
UNIT 1 From "ANIMAL FARM", by GEORGE ORWELL

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1.0 OBJECTIVES

After completing the unit you should be able to

- read simple narrative passages with understanding;
- distinguish between certain words having related meanings;
- distinguish between different meanings of certain words;
- use certain prefixes and suffixes to form words;
- observe the rules of concord in the use of verbs;
- use the past indefinite, the past continuous and the present perfect tenses correctly;
- take part in a conversation with a shopkeeper;
- guard against spelling pronunciation in English;
- use the correct vowel sounds in English words;
- say English words with correct stress patterns, and
- write a short composition presenting your views and supporting them with facts.

1.1 READING COMPREHENSION

1.1.1 Study Guide

The aim of this section is to help you to read with understanding and to expand your vocabulary.

There is a reading passage from George Orwell's book. "Animal Farm", followed by a glossary. You should first read the whole passage silently and rapidly to get the main points. Then you should read it again, carefully and at a slower pace, to get all the details. You should also consult the glossary for the meanings of words and phrases from the contents in which they occur.

After you have read and understood the passage, you must answer all the comprehension questions. Your answers should then be checked with the answers given by us at the end of the unit.

1.1.2 Passage for Reading

From Animal Farm

By George Orwell

1. Mr. Jones, of the Manor Farm, had locked the hen-house for the night, but was too drunk to remember to shut the pop-holes. With the rung of light from his lantern dancing from side to side, he lurched across the yard, and made his way, up to bed, where Mrs. Jones was already snoring.
2. As soon as the light in the bedroom went out, there was a stirring and a fluttering all through the farm buildings. Word had gone round during the day that old Major, the prize Middle White boar, had had a strange dream on the previous night and wished to communicate it to the other animals. It had been agreed that they should meet in the big barn as soon as Mr. Jones was safely out of the way. Old Major was so highly regarded on the farm that everyone was quite ready to lose an hour's sleep in order to hear what he had to say.
3. All the animals were now present except Moses, the tame raven, who slept on a perch behind the back door. When Major saw that they had all made themselves comfortable and were waiting attentively, he cleared his throat and began;

'Comrades, you have heard already about the strange dream that I had last night, But I will come to the dream later. I have something else to say first, I do not think, comrades, that I shall be with you for many months longer and before I die, I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, have had much time for thought as I lay well alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you.'
4. Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength: and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty.
5. 'But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep-and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word-Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished forever.
6. 'Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilize it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of gallons of milk have you given during the last year? And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid this last year, and how many of those eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old-you will never see one of them again. In return for your four confinements and all your labour in the field, what have you ever had except your bare rations and a stall?
7. Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost

overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion: I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives. And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious.

And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades.

1.1.3 Note on the Author

George Orwell was the pen name of Eric Arthur Blair (1903-50), English novelist and essayist, who was born in India. He is known for his satirical novels, of which *Animal Farm* (1945) is one. It is an allegory on the Russian Revolution.

A satire is a literary work—a novel, play, etc., which tries to show the foolishness or evil of some establishment or practice in an amusing way.

An allegory is a story in which the characters and action have a deeper moral meaning and represent good and bad qualities.

1.1.4 Glossary

(The numbers refer to the paragraphs in the reading passage)

1. **manor** : a large house with land
ring : a circular band
lantern : a container that encloses the flame of a light
lurched : moved irregularly
yard : an enclosed area near a building
snoring : breathing heavily and noisily while asleep
2. **fluttering** : moving the wing quickly without flying
Major : an officer in the army: here it is the name of the boar.
prize : that has gained a prize or is worthy of a prize
boar : a male pig kept for breeding
communicate : make known
barn : a farm building for storing food for animals
highly regarded : very well thought of
3. **raven** : a large black bird
perch : a branch or rod where a bird rests
comrade : a close companion : fellow member of a union
acquired : gained
stall : an indoor enclosure for one animal
4. **miserable** : very unhappy
laborious : doing hard labour
atom : a very small bit
slaughtered : killed for food
hideous : shocking
5. **order** : arrangement
afford : be able to give
dignity : true worth
produce : something that has been produced, especially by growing or farming
abolished : brought to an end
6. **consumes** : eats or drinks

bare : not more than
tills : cultivates
fertilizes : makes (the land) produce good crops
gallon : a measure for liquids (in Britain 4.54 litres)
breeding : bringing up
sturdy : strong in body
hatched : (of an egg) broke, letting the young bird out
foal : a young horse
confinement : the time when a mother is about to give birth to a child

