii) In Interrogative Sentences the Word-order is important. Yes/ No Questions have the Word-order V, +S+ V, + ... Information Questions have the Word-order QW (Question Word) + V1+S+ V2 + ... Informa- tion Questions beginning with *who* have the Word-order *who* +V+....

- iv) An Interrogative Sentence ends with a Question Mark.

- 4 A Sentence that expresses a request / command is called an Imperative Sentence.

Examples:

- i) Help me, please.
- ii) Open the door.

Notes:

- i) Imperative Sentences are addressed to someone present. So, in most Imperative Sentences the Subject you is omitted and they begin with the Verb.
 - ii) In Imperative Sentences only the Infinitive is used.
 - iii) An Imperative Sentence ends with a Period/Full-Stop.
5. A Sentence that expresses some strong feeling is called an Exclamatory Sentence.

Examples:

- i) How beautiful the valley is!
- ii) What a horrible accident!

Notes:

- i) Most Exclamatory Sentences begin with how what or with an Exclamatory Phrase consisting of either of these words followed by one more word(s).
 - ii) In many Exclamatory Sentences the Verb is omitted.
6. It is possible to change Sentences from one kind to another

Examples:

- i) He left for Chennai yesterday. (Assertive)
When did he leave for Chennai? (Interrogative)
- ii) Open the door. (Imperative)
You are commanded to open the door. (Assertive)
- iii) What a horrible accident! (Exclamatory)
It was a very horrible accident. (Assertive)

Changing Sentences from one kind to another become necessary when changing Sentences/Passages from the Direct Speech to the Indirect or vice versa.

Exercise

Rewrite each of the following Sentences as directed.

1. How cold this water is! (Into an Assertive Sentence)

2. Lend me your pen, please.
3. He respects his elders (Into an Assertive Sentence beginning with does)
4. He will surely help us. (Into an Interrogative Sentence beginning with will)
5. This is a very beautiful picture. (Into an Exclamatory Sentence)
6. When shall we meet him? (Into an Assertive Sentence including at 7 pm.)
7. Do as I tell you. (Into an Assertive Sentence)
8. You are requested to keep silent. (Into an Imperative Sentence)
9. We shall go to the park. (Into an Interrogative Sentence beginning with where)
10. They returned home by bus. (Into an Interrogative Sentence beginning with how)
11. How unlucky he is! (Into an Assertive Sentence)
12. It was a great fall. (Into an Exclamatory Sentence)
13. Do not waste your time like this. (Into an Assertive Sentence)
14. What a huge crowd! (Into an Assertive Sentence)
15. This is Mary's handbag. (Into an Interrogative Sentence beginning with whose)
16. Take care of my child. (Into an Assertive Sentence)
17. The rear portion of the building collapsed. (Into an Interrogative Sentence beginning with which)
18. They will return home after Diwali. (Into an Interrogative Sentence beginning with when)
19. They were dismissed because of their disobedience, (Into an Interrogative Sentence beginning with why)
20. Do not insult the downtrodden. (Into an Assertive Sentence)

Lesson 2.6 - Idioms and Phrases

Idioms and Phrases, used correctly, enrich the language, written as well as spoken. The correct use of idioms and phrases cannot be taught through definitions and rules. Idioms and phrases should not be memorised too. The correct use of idioms and phrases can only be learnt through wide and intensive reading.

Examples:

- 1) from A to Z--thoroughly
Velan knows horticulture from A to Z.
- 2) to abide by--to be faithful to
We must abide by the laws of the country.
- 3) to keep abreast of to keep level with
Gopal wins the agricultural productivity award every year because he keeps abreast of the latest farming techniques.
- 4) of one's own accord-voluntarily
Sri Ranjan resigned his position on the committee of his own accord.
- 5) on account of -because of
The college has been closed for a week on account of heavy rain.
- 6) on no account- under no circumstances
On no account will you be allowed to attend the camp.
- 7) to be acquainted with--to have personal knowledge of Ranganathan is acquainted with the working of this machine
- 8) to be addicted to-- to be given up to (especially something bad)
Govindan is addicted to smoking.
- 9) in addition to- besides
Ravindran, in addition to Abdul, helped us in this project.
- 10) to take advantage of something to use something profitably
Farmers must take advantage of the government's programmes for increased food-production.
- 11) to take advantage of somebody
to deceive somebody Merchants often take advantage of illiterate farmers.

12) time and again--repeatedly

Ragupathy has been warned time and again by the teacher about his irregularity.

13) to answer for--to be responsible for

You have to answer for the funds given to you to carry out this project.

14) with open arms--warmly

The villagers received the visiting students with open arms.

15) with one's back to the wall —in a difficult situation Because of poor transport facilities our soldiers often fought with their backs to the wall.

16) to go back upon one's word—to break a promise Danny will never go back upon his word.

17) to beat about the bush--to speak without coming to the point

Since the speaker was beating about the bush the audience became inattentive.

18) to go begging--to be unwanted

Some loans offered by banks go begging because of the difficult conditions attached to them

19) to bell the cat--to do something dangerous to save others

All the villagers were angry with the corrupt official and wished to complain against him, but none of them was ready to bell the cat.

20) beside the point--irrelevant

Veni's criticism of the project was beside the point.

21) birds of a feather-- people of similar character Rani and Rogini are birds of a feather.

22) one's own flesh and blood--one's family or close relations

People often go to court against their own flesh and blood.

23) to come to blows--to fight

The two teams came to blows over the referee's decision.

24) bone of contention- point of dispute

The bone of contention between the two communities is the sharing of the water of the village well.

25) to earn one's bread--to earn one's livelihood Nagarajan earns his bread by breaking stones in a quarry.

- 26) to nip something in the bud--to put an end to something at the very beginning
Communal misunderstandings must be nipped in the bud
- 27) to call on--to visit
The Prime Minister called on the President yesterday.
- 28) to put the cart before the horse -to do things in the wrong order
Producing an article and then looking for a market for it is putting the cart before the horse.
- 29) castles in the air day dreams
Jothi always builds castles in the air.
- 30) to take charge of --to take on responsibility for Kannan has taken charge of distribution of products in North India.
- 31) a chip of the old block -- a child who is like the father Sumathi's sense of honour shows that she is a chip of the old block.
- 32) in no circumstances — never
In no circumstances will Sita seek a loan from any Source.
- 33) to come across -to find by chance
While climbing up the Yercaud Hills the students came across a rare variety of monkeys.
- 34) in consideration of--because of
Murali was admitted to the course in consideration of his practical experience in agriculture.
- 35) under consideration--under discussion
Manohar's proposal is under consideration.
- 36) to cry wolf--to give a false alarm
This politician always cries wolf.
- 37) a great deal of a good deal of a large quantity of
Mary spent a great deal of money on her daughter's treatment for polio.
- 38) in defiance of with disregard for
The youth of the village held a meeting in defiance of the headman's prohibition.
- 39) to do away with--to put an end to
The new rules have done away with dishonest practices in granting licences.

40) to go to the dogs--to go to ruin

Chandran went to the city against the advice of his mother and there went to the dogs.

41) to drop out to quit

Upon his father's death Chandran dropped out of college.

42) to fall on deaf ears-- to receive no attention The teacher's advice to the students fell on deaf ears.

43) to turn a deaf ear to --- to refuse to pay attention to Shanti turned a deaf ear to her mother's advice.

44) to take effect --- to begin to produce results

This medicine will take effect only two hours after it is taken.

45) to make both ends meet --- to live within one's income With the rise in prices, salaried people find it very difficult to make both ends meet.

46) at the expense of --- by the loss of

Raghavan has become rich at the expense of the Co-operative Society.

47) to fall out --- to quarrel

After the death of their father the brothers fell out over the division of the property.

48) by far --- very much

Kandasamy is by far the most suitable person for this job.

49) to find fault with --- to point out a fault This official always finds fault with villagers.

50) in favour of --- in support of

The village youth were not in favour of the headman's proposal achievement

51) feather in one's cap ---

The building of the mud dam is another feather in the village headman's cap.

52) to stand on one's own feet --- to be independent Upon her husband's death, Gauri decided to stand on her own feet and refused to go to her parents' house

53) to put one's finger on --- to point out correctly The visiting experts, within two days of their arrival, put their finger on the cause of the epidemic in the district

54) to twist someone around one's little finger--to control someone completely.

She is such a good orator that she can twist all the village women around her little finger.

55) like a fish out of water not at ease

Mani, my cousin from my native village, feels fish out of water in Chennai City.

56) by fits and starts--irregularly

The project did not succeed fully because it was implemented by fits and starts.

57) to put one's foot down to act firmly

Our teacher is a kind lady, but she puts her foot down in matters of discipline.

58) to make fun of--to ridicule

We must never make fun of handicapped people 59) to give up the ghost--to die!

After fighting bravely against cancer for seven years my grandfather gave up the ghost last month.

60) to give up--to abandon

The villagers gave up their plan to dig a canal to their village from the irrigation tank seven kilometres away.

61) to grease someone's palm -to bribe someone

The people of our village have resolved that none of them will ever grease any official's palm to get anything done.

62) one's better half-one's husband or wife

Sheila never does anything without consulting her better half.

63) hand in hand--together

Literacy and social advancement always go hand in hand.

64) to wash one's hands of to refuse to be any longer responsible for

The village headman washed his hands of the proposal to dig an irrigation tank in the village because some families refused to co-operate

65) to make hay while the sun shines -to profit from an opportunity

With the government offering many kinds of developmental aid, rural communities are advised to make hay while the sun shines.

66) to take to one's heels--to run away

When a police party arrived, the dacoits took to their heels.

67) to put one's house in order--to straighten one's own personal affairs

A good servant of the people will first put his house in order.

68) to have too many irons in the fire--to be engaged in too many projects

69) to put up with- -to tolerate

The students from the city had to put up with a good deal of inconvenience during their camp in the village.

70) out of the question—impossible

Allowing students to participate in party politics is out of the question.

71) by reason of because of Dharmaraj failed only by reason of his carelessness.

72) to take root--to develop roots and begin to grow Gandhi's ideas have now taken root in several foreign countries

73) to run for it -- to run to escape

When the gas cylinder in the factory exploded, the workers ran for it.

74) in the long run-in the end

These methods may work slowly but they will bring great gains in the long run.

75) with a grain of salt--with some reservation concerning accuracy

Sri Natarajan's accounts of his achievements should always be taken with a grain of salt.

76) behind the scenes-secretly

A good deal of controversy about this project is going on behind the scenes

77) from scratch-from the beginning.

The dam destroyed in the recent floods will have to be built from scratch.

78) to see off- to go to the departure point with someone leaving on a trip

Ravindran has gone to the airport to see off his cousin who is going to America.

79) to go to seed--to become useless

Because of deforestation almost the entire Nilgiris Range has gone to seed.

80) at one's service-ready to serve or help one

During our visit to the Ashram we had six inmates at our service.

81) to put to shame- -to cause to feel ashamed

The servants' behaviour in the presence of visitors put the master to shame.

82) to show off--to display in a proud manner Suja showed off her new jewels.

83) to take sides--to support one of two opposing groups Our teacher never takes sides in any of our disputes.

84) to have a thick skin to be insensitive to criticism. Rajaram has a thick skin and so does not change his behaviour in spite of all his father's scolding.

85) to give someone the slip--to escape from someone While the police were searching for them the thieves gave them the slip.

86) to speak out--to speak freely

Villagers do not generally speak out even when they have serious problems.

87) in a spot--in a difficult situation

Irene helped me generously when I was in a spot last year.

88) at stake--at issue

Venkatesan is much worried about this project because his honour is at stake.

89) to stand up for---to defend or support

We must always stand up for principles, whatever the cost

90) to watch one's step- to watch one's step--to act cautiously

You must watch your step because you have many people who do not like you.

91) to put a stop to -to end

Rajagopal must put a stop to smoking if he wishes to live long

92) to pull strings--to use one's power or influence to get what one wants

Kanagaraj got this job by pulling strings and so nobody respects him.

93) in full swing--operating to the greatest extent

Harvesting of rice is in full swing all over Tamilnadu now.

94) under the table--secretly and illegally India has not progressed because many things are done under the table

95) to take over- -to assume control

The government has taken over the college because it was mismanaged.

96) to come to terms- -to reach an agreement

The two communities came to terms on the sharing of the water of the village well.

97) through thick and thin--through good times and bad

Vani has stood by her friend Sumati through thick and thin.

98) to think twice--to consider very carefully before acting.

You must think twice before investing so much money in this business.

99) to hold one's tongue--to be silent

When your advice is not heeded it is better to hold your tongue.

100) to turn down--to reject

The government turned down the conditional offer of the terrorists

101) to turn up--to appear

Raja turned up at the last moment and demanded a seat on the bus

102) up against--facing

We are up against hard times.

103) with one voice—unanimously

The council, in one voice, demanded the dismissal of the corrupt official.

104) in the wake of -- following close behind

Heavy rains lashed the ship in the wake of the storm.

105) to hold water- -to be logical

Your arguments will not hold water in a court of law.

106) under one's wing--under one's protection or care. When Shankar's father died, his uncle took him under his wing.

107) to write off- to remove from an account

When Gomathi's father died his cousin wrote off all his debts.

UNIT- III**Lesson 3.1 -Simple, Complex and Compound Sentences**

1. We commonly use three different ways of constructing Sentences, namely Simple, Complex and Compound. So, it is common to speak of Simple Sentences, Complex Sentences and Compound Sentences.
2. A Simple Sentence is a Sentence which has only one Subject and one Predicate.

Examples:

- i) Rama helped Sita.
- ii) Mr. Rajan is a teacher.

Notes:

- i) The Subject of a Sentence is a Word/Phrase which refers to the person/thing/place we are speaking of in the Sentence.
 - ii) A Predicate is a Word/Phrase/Clause which says something (predicates) about the Subject of the Sentence.
3. A Complex Sentence is a Sentence that contains one Main Clause and one more Subordinate Clause(s).

Examples:

- i) Rama helped Sita because he liked her.
- ii) Rajan, who has moved into the house next to mine, is a teacher.

Notes:

- i) A Clause is a group of words containing a Subject and a Predicate and forming part of a Sentence.
- ii) A Main Clause is a Clause which makes complete meaning and so can, if detached from the Sentence stand by itself as a Simple Sentence.

Example:

Rama helped Sita because he liked her.

- iii) A Subordinate Clause is a Clause which makes in complete meaning and so cannot, if detached from the Sentence, stand by itself.

Example:

Rama helped Sita because he liked her.

4. A Compound Sentence is a Sentence which contains two more Main Clause(s).

Example:

- i) Rama liked Sita and so he helped her.
- ii) Rajan studied well but he failed.
- iii) Rajan studied well and he wrote the examination well but he failed because his handwriting was so poor that the examiner was not able to read it.

5. Subordinate Clauses are divided into three kinds, namely Noun Clauses, Adjective Clauses and Adverb Clauses.

6. A Noun Clause is a Clause that takes the place of a Noun in a Sentence.

Examples:

- i) *He gives us whatever he can.*
- ii) *We all know that the earth goes round the sun.*
- iii) *How the thief escaped from the prison is a mystery still.*
- iv) He was satisfied with what I gave him.
- v) *Please attend to what the teacher says.*
- vi) It is certain that he will die.

7. An Adjective Clause is a Clause that takes the place of an Adjective in a Sentence.

Examples:

- i) *He laughs best who laughs last.*
- ii) *God helps those who help themselves.*
- iii) This is the village where he died.
- iv) *He that climbs too high is sure to fall.*
- v) *This the house that Jack built.*
- vi) *This is John, whose sister we met on the train last week.*
- vii) This is the messenger whom your uncle has sent.
- viii) *This is the car which I bought yesterday.*

8. An Adverb Clause is a Clause that serves as an Adverb in a Sentence.

9. There are nine kinds of Adverb Clauses. They are Adverb Clauses of

- i) Time
- ii) Condition
- iii) Purpose
- iv) Result
- v) Concession
- vi) Comparison
- vii) Manner
- viii) Place
- ix) Reason

10. Adverb Clause of Time.

Examples:

- i) *When it rains heavily we play indoor games.*
- ii) *Look before you leap.*
- iii) *As soon as the bell rang the students left the hall.*
- iv) *Wait here till he returns.*
- v) *Make hay while the sun shines.*
- vi) *He has not been well since he returned from Bombay*

11. Adverb Clause of Condition.

Examples:

- i) *God will forgive us if we repent.*
- ii) *You will not pass unless you study better.*
- iii) *If you meet him you will like him.*

12. Adverb Clause of Purpose.

Examples:

- i) *We eat that we may live*
- ii) *We eat so that we may live.*
- iii) *We eat lest we should die.*
- iv) *We eat in order that we may live.*

13. Adverb Clause of Result.

Examples:

- i) *The news is so good that it cannot be true.*
- ii) *This table is so heavy that I cannot lift it.*

14. Adverb Clause of Concession.

Examples:

- i) Though he is poor he is happy.
- ii) Although she is fat she runs fast.
- iii) Even though he is strong he cannot lift this table.

15. Adverb Clause of Comparison.

Examples:

- i) He speaks better than he writes.
- ii) He is as lazy as an ass.

16. Adverb Clause of Manner.

Examples:

- i) As you sow so will you reap.
- ii) *You may do as you please.*
- iii) *In Rome do as the Romans do.*

17. Adverb Clause of Place.

Examples:

- i) *We go wherever our leader takes us.*
- ii) Remain where you are.
- iii) Where there is smoke there is fire.

18. Adverb Clause of Reason.

Examples:

- i) Since you say so we shall believe it.
- ii) He could not come because he was ill.
- iii) As he was lazy, he failed.

19. A Compound Sentence can be changed into a Complex Sentence by converting a Main Clause into a Subordinate Clause. The process can also be reversed.

20. A Compound/Complex Sentence can be changed into Simple Sentence by converting a Clause in it into a Word Phrase. The process can also be reversed.

21. Two/more Sentences can be combined into a Simple Complex/Compound Sentence. The process can also be reversed.

22. Two Sentences can be combined into a Simple Sentence by using (a) a Participle (b) a Preposition with a Noun/Gerund and (c) a

Nominative Absolute Construction.

Examples:

- a) i) Rama was ill. He did not play.
Being ill Rama did not play. (Participle)
- ii) He killed the merchant. He buried the body.
Killing the merchant, he buried the body (Participle)
- iii) I have seen the film. I know the story.
Having seen the film I know the story. (Participle)
- iv) The bus overturned. It was driven by Tom.
The bus, driven by Tom, overturned (Participle)
- b) v) She failed many times. She continued to try.
In spite of many failures she continued to try.
(Preposition with Noun)
- vi) The sun rose. They were still sleeping.
They were sleeping even after sunrise. (Preposition with Noun)
- vii) He is poor. He is contented.
In spite of being poor he is contented.
(Preposition with Gerund)
- c) viii) Gopal was ill. His father received us.
Gopal being ill, his father received us.
(Nominative Absolute Construction)
- ix) The match had started. We could not enter the stadium.
The match having started, we could not enter the stadium.
(Nominative Absolute Construction)

25. Two Sentences can be combined into a Complex Sentence by using a Noun Clause/Adjective Clause/Adverb Clause.

Examples:

- i) Rama was ill. He did not play.
Rama, who was ill, did not play. (Adjective Clause)
Since Rama was ill he did not play. (Adverb Clause)
- ii) He killed the merchant. He buried the body.
He buried the body of the merchant whom he had killed.
(Adjective Clause)

- After he had killed the merchant, he buried his body. (Adverb Clause)
- iii) I have seen the film. I know the story.
As I have seen the film I know the story. (Adverb Clause)
- iv) The bus overturned. It was driven by Tom.
The bus, which was driven by Tom, overturned. (Adjective Clause)
- v) She failed many times. She continued to try.
Though she failed many times she continued to try. (Adverb Clause)
- vi) The sun rose. They were still sleeping.
Though the sun had risen they were sleeping. (Adverb Clause)
- vii) He is poor. He is contented.
Though he is poor he is contented. (Adverb Clause)
- viii) Gopal was ill. His father received us.
Since Gopal was ill his father received us. (Adverb Clause)
- ix) The match had started. We could not enter the stadium.
As the match had started, we could not enter the stadium. (Adverb Clause)
- x) The earth is round. We all know it.
We all know that the earth is round. (Noun Clause)
- xi) Try again. You will succeed.
If you try again you will succeed. (Adverb Clause)
- xii) Children go to school. They wish to learn.
Children go to school that they may learn. (Adverb Clause)
- xiii) The grapes were very high. The fox could not reach them.
The grapes were so high that the fox could not reach them. (Adverb Clause)
- xiv) God is heavy. Lead is heavier.
Lead is heavier than gold. (Adverb Clause)
- xv) You have lived so. You will die so.
You will die as you have lived. (Adverb Clause)

- iv) The bus overturned. It was driven by Tom.

The bus, which was driven by Tom, overturned. (Adjective Clause)

- v) She failed many times. She continued to try.

Though she failed many times she continued to try. (Adverb Clause)

- vi) The sun rose. They were still sleeping.

Though the sun had risen they were sleeping. (Adverb Clause)

- vii) He is poor. He is contented.

Though he is poor he is contented. (Adverb Clause)

- viii) Gopal was ill. His father received us.

Since Gopal was ill his father received us. (Adverb Clause)

- ix) The match had started. We could not enter the stadium.

As the match had started, we could not enter the stadium. (Adverb Clause)

- x) The earth is round. We all know it.

We all know that the earth is round. (Noun Clause)

- xi) Try again. You will succeed.

If you try again you will succeed. (Adverb Clause)

- xii) Children go to school. They wish to learn.

Children go to school that they may learn. (Adverb Clause)

- xiii) The grapes were very high. The fox could not reach them.

The grapes were so high that the fox could not reach them. (Adverb Clause)

- xiv) God is heavy. Lead is heavier.

Lead is heavier than gold. (Adverb Clause)

- xv) You have lived so. You will die so.

You will die as you have lived. (Adverb Clause)

- xvi) You were born in the village. Return there.

Return to the village where you were born. (Adjective Clause)

27. The sets of Sentences given above can be combined into Compound

Sentences by using Conjunctions, as shown below :

- i) Rama was ill. He did not play.
Rama was ill and so he did not play.
- ii) He killed the merchant. He buried the body.
He killed the merchant and he buried the body.
- iii) I have seen the film. I know the story.
I have seen the film and therefore I know the story.
- iv) The bus overturned. It was driven by Tom.
The bus was driven by Tom and it overturned.
- v) She failed many times. She continued to try. She failed many times but she continued to try.
- vi) The sun rose. They were still sleeping.
The sun had risen, yet they were sleeping.
- vii) He is poor. He is contented.
He is poor but he is contented.
- viii) Gopal was ill. His father received us.
Gopal was ill and so his father received us.
- ix) The match had started. We could not enter the stadium.
The match had started and so we could not enter the stadium.
- X) The earth is round. We all know it!
The earth is round and we all know it.
- xi) Try again. You will succeed.
Try again and you will succeed.
Try again, otherwise, you will not succeed.
- xii) Children go to school They wish to learn.
Children wish to learn and so they go to school.
- xiii) The grapes were very high. The fox could reach them.
The grapes were very high and so the fox could not reach them.
- xiv) Gold is heavy. Lead is heavier.
Gold is heavy but lead is heavier.
- xv) You have lived so. You will die so.
You have lived so and you will die so.

xvi) You were born in the village. Return there.

You were born in the village and you must return there.

Exercise

Write each of the following sets of Sentences as directed.

1. He likes me very much. Still he does not help me. (into a Simple Sentence, a Complex Sentence and a Compound Sentence)
2. Do you wish to reach Trichy by 7 p. m.? Then go by a taxi. (into a Complex Sentence)
3. Thomas was once my student. He has now become Professor (into a Simple Sentence, a Complex Sentence and a Compound Sentence)
4. They have gone abroad. That is certain. (into a Simple Sentence and a Complex Sentence)
5. Hamlet was the Prince of Denmark. He murdered by his uncle. (into a Simple Sentence, a Complex Sentence and a Compound Sentence)
6. We saw a new car last week. This is the car. (into Complex Sentence and a Compound Sentence)
7. She flew in an old plane. She was thrilled. (into a Simple Sentence, a Complex Sentence and a Compound Sentence)
8. Raju was dismissed from service. He did not tell his parents. (Into a Simple Sentence, a Complex Sentence and a Compound Sentence).
9. The teacher beat Raju several times. He did not cry. (Into a Simple Compound Sentence)
10. He paid for ten chairs. He received only five. (Into Simple Sentence, a Complex Sentence and a Compound Sentence)
11. We go to Chennai every Sunday. We go to meet our business partners. (Into a Simple Sentence and a Complex Sentence)
12. Raju was suspended. He had been absent from work 15. ten days. (Into a Simple Sentence, a Complex Sentence and a Compound Sentence)
13. Gopal was ill. He could not attend the party. (Into Simple Sentence, a Complex Sentence and a Compound Sentence)
14. Do you want to become rich? Then work hard. (Into Simple Sentence, a Complex Sentence and a Compound Sentence)
15. How did the thief escape? The police are trying to find out. (Into a Complex Sentence)

16. I have fractured my leg. I cannot play for some week and (into a Simple Sentence, a Complex and Compound Sentence)
17. Where can I buy a good tennis racquet? I wish to find out. (into a Complex Sentence)
18. The students went to Madras. They hoped to meet the Minister for Education. (Into a Simple Sentence, a Complex Sentence and a Compound Sentence)
19. You must pay the fine. Otherwise you cannot enter the class. (Into a Simple Sentence and a Complex Sentence)
20. President Kennedy was an able leader. People all over the world respected and admired him. (into a Simple Sentence, a Complex Sentence and a Compound Sentence)
21. Have you studied well? In that case you will pass. (into a Complex Sentence)
22. The doctor reached the hospital. The patient died before that. (into a Simple Sentence, a Complex Sentence and a Compound Sentence)
23. We shall die some day. There is no doubt about that. (into a Complex Sentence)
24. A car ran over the child. The child was crossing the street. (into a Simple Sentence and a Complex Sentence)
25. This lesson is very difficult. I do not understand it. (into a Simple Sentence, a Complex Sentence Compound Sentence)

Lesson 3.2 - Relative Pronouns and Clauses

A Relative Pronoun is a Word which stands for a Noun/ Pronoun Clauses already mentioned and joins different Sentences/phrases.

Examples:

Gopal is a lawyer. He is my cousin.

Gopal, who is my cousin, is a lawyer.

Notes:

- i) In the above Sentence *who* is the Relative Pronoun. Since it stands for *he* the pronoun *he* is called the Antecedent of the Relative Pronoun *who*.
- ii) The Number and the Person of a Relative Pronoun is always the same as those of its Antecedent.
2. The most commonly used Relative Pronouns are *who*, *who* *whose*, *that*, *which* and *what*.

Examples:

i) Mary is my cousin. She is a teacher.

Mary, who is my cousin, is a teacher.

ii) This letter is from Geetha. We met her on a bus Chennai.

This letter is from Geetha whom we met on a bus Chennai.

iii) This cycle belongs to Raju. His father works in a bank.

This cycle belongs to Raju whose father works in bank.

iv) A boy stole your purse yesterday. This is the boy.

This is the boy that stole your purse yesterday.

v) Jack built a house. This is the house.

This is the house that Jack built.

vi) My watch was missing. It has been found.

My watch, which was missing, has been found.

vii) We saw a horse yesterday. I have bought it.

I have bought the horse which we saw yesterday.

viii) You said something. I did not hear it.

I did not hear what you said.

Notes:

- i) Who is used in the place of Subjects.
- ii) Whom is used in the place of Objects.
- iii) Whose is used in the place of Nouns/Pronouns in the Possessive Case (that is, expressing possession/ ownership)
- iv) That is used in the place of Subjects as well as Objects.
- v) Which is used in the place of Subjects as well as Objects.
- vi) What, when used as a Relative Pronoun, means that which.
- vii) A Relative Pronoun is generally placed as near its Antecedent as possible.

Usage

The Relative Pronouns who and whom are used only for persons.

The Relative Pronoun whose is used for persons/animals/ things.

The Relative Pronoun which is used for animals/things.

The Relative Pronoun that is used for persons/animals/ things.

The Relative Pronoun what is used for ideas. without an expressed Antecedent.

The Relative Pronoun that is preferred

- a) after the words all, any, only, same, much, none, nothing, few, little.
It is used

Examples:

- i) All that glitters is not gold.
 - ii) Any help that is required will be given
 - iii) The only man that can help us is absent.
 - iv) The same toy that we bought for Rs. 100 in Madr costs Rs. 125 here.
 - v) Much that was valuable was destroyed in the fire.
 - vi) Nothing that you say will satisfy him.
 - vii) Few that I met were ready to help me.
 - viii) The little that we had was washed away in the flood.
- b) after the sequence it is.

Example:

It is true that we all make mistakes.

- c) after who and what, used as Interrogative Pronouns.

Examples:

- i) Who that respects himself will agree to this?
 - ii) What that we said displeased them?
- d) after Adjectives in the Superlative Degree.

Example:

This is the best that we can do.

When a Relative Clause refers to the whole of the preceding clause and not merely to a Noun/Pronoun preceding it, or which is used as the Relative Pronoun.

Example :

The train stopped at all stations which was very irritating.

Exercise

Join each of the following pairs of Sentences by using an appropriate Relative Pronoun.

1. A thief stole my purse. He has been caught.
2. He works hard. He should be encouraged.
3. I own a house. My uncle lives in it.
4. People live in glass houses. They should not throw stones.
5. Bring me the pen. It is on the table.
6. The students have come. You wished to question them.
7. This is the knife. I carve figures with it.
8. He lent me a chair. Its legs were broken.
9. He was driving at 100 m. p. h. It was against the rules.
10. You must give up smoking. That is one of the requirements of the programme.
11. People work hard. They will surely succeed.
12. Raju is a good athlete. All his schoolmates admire him.
13. Gopal has become my friend now. He was once my enemy.
14. Yesterday we met Mr. Das. He is related to us.
15. I have bought a house. There are ten rooms in it.
16. He has won a prize of Rs. 10000. I shall get half of it.
17. The car was travelling at 100 m. p. h. A police jeep tried to overtake it.

18. Smugglers are dangerous men. The police know it.
19. You said something. Please repeat it.
20. The little girl was crying pitiably. Her mother had been run over by a car.
21. The boys were shouting. It was intolerable.
22. The building was destroyed in a fire. It housed the records of our association,
23. The coach praised the captain. The captain was responsible for the victory of the team.
24. He was a brave boy. His father was proud of him.
25. Raju is my friend. He has helped me much.

Lesson 3.3 - Prepositions

1. A Preposition is a Word placed before a Noun/Pronoun to indicate its relationship to other Words in the Sentence.
2. The use of Preposition cannot be learnt from set rules but only from wide reading.
3. However, the usage of Prepositions may be illustrated.

Usage Of Prepositions

Examples:

1. *about*

- 1) He was roaming about the city when the police arrested him.
- 2) The toys were lying about the room, but the baby was missing.
- 3) I fell down about this bridge, but can't say exactly where.
- 4) I know nothing about this topic.

2. *across*

- 1) She swam across the lake to high ground before the flood destroyed the village.
- 2) The bank you are looking for is across the street.
- 3) The servant stood with his hands across his breast.

3. *against*

- 1) All the M.L.A.'s of the opposition parties spoke against the proposed scheme.
- 2) Because of the driver's carelessness the lorry dashed against a lamp-post.
- 3) The Government must always store some foodgrains against a famine.
- 4) The labourer placed the ladder against the wall and the supervisor climbed up to the roof of the building.

4. *among*

- 1) Joining a college in Madras, Raju found himself among strangers.
- 2) Sivashankari is among the most popular writers of today.
- 3) I asked Raju, Raman and Anand to share the cake among them.
(used of more than two)

5. at

- 1) I met him at Madurai railway junction.
- 2) Shoot at the thieves, not at the policemen.
- 3) The shattered window-pane proved that the thief had climbed in at the window.
- 4) The train arrived at Trichy Junction late by two hours,
- 5) The train will arrive at 7 p.m.
- 6) Gopal's father died at sixty.
- 7) Kannan passed the examination at the third attempt.
- 8) You cannot meet Mr Rajan now because he is at prayer.
- 9) Geetha is good at Mathematics.
- 10) After many wars India and Pakistan are now at peace.
- 11) Balu was driving at full speed when his car dashed against a tree
- 12) Tom sold his old care at a profit and bought a new one with the money.
- 13) The crowd was impatient at the delay in starting the programme.

6. between

- 1) Nepal lies between India and China.
- 2) He will arrive between 10 a.m. and 2 p.m.
- 3) This train runs between Madras and Calcutta.
- 4) I asked Gopal and Raju to share the cake between them (use of two)
- 5) Raman, Rajan, Meera and Geetha have collected Rs 50,000 between them for the Chief Minister's Flood Relief Fund.
- 6) The friendship between America and France has not been firm since the Second World War.
- 7) Sincere co-operation between the teachers and the students is necessary to carry out this plan successfully

7. by

- 1) She was standing by my car and was frightened when I started the engine.
- 2) I go by your office on my way to college every day.
- 3) The smugglers hid in the forest during the day and escaped to the neighbouring state by night.
- 4) She will arrive here by 8 p.m.
- 5) This motor is driven by solar power

- 6) The Prime Minister left Chennai by an Air Force plane.
 - 7) He is lucky because the assassin's bullet missed him by an inch.
8. *down*
- 1) The bus rolled down the hill and fell into a ravine.
 - 2) He walked slowly down the main street of the town (that is, away from the centre of the town)
9. *for*
- 1) David left for London yesterday by ship.
 - 2) I drove the car for twenty miles and then discovered that the petrol tank was leaking.
 - 3) Faced with a severe drought, the people prayed for rain
 - 4) This diet is not good for your health.
 - 5) I paid Rs 25,000 for this motor-cycle.
 - 6) The patient will have to remain in bed for one month
 - 7) There is a registered parcel for you.
 - 8) Raju is preparing for the examination.
 - 9) They have gone for a swim in the lake.
 - 10) He helped me for my father's sake.
 - 11) He was imprisoned for stealing two loaves of bread.
10. *from*
- 1) Gopal is suffering from fever.
 - 2) Wine is made from grapes
 - 3) The convict escaped from the prison.
 - 4) She has received a letter from her aunt.
 - 5) We flew from Bombay to Calcutta.
 - 6) This passage is from Shakespeare's Hamlet.
 - 7) I waited for her from 10 a.m. to 2 p.m. in vain.
11. *in*
- 1) After learning that she had failed she came home in tears.
 - (2) The strangers arrived here in a taxi.
 - (3) He went out in the rain to get some medicine for his mother.
 - (4) Geetha is the cleverest girl in the class.
 - (5) Mr. Rajan is not in uniform now and so you can talk to him without any fear.

- (6) Raju's father died in 1957.
- (7) Mr. Rao lives in Bangalore.
- (8) The students were discussing the shocking news in groups.
- (9) Shirley and George have fallen in love with each other.
- (10) Gopal will return to India in a month.
- (11) This document is in Persian.
- (12) John is in the Indian Navy.
- (13) They were sitting in the shade of a tree.
- (14) Don't worry, we shall reach the railway station in time

12. of

- (1) Gopal died of cancer.
- (2) The doctor cured me of typhoid.
- (3) He is the best of teachers.
- (4) He is a friend of mine.
- (5) This container is made of lead.
- (6) I like the novels of Leon Uris.
- (7) We need a ton of steel for this building.
- (8) Madurai is south of Trichy.
- (9) He came here on the first of June.
- (10) Govindan is a lad of twenty.
- (11) Mr. Rajan is a man of varied talents.