7. **crystal** : a transparent natural mineral
spring from : be a result of
tyranny : the use of cruel power to rule others
rebellion : fighting against anyone in power
straw : dried stems of grain plants used for animals to sleep on
generation : all people born at about the same time
8. **resolution** : a decision : making up one's mind to do something
falter : lose strength
astray : off the right path
prosperity : good fortune and success

1.1.5 Comprehension Questions

Exercise 1

Answer the following questions on the passage you have read (Section 1.1.2). You may refer to the passage again to find the answers. After you have written the answers, you should check them with the answers given by us at the end of the unit.

1. Why was the ring of light from Mr. Jones's lantern dancing from side to side?

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.....

.....

.....

2. a) Where had the animals agreed to meet?

.....

.....

b) Why?

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3. What does old Major want to share with the animals?

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4. Pick out the three words Major uses to describe the lives of the animals. Why does he use these words?

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.....

5. a) How is Man different from the animals?

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- b) Does Major depicts Man as

- i) Selfish?
- ii) greedy?
- iii) a weakling?
- iv) mean?
- v) the lord of all the animals? or
- vi) cruel

(There can be more than one choice. Give a reason for your choice)

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.....

6. a) How, according to Major, could animals be rich and free?

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.....

.....

- a) When will this rebellion take place? Does this show that Major is

- i) a realist?
- ii) an idealist ? or
- iii) a dreamer?

.....

.....

.....

- a) How does Major describe all men?

.....

.....

- b) How does he describe all animals?

.....

.....

- c) Why do you think Major calls the animals Comrades?

.....

.....

1.2 VOCABULARY

1.2.1 Words Having Related Meanings

Exercise 2

Pick out the odd word in each of the following sets, that is, the word that does not belong to the set:

Example: murder, slaughter, kill, pass away

answer : pass away

1. lock, knock, shut, bolt
2. stirring, shouting, fluttering, moving
3. round, stout, fat, obese
4. employees, comrades, associates, fellow workers
5. miserable, funny, wretched, unhappy

Exercise 3

Use the most appropriate word from each of the sets of words given above to complete these sentences:

1. Every night you should.....the gate to prevent thieves from getting in.
2. The hens start.....their wings at daybreak.
3. A wrestler has to be strong andHe cannot be thin.
4. All theof that mill are on strike as they have not been given their wages.
5. Usha is feeling.....as she has no money to buy food for her children.

1.2.2 Multiple Meanings

A word can have a number of different meanings. For example, the word 'labour' as used in paragraph 5 of the passage means 'work' or 'effort'. It can also be used to refer to workers considered as a class especially those who use their hands. Another meaning of the word 'labour' is the act of giving birth.

Exercise 4

Use the following words taken from the passage to fill in the blanks in the sentences given below:

The words are used there in meanings different from those in the passage:
ring, light, duty, generation, interest.

1. The bank will lend you money at 15%
2. The on imported goods is heavy.
3. Falling water is used for the of electricity.
4. She wears a wedding to show that she is married.
5. Can you throw some on the case.

1.2.3 Word-Formation

Notice the ways in which some of the adjectives used in the passage in 1.1.2 are derived from nouns by adding suffixes.

comfortable (adj.) = comfort (n.) + -able (suffix)
miserable (adj.) = misery (n.) + -able (suffix)
laborious (adj.) = labour (n.) + -ous (suffix)
victorious (adj.) = victory (n.) + -ous (suffix)

Exercise 5

Show how the following nouns occurring in the passage (section 1.1.2) are derived from adjectives: strength, cruelty, justice

Have you noticed that some prefixes are put in front of adjectives to convey the idea of negation?

Examples

Attentive	inattentive
comfortable	uncomfortable

Exercise 6

Replace the italicized words in the following sentences with suitable words beginning with the prefix im- -in, or -un.

Man is mortal, but a great work of art is not *mortal*

Man is mortal, but a great work of art is *immortal*.

1. Your speech at the meeting was not *audible* to the people at the back.
2. The animals on the farm were *not happy*
3. The officer had to be dismissed because he was not *competent*.
4. It is made of rubber which is *not perishable*.
5. He is *not capable* of committing this crime.

1.3 GRAMMAR AND USAGE

1.3.1 Concord of Number and Person

The section will give you practice in what is called 'concord', that is, agreement, in grammar, and the use of the verbs

- i) be and its various forms
am, is, are, was, were
- ii) have, has

Let's see how these verbs are used

Look at the following sentences, most of which are taken from the reading passage in Section 1.1.2

1. I am afraid I shall not be able to help you.
2. It is about this that I wish to speak
3. What is the nature of this life of ours?
4. Is this simply part of the order of nature?
5. Man is the only creature that consumes without producing
6. Our lives are miserable
7. We are born, we are given just so much food....
8. Mr. Jones was too drunk to remember to shut the pop-holes.
9. Mrs. Jones was already snoring.
10. All the animals were now present.

Notice that the verb 'be' has the forms **am, is, are, was, were**, depending on the tense (present or past), the person (first, second, or third), and the number (singular or plural) of the subject.

		Present Tense			be		Past Tense		
First Person		Second Person	Third Person		First Person		Second Person	Third Person	
Singular	Plural	Singular and Plural	Singular	Plural	Singular	Plural	Singular and Plural	Singular	Plural
Am	Are	Are	is	Are	Was	Were	Were	Was	Were

Here are some more examples.

1. I am (used with I in the present tense)
Examples
I am an Indian. I am writing a book on India.
(I am is written as I'm in an informal style)

2. **is** (used with he, she, it and singular nouns, in the present tense)

Examples

- i) Delhi is the Capital of India.
- ii) My friend Ramesh is working hard these days.
- iii) It is very cold today.
- iv) English is spoken in a large number of countries.
(is often combined with the subject and written as 's in an informal style.
Examples: He's. she's it's)

3. **are** [used with plurals and with you (2nd person singular) in the present tense]

Examples

- i) You are very good at Mathematics
- ii) My friends are at the Zoo today. We are also going there.
- iii) Children below five are allowed to travel free on Indian Railways.
(are is often combined with the subject and written as 're in an informal style.
Examples : You 're, we're, they're)

4. **was** [used with I, he, she, it and with singular nouns, in the past tense]

Examples

- i) I was in Delhi yesterday

Have

The present tense forms are **have** and **has**. The past tense forms is **had**.

Tense	Present Tense						Past Tense					
Person	First		Second		Third		First		Second		Third	
Num-ber	Singu-lar	Plural	Singu-lar	Plural	Singu-lar	Plural	Singu-lar	Plural	Singu-lar	Plural	Singu-lar	Plural
Have	Have		Have		Has	Have	Had		Had		Had	

In the present tense, **have** is used with plurals and with the first and second person singular; **has** is used with the third person singular.

In the past tense, **had** is used in all cases.

Exercise 7

Fill in the blanks with **have** or **has**

1.they got a school in their village?
2. Now you.....learnt the secret of happiness.
3. I.....my breakfast at a restaurant.
4. The teacher.....advised me to improve my spelling.
5.he arrived already?

Exercise 8

1. "I (have/has) no money. I (am/is/are) hungry, thirsty and tired", murmured David to himself.
2. He made an effort and went to a small shop in Dover. A young girl (was/were) coming out of the shop with a basket of rice on her arm. "What (do/does) you want? I (have/has) no money," she said
3. "I (do/does) not want any money. Please tell me the address of Miss Betsey Trotwood."
4. "I (am/is/are) her domestio help. Come along with me." she said. David followed her.

He looked at himself. His shoes (was/were) torn, his hat (was/were) crushed, and from head to toes he (was/were) powdered with chalk and dust.

5. Soon they came to the house of Miss Trotwood. She (was/were) there in the garden.
6. "Who (are/is/am) you?", she cried, "I (do/does) not like boys. Go away."
7. "I (am/is/are) your nephew, Aunt", David said, "I (am/is/are) David Copperfield".
8. She sat down with a thump on the grass, looked at David up and down and said, "So you (are/is/am) my brother's son."
9. David (was/were) so miserable that he started crying. She caught him by the collar of his torn shirt and took him inside.
10. Mr. Dick (was/were) inside. She told him. "This boy (is/am/are) my brother's son. You (are/is/am) a man of the word. Tell me what I should do with him."
11. Mr. Dick looked at David, smiled and said, "Give him a bath".
The bath (was/were) a great comfort. After the bath David (was/were) wrapped up in shawls and (was/were) taken to bed.
(Adapted from Charles Dickens: David Copperfield)

Other Verbs

In the case of other verbs, the simple present tense form of the verb has to agree with the subject in number and person.