13. on

- (1) My house is on the main road of the town.
- (2) The Indian soldiers marched on Dacca.
- (3) Mrs. Latha Devi spoke on the problem of child labour
- (4) They will meet us on the fourth of next month.
- (5) They congratulated us on our victory.
- (6) They arrived at the railway station on time.
- (7) The Director of the Institute has gone on a tour Australia.
- (8) Gopal has carelessly left the books on the table.

4. Over

- (1) Mr. Rajan held an umbrella over the chief guest's head because it was raining.
- (2) Spread a cloth over the table before you set the plates for the

feast.

- (3) She has travelled all over Europe.
- (4) Gopal is over twenty.
- (5) The thief jumped over the fence and escaped.

15. through

- (1) As the train was passing through a tunnel the children shouted in delight.
- (2) Mr. Rao was absent through illness.
- (3) I bought this painting through an Italian friend.
- (4) She will certainly get through the examination.
- (5) We learnt of the incident through a newspaper.

16. to

- (1) Mary goes to college by bus.
- (2) I have given your pen to Raju.
- (3) We work from Monday to Friday.
- (4) He prefers coffee to tea.
- (5) Janet has gone to Australia.
- (6) Your work is inferior to his.
- (7) His motor-cycle is superior to yours.
- (8) She is senior to me by five years.
- (9) He is junior to me by three years.
- (10) He agreed to my proposal.
- (11) Please attend carefully to what I say.
- (12) We won the match by six goals to four.
- (13) The time now is a quarter to six

17. towards

- (1) She was walking towards the park when I met her.
- (2) Their feelings towards us are not quite friendly.
- (3) The music-party will arrive here towards evening.
- (4) I am saving money towards my children's education.

18. under

- (1) The students were sitting under a tree.
- (2) Children under ten will not be admitted to our school
- (3) The labourer was struggling under a head load of logs.

19. with

- (1) I agree with you.
- (2) They agreed with what we said.
- (3) She disagrees with him.
- (4) Gopal fought with Rama yesterday.
- (5) Raju has no money with him.
- (6) You should not write the test with a pencil.
- (7) Please fill this jug with water.
- (8) In the zoo we saw a dog with two heads.
- (9) Mary was trembling with fear.
- (10) We must be patient with children.
- (11) Gopal was standing with his hands in his pocket.

Exercise

Fill in the blanks with suitable Prepositions where necessary, where no Preposition is required, mark X.

1. A bird hand is worth two in the bush.
2. Do not cry..... spilt milk.
3. Stella is related..... us
4. Raju was killed an accident
5. Gopal went home quite late.
6. Children are fond sweets
7. You ought to be ashamed your conduct.
8. A nurse is attending the patient
9. Napoleon was defeated waterloo.
10. He told us the whole story.
11. Water consists hydrogen and oxygen.
12. The teacher is angry him.
13. He is awaiting the results.
14. He competed me for the prize.
15. He has gone a voyage to the West Indies.
16. I am grateful you because you helped me
17. I have applied that post.
18. He has accepted our offer.

19. We disagree your suggestion.
20. You must put an end this bad habit.
21. Many people died malaria till recently.
22. She agreed..... my plan.
23. The tiger swam the flooded river and escaped from the hunters.
24. He ran the top of his speed, but could not win the race.
25. He has not answered my question.
26. Shah Jahan built the Taj Mahal the grave of his beloved.
27. I met Gopal my way to Madras.
28. He takes great delight singing devotional songs
29. She has not repaid the loan.
30. She has done well..... Mathematics.
31. I took pity him.
32. Please help me.
13. I am not satisfied your progress.
34. You should take pride..... your achievement.
35. I have informed him the accident.
36. We discussed..... food problem.
37. He was found guilty theft.
38. I shall return.....in three days.
39. This animal feeds vegetables only.
40. The police-party reached the bank only at the thieves had escaped.
41. There is a great difference the two mode of this machine.
42. A miser will never part his money
43. Some thieves attacked us as we were climb up the hill.
44. I paid Rs. 450.....this fan.
45. He was prevented killing this enemy
46. I am waiting my brother
47. Please describe the incident to us.
48. Rome was not built a day
49. You must get rid your bad friends
50. Please advertise stomach - ache

51. Castor-oil is good stomach-ache.
52. He has applied leave
53. He is suffering dysentery.
54. The general visited the troops on the bored.
55. She is studying Oxford
57. He arrived late
58. I lent him Rs. 10,000 free interest
59. Are you acquainted him?
60. The rat roused the sleeping lion.
61. He was banished the country.
62. They were denied entry to the hall.
63. He is a genius, compared me.
64. The hall is furnished fine carpets.
65. Their wedding will take place St. Mary Church
66. Britain declared war Germany.
67. The Professor noticed The buried statue
68. He apologised her.
69. The labourers abstained work
70. I sympathise..... you
71. They pitied us.
72. The convict was released jail
73. They escaped..... the rear door.
74. He often boasts his wealth.
75. They thanked us for our help
76. You must go a doctor immediately
77. She reminded me my promise.
78. He withdrew the competition.
79. His failure was due his carelessness.
80. Are you for or this plan?
81. They congratulated us..... our victory.
82. He quarrelled..... a policeman.
83. I am obliged you for your guidance.
84. We owe much them.
85. Her father insisted her marrying John.

86. He is engaged..... repairing the stove.
87. Avoid the company bad boys.
88. Everyone in India is familiar the name of Gandhi
89. Charity begins home.
90. He was a great sonIndia
91. The child was delighted the toy.
92. He was absent because illness
93. The speaker belongs..... a noble family of Europe.
94. He was honoured his sixtieth birthday.
95. Yesterday we had tea..... the Thompsons
96. You can be proud your daughter.
97. They did not agree me
98. He deals textiles
99. He was robbed all his cash
100. The lorry ran a child.

Lesson 3.4 - Reported Speech and Dialogue

Reported Speech

- 1 Hints for changing Dialogue into Reported Speech.
 - 1) Remove the Inverted Commas.
 - 2) Supply a suitable Reporting Verb and a Connector.
 - 3) Change the Person of the Pronouns so that the mean of the Passage remains unchanged.
 - 4) Change the Tense of the Reported Verbs into corresponding Past Tense form.
 - 5) Often the Simple Past Tense of the Direct Speech becomes the Simple Past Perfect in the Reported Speech.
 - 6) A few other changes usually made are:

| | | |
|------------|---|------------------|
| now | - | then |
| this | - | that |
| these | - | those |
| here | - | there |
| ago | - | before |
| thus | - | so |
| today | - | that day |
| tomorrow | - | the next day |
| yesterday | - | the day before |
| last night | - | the night before |
| next week | - | the week after |

Note:

These changes are not made if the time or the place in the Direct Speech remains the same in the Reported Speech also.

Example:

Question : Change the following Dialogue into the Reported Speech.

Rama : I have passed the Higher Secondary Course Examination.

Gopal : What are you going to do next?

Rama : I wanted to become an engineer once, but I am not interested in engineering any more.

- Gopal : What else are you interested in?
- Rama : I want to study English literature.
- Gopal : Will you change your mind again?
- Rama : Certainly not. Tell me what you intend to do next
- Gopal : I too am going to study English literature.
- Rama : Oh, What pleasant news!
- Gopal : Indeed it will be very pleasant for both of us to study the same subject. Don't change your mind. I am leaving for Madras tonight and will return next week.

Answer:

Rama said to Gopal that he had passed the Higher Secondary examination. Gopal asked him what he was going to do next. Rama replied that he had wanted to become an engineer once, but was not interested in engineering any more. Gopal asked him what else he was interested in. Rama answered that he wanted to study English literature. Gopal asked him if he would change his mind again. Rama replied that he would certainly not. He asked Gopal to tell him what he intended to do next. Gopal said that he too was going to study English literature. Rama exclaimed that it was very pleasant news. Gopal agreed that it would indeed be very pleasant for both of them to study the same subject. He asked Rama not to change his mind. He said that he was leaving for Madras that night and would return the week after.

Exercise

Change the following Passages into Reported Speech.

1. God said to Man, "Unless you set the horse free, I give it teeth and claws like the tiger's." Man said, "Father this creature of yours does not deserve freedom. What a nice stable I've built for its comfort and wellbeing. But the Creator insisted that the horse should be set Man said, "I shall obey your will. But I am sure you change your mind in a week and agree that my stable is best place for it."
2. Man said, "What is to be done with it? Are there no fi in Heaven where it might be sent of roam?" The Creator answered, "I have had enough of it. Take the creature back to your stable." Man said, "But Father, what burden it will be to me!" The Creator answered, "Yes. by accepting the burden you will show your greatness of heart."

3. Albert : But that is nonsense! If Her Majesty does drive in the park as usual, the man will suspect that know. So we shall not catch him.
- Anson : It is a great risk, Sir.
- Albert : It is a risk. It has to be taken. It will be a greater risk if we leave him to choose his own time! when the police will not be so ready for him as today.
- Anson : He will choose his own time in any case
- Albert : Yes; but now it will be the earliest. Yesterday, when his pistol missed fire, he did not like that he was seen by anyone. Her Majesty herself looking the other way.
4. The sculptor said, "I will tell you something I know was very good of your mother to send you out to for the old absconder. But this is to be said for He had a life of dedication before him, a life service of God. He saw it in a vision. The choice between family attachments and utter dedication. There was no midway, and he made his choice. And never looked back with regret because gods above and kings below have been kind."
5. "What do you mean?" asked the man, "how can a rope be used for binding flour?" The second man replied, "A rope may be used for anything when you do not wish to lend it."
6. The sailor said, "I need not tell you what it is to be knocking about in an open boat. I remember nights and days of calm, when we pulled and the boat seemed to stand still, as if bewitched within the circle of the sea- horizon."
7. He said to the shoemaker, "You are a big blockhead. You have done the reverse of what I desired you to do. I told you to make one of them smaller than the other."
8. And Judah said to his brothers, "What profit is it to us if we slay our brother and hide his body. Come let us sell him to those traders. Let us not take his life, for, after all, he is our brother and our flesh."
9. An old crab said to its young one, "Why do you walk crooked, child? Walk straight!" The young crab replied, "Mother, show me how to, will you?"
10. The speaker said, "I am not now complaining of the terms of the peace, but I wish to suggest to the House what, I believe, thousands and tens of thousands of the most educated portion of the people of this country are feeling upon this subject, although, in the midst

of a certain clamour, they do not give public expression to their private feelings.”

Dialogue

To compose a piece of Dialogue to suit a given situation, one must use one's imagination and do the converse of what is done to render Dialogue into the Reported Speech.

Example:1

Question:

Gopal and Dinesh have passed the Higher Second examination. Gopal is interested in English Literature. But Dinesh prefers History to English Literature. Explain why.

Answer:

Gopal : Hulloo, Dinesh, Congratulations!

Dinesh : Hi, Gopal, Congratulations to you too!

Gopal : I am glad we have both passed the Higher Secondary Examination.

Dinesh : Well, what do you propose to do next?

Gopal : I am going to study English Literature. about you?

Dinesh : I prefer History to English Literature. have you chosen English Literature?

Gopal : I have chosen English Literature because ambition is to become a writer in English

Dinesh : I have chosen History because I want to be a politician.

Gopal : Well, good-bye, Dinesh.

Dinesh : Good-bye, Gopal.

Example 2: Conversation between a tourist guide and a tourist

Guide : Hey, I am your guide who is going to help you explore Delhi today.

Tourist : Yeah, sure.

Guide : This is the heart of Delhi which is also known as CP

Tourist : Could you please tell me the full form of CP?

Guide : Connaught Place.

Tourist : what is so special about this place?

Guide : It's the best place to hang out. A place where you can get almost everything. It's not only a commercial hub but a transportation hub as well.

Tourist : Is this place good for shopping also?

Guide : Yes. Here you can get all the trendy and branded items of every range.

Tourist : Is there any shop famous for clothes?

Guide : Yes. Shop no. 36 near west block is very famous for clothes.

Tourist : What kind of clothes will I get there?

Guide : Ethnic as well as western clothes. Both the options are available there.

Tourist : Is there any place where I can click a lot of awesome pictures?

Guide : Of course. The Inner circle of CP is best for photo-shoot.

Tourist : What kind of environment is there?

Guide : It offers absolutely lively environment. There is also a central park where you can sit for hours and relax. And you can also take pictures of our national flag which is right in the middle of the park.

Tourist : That is marvellous. Could you please guide me there?

Guide : Yeah, sure.

Example 3: Conversation between a student and a teacher

Teacher : What are you planning to do after passing your matric?

Student : Sir, it would depend on what marks I get.

Teacher : Ok, so what have you planned if you secured good marks in matric?

Student : I will haunt pre-medical groups in F.S.C. Otherwise, I shall join I.C.S.

Teacher : Why did you deem medical groups?

Student : I think that several people die due to inadequate medical aid. They cannot afford substantial medical costs. I shall help them without exerting any charges.

Teacher : Your statements are false because each student shows pity first, but does not work upon his promise and grows materialistic.

Student : I would not be in that evil group. My grandmother was very

ill, and we could not get here appropriately treated because we were destitute. My purpose in life is to be a doctor, and I shall serve the people as a good citizen and help the needy free of cost.

Teacher : Ok, then. Hope You will get succeeded in your life.

Example 4: Conversation between a salesperson and a customer

Salesperson : Welcome to our shopping mall, sir.

Customer : Thank you

Salesperson : How can I help you, sir?

Customer : I want a good watch for a gift.

Salesperson : Ladies or gents? What type do you want?

Customer : A ladies' watch, please. Do you have any?

Salesperson : Please have a look at this showcase. You can see all kinds of watches.

Customer : Thank you. Please show me the fourth one.

Salesperson : Of course, here it is. It is one of the best quality watches, sir.

Customer : Do you have any warranty on this watch?

Salesperson : Yes, sir. We give three years' warranty on this product.

Customer : what is the price?

Salesperson : Eight thousand rupees, sir.

Customer : That is very expensive.

Salesperson : Not at all, sir. It is a genuine Swiss watch.

Customer : But I want a cheaper one. Don't you have one?

Salesperson : Why not? Look at this side, sir. These a Chinese by manufacture.

Customer : How much is the third one?

Salesperson : All these in this row are of the same price and they are four thousand each.

Customer : But aren't Chinese products generally notorious for poor quality?

Salesperson : Do not worry, sir. They are of good quality. You can rely on them.

Customer : All right. Pack this one, please.

Salesperson : Thank you, sir.

Example 5:**Exercise****Rewrite the following as Dialogues.**

1. Ramu has passed the Higher Secondary examination his ambition is to become a good scientist. He had to do B.Sc. and M.Sc. Courses and then start research work. His father wants him to study Medicine when he realises Ramu's earnestness about research allows him to have his own way.
2. Gopal has passed the Higher Secondary examination. His teacher advises him to study English Literature. Gopal wants to do so but his father has asked him to join the B.E. Course. Gopal's teacher offers to meet his father and advise him.
3. Sita and Lakshmi have passed the Higher Secondary examination. Lakshmi plans to join the B.Sc. Home Science Course. Sita is not going to continue her studies since she is getting married next month.
4. Raju and Peter are going to Goa. The train is crowded. They feel that Goa also will be crowded and so uncomfortable. They decide to leave Goa in two days. They also decide to leave by bus.
5. Rama and Krishna have written their University examination. They both wish to go to a hill station for the summer vacation. Rama wishes to go to Kodaikanal. But Krishna prefers Ooty, because he thinks that Kodaikanal will be crowded. Finally, they decide to go to the Yercaud.
6. Geetha wishes to go to Chennai urgently to attend an interview on the next day. She goes to Trichy Railway Station to book a berth on a train to Chennai. The Reservation Clerk finds that only a seat is available on the Pearl City Express. Geetha reserves it for her journey.
7. Peter and Saravanan are both students of the B.Sc. Class. One evening both are going home after class. Peter invites Saravanan to a film that evening. Saravanan too wishes to see the film. But his pocket money is exhausted. Moreover, his father usually does not allow him to go to films. Peter offers to pay for Saravanan's ticket. He also offers to meet Saravanan's father and get his permission to take Saravanan to the film. Saravanan accepts the proposal.

8. Rani has secured the First Rank in the University in the M.Sc. Examination. She wants to pursue research and become a great scientist. But her mother wants her to get married immediately. She also pleads that the society will speak ill of her parents if her marriage is put off any longer. Rani silences her by swearing solemnly she will remain a spinster all her life.
9. Srinivasan has just been appointed lecturer at a university. His father shows him the photograph of a girl and asks him to marry her, adding that the girl father has offered a dowry of one lakh rupees. Srinivasan refuses to take any dowry at all. His father points to him that they must accept the dowry because they will have to pay a huge dowry for his younger sister Gomathi. But Srinivasan says that his friend Rama is ready to marry Gomathi without any dowry. He also declares that he proposes to marry Rama's handicapped sister Lakshmi without dowry.
10. Renuka returns home to her village at the end of M.Sc. Course. She is happy to meet her friend Par who was married six months earlier. But she is saddened to hear that Renuka is a "castaway" now, because husband wants her to bring an additional dowry which her father cannot afford. Parvathi says that it is all fate and that she must suffer it. Renuka succeeds in making Parvathi realise that it is sheer injustice and not fate. Parvathi agrees to seek legal aid.

Lesson 3.5 - Letter Writing

How to write a letter

Here are some quick steps for how to write a letter:

1. Choose your format (email, paper and mail, etc.)
2. Write your contact information and date at the top if you're using block style (see below).
3. On a new line write a salutation, such as "Dear Ms. Smith," or "To Whom It May Concern."
4. Write the body of your letter in a standard paragraph format.
5. On a new line write a complimentary close, such as "Sincerely," or "Best,"
6. Sign your name under the complimentary close.

What type of letter should you write?

There are no hard-and-fast rules. The most suitable letter format depends on your audience. For a friend or close relative, a casual message or informal letter is usually the best way to go. There are different types of letters that are appropriate for this format. Some include:

- Handwritten letters
- Emailed letters
- Typed social media messages

However, for business contacts or people you don't know well, a typed formal letter is almost always the most appropriate choice. When used for professional purposes, writing a formal letter is effective for the following:

- Letters of intent
- Cover letters
- Value proposition letters
- Business memorandum letters
- Promotion letters
- Reference letters
- Resignation letters

- Thank you letters

These are just some of the types of letters that you might need to write in a casual or professional environment. Before writing a letter, consider the type of letter you need: formal or informal. Each has a distinct format you'll want to follow.

Formal letter writing: block style vs. AMS style

Formal letters—like cover letters, business inquiries, and urgent notifications—are some of the most important letters you'll ever have to write. Because they're sometimes used as official documents, formal letters have a very precise structure and particular format. In fact, there are a few different "correct formats" to choose from.

The most common formats for formal letter writing are block style and American Mathematical Society, or AMS, style. In the example below, we use block style, specifically full block style, because it's the most popular. **Block style is characterized by all elements being aligned on the left margin of the page.** This includes the first lines of paragraphs, which don't use indentation.

AMS is fairly similar, following many of the same rules as block style. There are a few differences, however, which we briefly cover after the next section.

How to write a formal letter in block style

Step 1: Write the contact information and date

All formal letters start with the **contact information and date**. In the full block style, this goes in the upper left-hand corner.

First, as the sender, type your full name and address aligned to the left side, just as you would when addressing an envelope. This isn't just a formality, but a useful inclusion so the recipient can easily find your contact information when they want to respond.

If you're writing on official company letterhead that already includes this information, you do not need to rewrite the contact information.

After your address, skip a line and then add the date you're writing the letter.

Last, skip a line again and add the recipient's name and full address. Feel free to include their job title below their name if it's relevant. Leave a blank line after the contact information before writing the salutation.

Step 2: Write the salutation

Formal letters always have a greeting at the beginning of the written content as a cue that your message is about to begin. This is known as the salutation.

Most salutations begin with “Dear” and then the name of the recipient.

All salutations use title capitalisation and end in a comma.

If you don’t know the name of the receiver, you can also use a job title or even the department name, for example, “Dear HR Representative.”

As a last resort, you can use the generic salutation “To Whom It May Concern” in any circumstance. Try to avoid “Dear Sir or Madam” as it’s a little outdated.

Step 3: Write the body of the letter

This is where you write your message. The body of the letter follows the normal rules of grammar, so write it as you would any other formal document. The one exception for full block style is that you **do not indent the first lines of paragraphs.**

Unlike personal letters, **formal letters are straightforward and direct**, so don’t be afraid to **get straight to the point**. Some formal letters are only a sentence or two long, although others can go on for paragraphs if there’s a lot of information to convey. The important thing is that you stay focused and avoid tangential topics.

Although different company cultures have different communication standards, it’s a safe bet to avoid casual phrasing and jokes; some even advise against using contractions. It should go without saying, but don’t use slang, profanity, or other inappropriate language.

If your letter covers a lot, it’s best to include a closing paragraph at the end to summarize everything the recipient needs to know. As always, don’t forget to **edit and proofread the body of the letter** before sending.

Step 4: Write the complimentary close

Formal letters also use a standard complimentary close or sign-off, similar to the salutation, before ending with an authentic signature.

One of the most common closers is “Sincerely,” including some variations like, “With sincere gratitude,” or “Sincerely yours.” Other common sign-offs include “Best,” and “Yours.” Unlike salutations, closers use sentence capitalization. **Always capitalize the first letter of your**

complimentary close, but only the first letter. And just like the salutation, **always end with a comma.**

If you're sending a paper letter, skip a few lines after your complimentary close—this is where you sign your name. Additionally, **always type your name below the signature**, along with your job title if relevant. When sending an email or other digital letter, you don't have to leave a blank line before you type your full name.

Step 5: Mention enclosed materials

This last step is necessary only if you're sending additional materials with the letter, such as a résumé or CV, application, voucher, etc. If you're sending only the letter, disregard this step.

After your printed name and optional job title (under your signature), skip a line and then write "Enclosure:" followed by a list of the materials you've included. For example, if you were including a résumé, you would write "Enclosure: Résumé." This is simply a precaution so the recipient doesn't miss anything or, if they need to, can verify that something was lost in shipping.

1. In a Letter the form is as important as the content

Examples:

Model: 1

Question:

Write a letter to your friend inviting him to spend the vacation with you

Answer:

14, New Street
Chennai
1-12-2023

Dear Rajan,

I am sorry we have not written to each other for a long time.

I have been quite busy preparing for my examination which begins next week. I expect to do very well in all the papers. I suppose you have also been preparing very well for your examination. Wish you all the best.

How do you find life in Chennai City? Are you able to study well in the midst of the noise? Study well in the midst of the noises of the city?

I am sure you will have a vacation after your examination. Why don't

you spend it here with me? My parents and all our schoolmates are eager to see you again. In fact, yesterday, my parents told me to write to you and invite you here for the vacation.

We can gather together some of our schoolmates and go on a picnic up the Yercaud Hills. It will be a happy reunion for all of us. Please do come.

Kindly convey my salutation to your parents.

With regards,

Yours sincerely,

A. Gopal

Address on the Envelope:

To

Mr. S. Rajan

41, Old Street

Chennai 600 001

Model: 2

Question:

Write a reply to the above Letter.

Answer:

41, Old Street

Chennai 600 001

4-12-2023

Dear Gopal,

Thank you for your letter dated 1-12-23.

I am very happy to learn that you have been preparing well for your examination. I too expect to do very well in my examination. Wish you all the best.

I thank you for your invitation to me to spend the vacation with you at Yercaud.

I shall certainly do so with great joy. Though life in Chennai City is quite interesting, I have not made many friends here. I really miss you and all our schoolmates.

My parents have permitted me to spend the vacation, with you. They are planning to visit my grandmother in Salem during the vacation. We shall travel by the same train and I shall get off the train at Yercaud. On their way back from Salem my parents will visit your parents and take me away. My mother is very eager to meet your mother again.

Kindly convey my salutation to your parents.

With regards,

Yours sincerely,

S. Rajan

Address on the Envelope:

To

Mr. A. Gopal

14. New Street

Yercaud 624001

Model: 3

Question:

A firm in Mumbai has advertised in a newspaper a vacancy for the post of Shorthand-Typist. Apply for the job.

Answer:

1-12-2023

From

S. Meera

41, Main Road

Salem 624 001

To

The Personnel Manager

Messrs. Raju & Co.

24, Park Road

Mumbai - 600 011

Sir,

Ref.: Your advertisement in The Hindu dated 25-11-2023

I am applying for the post of Shorthand-Typist advertised by you in The Hindu dated 25-11-2023.

Kindly find my bio-data and the details of my qualifications and experience given below.

Name : S. MEERA
 Age : 21 years (Date of Birth: 1-12-2004)
 Father's Name : A. Srinivasan
 Address : 41, Main Road
 Salem - 624 001
 Nationality : Indian
 Marital Status : Unmarried
 Languages Known : English, Tamil and Hindi
 (To speak, to read and to write)

Educational Qualification:

| Sl.No. | Course / certificate | Year of Passing | Awarding Authority | Marks/ Class |
|--------|------------------------------|-----------------|--|--------------|
| 1 | Higher Secondary Certificate | 2022 | Board of Hr. Sec. Ed., Govt. of Tamil Nadu | 900/1200 |
| 2 | S. S. L Certificate | 2020 | Board of Sec. Ed., Govt. of Tamil Nadu | 400/500 |
| 3 | Praveen (Hindi) | 2020 | Dakshin Bharat Hindi Prachar Sabha | First |

Professional Qualification:

| Sl.No. | Course / certificate | Year of Passing | Awarding Authority | Marks/ Class |
|--------|-------------------------------|-----------------|---------------------|--------------|
| 1 | Shorthand – Higher (English) | 2020 | Govt. of Tamil Nadu | First |
| 2 | Shorthand – Higher (Tamil) | 2020 | Govt. of Tamil Nadu | First |
| 3 | Shorthand – lower (English) | 2019 | Govt. of Tamil Nadu | First |
| 4 | Shorthand – lower (Tamil) | 2019 | Govt. of Tamil Nadu | First |
| 5 | Typewriting– Higher (English) | 2018 | Govt. of Tamil Nadu | First |
| 6 | Typewriting– Higher (Tamil) | 2018 | Govt. of Tamil Nadu | First |
| 7 | Typewriting– lower (English) | 2017 | Govt. of Tamil Nadu | First |
| 8 | Typewriting– lower (Tamil) | 2017 | Govt. of Tamil Nadu | First |

Professional Experience:

Have been serving as Personal Secretary to the Manager,
Messrs. Ramadoss & Co., Salem since 1-7-2020.

Extra-Curricular Interests:

Model 4

Letter of Complaint to Police Department

Sir,

Sub: Harassment of lawful citizens by strangers at night--complaint regarding

Permit me to bring to your attention a disturbing situation that has developed in the Market area of Salem town in the past few days.

Some rough-looking young men are seen loitering about the Market area every evening after 8 P. M. They harass lawful citizens walking on the streets by demanding contributions for one cause or another and by abusing those who refuse to oblige. On some occasions they are known to have attacked their victims and to have snatched bags and from them. They have

become such a menace that women hardly dare move out of their houses after dark.

Kindly take immediate action to put an end to this menace to the lawful citizens of Salem. The residents of the area will be quite willing to co-operate with the authorities in any action initiated against these ruffians.

Thank you.

Yours faithfully,
M. Shanmugam

Exercise

Write the following Letters.

1. To your Australian pen-friend describing the Independence Day celebration in your town.
2. To your uncle thanking him for having taken you on a tour of some important places in India. Say something about each of these places.
3. To a firm in Chennai, applying for the post of Salesman advertised in a newspaper.
4. To a firm in Chennai complaining that the air-conditioning machine they sent you by rail arrived damaged. Ask them to send their mechanic to assess the damage. Indicate that, if the damage is serious, you expect a replacement.
5. To the police complaining that a cinema theatre in your neighbourhood makes too much noise at night.
6. To the Collector of your district complaining of the refusal by conductors of most town buses to accommodate passengers from the town to your university.
7. To the Station Master, Trichy Railway Station, pointing out to him that the sign-boards at the North railway level-crossing read "level-crossing" instead of "level-crossing," and suggesting to him to have the mistake corrected.
8. To the Divisional Manager, Southern Railway, Chennai, requesting that the Quilon-Trichy Express and the Trichy Quilon Express be made to stop at Trichy North Railway Station for the convenience of the students of Educational institutions.
9. To the civil authorities complaining of frequent non-availability of essential commodities in the fair-price shop in your locality.

10. To the leaders of your village appealing for better consideration for the women of your village and for greater representation to them in the management of the common affairs of your village

DDE, Pondicherry University

UNIT-IV**Lesson 4.1 - Note Making**

1. To make satisfactory Notes on a Passage,
 - 1) Read and re-read the Passage till you understand it well;
 - 2) Give a suitable Title to your Notes;
 - 3) Retain only the main points; omit the minor on
 - 4) Arrange the different sections of the Notes neatly (you would do well to number them):
 - 5) Use Headings within the Notes, wherever convenient
 - 6) Use Abbreviations; and,
 - 7) Use Punctuation Marks and other Signs.

Example:

Question: Make Notes on the following Passage.

In 1898, when Rutherford was twenty-seven years age, he was offered the post of Professor of Physics the McGill University in Montreal. The atmosphere McGill was one which suited his quiet temperament. had money, too, enough for his purposes, and he invit Mary Newton to join him in Canada. They were marri and a daughter, Eileen Mary, was born in 1901.

As a result of experiments with radium and its rays Rutherford declared that a pound of radium would produce energy at the rate of 10,000 h.p.; that matter could be transformed into energy, and the atom used to produce power. In 1904 he published his first book, radioactivity.

He went back to England in 1907 when he was appointed Professor of Physics at Manchester University. In the following year he was awarded the Nobel Prize for outstanding contributions to science.

Answer:**Rutherford's Success**

- 1) Appointment :
1898: age 28, Prof. of Phys., McGill U, Montreal.
- 2) Domestic Life :
 - a) atmosphere suited quiet temperament

- b) enough money
 - c) md. Mary Newton
 - d) 1901 daughter Eileen Mary b.
- 3) Discoveries:
- a) 1 lb. radium \rightarrow energy @ 10,000 h.p.
 - b) matter \rightarrow energy
 - c) atom \rightarrow power
- 4) Book:
- 1904: Radioactivity*
- 5) Honoured :
- a) 1907: Prof. of Phys., Manchester U- returned to England.
 - b) 1908: Nobel Prize for science.

Exercise

1. **Make Notes on the following.**

Dynamite came on to the market in 1867. Alf was now on the road to becoming one of the world's richest men. In America the 'Atlantic Giant Pow Company' was formed to manufacture dynamite, w Nobel as the principal shareholder. In Europe there the 'Latin Nobel Trust' to control manufacture of explosive in seven countries. A Commission of Enquiry was held in England to discuss the problem of safe and Nobel was called before it. He had, he stated stopped the manufacture of nitro glycerine as soon the dangers became apparent; dynamite had eliminated most of the hazards, but he could not hold him responsible for accidents which occurred due to circumstances beyond his control. Soon after this the Bri Dynamite Company was formed and made a profit of thousand percent within six years. Other branches the company were established in many parts of the world.

2. **Make Notes on the following Passage.**

Michael Faraday, was chosen by Sir Humphrey David to act as his secretary and assistant on a tour of Europe. It was a wonderful opportunity to work and travel Sir Humphrey David. It was perhaps the best scientific education Faraday could have had.

Back at the Royal Institution, Faraday took up duties as laboratory assistant to Sir Humphrey D. Every morning he tried by experiment

the truth of ideas which he had conceived overnight. His work hard, but hard work never daunted Faraday. Often was dangerous. Once one of his experiments blew the windows of the laboratory and nearly blinded and often he got severely burned.

Soon Faraday began to make a name for himself as a chemist. As early as 1816 he had begun to lecture chemistry, and it was not long before his lectures attracted crowds. Always thorough, he had trained himself in public speaking and so he could make the most scientific matter clear and interesting to all. The greatest in the land came to hear him. In 1857, when he was a world-famous scientist, the Prince Consort went to hear him lecture and the Prince of Wales wrote from Windsor Castle to thank him.

3. Make Notes on the following Passage.

In December 1947—the month when Japan attacked Pearl Harbor—a secret machine was wheeled out from its closely-guarded hangar at the Sikorsky aircraft plant in Bridgeport, Connecticut. It was the XR-4, the American army's first helicopter, built by Sikorsky. Leslie Morris, his chief test pilot, mounted the cockpit. The large rotor above his head began to turn, and a moment later the machine rose vertically into the air with the elegance of a large bird.

It was the first of a series of tests which extended over seven months. In April 1942, a group of senior officers from all branches of the armed forces assembled on the same field to watch a demonstration of the first successful helicopter in the U.S., as Morris told them proudly. Igor Sikorsky, who stood beside him, smiled and said nothing.

Morris began with a few vertical ascents and descents. He 'jumped up' to about seven feet and held the machine motionless in mid-air. Then he flew sideways, which looked almost unbelievable. He flew backward, made it climb up and down like a lift, and eventually landed in exactly the same grooves which the wheels had formed before the start.

A British Wing Commander, who was present as an observer, was the first to speak. "Well, this beats anything I've ever seen," he said. An American Major said, "That thing will do anything a horse can do!" and someone at the back of the group kept shaking his head: "If I hadn't seen this with my own eyes, I'd say it's impossible."

4. Make Notes on the following Passage

There are three main groups of oils: animal, vegetable and mineral. Great quantities of animal oil come from whales, those enormous creatures of the sea which are the largest remaining animals in the world. To protect the whale from the cold of the Arctic seas, nature has provided it with a thick covering of fat called blubber. When the whale is killed, the blubber is striped off and boiled down, either on board ship or on shore. It produces great quantities of oil which can be made into food for human consumption. A few other creatures yield oil, but none so much as the whale. The livers of the cod and the halibut, two kinds of fish, yield nourishing oil. Both cod liver oil and halibut liver oil are given to sick children and other individuals who need certain vitamins. These oils may be bought at any chemist's.

Vegetable oil has been known from antiquity. No household can get on without it, for it is used in cooking. Perfumes may be made from the oils of certain flowers. Soaps are made from vegetable and animal oils

To the ordinary man, one kind may be as important as another. But when the politician or the engineer refers to oil, he almost always means mineral oil, the oil that drives tanks, aeroplanes and warships, motor-cars and diesel locomotives, the oil that is used to lubricate all kinds of machinery. This is the oil that has changed the life of the common man. When it is refined into petrol it is used to drive the internal combustion engine. To it we owe the existence of the motor-car, which has replaced the private carriage drawn by the horse. To it we owe the possibility of flying. It has changed the methods of warfare on land and sea. This kind of oil comes out of the earth. Because it burns well, it is used as fuel and in some ways it is superior to coal in this respect. Many big ships now burn oil instead of coal. Because it burns brightly, it is used for illumination; countless homes are still illuminated with oil burning lamps. Because it is very slippery, it is used for lubrication. Two metal surfaces rubbing together can cause friction and heat, but if they are separated by a thin film of oil; the friction and heat are reduced. No machine would work for long if it were not properly lubricated. The oil used for this purpose must be of the correct thickness; if it is too thin it will not give sufficient lubrication, and if it is too thick it will not reach all parts that must be lubricated.

5. **Make Notes on the following Passage.**

Pierre and Marie now set their hearts on establishing a well-equipped laboratory where research workers might continue the search for truth. On the 19th of April, 1906, Pierre Curie was run over by a carriage and killed instantly. Marie endured the loss with the fortitude she had shown all her life. The French Government offered her a pension, which she refused. She was the only physicist capable of directing the research Pierre had left unfinished, and in 1906, the Council of the Faculty of Science decided that Madame Curie should take her husband's place as Professor at the Paris University.

In 1910 she published her Treatise on radioactivity, running to nine hundred and seventy-one pages. A year later the Swedish Academy of Sciences awarded her the Nobel Prize in Chemistry. She is the only person to have received the award twice.