In verbs that have regular forms the third person singular of the present simple tense is formed by the addition of -s or -es (for example looks, comes, maintains, relies, passes, mires, reaches, pushes. The form without -s or -es is used in all other cases.

Examples

- I. Government officials give the islanders coconuts as gifts. The Lieutenant Governor gives the islanders food and medicines.

I We You All of us Most children	like reading stories.
3rd person singular subject	Verb with - s
My friend Suresh The doctor He She No one One of my friends	Likes reading poems.

Exercise 9

Fill in the blanks with the correct present tense forms of the verbs given below:

1. Animal lovers.....to find a shelter for injured animals.
2. There.....a number of good schools in this city
3. What we.....is a sound philosophy of education.
4. You.....advised not to be too generous with your sentiments.
5. He.....no English
6. He.....more time in India than anywhere else in the world.
7. Faith, they.....can move mountains.
8. They.....here to satisfy their curiosity.
9. He.....to come here as a guest.

10. My watch.....the date as well as the time. The date automatically at midnight.
(say, show, come, be, change, need, try, want, spend, speak)

1.3.2 Tenses

The events narrated in the first 3 paragraphs of the story in section 1.1.2 took place in the past.

We use a number of different tense forms of verbs to refer to events.

Examples

- i) He lurched across the yard and made his way up to bed.
- ii) He cleared his throat and began.

Notice that

- a) these events took place in the past and are not related to the narrator's (speaker's) present:
- b) in writing we form the simple past tense
 - (i) by adding -d or -ed to the regular verbs
 - lurch - lurched
 - wish - wished
 - clear - cleared
 - or
 - (ii) by adding -t
 - sleep - slept
 - or
 - (iii) by changing some letters in the word
 - make - made
 - see - saw
 - begin - began

The Past Continuous Tense

This tense emphasises the continuity of events in the past. It is formed by using **was** or **were** with the **-ing** form of the verb.

Example

Mrs. Jones was already snoring.

They had all made themselves comfortable and were waiting attentively.....

The Present Perfect Tense

This tense is used to describe past events related to the speaker's present.

It is formed by using **has** or **have** with the past participle form
(sometimes called the third form) of the verb.

Example

Comrades, you have heard already about the strange dream that I had last night

(I am sure you still remember it)

How many eggs have you laid this last year?

Exercise 10

Put the verbs given in brackets in the simple past tense:

One morning Akbar.....(go) for a walk with Prince Salim and Birbal. After some time they.....(come) to the bank of a river. It.....(be) a hot morning and they.....(sit), down in the shade of a tree. A few minutes later Akbar.....(say), "Shall we go and bathe in the river?" Birbal put his hand into the water and.....(say), "I wouldn't like to bathe."

Akbar and Prince Salim.....(take) off their clothes and.....(give) them to Birbal. Then they.....(get) into the water and.....(bathe) in it. Akbar.....(say) to Prince Salim. "Birbal is standing in the sun and holding out clothes. He looks like a washerman's donkey." 'You're carrying a donkey's load.' Birbal.....(bow) and very respectfully.....(say), "No, sir, I'm carrying the loads of two donkeys."

Exercise 11

Use the correct forms of the verbs given in brackets:

A famous Irish barrister, who.....(be) a very witty person.....(appear) before a judge who.....(not like) him and.....(not try) to hide the fact.

While the barrister.....(argue) his case, the judge.....(not seem) to be paying any attention to him. He.....(pat) his huge dog, which.....(sit) beside him, and(say) something to it. The barrister.....(stop) and(look) at the judge and the dog. "Go on".....(say) the judge.

"I beg your pardon".....(answer) the barrister. "I.....(think) your lordship.....(be) in consultation."

1.4 CONVERSATION

Before you actually practise conversations, you should know what to say in a particular situation. We shall, therefore, start by asking you to read and listen to conversations and write dialogues of your own.

Here is a specimen dialogue between a bicycle dealer and a customer. It has been recorded for you on the cassette. Read the dialogue first and then listen to it on the cassette. After that you can practise reading it aloud from the text.

- A. (bicycle dealer) : Hello, sir.
What can I do for you?
- B. (customer) : I'm looking for a good bicycle.
- A. We have a number of new models, sir. Have a look. These two are quite popular these days.
- B. Which one do you think will give a smooth run?
- A. Oh both, really; but you might find this one more comfortable to ride.
- B. How much will it cost?
- A. It's only five hundred rupees.
- B. Can I take it now?
- A. We shall assemble another one for you and check it. It'll take only about two hours.
- B. All right, then. I'll come back in the evening and take it. Will you accept a cheque?
- A. A local cheque payable to 'bearer' will be all right.
- B. See you in the evening, then.
- A. Thank you, sir.

Exercise 12

Write a short dialogue of about 150 words between a customer and a shopkeeper selling books and magazines.

(Suggestions: You can tell the shopkeeper about the subject you are interested in, the kind of books you wish to buy, and for what course or examination. You should also indicate what magazines you are interested in.)

1.5 PRONUNCIATION

To speak English well, you have to learn its correct pronunciation.

1.5.1 Letters and Sounds

One of the difficulties about English pronunciation is that there is no perfect correspondence between letters and sounds, as we have in Indian languages.

Look at the following words:

even, these, green, read, field, seize, machine, key, people. The spellings **e, e, e, ee, ea, ie, ei, i, ey, eo** in these words represent the same vowel sound, which also occurs in the unusually spelt word **suite** (meaning a connected series of rooms to be used together, and pronounced exactly like **sweet**).

Now look at the following words, which have similar spelling:

bough (meaning a branch of a tree), **cough, though, rough and through.** These words are all spelt with **-ough**, but this spelling gives a number of different pronunciations: **bough** has the same vowel sound as in **cow**; **cough** has the same vowel sound as in **cot** and has the sound /t/ at the end (We shall use symbols to represent sounds and place them between slant bars to distinguish them from the letters of the English alphabet.); **though** has the same vowel sound as in **go**; **rough** has the same vowel sound as in **rush**; and **through** has the same vowel sound as in **too**. In **bough, though and through**, the letters **gh** are silent, but in **cough and rough** they are pronounced.

Exercise 13

List 5 words each with as far as possible, different spellings for the vowel sound) having

- i) the same vowel sound as in **see**.

(Examples : extreme, priest, receive, seat, police)

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- ii) the same vowel sound as in **sit**.

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- iii) the same vowel sound as in **late**.

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- iv) the same vowel sound as in **set**.

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- v) the same vowel sound as in **sat**.

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vi) the same vowel sound as in **shut**.

vii) the same vowel sound as in **cart**.

viii) the same vowel sound as in **hot**

ix) the same vowel sound as in **shoot**.

x) the same vowel sound as in **note**.

Exercise 14

List 5 words each to show the following vowel letters can have different sounds in different words: **a**, **e**, **i**, **o**, **u**,

(Examples: able, any, bag, basket, village)

You have seen that in English there is no one to one correspondence between letters and sounds. There are, in fact, more sounds in the language than there are letters in the alphabet. It is, therefore, necessary to learn to produce all the vowel and consonant sounds in English and not to confuse them with the letters of the English alphabet. Each sound is distinct, and the substitution of one of these sounds for

another may either bring about a change in meaning or lead to the production of a word that does not sound like an English word at all. In order to avoid this confusion you must be able to distinguish between one sound and another.

For example, you should be able to distinguish between pairs of words like

- i) **Peak** and **pick**,
- ii) **date** and **debt**,
- iii) **set** and **sat**
- iv) **cut** and **cart**
- v) **heard** and **hard**,
- vi) **cut** and **cot**,
- vii) **last** and **lost**,
- viii) **full** and **fool**,
- ix) **here** and **hair**,
- x) **pull** and **full**,
- xi) **ledger** and **leisure**,
- xii) **seat** and **sheet**.