July 1914 saw the laboratory which had been the dream of Pierre Curie completed. Marie became the first director and was soon busy, during the First World War, arranging a supply of radium for the hospitals and organising mobile X-ray units for service with the army.

Lesson 4.2 - Spotting Errors

What is Spotting of Errors in English Grammar?

Error spotting is a systematic way of identifying and rectifying the mistakes in a sentence. It is commonly used while proofreading written documents. In error spotting, the candidate has to find the grammatical errors in the given paragraph using systematic rules that are already defined.

Here are some key rules to spot errors.....

1. Check the errors in sentence structure and identify the parts of speech
 - To perform error spotting perfectly, you need to know and identify all eight parts of the speech in English. They are nouns, adjectives, verbs adverbs, interjections, prepositions, pronoun, conjunction. Students must also check the sentence structure for clarity, and logical construction.

For Example:

Incorrect: Running in the park children were happily.

Correct: Children were happily running in the park.

Explanation:

The incorrect sentence doesn't make sense because of the wrong structuring of the sentence. One can't make out the subject or object in the sentence. Once you recognize the parts of the speech in the incorrect sentence, one can make out that 'children' is the subject, park is the object, 'in' is the preposition, 'were running' is the verb, and happily is the adverb as it describes the verb (running). All these help us formulate the sentence well and rephrase the error free sentence.

2. Check Subject-Verb agreement
 - Students must ensure that the subject and verb agree in terms of number (singular or plural). Pay attention to singular subjects requiring singular verbs and plural subjects requiring plural verbs.

For Example:

Incorrect: The dogs barks on the terrace.

Correct: The dogs bark on the terrace. Or The dog barks on the terrace.

Explanation:

Here, the subject is 'dogs' and the verb is 'barks' in the incorrect sentence. Since the subject (dogs) is plural, the verb should also be plural (bark).

Likewise, since the verb (barks) is singular, you can also correct the sentence by making the subject singular (dog).

3. Check the tenses and the correct form of the verb for it
 - Use appropriate verb tenses and the right form of the verb for that particular tense to convey the correct timeline of actions. Pay attention to the consistency of tenses and avoid shifting between past, present, and future tenses without a clear reason.

For Example:

Incorrect: Yesterday, I go to the store.

Correct: Yesterday, I went to the store.

Explanation:

Yesterday means the previous day. Clearly, it's an action completed in the past. Thus, the sentence suggests the usage of simple past tense. 'Go' is used for the present tense.

Thus, to make the sentence error-free, we need to use 'went' or the second form of the verb 'go' to convey the right meaning.

4. Use the right article for the corresponding noun.
 - Use articles (a, an, the) appropriately based on the specific noun being referenced and the context. Pay attention to countable and uncountable nouns. Also, take extra care of special cases and exceptions while working with articles.

For Example:

Incorrect: I want a airplane ticket to the India.

Correct: I want an airplane ticket to India.

Explanation:

Since 'airplane' starts with a vowel sound and it's singular, we use 'an' before airplane.

Similarly, India is the name of the country. We don't add articles

before country names, hence we remove 'the' placed before 'India'.

5. Use the correct pronouns

- Ensure that pronouns for the noun agree in type, number, gender, voice, and person as per the given sentence.

For Example:

Incorrect: Ram and me are studying.

Correct: Ram and I are studying.

Explanation:

'Me' is used as a pronoun for 'I' in the passive voice or when 'I' is the object of the action instead of the subject. Since in the incorrect sentence, 'me' is the subject, 'I' is the correct pronoun.

6. Learn to use the correct prepositions

- Use the appropriate prepositions to express relationships between words or phrases. Learn the exceptions and special use cases for prepositions with certain words or situations.

For Example:

Incorrect: I am residing at Delhi.

Correct: I am residing in Delhi.

Explanation:

We always use 'in' for cities or countries. The preposition "in" is used to indicate a place being a part of that location.

On the other hand, the preposition "at" is used to indicate a specific point or place, usually a smaller and more specific location within a larger area. Hence, we replace 'at' with 'in' to make the sentence correct.

7. Maintain parallelism and continuation

- While attempting error spotting questions, make sure to check parallel structures in lists, comparisons, and conjunctions. Ensure that items within a series or phrases joined by conjunctions follow a consistent grammatical pattern in terms of the tenses and the form of verbs.

For Example:

Incorrect: She likes swimming, hiking, and to play tennis.

Correct: She likes swimming, hiking, and playing tennis.

Explanation:

Here, the incorrect sentence uses the infinitive form of play (to play) after the conjunction “and” in the list of activities.

The other word forms maintain a participle or “-ing” form of verbs ‘swim’ and ‘hike’. Thus, to maintain parallelism, we have to use the “-ing” or participle form of the verb for ‘play’ as well.

8. Correct usage of adjectives, adverbs and phrases

- In English, a lot of times students can get confused between similar-sounding modifiers like adjectives, adverbs, or other phrases. Ensure that modifiers (adjectives, adverbs, phrases) are correctly placed to modify the intended words or phrases. Watch out for misplaced, dangling, or ambiguous modifiers.

For Example:

Incorrect: I am so exciting to go on vacation.

Correct: I am so excited to go on vacation.

Explanation:

In this case, the use of the adjective “exciting” is incorrect. The adjective “exciting” describes something or someone that causes excitement in others.

However, when describing one’s own feelings, we use the adjective “excited.” Hence, we replace the adjective ‘exciting’ with ‘excited’ to correct the error.

9. Rule out punctuation errors

You have to specially check for the misplacement of punctuation marks that change the meaning conveyed by the sentence in error spotting questions. Analyse the sentence and use punctuation marks (commas, periods, semicolons, etc.) correctly to convey meaning, separate clauses, and aid comprehension.

For Example:

Incorrect: Do you want to go. I really want to stay, the party is awesome.

Correct: Do you want to go? I really want to stay. The party is awesome!

Explanation:

Here, the incorrect sentence has multiple punctuation errors. The

first part is visibly a question because it's starting with 'do'. Hence, it should end with a question mark instead of a full stop or period.

The second sentence seems to be complete on its own. Hence, it should end with a period. Again, the last sentence shows excitement or exhilaration, an evident display of emotion or admiration. Thus, an exclamation mark is fitting.

10. Understand the correct usage of superlatives, numbers and gender.

- A lot of error spotting questions present a mistake in singular and plural for the nouns. They can also present an error in the use of genders like using the right or wrong gender. Superlative degrees are a major spot for error which most students miss out on.

For Example:

Incorrect: I am most happy person right now!

Correct: I am the happiest person right now!

Explanation:

The superlative degree for the adjective 'happy' is 'happiest'. Most happy will be the wrong use of superlatives as demonstrated in the incorrect sentence here.

For Example:

Incorrect: He is one of the most talented and creative person I've ever met.

Correct: He is one of the most talented and creative people I've ever met.

Explanation:

The usage of the phrase 'one of the' indicates the presence of more than one person in the 'talented and creative' category.

This means there are multiple creative and talented people and the subject is one among those people. Hence, the usage of 'person' is wrong as it's singular. The correction will be to replace 'person' with 'people'.

Tips and Tricks to Solve Error Spotting Questions

Error spotting questions can be easily solved by learning a few tips and tricks for error spotting. These tips and tricks are very useful in finding the correct answer quickly and effectively, saving a lot of time.

Follow these tips and tricks while solving error spotting questions:

1. Careful & Attentive Reading

Read the sentence slowly a couple of times while paying close attention to the words, spellings, and grammatical structure. Stay alert and gauge each word for a possible error.

2. Grammar Rules are Crucial

Keep the grammar rules like subject-verb agreement, verb forms, tenses, and parts of speech on tips. Apply them to quickly identify possible errors.

3. Context Matters

Analyzing the context of the sentence will help identify errors quickly. Spot inconsistencies, logical errors, and vocabulary that seems unfit for the context.

4. Reduce Available Options

Eliminate visibly wrong or impossible options and enhance the chances of selecting the right answer.

5. Mind the Modifiers

Most errors are around the adjectives, adverbs, and phrases being wrongly placed or modifying the wrong words. Spot any issues with the placement of such modifiers and the words they're modifying.

6. Take Care of Parallelism

Look out for errors in parallelism. Ensure that the contents of a list or comparison follow the same grammatical pattern.

Exercises:

1. Certain nouns being a singular form represent plurality and therefore, take a plural verb in a sentence.

Example: police, clergy, people, peasantry, cattle.

- People has left. (Incorrect)
- People have left. (Correct)

2. Certain nouns take the plural verb because of their plural form.

Example: Clothes, Scissors, trousers, amends, spectacles, thanks.

- The spectacles is missing. (Incorrect)
- The spectacles are missing. (Correct)

3. When a noun denoting weight, number, money, length or measure is following a number, the noun form does not change as long as another noun or pronoun follows it.
Example: Million, pair, meter, year, dozen.
 - This is a 9-meters scale. (Incorrect)
 - This is a 9-meter scale. (Correct)
4. When the pronoun 'one' is used, it should be maintained throughout the whole sentence.
 - One must help his siblings. (Incorrect)
 - One must help one's siblings. (Correct)
5. For living people 'whose' is generally used and for things that are non-living 'which' is used.
 - Which phone is kept on charging? (Incorrect)
 - Whose phone is kept on charging? (Correct)
6. 'Fewer' is used for denoting number while 'Less' is used for denoting quantity.
 - No less than thirty dogs were. (Incorrect)
 - No fewer than thirty dogs were. (Correct)
7. Sentences are always opposite to question tags, for example, if the question tag is positive then the sentence is negative and vice versa.
 - It's a bit early, is it? (Incorrect)
 - It's a bit early, isn't it? (Correct)
8. Instead of 'who' or 'which', the relative pronoun 'that' is used after adjectives in the superlative degree.
 - These are the best which he could get. (Incorrect)
 - These are the best that he could get. (Correct)
9. 'As' is used both before and after the adjective to show equality.
 - I can write as fast, if not faster than her. (Incorrect)
 - I can write as fast as, if not faster than her. (Correct)
10. 'Though' is always followed by 'yet' in a sentence and not by 'but'.
Thus,
 - Though he is rich but he is kind. (Incorrect)
 - Though he is rich, yet he is kind. (Correct)

11. 'Not' is never used with 'unless' as 'unless' expresses a condition that is always used in the negative sense. Thus,
 - Unless you do not pay the fine, you will not be excused. (Incorrect)
 - Unless you pay the fine, you will not be excused. (Correct)
12. 'While' implies a time duration of doing something and 'When' denotes a general sense. Thus,
 - When learning how to box, the technique is of utmost importance. (Incorrect)
 - While learning how to box, the technique is of utmost importance. (Correct)

The first sentence contains an error in everyday language. The appropriate usage has been provided for reference.

1. If I will visit London, I will meet you.
If I visit London, I will meet you.
2. She is married with an engineer.
She is married to an engineer.
3. Every students is intelligent in the class.
Every student is intelligent in the class.
4. Although it was raining, yet we went to the market.
Although it was raining, we went to the market.
5. What were your answer?
What was your answer?
6. Its Sunday morning.
It's Sunday morning.
7. Parents work for there children.
Parents work for their children.
8. Smith and me went to the mall.
Smith and I went to the mall.
9. A greater amount of people are visiting the stadium.
A greater number of people are visiting the stadium.
10. There are less dresses.
There are fewer dresses.

11. We enjoy to go for a walk after dinner.
We enjoy going for a walk after dinner.
12. It is Smith's and Peter's car.
It is Smith and Peter's car.
13. The dog lost his bone.
The dog lost its bone.
14. He feels well.
He feels good.
15. She cooks good.
She cooks well.
16. Each of the cars are fast.
Each of the cars is fast.
17. One of the train is late.
One of the trains is late.
18. The police is coming.
The police are coming.
19. He almost washed all of the cars.
He washed almost all of the cars.
20. Smith likes Maths more than English.
Smith likes Maths more than he likes English.
21. The salad is a healthier alternate.
The salad is a healthier alternative.
22. The teams were amicable.
The teams were amiable.
23. She could not decide among the two shirts.
She could not decide between the two shirts.
24. Ask him to sit besides me.
Ask him to sit beside me.
25. He will bring the book from his friend.
He will take the book from his friend.
26. I may drive because I passed the driving test.
I can drive because I passed the driving test.

27. A bee sting can be deathly.

A bee sting can be deadly.

28. We will drive no further tonight.

We will drive no farther tonight.

29. I have been in America since three months.

I have been in America for three months.

30. In the party, I didn't meet nobody.

In the party, I didn't meet anybody.

Lesson 4.3 - Sentence Completion

What is sentence completion?

In most competitive exams sentence completion is a standard test. These sentences are complex and use to test one's interpretation and logical skills. The four common types of sentence completion are:

- i) Restatement
- ii) Comparison
- iii) Contrast
- iv) Cause and effect

A detailed study....

i) Restatement

These are the words that we use to amplify the importance of the first clause or add more information to the already stated facts.

Example:

In other words, in fact, that is, etc.

Example:

The boy was too lazy to even move about during the day, in other words, he was _____.

- a. slumber
- b. prompt
- c. trickster
- d. lethargic

Answer – Lethargic.

Since we use the phrase 'in other words' it means that we need to use a word that re-states the already given description. So lethargic can be the answer.

ii) Comparison

The words that we use in this type reflect a comparison between two subjects in the two clauses.

Example:

likewise, and, just as, as like as, similarly etc.

Example:

Just as we hope to be forgiven, so we should _____ others.

- a. burden
- b. forgive
- c. criticize
- d. conspire

Answer:

Here, we have used the comparison word, 'just as' which means that the second clause should have a word that presents a similar meaning in the first clause. So we use 'forgive'.

iii) **Contrast**

This type comprises the words that reflect a stark and definite contrast between two or more clauses.

Example:

though, yet, although, despite, but, on the other hand, but, however, despite, or, on the contrary, etc.

Example:

Although her son is a happy to go soul, her daughter is _____ and grumpy

- a. rude
- b. peaceful
- c. merry
- d. casual

Answer:

Here the answer should be 'rude' because we are presenting a contrast between the natures of her son and daughter. While the son is peaceful and happy, the daughter is rude and grumpy.

iv) **Cause and effect**

The Cause and Effect type comprises words that act as a consequential evidence of some previous action or cause or present an impactful situation post an action.

Example:

therefore, consequently, because of, due to, as a result, leads to, etc.

Example:

Ginger practiced everyday for the competition, as a result, she _____ it.

- a. lost
- b. eliminated
- c. won
- d. ditched

Answer:

Here the answer is 'won' because ginger practiced regularly and so she won it. her efforts resulted in her win.

Exercise

1. She hadn't eaten all day, and by the time she got home she was _____.
 - a. blighted
 - b. confutative
 - c. ravenous
 - d. ostentatious
 - e. blissful
2. The movie offended many of the parents of its younger viewers by including unnecessary _____ in the dialogue.
 - a. vulgarity
 - b. verbosity
 - c. vocalizations
 - d. garishness
 - e. tonality
3. His neighbours found his _____ manner bossy and irritating, and they stopped inviting him to backyard barbeques.
 - a. insentient
 - b. magisterial
 - c. reparatory
 - d. restorative
 - e. modest

4. Steven is always _____ about showing up for work because he feels that tardiness is a sign of irresponsibility.
- a. legible
 - b. tolerable
 - c. punctual
 - d. literal
 - e. belligerent
5. Candace would _____ her little sister into an argument by teasing her and calling her names.
- a. advocate
 - b. provoke
 - c. perforate
 - d. lamente
 - e. expunge
6. The dress Ariel wore _____ with small, glassy beads, creating a shimmering effect.
- a. titillated
 - b. reiterated
 - c. scintillated
 - d. enthralled
 - e. striated
7. Being able to afford this luxury car will _____ getting a better paying job.
- a. maximize
 - b. recombinant
 - c. reiterate
 - d. necessitate
 - e. reciprocate
8. Levina unknowingly _____ the thief by holding open the elevator doors and ensuring his escape.
- a. coerced
 - b. proclaimed
 - c. abetted
 - d. sanctioned

- e. solicited
9. Shakespeare, a(n) _____ writer, entertained audiences by writing many tragic and comic plays.
- numeric
 - obstinate
 - dutiful
 - prolific
 - generic
10. I had the _____ experience of sitting next to an over-talkative passenger on my flight home from Brussels.
- satisfactory
 - commendable
 - galling
 - acceptable
 - acute

While these kinds of sentences help in development of vocabulary, there are others too:

➤ **Complete the sentences with the most appropriate option**

- Even though the two parties appear united in negotiations, ---
 - The level of trust between them will always remain, at best, tenuous
 - They weren't able to agree on the subject
 - They will eventually reach an agreement
 - It is impossible for him to succeed
 - The president unexpectedly rejected it
- The moment I saw the sad face of my girlfriend, ---
 - I begin to feel depressed
 - I have realised that we will have a discussion about our relationship
 - I had decided to leave the house
 - I found out that something was wrong
 - She has gone out for a walk
- You had better take your mobile phone with you, ---
 - So that you can lose it

- b) Or I couldn't have called you
 - c) Because I will not be at home during the whole day
 - d) If you had wanted to go abroad
 - e) In case you may not find one when you are in need of it.
4. ---- when they learned that the Chairman would not be able to join the meeting.
- a) Hardly had the committee learned the reason of the meeting
 - b) When they realised why they were all there in that early time of the day
 - c) It wasn't until they got a phone call about an urgent meeting the next day.
 - d) However professional they tried to be seen
 - e) They will have already discussed the most important subjects
5. ---, the Grammys are the highest rated.
- a) There are many music awards shows in the US
 - b) Although Grammys are considered to be highly prestigious
 - c) Because there is only one big music awards show in the US
 - d) Much as people are looking forward to next Grammy awards show
 - e) Of the "big three" music awards shows

Lesson 4.4 - Report Writing

What is report writing?

A report is a short document written for a particular purpose or audience. It usually sets out and analyses a problem often recommended for future purposes. Requirements for the precise form of the report depend on the department and organization. Technically, a report is defined as “any account, verbal or written, of the matters pertaining to a given topic.” This could be used to describe anything, from a witness’s evidence in court to a student’s book report.

The format of a report writing may contain the following details:

A report writing format includes: a title, table of contents, summary, introduction, body, conclusion, recommendations and appendices.

The different kinds of reports possible are as follows:

- Newspaper/ magazine report
- Business report
- Technical report

What is the structure of a report?

The report format depends on the type of report and the requirements of the assignment. While reports can use their own unique structure, most follow this basic template:

- **Executive summary:** Just like an abstract in an academic paper, an executive summary is a standalone section that summarizes the findings in your report so readers know what to expect. These are mostly for official reports and less so for school reports.
- **Introduction:** Setting up the body of the report, your introduction explains the overall topic that you’re about to discuss, with your thesis statement and any need-to-know background information before you get into your own findings.
- **Body:** The body of the report explains all your major discoveries, broken up into headings and subheadings. The body makes up the majority of the entire report; whereas the introduction and

conclusion are just a few paragraphs each, the body can go on for pages.

- **Conclusion:** The conclusion is where you bring together all the information in your report and come to a definitive interpretation or judgment. This is usually where the author inputs their own personal opinions or inferences.

If you're familiar with how to write a research paper, you'll notice that report writing follows the same introduction-body-conclusion structure, sometimes adding an executive summary. Reports usually have their own additional requirements as well, such as title pages and tables of content, which we explain in the next section.

What should be included in a report?

There are no firm requirements for what's included in a report. Every school, company, laboratory, task manager, and teacher can make their own format, depending on their unique needs. In general, though, be on the lookout for these particular requirements—they tend to crop up a lot:

- **Title page:** Official reports often use a title page to keep things organized; if a person has to read multiple reports, title pages make them easier to keep track of.
- **Table of contents:** Just like in books, the table of contents helps readers go directly to the section they're interested in, allowing for faster browsing.
- **Page numbering:** A common courtesy if you're writing a longer report, page numbering makes sure the pages are in order in the case of mix-ups or misprints.
- **Headings and subheadings:** Reports are typically broken up into sections, divided by headings and subheadings, to facilitate browsing and scanning.
- **Citations:** If you're citing information from another source, the citations guidelines tell you the recommended format.
- **Works cited page:** A bibliography at the end of the report lists credits and the legal information for the other sources you got information from.

As always, refer to the assignment for the specific guidelines on each of these. The people who read the report should tell you which style guides or formatting they require.

Example 1:

Write a report on the occasion of your college adopting a village as a social responsibility in your college magazine about the various programmes organised therein in 120 to 150 words.

Answer:

Village Adoption- A Step Towards Being Socially Responsible -A Report

On the occasion of World Literacy Day, L.M. Memorial College, Chennai has taken an oath to embrace the village named Rajpur.

The school has taken the responsibility of educating the people residing in the village. Selected students from each standard are taken there every weekend, during school hours to impart knowledge. The first six month's motive is to make each and every person capable of reading and writing. Free books and stationery is being provided for quality education. Children are given time to spend with each other, play games and interact. Apart from the educational needs, special care is devoted to hygiene and sanitation. Girls are being given awareness on the importance of menstrual hygiene as well. Various talent hunts have been organised which left everyone overawed. The immense enthusiasm and zeal in the people to learn is the main driving factor.

A family kind of environment is being created. The college treats the people of the village as its own students and is unbiased. By adopting a village, the college is making its students sensitive towards the needs of the environment at a young age. It is committed towards raising the leaders of tomorrow.

Example 2:

Sagar School, Nashik, recently organised a science symposium on the topic: 'Effect of pollution on quality of life'. As the editor, write a report on the event for your school magazine. (120 – 150 words)

Answer:

Report on Science Symposium held at Sagar School, Nashik

-By Editor of the school magazine

A symposium was organised on 1 March 2022 in the school on the topic "Effect of Pollution on Quality of Life". All the science students were a part of the elucidative programme.

The event started with the felicitation of the guest speakers.

Thereafter, the participants were espoused by Sh. Suraj Prakash. He acquainted them with the objectives and goals of the workshop. The resource person Dr. Hari Om Gupta reflected his profound knowledge on the topic and highlighted how important it is to curb the menace of pollution.

An exalting demonstration of effects of pollution on our lives galvanized the engrossed participants. After the lunch break Dr. K.K. Arora, Resource Person, exhibited the possible steps that can be undertaken at the personal level to reduce pollution. It was followed by another session on the basic concept behind pollution reduction which triggered the young minds into thinking innovative ways.

An interactive concourse ignited the inquisitiveness of participants. They have committed themselves completely to bring about a change in the situation. The informative workshop culminated with a vote of thanks proposed by the head of the science department.

Example 3

Cultural Society Sunshine Public College, Pondicherry organised an adult literacy camp in its neighbourhood. Write a report in 120 – 150 words on the camp for your college newsletter. You are P.V. Sunitha, Secretary. Use the following clues: no. of volunteers – hours spent in teaching – location of the class – chairs, blackboards – no. of people attending the camp – benefit.

Answer:

Adult Literacy Camp

-By Secretary, Cultural Society, Sunshine Public College, Pondicherry

An adult literacy camp was organised by Cultural Society Sunshine Public College, Pondicherry, in the college neighbourhood yesterday extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education. The activities of the camp were carried out by the cultural society of the college and there were a total of 25 volunteers.

The camp began with the welcome speech for the chief guest, Mrs. Kavita Naik, a renowned social worker. 400 people were a part of the camp. They were divided into different groups in accordance with their competencies. They were taught the basics for being able to read and write. Free books and stationery are being provided for quality education. All the arrangements including desks and

blackboard were done in advance. Apart from the educational needs, special care was devoted to hygiene and sanitation. They were taught basics of cleanliness like types of wastes and their management. Refreshments were also provided to the participants. The immense enthusiasm and zeal in the people to learn was the main driving factor.

The chief guest distributed the certificates of participation among the volunteers. The camp ended on a positive note. There was an atmosphere of learning and growing together.

Example 4:

You are an active member of the Animal Lovers Club which works for the welfare of animals by preventing cruelty to them. Recently you visited Mahatma Gandhi Animal Care Home. You were pleasantly surprised to see the good treatment given to the animals. Write a report in 120 – 150 words on your visit.

You may use the following points: injured dogs and cats – abandoned pets – very old animals – all very well cared for – well-equipped medical room – veterinary surgeon – green surroundings.

Answer:

Visit to Mahatma Gandhi Animal Care Home

-A report

Animal Lovers Club was recently invited by the Mahatma Gandhi Animal Care Home for a visit where an opportunity to oversee the working of the organisation was given.

It is a home to abandoned pets, rescued animals and the ones injured on the streets. There were many old animals as well. It was astounding to see the quality of care the animals are being given. They have a family-like environment for them. This helps them to heal faster and stay happy. The animal home has all the facilities ranging from well-equipped medical room to a veterinary surgeon. Regular check-ups of those unwell by a team of veterinary specialists are carried out. The surroundings are animal-friendly as well. They are not being ruthlessly kept in cages. They have green surroundings with enough space for them to play and nurture.

Mahatma Gandhi Animal Care Home is doing a mind-blowing job by understanding and fulfilling the needs of those who can't speak for themselves. The experience was an overwhelming one.

Example 5:

Independence Day was celebrated in your College. District Magistrate, Ms. Indu Bala Sharma was the Chief Guest. Write a report on the function in 120 – 150 words describing all the activities that took place. You are Head boy/Head girl.

Answer:

GD College of Arts and Sciences celebrated the Independence Day with great enthusiasm and patriotic fervour. On the morning of August 14, 2021, our students presented hand-made greeting cards and tri-colour flag badges to the senior management functionaries of the school.

The cultural programme commenced with everyone singing the invocation song followed by flag hoisting by the chief guest, Ms. Indu Bala Sharma, the District Magistrate. The spirit of freedom and nationalism was well exhibited by the students as well as the teachers through a spectrum of patriotic poems, speeches, quiz on freedom fighter, songs and dance. Committed to the task of nation building, both faculty and student teachers pledged to serve their motherland through spreading education and serving the community. A presentation on the historical evolution of the national flag of India was shown. A documentary on the contribution of unsung heroes of Indian freedom struggle like Tirupur Kumaran, Kamla Devi Chattopadhyay and Khudiram Bose enlightened the audience. A few of them spoke on the history and significance of the Independence Day and shed light on the special highlight of celebrations this year.

It ended with a speech by the Principal on the topic, "What does freedom mean to me?" The celebration concluded with the inspiring words of the principal madam, followed by the National Anthem and the distribution of refreshments.

Exercise

Write a Report on the following topics:

1. Technology's effect on society
2. Gun control in America
3. Anxiety and social media
4. Present day slavery
5. Parental leave around the world
6. The Insanity Plea
7. Trans right: At what age should one be allowed to transform?
8. Mental health in today's world

Lesson 5.1 - Reading Comprehension

1. Read the given Passage carefully till you understand fully. Then answer the given Questions in your own in simple but complete and grammatically correct Sentences.

Passage 1

Question:

Read the following Passage and answer the Questions below it in not more than two Sentences each:

Just over a hundred years ago men did not know that they might use electricity to drive machinery. They knew about electricity, for they had seen it in the form of lightning during thunderstorms. Scientists had also been able to produce electricity by rubbing amber or glass with silk, but they could do little more than give one another violent electric shocks.

But one day a young scientist was experimenting in his laboratory with a simple piece of apparatus- some wire and a magnet. Placing the magnet in a small coil of the wire he passed an electric current through the coil. Suddenly the coil began to spin round. He was excited, for he had built the first electric motor.

The young scientist was Michael Faraday, the son of a blacksmith. He was born at Newington, a village in Surrey. When Michael was a small boy his parents moved to London. They took a small room over a stable close to one of the fashionable squares of the town where Michael's father could earn a living by shoeing horses.

At thirteen Michael went to his first job as an errand-boy in a book-seller's shop. For a year he cleaned the windows and swept the floor of the shop and every morning he had to get up early and take newspapers round to his master's customers. At the end of a year his master made him his apprentice in book-binding.

1. In what form had men seen electricity over a hundred years ago?
2. How did scientists produce electricity over a hundred years ago?
3. What was the result of the attempts made by scientists over a hundred years ago to produce electricity?

4. What was the young scientist's apparatus?
5. What happened when the young scientist passed an electric current through the coil?
6. Where was Michael Faraday born?
7. How did Michael Faraday's father earn a living in London?
8. What was Faraday's first job?
9. What did Faraday have to do during the first year in his job?
10. What did Faraday become at the end of the first year?

Answers to the Questions:

1. Over a hundred years ago men had seen electricity in form of lightning during thunderstorms.
2. Over a hundred years ago scientists produced electricity rubbing amber or glass with silk.
3. The attempts made by scientists over a hundred years ago to produce electricity resulted in their giving one another violent shocks.
4. The young scientist's apparatus consisted of some wire and a magnet.
5. When the young scientist passed an electric current through the coil it began to spin round.
6. Michael Faraday was born at Newington, a village Surrey.
7. In London Michael Faraday's father earned a living shoeing horses.
8. Faraday first worked as an errand-boy in a book-seller shop.
9. During the first year in his job Faraday had to clean windows and sweep the floor of the shop. Every morning he had to take newspapers round to his customers.
10. At the end of the first year Faraday became his apprentice in book-binding.

Passage 2

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful.

But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question

the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

Q1. What is the difference between the approaches of Socrates and Aristotle?

- 1) Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
- 2) Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
- 3) There was no difference
- 4) Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Ans1. The first option is correct – their approaches were different and this difference is quite explicitly explained in the fourth paragraph

Q2. Why do educationists consider philosophy a ‘weak and woolly’ field?

- 1) It is not practically applicable
- 2) Its theoretical concepts are easily understood
- 3) It is irrelevant for education
- 4) None of the above

Ans2. The first option is correct because educationists believe that philosophical abstractions are not suitable for practical application.

Q3. What do you understand by the term ‘Perennialism’, in the context of the given comprehension passage?

- 1) It refers to something which is of ceaseless importance
- 2) It refers to something which is quite unnecessary
- 3) It refers to something which is abstract and theoretical
- 4) It refers to something which existed in the past and no longer exists now

Ans3. The first option is correct because the term comes from the root word ‘perennial’ – which means ceaseless.

Q4. Were Plato’s beliefs about education democratic?

- 1) He believed that only the rich have the right to acquire education

- 2) Yes
- 3) He believed that only a select few are meant to attend schools
- 4) He believed that all pupils are not talented

Ans4. The second option is correct – Plato’s beliefs were democratic but not his suggested practices

Q5. Why did Aquinas propose a model of education which did not lay much emphasis on facts?

- 1) Facts are not important
- 2) Facts do not lead to holistic education
- 3) Facts change with the changing times
- 4) Facts are frozen in time

Ans5. The third option is correct – facts do change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.

Passage 3

The 543 elected MPs will be elected from single-member constituencies using first-past-the-post voting. The President of India nominates an additional two members from the Anglo-Indian community if he believes the community is under-represented.

Eligible voters must be Indian citizens, 18 or older, an ordinary resident of the polling area of the constituency and possess a valid voter identification card issued by the Election Commission of India. Some people convicted of electoral or other offences are barred from voting.

Earlier there were speculations that the Modi Government might advance the 2019 general election to counter the anti-incumbency factor, however learning from its past blunder of preponing election made by the Vajpayee Government it decided to go into election as per the normal schedule which was announced by Election Commission of India (ECI) on 10 March 2019, after which Model Code of Conduct was applied with immediate effect.

Read the passage and choose the most appropriate option

Q1. Which word or phrase means “disapproval of current political officeholders” in the passage

- a. First-past-the-post
- b. Blunder
- c. Anti-incumbency
- d. Model Code of Conduct

Q2. Since when was the Model Code of Conduct applied with immediate effect?

- a. 23rd May 2018
- b. 10th March 2019
- c. 10th March 2018
- d. 11th March 2019

Q3. When does the President of India nominate an additional two members from the Anglo-Indian community?

- a. When there are less than 543 elected MPs
- b. When the Anglo-Indian community fails to send a representative
- c. When the president believes that the Anglo-Indian community is over-represented
- d. When the president believes that the Anglo-Indian community is under-represented

Q4. What are the mandatory requirements to vote in India?

- i. Must be an Indian citizen
- ii. Must be 18 or older
- iii. Must have a valid criminal record
- iv. Must be an ordinary resident of the polling area of the constituency
- v. Must possess a valid voter identification card issued by the Election Commission of India

Choose the correct options

- a. (i), (ii) (iii)
- b. (ii) (i) (v) (iv)
- c. (ii) (iii) (i) (iv) (v)
- d. (ii) (iii) (iv) (v)

Q5. What is the apt meaning of “speculations” as per the passage?

- a. Conjectures
- b. Assumptions
- c. Either (a) or (b)

- d. Both (a) and (b)

Answers

- 1 – c
2 – b
3 – d
4 – b
5 – d

Passage 4

Nature writing is nonfiction or fiction prose or poetry about the natural environment. Nature writing encompasses a wide variety of works, ranging from those that place primary emphasis on natural history facts (such as field guides) to those in which philosophical interpretation predominate. It includes natural history essays, poetry, essays of solitude or escape, as well as travel and adventure writing.

Nature writing often draws heavily on scientific information and facts about the natural world; at the same time, it is frequently written in the first person and incorporates personal observations of and philosophical reflections upon nature.

Modern nature writing traces its roots to the works of natural history that were popular in the second half of the 18th century and throughout the 19th. An important early figure was the “parson-naturalist” Gilbert White (1720 – 1793), a pioneering English naturalist and ornithologist. He is best known for his *Natural History and Antiquities of Selborne* (1789).

Read the passage and choose the most appropriate option

Q1. Nature writing emphasizes on

- i. Historical facts about the nature
- ii. Philosophical interpretations of the nature
- iii. scientific information and facts

Choose the most appropriate

- a) None of the above
- b) Only (i) and (ii)
- c) All the above
- d) Only (i) and (ii)

Q2. Based on the passage what is period to which the modern nature writing can be traced to

- a) 1850 till 1999
- b) 1850 to 1899
- c) 1750 till 1899
- d) 1750 till 1900

Q3 Which statement summarizes the above passage

- a) The passage talks about the life and lessons of Gilbert White, a profound naturalist and ornithologist.
- b) The passage talks about how the nature writing is missing in the modern era and needs to be revived.
- c) The passage talks about from where the writers draw inspiration for nature writing, and how its importance is diminishing in the modern era.
- d) The passage talks about what nature writing is, the different types of nature writing, its style, and about the roots and pioneer of modern nature writing.

Q4. Which word aptly describes the word “reflections” as used in the passage

- a) Opinion
- b) Reproduction
- c) Images
- d) None of the above

Q5. According to the passage, what kind of works are written as part of nature writing?

- i. Natural history essays and essays of solitude or escape
- ii. Poetry
- iii. Travel and adventure writing

Choose the correct options

- a) Only (i)
- b) Only (i) and (ii)
- c) Only (ii) and (iii)
- d) All the above

Answers

1 – c

2 – c

3 – d

4 – a

5 – d

Exercise

1. Read the following Passage and answer the Question below in not more than two Sentences each.

Many a time did the enemies of Persia try to conquer her but every time they were driven away with great loss. Harmosan was the last Persian king to stand up against was the invaders. Once the Caliph, the supreme head of the Moslems, attacked Persia. Though Harmosan fought bravely, he was overpowered by numbers and taken captive. Fearing that he would fight again if he were set free, the Caliph ordered that he should be put to death. As he was being taken across a desert, Harmosan grew thirsty and asked for a drink of water. He was given a cup of water. Holding the cup in his hand, Harmosan looked about him as if fearing that the soldiers surrounding him might kill him before he had drunk the water. Seeing this, the Caliph said, "We Moslems are not a treacherous people. I give you my word that you shall not die before you have drunk that cup of water." Quick as lightning Harmosan dashed the cup of water down to the burning sand which drank it up in a trice. Harmosan then said to the Caliph, "Bid your men gather up the water. I shall drink it and then die." Caliph's feeling swayed from anger to surprise. But he had to keep his word. A monarch's word is sacred. So, giving Harmosan another cup of water, the Caliph said, "Brave king, drink this and live."