Thus to speak English well you have to maintain the meaningful distinctions in the language. For the correct pronunciation of words you must learn to refer to the dictionary all the time. In the dictionary symbols are used to represent sounds and one symbol stands for one sound only. It is important to learn these symbols and the sounds each symbol stands for. In this and later units we shall introduce you to the vowel and consonant sounds of English and the symbols used for them in Longman Dictionary of Contemporary English and Oxford Advanced Learner's Dictionary of Current English. (fourth edition)

1.5.2 English Vowels

We have seen that one of the important features that we need to learn to speak English well is to notice the difference between sounds and the letters of the alphabet. In English there is no perfect relationship between spelling and sound. To learn the correct pronunciation of words, therefore, we need to look words up in the dictionary all the time. In some dictionaries the pronunciation of words is shown by the use of symbols. Each symbol stands for only one sound. If we learn to recognize the sound that each symbol stands for, we can learn to pronounce all the new words we come across correctly.

In this section we shall present the symbols for the vowel sounds in English, as used in Longman Dictionary of Contemporary English and in Oxford Advanced Learner's Dictionary, the fourth edition. These vowels are used by most educated people in England, and this kind of pronunciation is generally known as 'Received Pronunciation' or 'Standard Southern British'.

Here is a list of the vowels of British Received Pronunciation. The symbol for each vowel sound is given and also a key word in which the sound occurs. All the vowels sounds and the key words have been recorded for you on the cassette.

Symbol	Key word
1. /i:/	sheep
2. /ɪ/	ship
3. /e/	bed
4. /æ/	bad
5. /ɑ/	calm
6. /ɒ/	pot
7. /ɑ:/	caught
8. /ʊ/	put
9. /u:/	boot
10. /ʌ/	cut
11. /ɜ:/	bird
12. /ɒ/	cupboard (second syllable)
13. /eɪ/	make
14. /əʊ/	note
15. /aɪ/	bite

- | | |
|----------|-------|
| 16. /aʊ/ | now |
| 17. /ɔɪ/ | boy |
| 18. /eə/ | here |
| 19. /eə/ | there |
| 20. /uə/ | poor |

The slanting bars indicate that the symbol between them represents a sound and not a letter of the alphabet.

Exercise 15

Here is a list of words. You can listen to them on the cassette. Then say each word with the correct vowel sound.

1. foot
2. neat
3. said
4. nod
5. late
6. pan
7. boot
8. cow
9. sight
10. knit

Exercise 16

Given below are 10 pairs of words. They have been recorded for you on the cassette. The words in each pair are distinguished by the vowel sounds. Say each pair bringing out the distinction clearly.

- | | |
|--------------|-----------|
| 1. a) red | b) raid |
| 2. a) heart | b) hot |
| 3. a) cut | b) cart |
| 4. a) wrist | b) rest |
| 5. a) match | b) Much |
| 6. a) pull | b) pool |
| 7. a) lend | b) land |
| 8. a) bought | b) Boat |
| 9. a) vice | b) voice |
| 10. a) such | b) search |

Exercise 17

Now look at the list of words given below. Some vowel letters in these words have been underlined. Say all these words with the correct vowel sounds.

- | | | |
|-------------|-------------|----------------|
| 1. about | 6. exact | 11. journey |
| 2. become | 7. floor | 12. librarian |
| 3. cottage | 8. geese | 13. museum |
| 4. dreaded | 9. hesitate | 14. photograph |
| 5. envelope | 10. itself | 15. pure |

When you look up new words in the Longman Dictionary for Pronunciation, you will notice that for some words the symbol /ə/ is printed in italic, that is, it is slanting. This means that the speaker may choose to pronounce it or not in that part of the word. Notice also that in some places /i/ is placed above /ə/. This means that the speaker has a choice between the vowel /ə/ and the vowel /i/. Either of these vowel sounds can be used.

You will also notice that one syllable of every word has an upright mark above and before it. For example, 'purify. These right mark placed above and before pur indicates that this syllable of the word stands out from the rest and has greater stress. It is important to place the stress on the correct syllable of each English word. We shall discuss word stress in the work section.

1.5.3 Word Stress

Words are made up of one or more separately pronounced parts, called syllables.

Examples: (All these words have been recorded for you in the cassette.)

One syllable :	course, part, one, block, two	
Two syllables :	open English unit u.nit speaking	open (syllable division shown by a dot) En.ghlish listen lis.ten speak.ing
Three syllables :	foundation understand whenever	foun.dation un.der.stand when.ev.er
Four syllables :	conversation television	con.ver.sa.tion tel.e.vis.ion
Five syllables :	pronunciation	pro.nun.ci.a.tion

Exercise 18

How many syllables do the following words have?