1. What happened every time the enemies of Persia tried to conquer her?
2. Who was the Caliph?
3. How was Harmosan defeated?
4. Why did the Caliph order that Harmosan should be put to death?
5. What did Harmosan do as soon as he was given a cup of water?
6. What did the Caliph say about Moslems?
7. What promise did the Caliph give Harmosan?
8. What did Harmosan do with the cup of water?

9. What did Harmosan tell the Caliph?
10. Why did the Caliph have to keep his word?
2. Read the following Passage and answer the Question below in not more than two Sentences each.

Even as a child James Honeyman possessed a remarkable curiosity. In the nursery, instead of playing with toys, he sat striking matches and watching them. But on his eighth birthday his father presented him with ten-shilling chemistry set and Honeyman spent the day playing with it.

At school Honeyman was a brilliant student admired all his teachers. While all the other boys were playing, he worked in the laboratory. After school he went to college on a scholarship. There he was engaged in writing a thesis on poison gases. It was his firm belief then modern conditions required a more powerful poisoning than Lenisite, the most powerful poison-gas used during the Second World War.

After college, Honeyman joined the research department of Imperial Alkali. He married a beautiful girl called Dore. They had a son. Honeyman built a shed in a corner his garden and continued his experiments there. He said to his wife that he planned to invent a powerful poison. He invented a mere puff of which would kill a man. gas and named it NPC.

Honeyman took his invention to the British Defer Department. But the officials sent him away disrespect fully. Hurt by this, Honeyman sold his invention to French Government. He became very rich.

One day Honeyman was sitting in his garden with wife and son. Suddenly some bombers appeared in sky and dropped bombs. The bombs contained Honeyma NPC. In a few moments Honeyman's wife and son were killed by the NPC. Honeyman wanted to run away from the terrible sight. But soon his NPC killed him also.

1. Give an illustration of Honeyman's curiosity as child.
2. What did Honeyman do on his eighth birthday?
3. How was Honeyman different from the other students at school?
4. What did Honeyman do at college?
5. What is Lenisite?
6. Describe Honeyman's family.
7. What did Honeyman invent?

8. Why did Honeyman sell his invention to the French Government?
9. How did Honeyman's wife and son die?
10. What is the moral of this story?

3. Read the following Passage and answer the Questions below in not more than two Sentences each.

Moti was a faithful nurse in the palace of the Rana of Rajput. The Rana's queen had died, leaving a young prince. Moti had to nurse the prince along with her own baby.

Moti's baby was as loyal as his mother to the Rana. He would suck from his mother's breast only after the prince had had his fill. He would always sleep with his arms round the prince, as if to protect him from traitors.

One night some traitors bribed the unfaithful guards, killed the faithful ones and entered the palace. They had come to murder the prince. At that time Moti was feeding the prince. Her baby was playing nearby.

One of the guards warned Moti of the approaching danger. At once she removed the ornaments of the prince and put them on her baby. Then she ran away with the prince.

The traitors mistook Moti's baby for the prince and killed him. Knowing that he was dying for his prince, Moti's baby smiled as the daggers entered his body.

Moti was rewarded with a lot of gold. But that same night she committed suicide. She said that, having saved her prince, she had to go to suckle her baby. A beautiful marble tomb was built over her grave to honour her.

1. Why did Moti have to nurse the prince?
2. How did Moti's baby show that he was faithful to Rana?
3. How would Moti's baby sleep?
4. How did the traitors enter the palace?
5. What did the traitors intend to do?
6. What did Moti do on learning of the danger?
7. Why did the traitors kill Moti's baby?
8. Why did Moti's baby smile when the traitors killed
9. Why did Moti commit suicide?

10 . How was Moti honoured?

4. Read the following Passage and answer the Questions bet in not more than two Sentences each.

In a certain Canadian village lived a poor but ha family consisting of a man, his wife and their only daughter. Once they were invited by their relatives to attend a part a neighbouring village. As they were poor, they could hire a vehicle to go there. So they went on foot, carry their daughter by turn. As they walked along, they talking about the fine time they would have at the pa But, suddenly, a terrible storm overtook them. Snow be to fall thick. Fierce blasts of wind blew in their face. So they were buried in knee-deep snow, unable to m forward.

The next morning, people who came that way saw a strange sight. The man was standing with his back to wind so as to protect his wife and child from the blast. He had put his coat on his wife, who had covered their daughter with her coat. The man was dead, but wife was alive, holding the baby in her hands which was so badly frost-bitten that they had to be cut off to save life. Only the daughter was safe and sound.

1. Where was the party to take place?
 2. Why did not the family hire a vehicle?
 3. How did the family go to the party?
 4. What did the family talk about on the way?
 5. What overtook the family on the way?
 6. Why was the family unable to move forward?
 7. Why did the man stand with his back to the wind?
 8. Why did the man cover his wife with his coat?
 9. Why did the wife's hands have to be cut off?
 10. What happened to their daughter?
5. Read the following Passage and answer the Questions below in not more than two Sentences each.

One dark and stormy night an old man came to Abraham's tent and asked for shelter and food. Abraham took pity on him and led him into the tent. Seeing that the old man was hungry, Abraham placed before him a plate full of rich food. The old man hastened to eat the food. Abraham was displeased because the old man did not pray to

God. Before his hand could touch the food, Abraham stopped him and asked, "Do you not pray before you eat?" The old man bluntly said, "No." Upon this Abraham told him sadly but sternly, "I pity you old man. But I will not allow you to eat my food before you pray to God. Now, get out of my tent!" The old man left Abraham's tent.

A little later another stranger entered Abraham's tent. At once the tent was filled with an uncommon light. Abraham realised that God had come to his tent. God asked Abraham, "What right did you have to send away that old man who asked for shelter and food on a stormy night?" Abraham trembled and replied, "My Lord, I sent him away because he would not pray to you before eating." God replied, "I know. I have tolerated him for long, hoping that he will repent and reform some day."

1. When did the old man come to Abraham's tent?
2. What did the old man ask of Abraham?
3. What did Abraham give the old man?
4. Why was Abraham displeased with the old man?
5. What did Abraham ask the old man?
6. What did Abraham tell the old man?
7. Who else entered Abraham's tent?
8. How did Abraham know that God had entered his tent?
9. What did God ask Abraham?
10. What did God tell Abraham about the old man?

Lesson 5.2 - Precis Writing

1. Hints for writing a good Precis/Summary:

- 1) Read and re-read the Passage until you understand the main idea.
- 2) Pick out the main points and write them in your own words. Your language should be simple and faultless.
- 3) All the important points must be found in your summary.
- 4) Your summary should be about one third the length of the given Passage.
- 5) Your summary should be in the same Tense as the given Passage.
- 6) All pieces of Direct Speech should be changed Into the Indirect Speech.
- 7) It is good to write a rough draft first, make the necessary corrections and then write affair copy. After writing the fair copy cross out the rough draft neatly.
- 8) You must give a suitable title to the Summary

Tips for making an effective precis

- First, read the passage thoroughly to understand its meaning and retain its main points.
- If one reading does not enable you to understand its meaning, read it again.
- Don't worry if you come across unfamiliar words.
- Try to figure out their meaning from the context.

Make a Precis of the following passages:

Example 1

Original Passage: Diet plays an important role in the prevention of many chronic diseases. Eating a balanced diet rich in fruit, vegetables, whole grains and lean protein can help reduce the risk of conditions such as heart disease, diabetes and certain cancers. On the other hand, a diet high in processed and unhealthy foods can increase the risk of these diseases. It is important to be aware of the types of food we eat and try to include nutrient-dense options in our diet. (124 words)

Precis: Eating a balanced diet rich in fruits, vegetables, whole grains and lean protein can help reduce the risk of chronic diseases, while a high-processed and unhealthy diet can increase the risk. It is important to be aware of the types of food we eat and include nutrient-dense options. (48 words)

Example 2

Original Passage: A man in the east left all worldly thoughts and went to a wood, where he built a hut and lived there. His only clothing was a piece of cloth that he wore around his waist. But luckily, mice were plentiful in the wood; so, he had to keep a cat. Cats need milk; so, he had to rear a cow. Cows needed tending, so a cowboy was hired.

The boy needed room to stay. So, a house was built for him. A maid had to be employed to look after the house. A few more houses had to be built to provide company to the maid. People were invited to come stay in those houses. Thus, a small town sprung up in the lovely woods. (136 words)

Precis:

Answer 1: A man in the east left all worldly thoughts and went to a wood, where he built a hut and lived there. He had to keep mice, cats, cows and a cowboy. A house was built for him, a maid was employed to look after him, and a few more houses were built to provide company for the maid. Eventually, a small town sprung up in the woods. (68 words)

Precis:

Answer 2: A man in the east left all worldly thoughts and built a hut in a wood, where he had to keep mice, cat, cows and a cowboy. A house was built for him, a maid was employed, and people were invited to stay. (43 words)

Example 3

Original Passage: All the great things that have been done on earth have not been done for gold. The Lord Jesus did not come down and die on the cross for gold. The Spartans sought no reward when they fought and died at Thermopylae. The wise Socrates demands no salary from his countrymen but lives all day poor and barefoot only to make them good and noble. And even in our own time, there are heroes who do noble things but not for gold.

Our discoverers did not go out to enrich themselves when they set out on one terrible frozen sea after another; even the women who went to labour in Oriental hospitals did not impoverish themselves that they might become rich in great works. (136 words)

Precis:

Answer 1: The great things that have been done on earth have not been done for gold, such as the Lord Jesus, the Spartans, Socrates, the wise Socrates, the discoverers, and the women who went to labour in Oriental hospitals. (38 words)

Answer 2: The great things that have been done on earth have not been done for gold. Jesus did not come down and die on the cross for gold, the Spartans sought no reward when they fought and died at Thermopylae, Socrates lived poor and barefoot to make people good and noble, and our discoverers did not go out to enrich themselves. Even women who went to labour in Oriental hospitals did not impoverish themselves to become rich in great works. (79 words)

Example 4:

In 1933 Watson-Watt was made Superintendent of Radio Research at the National Physical Laboratory. Two years later the government wanted his opinion on the possibility of devising some kind of 'death-ray' for use against enemy aircraft in time of war. Watson Watt did not think it likely that such a ray could be devised, but he believed that it would be possible to locate aircraft at a distance, by day or night, and through cloud or fog. This, he said, could be done by radio waves which are 'reflected' from an aeroplane.

There was nothing new in the idea itself and there was certainly nothing secret in this principle. The Air Ministry asked for a demonstration, which was given on February 25th 1935. An instrument devised by Watson-Watt picked up the 'echo' of an aircraft flying about eight miles away. This was the beginning of what is now known as radar.

Answer:

Watson-Watt became Superintendent of Radio Research at the National Physical Laboratory in 1933. In 1935 the government asked him if a 'death-ray' could be produced to destroy enemy

aircraft. He thought it was impossible.

However, he said, an aircraft at a distance could be located under any conditions by radio waves reflected from it. This idea was neither new nor secret. At a demonstration on February 25th 1935 Watson-Watt's instrument located an aircraft flying eight miles away. This was the beginning of radar.

Exercise

Make a Precis of each of the following Passages.

1. Jagadish Chandra Bose was born on November 30th, 1858 at Rarikhal, a village in the Dacca district of Bengal. He came of a wealthy and influential family. His father, Bhagwan Chandra Bose, was a government official of some importance, and a man who was very much alive to the glories of his country's past. He had the good sense to see, however, that a nation may not rest upon its past achievements. It must go forward. The age that was coming was to be one of scientific and technical progress, and India must advance with the countries of the west. The key to this progress was education, and Bhagwan Chandra Bose was the founder of many schools where Indian children, without distinction of caste or creed, were given an education based on all that is best in the Indian tradition.

The young Jagadish was fortunate in his boyhood. His father was a source of inspiration at all times; and his mother fed the boy's imagination with tales of the great heroes and heroines of bygone days. There was too, an old servant of the family who would tell the boy stories of the daring exploits of his youth when he had been the leader of a gang of dacoits

2. They say that the name affects the character to some extent. Now the name Fateh Chand means 'The Moon of Victory, but from our hero's character it would be more appropriate to call him 'The Slave of Defeat.' He had failed in his office, he had failed in his private life. He was a failure among his friends, there was disappointment and defeat all round him. He had no son, but three daughters, no brothers, but two sisters-in-law, and not a penny to fall back on. He was kind and generous by nature, which means that he was taken advantage of by everybody. On top of this his health was

always poor. At the age of thirty- two his hair was like pepper and salt. His eyes were lustre- less, his digestion ruined. His face Was pale, his cheeks were sunken, his shoulders drooped. There was neither courage in his heart nor strength in his blood. He went to his office at nine in the morning and returned at six in the evening. After that he never had the energy to leave the house. He had no idea what was happening in the world outside the four walls of his home and office. His present life and future life, his heaven and hell was his office. He had no interest in religion, none in entertainment, not even in sin. It was years since he had even played a game of cards.

3. There are many discoveries of science which have definitely brought unhappiness into the world. That is not because the discoveries are bad, but because men are using them badly. For example, consider the discovery of gunpowder and of other explosives, each one more powerful than the previous one discovered. In ancient times, men could wound and kill each other only if they were near enough to strike each other with stones, arrows, spears or swords. Even in the battles of olden times which History calls 'great battles', the armies on both sides usually consisted only of a few thousand men; so the number of wounded and killed in the wars of those times was not very great. In most wars, the peasants went on cultivating their fields peacefully, even when the armies were fighting a few miles away. But the invention of firearms and high explosives caused a great change. A modern machine gun or quick firing gun, worked by a single man, can wound and kill hundreds of people in a few minutes. One modern bomb can kill thousands. It is said that the latest type of atomic bomb could kill hundreds of thousands immediately, if it was dropped on a big city.

The scientists who invented these terrible weapons are not wicked men who enjoy killing. They are people with kind hearts, like yours and mine, but they are cleverer, and they earn their living by discovering new things. It is the leaders of the various nations who employ them to make discoveries which can be used to kill the people of other nations. The same discoveries could be used only for useful purposes, if the leaders did not allow them to be used for killing. Explosives are not harmful if they are used for such purposes as helping to get coal, metals and other materials out of the earth. The same motors and aeroplanes which are used to carry

guns and drop bombs, can be very useful for good purposes. So, you see that it is not the discoveries and inventions that are bad, but the ways in which men use them.

4. The cinema is an outstanding wonder of this modern age. Apart from the great pleasure it gives as a means of entertainment, it is in many ways an education in itself, and no regular patron of the cinema can be called illiterate.

The cinema is also a very valuable asset to educationists in imparting knowledge. The film companies from time to time produce historical pictures, and these pictures are of great assistance to the teacher of history. A couple of hours spent in the company of historical personages dressed in the proper dress of the period can teach us far more than we can learn from a whole week's browsing of an historical textbook. Even some of Shakespeare's dramas and comedies have been filmed and we thereby gain a much better idea of the play than would be possible from a casual reading of it.

But of far greater importance is the use of the film in the teaching of science and industry. There are educational film companies which devote their time to the filming of the habits and customs of animals, insects, fishes, germs and numerous other branches of scientific life. We can see the hatching of the eggs of fish and their gradual development into large fishes; we can watch the unceasing activity of many kinds of germs and their effect on water, milk or blood. We can watch the opening and closing of flowers and leaves, and the growth of grass and weeds. All these actions and movements are greatly magnified on the screen. Such pictures are intensely interesting, and are a very great help in the cause of education.

5. The one absolutely unselfish friend that a man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or treacherous, is his dog.

A man's dog stands by him in prosperity and in poverty, in health and in sickness. He will sleep on the cold ground when the wintry winds blow and the snow drives fiercely, if only he can be by his master's side. He will kiss the hand that has no food to offer. He guards the sleep of the pauper master as if he were a prince.

When all other friends desert, he remains. When riches take wings

and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

If misfortune drives the master forth, an outcast in the world, friendless and homeless the faithful dog asks no higher privilege than that of accompanying him to guard. him against danger, to fight against his enemies.

And when the last scene of all comes, and death takes the master in its embrace, and his body is laid away in the cold ground, no matter if all other friends pursue their way, there, by the graveside, will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

Lesson 5.3 - General Essays

An academic essay is a focused piece of writing that develops an idea or argument using evidence, analysis, and interpretation.

There are many types of essays you might write as a student. The content and depends on your length of an essay, level, subject of study, and course requirements. However, most essays at university level are argumentative—they aim to persuade the reader of a particular position or perspective on a topic.

The essay writing process consists of three main stages:

1. **Preparation:** Decide on your topic, do your research, and create an essay outline.
2. **Writing:** Set out your argument in the introduction, develop it with evidence in the main body, and wrap it up with a conclusion.
3. **Revision:** Check your essay on the content, organization, grammar, spelling, and formatting of your essay.

In this guide, we walk you through what to include in introduction, body and conclusion of an academic essay, using paragraphs from our interactive essay example.

Essay writing process

The writing process of preparation, writing, and revisions applies to every essay or paper, but the time and effort spent on each stage depends on the type of essay.

For example, if you've been assigned a five-paragraph expository essay for a high school class, you'll probably spend the most time on the writing stage; for a college-level argumentative essay, on the other hand, you'll need to spend more time researching your topic and developing an original argument before you start writing.

Preparation for writing an essay

Before you start writing, you should make sure you have a clear idea of what you want to say and how you're going to say it. There are a few key steps you can follow to make sure you're prepared:

1. **Understand your assignment:** What is the goal of this essay? What is the length and deadline of the assignment? Is there anything you need to clarify with your teacher or professor?
2. **Define a topic:** If you're allowed to choose your own topic, try to pick something that you already know a bit about and that will hold your interest.
3. **Do your research:** Read primary and secondary sources and take notes to help you work out your position and angle on the topic. You'll use these as evidence for your points.
4. **Come up with a thesis:** The thesis is the central point or argument that you want to make. A clear thesis is essential for a focused essay—you should keep referring back to it as you write.
5. **Create an outline:** Map out the rough structure of your essay in an outline. This makes it easier to start writing and keeps you on track as you go.