- i) Then ii) lurched iii) agreed iv) understand v) animal vi) produce vii) throughout viii) rich
ix) usefulness x) except

.....

.....

.....

.....

In English words of two or more syllables, at least one syllable stands out from the rest and we say it has greater stress.

The mark
is placed before the syllable that carries the main stress of the word.

For example : 'English. 'speaking, im'prove

Some words also have secondary stress (weaker than the main stress) on another syllable. The mark,
is placed before such a syllable. For example:
under'stand, conver'sation

Here are some more examples taken from the text of this unit. All these words have been recorded for you in the cassette.

Words of two syllables; stress on the first syllable:

'Unit	'section
'practice	'letter
'question	'feature
'study	'after
'dealer	'broadcast

Words of two syllables; stress on the second syllable:

Pre'sent (verb)	cor'rect	be'low
re'cord (verb)	cas'sette	your'self
be't ween	dis'cuss	
com'plete	re'call	

Word of three syllables: stress on the first syllable:

'bulletin	'radio
'bicycle	'exercise
'customer	'possible

'similar
'carefully

'afterwards
'specimen

Words of three syllables: stress on the second syllable:

ob'jective	com'pleted
re'cording	a'mendment
im'portant	con'dition
dis'cussion	a'nother
when'ever	con'tinue

Words of three syllables: main stress on the third syllable and secondary stress on the first syllable:
intro'duce, under'stand, maga'zine.

Exercise 19

Say all the words given above with the correct stress pattern.

Exercise 20

Mark the stressed syllable in the following words and say them with the correct stress pattern. You may consult the dictionary, if you like.

- | | |
|-------------|---------------|
| 1. Produce | 2. understand |
| 3. lantern | 4. animal |
| 5. dancing | 6. miserable |
| 7. stirring | 8. fertilizes |
| 9. acquired | 10. laborious |

1.6 WRITING

In this section we shall give you practice in composition and the correct use of language.

Here is an exercise for you.

Exercise 21

You have read the passage from Animal Farm in Section 1.1.2. Now write a speech of your own in about 200 words. Address the animals and tell them that Man has now become the friend of all the animals.

Here is a possible beginning:

'Dear Friends, have you realized that Man in the 1980s has become your friend and protector. You may like to mention some of the following:

- i) establishment of wild-life sanctuaries and national parks to help create a natural environment for animals and birds and preserve endangered species;
- ii) strict anti-poaching laws;
- iii) ban on the export of certain varieties of animal hide;
- iv) exposure by the press of crimes against animals, even for medical purposes;
- v) special hospitals for animals and birds.

1.7 LET US SUM UP

In this unit we have given you practice in

- i) understanding a narrative passage from George Orwell's novel "Animal Farm";
- ii) distinguishing between words having related meanings and using them in appropriate contexts;

- iii) distinguishing between different meanings of a word and using them in appropriate contexts;
- iv) understanding how some prefixes are put in front of adjectives to convey the idea of negation;
- v) understanding subject-verb concord with 'be', 'have' and other verbs;
- vi) using the past indefinite, past continuous, and present perfect tenses;
- vii) taking part in a conversation with a shopkeeper;
- viii) guarding against spelling pronunciation in English;
- ix) saying English words with correct stress patterns;
- x) pronouncing English vowels and recognising the symbols used for them in some dictionaries;
- xi) writing a short speech.

1.8 KEY WORDS

comprehension : the power of understanding.

concord (in grammar) : agreement between words in number, etc., e.g., between a verb and its subject.

continuous (also called progressive) tense (in grammar) : a form of the verb (using the 'ing' form)

e.g., I am writing. (present continuous)

I was writing. (past continuous)

I will be writing. (future continuous)

I have been writing. (present perfect continuous).

'glossary : list and explanation of selected words from a text.

'grammar : study of rules for the forms of words and the combination of words into sentences.

'narrative (as an adjective): in the form of a story.

'number (in grammar): variations in the forms of nouns, verbs, etc., according to whether only one or more than one is to be indicated : e.g., man/men, does/do, I/we.

objective : purpose.

perfect tense : that composed of have + past participle.

e.g., He has written the letter (present perfect)

He had written the letter (past perfect)

He will have written the letter (future perfect).

Re'ceived : widely accepted (pronunciation).

'standard : used as a measure for the required degree or excellence.

person (in grammar) : a class of personal pronouns --the first person : I / we; the second

person: you; the third person : he, she, it, they.

Subject (in grammar) : words in a sentence about which something is said.

'tense (in grammar) : verb form that shows time : e.g., the present tense, the past tense.

'usage : conventions governing the use of a language.

verb : a word or phrase indicating what somebody or something does, what state somebody or, some thing is in, what is becoming of something or somebody.

vocabulary : words which make up a language.

1.9 SUGGESTED READINGS

1. George Orwell : *Animal Farm*
2. Charles Dickens : *David Copperfield*
3. *Longman Dictionary of Contemporary English*. Indian edition.
4. A.S. Hornby : *Oxford Advanced Learner's Dictionary of Current English*, (4th edition)
5. CIEFL : *Remedial English Course*, (Books 1 -3).
6. Thomson and Martinet : *A Practical English Grammar*. (OUP)

1.10 ANSWERS TO EXERCISES

Exercise 1

1. Because he was drunk and his movement was not steady
2. a) In the big barn
b) To hear what Major had to say.
3. His understanding of the nature of life.
4. miserable, laborious, short
To tell the animals how bad their condition is.
5. a) The animals produce all the wealth and man takes it away from them. He does not produce anything himself.
b) Man makes the animals work and gives them just enough to keep them alive
6. a) By getting rid of Man, so that they could keep all the things they produced
b) Major does not know. He is a dreamer.
7. a) They are enemies
b) They are comrades
c) To remind them that they are all members of a Union.

Exercise 2

1. knock, 2. shouting, 3. round 4. employees, 5. funny.

Exercise 3

1. lock, 2. fluttering, 3. stout, 4. employees, 5. miserable

Exercise 4

1. Interest. 2. duty, 3. generation. 4. ring, 5. light.

Exercise 5

1. streng + th, 2. cruel +ty, 3. just + ice.

Exercise 6

1. inaudible. 2. unhappy, 3. incompetent, 4. imperishable. 5. incapable

Exercise 7

1. Have. 2. have, 3. have, 4. has, 5. has.

Exercise 8

- | | |
|----------------------|-------------------|
| 1. have, am | 7. am, am |
| 2. was, do, have | 8. are |
| 3. do | 9. was |
| 4. am were, was, was | 10. was, is, are |
| 5. was | 11. was, was, was |
| 6. are, do | |

Exercise 9

- | | | | | | |
|--------|---------|----------|---------------------|-----------|-----------|
| 1) try | 2) are | 3) need | 4) are | 5) speaks | 6) spends |
| 7) say | 8) come | 9) wants | 10) shows, changes. | | |

Exercise 10

- | | | | | | |
|-------|---------|-------|---------|-------|-------|
| went, | came, | was, | sat, | said, | said. |
| took, | gave, | got, | bathed. | | |
| said, | called, | said, | bowed, | said. | |

Exercise 11

was,	appeared,	did not like,	did not try.
was arguing,	did not seem,	was patting,	was sitting, saying,
stopped,	looked,	said	
answered,	thought,	was	

Exercise 13

- i) extreme, priest, receive, seat, police
- ii) baby, beside, cottage, women, practice
- iii) aid, may, grey, eight, radio
- iv) any, bury, dead, friend, cassette
- v) damp, plait, rag, wax, act
- vi) does, blood, rough, won, under
- vii) bar, calm, class, heart, laugh
- viii) cough, knowledge, shone, want, not
- ix) route, flute, boot, mute, boon
- x) boast, close, go, low, though

Exercise 14

- a. able, any, bag, basket, village
- e. bed, English, extreme, player, concern
- i. bird, bite, police, sit, terrible
- o. box, come, more, rose, woman
- u. busy, hurt, much, pull, truth

Exercise 18

- | | | | | | |
|---------|---------|-----------|-----------|-----------|---------|
| 1. one, | 2. one, | 3. two, | 4. three, | 5. three, | 6. two, |
| 7. two | 8. one, | 9. three, | 10. two | | |

Exercise 20

- | | | | |
|--------------|------------------|--------------|----------------|
| 1. 'produce | 2. under'stand | 3. 'lantern | 4. 'animal |
| 5. 'dancing | 6. 'miserable | 7. 'stirring | 8. 'fertilizes |
| 9. a'cquired | 10. la 'borious. | | |