Once you've got a clear idea of what you want to discuss, in what order, and what evidence you'll use, you're ready to start writing.

Writing the introduction

The introduction sets the tone for your essay. It should grab the reader's interest and inform them of what to expect. The introduction generally comprises 10–20% of the text.

1. Hook your reader

The first sentence of the introduction should pique your reader's interest and curiosity. This sentence is sometimes called the hook. It might be an intriguing question, a surprising fact, or a bold statement emphasizing the relevance of the topic.

Let's say we're writing an essay about the development of Braille (the raised-dot reading and writing system used by visually impaired people). Our hook can make a strong statement about the topic:

The invention of Braille was a major turning point in the history of disability.

2. Provide background on your topic

Next, it's important to give context that will help your reader understand your argument. This might involve providing background information, giving an overview of important academic

work or debates on the topic, and explaining difficult terms. Don't provide too much detail in the introduction—you can elaborate in the body of your essay.

3. Present the thesis statement

Next, you should formulate your thesis statement-- the central argument you're going to make. The thesis statement provides focus and signals your position on the topic. It is usually one or two sentences long. The thesis statement for our essay on Braille could look like this:

4. Map the structure

In longer essays, you can end the introduction by briefly describing what will be covered in each part of the essay. This guides the reader through your structure and gives a preview of how your argument will develop.

Writing the main body

The body of your essay is where you make arguments supporting your thesis, provide evidence, and develop your ideas. Its purpose is to present, interpret, and analyse the information and sources you have gathered to support your argument.

Length of the body text

The length of the body depends on the type of essay. On average, the body comprises 60–80% of your essay. For a high school essay, this could be just three paragraphs, but for a graduate school essay of 6,000 words, the body could take up 8–10 pages.

Paragraph structure

To give your essay a clear structure, it is important to organize it into paragraphs. Each paragraph should be centred around one main point or idea.

That idea is introduced in a topic sentence. The topic sentence should generally lead on from the previous paragraph and introduce the point to be made in this paragraph. Transition sentence can be used to create clear connections between sentences.

After the topic sentence, present evidence such as data, examples, or quotes from relevant sources. Be sure to interpret and explain the evidence, and show how it helps develop your overall argument.

Writing the conclusion

The conclusion is the final paragraph of an essay. It should generally take up no more than 10–15% of the text. A strong essay conclusion:

- Returns to your thesis
- Ties together your main points
- Shows why your argument matters

A great conclusion should finish with a memorable or impactful sentence that leaves the reader with a strong final impression.

What not to include in a conclusion

To make your essay's conclusion as strong as possible, there are a few things you should avoid. The most common mistakes are:

- Including new arguments or evidence
- Undermining your arguments (e.g. "This is just one approach of many")
- Using concluding phrases like "To sum up..." or "In conclusion..."

Six Tips For Writing An Essay

1. Analyse the question
2. Define your argument
3. Use evidence, reasoning and scholarship
4. Organise a coherent essay
5. Write clearly
6. Cite sources and evidence

Five Steps To Writing An Essay

1. Prewriting-deciding what one will write about
2. Planning and outlining
3. Writing a first draft
4. Drafting and revising
5. Editing and proof-reading

Example 1:

Develop the following hints into an Essay of 250 words on the value of books:

- 1) Why are books valuable? They are a source of knowledge.
- 2) Why should we bestow great care on the selection of books? Some so-called books are not books at all-- there are good books and bad books -good books inspire and instruct.

- 3) How to select books? Select only those books which have stood the test of time or those which are recommended by scholars and reviewers.
- 4) Personal comments and conclusion.

Answer:

BOOKS

Books are very valuable possessions because they are a source of knowledge. They are store-houses of the knowledge, experience and wisdom of the writers. The major part of our knowledge is derived from books. In fact modern education depends largely on books.

We should be very careful in selecting books, because the cultivation of our personality and character depends largely on what we read. Not all books are worthy of the Books can be divided into two kinds, namely, good books and bad books. Often it is difficult to distinguish between the two kinds at a glance. Good books inspire and instruct the reader. On the other hand bad books pervert the reader.

Such being the case, how are we to select books? The best method is to select only those books which have stood the test of time. This means that we select only those books which have been admired for many should years. In the case of new books, we should read only those which are recommended by scholars and reviewers. They are generally good judges of books and their value.

Reading books is not only useful but also a good hobby or pastime. The habit of reading books should be cultivated early in life. Since books are costly not all people can buy all the books they want to read. So more libraries must be established so that people can borrow books. The government and charitable organisations should do this service to society.

Exercise

Write Essays of 250 words each using the sets of hints given below.

1. Chieftain goes hunting with villagers and pack of hounds--his own hound missing--not interested much in hunting--returns home early--sees his hound near gate of bungalow--blood on hound's body and in mouth --Chieftain rushes into house – his only baby missing--calls out for baby--no response --- everything turned upside down and blood all over the walls and the floor --Chieftain

- suspects hound killed baby-- kills hound-dying hound yells---yell awakens baby-- baby cries-- Chieftain finds baby under heap of clothes --also the dead body of a huge wolf near baby.
2. a) Games primarily means of recreation -- rest from work or study temporarily --refresh body and mind.
 b) Games perfect body-- good exercise for all parts of body – build strength --- preserve and improve health
 c) Games perfect character--sportsmanship and co-operation-- discipline and determination-- desire to excel.
 d) Should games be made compulsory? — arguments for and against
 3. Captain of ship takes only son on voyage -- teaches that sailors never disobey captain's orders--one day commands son to stand on deck-- ship unexpectedly catches fire- to everyone busy trying to put out fire -- fire spreads to deck -- near son--son asks father if he may leave post -- no reply -- flames reach son- - son repeats question--no reply --son not know father already dead -- remains at post-dies in fire at post.
 4. Three young men--wicked fellows--never work-- find bag of gold coins in forest--agree to divide equally --all hungry --decide one to go to nearby town to bring food -- who? --problem--draw lots- - youngest must go--sets out--wants all gold for self—thinks— eats in town--buys food for other two--also poison-- poisons food --returns--in forest the two other robbers decide not to give share to youngest --plot--lie in hiding --pounce on returning youngest and kill him-- happily eat food—die
 Switzerland ruled by Austria--Swiss hate foreign rule -- Austrian Governor proud-- always insult Swiss- place Austrian flag in main square of Swiss capital-- order all Swiss passing-by to salute flag-- if anyone disobey death -- Swiss angry but powerless – obey --but William Tell brave patriot--famous archer--arrive with young son--refuse to salute Austrian flag --guards arrest-- Governor angry-- also cruel--pose challenge to William Tell -- apple placed on young son's head -- and William Tell to shoot from distance--to split apple in two attempts--if fail, both William Tell and son to hang-- William Tell afraid to shoot at apple--but son bravely encourage father to shoot --William Tell shoot- apple split in two--all Swiss happy.

Example 2:**The Importance of Education**

To say Education is important is an understatement. Education is a weapon to improve one's life. It is probably the most important tool to change one's life. Education for a child begins at home. It is a lifelong process that ends with death. Education certainly determines the quality of an individual's life. Education improves one's knowledge, skills and develops the personality and attitude. Most noteworthy, Education affects the chances of employment for people. A highly educated individual is probably very likely to get a good job. In this essay on importance of education, we will tell you about the value of education in life and society.

Importance of Education in Life

First of all, Education teaches the ability to read and write. Reading and writing is the first step in Education. Most information is done by writing. Hence, the lack of writing skill means missing out on a lot of information. Consequently, Education makes people literate. Above all, Education is extremely important for employment. It certainly is a great opportunity to make a decent living. This is due to the skills of a high paying job that Education provides. Uneducated people are probably at a huge disadvantage when it comes to jobs. It seems like many poor people improve their lives with the help of Education.

Better Communication is yet another role in Education. Education improves and refines the speech of a person. Furthermore, individuals also improve other means of communication with Education.

Education makes an individual a better user of technology. Education certainly provides the technical skills necessary for using technology. Hence, without Education, it would probably be difficult to handle modern machines.

People become more mature with the help of Education. Sophistication enters the life of educated people. Above all, Education teaches the value of discipline to individuals. Educated people also realize the value of time much more. To educated people, time is equal to money.

Finally, Education enables individuals to express their views

efficiently. Educated individuals can explain their opinions in a clear manner. Hence, educated people are quite likely to convince people to their point of view.

Importance of Education in Society

First of all, Education helps in spreading knowledge in society. This is perhaps the most noteworthy aspect of Education. There is a quick propagation of knowledge in an educated society. Furthermore, there is a transfer of knowledge from generation to another by Education.

Education helps in the development and innovation of technology. Most noteworthy, the more the education, the more technology will spread. Important developments in war equipment, medicine, computers, take place due to Education.

Conclusion

Education is a ray of light in the darkness. It certainly is a hope for a good life. Education is a basic right of every Human on this Planet. To deny this right is evil.

Example 3:

Knowledge is Power

Knowledge is the most substantial element in the world. It can make or break your life alone. Moreover, knowledge is what differentiates humans from animals. With knowledge, one can utilize their skills and make their lives better. When you have knowledge at your disposal, you can accomplish a lot in your life. The essay on knowledge is power will help you learn more about it.

There are some people only who understand how important knowledge is. While every educated person may not be intelligent, it is true that every qualified person has an education.

It may seem like a strange statement but it is true. When you have the treasure of knowledge, you can drive a car or even fly an aeroplane. Similarly, you can crack puzzles and solve riddles with knowledge.

Therefore, it allows you to do the little as well as big things. When you have the knowledge, you can stop yourself from falling into the same trap. Also, you cannot buy knowledge. It is very essential to note this in this essay on knowledge is power.

It is a treasure that cannot be bought. You gain it and you earn it with your hard work. Therefore, the real gem is that of knowledge that will make you a successful person in life and help you gain power and respect.

Knowledge is a Bottomless Ocean

Knowledge is like a bottomless ocean. The more you dive deep into it, the deeper it will appear to you. Thus, there are no limits in the world of knowledge. When you desire knowledge, you thirst for riches unknown.

Once you taste the nectar of knowledge, you cannot restrain your desire for it. You only get the desire to gain more wisdom and acquire more knowledge. There is a proverb that tells us that people will worship the king in his kingdom alone but they will worship a man of knowledge all over the world.

In other words, a person with knowledge can find a home in any part of the world. The ocean of knowledge gives us broad thinking and makes us fearless. Moreover, our vision becomes clear through it.

Also, when you get the knowledge of various things like science, medicine, politics, and more, you can work for the betterment of the world. Knowledge gives birth to inventions and discoveries.

Conclusion of Essay on Knowledge is Power

All in all, knowledge allows people to flourish in life. Similarly, it also helps to hold off wars and abuse. It is responsible for bringing peace to the world and helping nations prosper. It can open doors to success and unite people like never before.

Example 3:

On my Favourite Season

Seasons keep changing but they also come back every year. This is one of my most favourite parts about them. They always return no matter what. Everyone has a favourite season and so do I. My favourite season is the summer season. There are many reasons to like it which I will explain below.

Just like many other kids my age, I like the summer season the most. What's not to like about it? You get to enjoy long holidays as everyone gets a break from school. Similarly, parents allow the kids to have ice creams.

Cold drinks are another reason why summer is my favourite season. We get to have such a wide variety of food items during this season. On the healthier side, we also get incredible mangoes in the summer season.

As mangoes are my favourite fruit, I tend to like summers even more. Summers make us truly appreciate and savour a lot of things. During the summer season, we get holidays for a long time.

During the summer holidays, I get to spend time with my family and friends to the fullest. When we get lucky, we even go on family trips. I look forward to them every year, even if it is a small trip.

Most importantly, there are so many activities that I get to do during summers like joining summer camps, cycling, swimming, and more. Summers are so bright and exciting that it has always been my favourite season.

The Specialty of Summer Season

The summer season has long days and short nights. The days are sunny and bright. We get to relax completely during the afternoons during summers. Similarly, we also get so much sunlight.

The water parks are always full of people during summers that help people stay cool and have a good time. I like swimming in the pools during summers as it makes me feel free. There are also different varieties of food items I get to enjoy during summers.

There are fresh cucumbers, huge watermelons, juicy oranges, sweet guavas, nutritious muskmelons, and more. The early mornings of summer are incredible and nothing can match the atmosphere.

Another speciality of summer has to be the clothes. People enjoy wearing shorts, dresses, sleeveless shirts, and more to enjoy summers to the fullest. The hill stations are swarmed during the summer season as everyone goes there to escape the heat. Therefore, all these specialities make me love summer even more.

Conclusion

All in all, summer is my favourite season as everything is bright and lovely. Even the fruits and vegetables we get are so colourful that it makes a good sight for sore eyes. School going children love summers even more as summer break allows us to play more and relax. Summers are warm, sunny, and delightful.

Example 4:**On My Favourite Personality**

There are a lot of people all over the world who have achieved greatness and people look up to them. Many celebrities, leaders and artists serve as inspiration for a lot of people. Thus, everyone has a favourite personality whom they admire. In most cases, it is usually a well-known person. But, for me, my favourite personality is not someone famous throughout the world, but famous in our family, my father.

My Father- My Favourite Personality

I used to look up to celebrities growing up and many of them were my role models. But, as I got older, I realized that my favourite personality is right in front of me. My father with whom I live, eat and sleep.

He is the one who has helped me become a better human being. Moreover, my father is the one I thank for my healthy and protected life. My father is a kind man who is very polite. He always likes helping out others.

Moreover, he also teaches us good manners and helps us feel grateful for all we have. As he is very polite, my neighbours also love him. He knows how to make others feel comfortable.

Most importantly, my father always helps out those in need. He will go out of his way to help strangers when they need it. As he is a God-fearing person, I have learned to have faith in my father.

My father is the pillar of my family. He holds us together and makes us strong. I have always seen him sort everything out between us members if we ever get into a fight. He does not show any biases to anyone but loves everyone equally.

What Makes My Father a Great Personality

I have realized that you don't have to be super famous to have a great personality. You can be an ordinary person and still have the greatest personality. My father is a great personality as he considers everyone's feelings in my family.

He makes us feel equally important and takes the advice of every one of us, no matter the age. He follows the simplest of rules and never refuses those who come seeking help at our door.

My father has a soft heart and that is something I strive to have. He

does not raise his voice ever and treats everyone with kindness. In addition, my father is a unique personality who serves as a good citizen too.

He never ever breaks any laws or rules. Also, my father never spoils us by buying unnecessary things. He makes sure we learn the value of things so that we turn out to be humble people.

Conclusion of Essay on My Favourite Personality

All in all, my father is like a guide who cares about his family. His personality makes me admire and respect him the most. He acts like a friend and as a parent when he needs to. To conclude, my father is my favourite personality and my biggest support.

Example 5:

Our Country

India, our country is the finest example of 'unity in diversity'. People from different backgrounds and religions live here in peace and harmony. Moreover, our country is known for having a variety of languages. So much so that you will find a different language at every 100 kilometres in our country. Through our country essay, we will take you through what India is.

Unity in Diversity- Our Country

India is a unique country that harbours different kinds of people that speak different languages, eat different foods and wear a variety of clothes. What makes our country special is that despite so many differences, people always live together in peace.

Our country, India, lies in South Asia. It is a large country that is home to approximately 139 crore people. Moreover, India is also the biggest democracy in the whole world. Having one of the oldest civilizations, it is a very rich country.

Our country has fertile soil that makes it the largest wheat producer in the whole world. India has given birth to famous personalities in the field of literature and science. For instance, Rabindranath Tagore, CV Raman, Dr Abdul Kalam, and others are Indians.

It is a country that is home to thousands of villages. Similarly, the fields of India are fed by the mighty rivers. For instance, Ganga, Kaveri, Yamuna, Narmada, and more are rivers of India.

Most importantly, the coasts of our country are guarded by the deep oceans and the mighty Himalayas are our natural frontiers. Being

a secular state, India has a variety of religions that prosper happily together.

Famous Things of Our Country Essay

The culture of our country is immensely rich and famous worldwide. The different languages we speak and the different Gods we worship does not create differences between us. We all share the same spirit. The spirit of India runs throughout the country. Further, India is famous for having a lot of tourist spots. For instance, the Taj Mahal, Qutub Minar, Gateway of India, Hawa Mahal, Charminar, and more are quite popular.

These attractions bring together people from all over the world. Similarly, we have Kashmir which is known as paradise on earth. The natural beauty of Kashmir, the mighty rivers and gorgeous valleys truly make it a paradise.

Besides that, India is famous for having a very rich food culture. There are so many cuisines found within our country that it is not possible to have it all in one trip. We get to have the best of everything due to the richness.

Conclusion of Our Country Essay

All in all, our country has a thousand-year-old culture. It is also given the world the gifts of yoga and Ayurveda. Besides that, India has contributed significantly to the field of science, music, maths, philosophy, and more. It is an essential country in almost every sphere globally.

Probable topics for essay writing in competitive exams

Argumentative Essay Topics

- Should plastic be banned?
- Pollution due to Urbanization
- Education should be free
- Should Students get limited access to the Internet?
- Selling Tobacco should be banned
- Smoking in public places should be banned
- Facebook should be banned
- Students should not be allowed to play PUBG

Essay Topics on Technology

- Technology
- Computer
- Wonder of Science
- Mobile phone
- Internet
- Newspaper
- Science

Essay Topics on Festivals on Events

- Diwali
- Independence Day
- Holi
- Teachers' day
- Summer vacation
- Christmas
- Children's day
- Swachh Bharat Abhiyan
- Durga Puja
- Janmashtami
- Republic day

Essay Topics on Education

- Education Essay
- Importance of Education
- Education should be free
- Contribution of Technology in Education

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