



MALLA REDDY COLLEGE OF ENGINEERING & TECHNOLOGY

(Autonomous Institution – UGC, Govt. of India)

(Affiliated to JNTU, Hyderabad, Approved by AICTE - Accredited by NBA & NAAC – ‘A’ Grade - ISO 9001:2015 Certified)

Maisammaguda, Dhulapally, Komappally, Secunderabad – 500100, Telangana State, India.

ENGLISH FOR SKILL ENHANCEMENT

B. Tech – I Year – I&II Semesters

DEPARTMENT OF HUMANITIES AND SCIENCES



MALLA REDDY COLLEGE OF ENGINEERING AND TECHNOLOGY

I Year B. TECH - I- SEM

L/T/P/C

2/-/-/2

ENGLISH FOR SKILL ENHANCEMENT

Course Objectives: This course will enable the students to:

1. Improve the language proficiency of students in English with an emphasis on Vocabulary, Grammar, Reading and Writing skills.
2. Develop study skills and communication skills in various professional situations.
3. Equip students to study engineering subjects more effectively and critically using the theoretical and practical components of the syllabus.

Course Outcomes: Students will be able to:

1. Understand the importance of vocabulary and sentence structures.
2. Choose appropriate vocabulary and sentence structures for their oral and written communication.
3. Demonstrate their understanding of the rules of functional grammar.
4. Develop comprehension skills from the known and unknown passages.
5. Take an active part in drafting paragraphs, letters, essays, abstracts, précis and reports in various contexts.
6. Acquire basic proficiency in reading and writing modules of English.

UNIT - I

Chapter entitled '**Toasted English**' by R.K.Narayan from "**English: Language, Context and Culture**" published by Orient BlackSwan, Hyderabad.

Vocabulary: The Concept of Word Formation

Grammar: Articles and Prepositions

Reading: Reading and Its Importance- Techniques for Effective Reading.

Writing: Sentence Structures -Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation- Techniques for Writing precisely – Paragraph Writing – Types, Structures and Features of a Paragraph - Creating Coherence-Organizing Principles of Paragraphs in Documents.

UNIT - II

Chapter entitled ‘**Appro JRD**’ by **Sudha Murthy** from “*English: Language, Context and Culture*” published by Orient BlackSwan, Hyderabad.

Vocabulary: Words Often Misspelt - Homophones, Homonyms and Homographs

Grammar: Noun-pronoun Agreement and Subject-verb Agreement

Reading: Sub-Skills of Reading – Skimming and Scanning – Exercises for Practice

Writing: Defining /Describing People, Objects, Places and Events

– Classifying- Providing Examples or Evidence.

UNIT - III

Chapter entitled ‘**Abraham Lincoln’s Letter to His Son’s Teacher**’.

Vocabulary: Idioms & Words Often Confused

Grammar: Misplaced Modifiers and Tenses

Reading: Intensive Reading and Extensive Reading – Exercises for Practice

Writing: Format of a Formal Letter-Writing Formal Letters E.g., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application with CV/Resume.

UNIT - IV

Chapter entitled ‘**Art and Literature**’ by **Abdul Kalam** from “*English: Language, Context and Culture*” published by Orient Black Swan, Hyderabad.

Vocabulary: Standard Abbreviations in English

Grammar: Transitive and Intransitive and Voices

Reading: Survey, Question, Read, Recite and Review (SQ3R Method) - Exercises for Practice

Writing: Writing Practices- Essay Writing-Writing Introduction and Conclusion -Précis Writing.

UNIT - V

Chapter entitled ‘**Go, Kiss the World**’ by **Subroto Bagchi** from “*English: Language, Context and Culture*” published by Orient BlackSwan, Hyderabad.

Vocabulary: Technical Vocabulary and their Usage

Grammar: Direct and Indirect Speech and Degrees of Comparison

Reading: Reading Comprehension-Exercises for Practice

Writing: Technical Reports- Introduction – Characteristics of a Report – Categories of Reports Formats- Structure of Reports (Manuscript Format) -Types of Reports - Writing a Report.

Note: Listening and Speaking Skills which are given under Unit-6 in AICTE Model Curriculum are covered in the syllabus of ELCS Lab Course.

- **Note:** 1. As the syllabus of English given in AICTE *Model Curriculum-2018 for B.Tech First Year* is **Open-ended**, besides following the prescribed textbook, it is required to prepare teaching/learning materials **by the teachers collectively** in the form of handouts based on the needs of the students in their respective colleges for effective teaching/learning in the class.
- **Note:** 2. Based on the recommendations of NEP2020, teachers are requested to be flexible to adopt Blended Learning in dealing with the course contents. They are advised to teach 40 percent of each topic from the syllabus in blended mode.

TEXT BOOK:

1. "English: Language, Context and Culture" by Orient BlackSwan Pvt. Ltd, Hyderabad. 2022. Print.

REFERENCE BOOKS:

1. Effective Academic Writing by Liss and Davis (OUP)
2. Richards, Jack C. (2022) Interchange Series. Introduction, 1,2,3. Cambridge University Press
3. Wood, F.T. (2007). Remedial English Grammar. Macmillan.
4. Chaudhuri, Santanu Sinha. (2018). Learn English: A Fun Book of Functional Language, Grammar and Vocabulary. (2nd ed.,). Sage Publications India Pvt. Ltd.
5. (2019). Technical Communication. Wiley India Pvt. Ltd.
6. Vishwamohan, Aysha. (2013). English for Technical Communication for Engineering Students. Mc Graw-Hill Education India Pvt. Ltd.
7. Swan, Michael. (2016). Practical English Usage. Oxford University Press. Fourth Edition.

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UNIT-I**Toasted English****By R.K Narayan****Introduction to the author:**

Rasipuram Krishnaswami Narayan or R. K. Narayan was born on 10 October 1906 in Tamil Nadu and passed away in the year of 2001. He was a famous Indian writer globally known for his fictional writings of **Malgudi**. He was among the first few Indians who started writing Indian literature in English. In his long career he published fourteen novels, over two hundred short stories, a memoir, two travel books, innumerable essays, and two plays. His first novel was *Swami and Friends* (1935). His last published work was *Grandmother's Tale* (1992), which in many ways reinforced the concerns and motifs of his writing in his long career—themes like exile and return, education (in the widest sense of the term), woman and her status in the society, myths and the ancient Indian past, tradition and modernity, Malgudi and its culture, appearance and reality, the family and so on. These have been Narayan's consistent concerns in a career spanning over nearly seventy years. In this deep ploughing of a small plot of literary land, Narayan almost resembles Jane Austen who too, in a somewhat shorter career, painted in varying colours a small canvas of quintessential English life and manners. While the range of Austen or Narayan may be small, their depth places them in the ranks of the truly great novelists of their times. Perhaps no special case needs to be made for Austen because of the enormous scholarship on her. One might however need to highlight Narayan's excellences. In our postmodernist times a writer like him, who is not obscure, difficult or dense in his writings, is likely to be less in favour, though recent scholarship has begun to evaluate him in post-colonial-post-modern ['pocomo'] terms.



In American restaurants they call for ‘toasted English’, referring to English **muffins** which, though being made in America, now retain ‘English’ as a sort of **concession** to their origin. The same may be said of the Americans’ language too. They too went through a phase of throwing out the British but retaining their language and letting it flourish on American soil; the resultant language is somewhat different from its British counterpart; it may be said to have gone

through a process of **toasting**. One noticeable result of this toasting is that much of the **formalism** surrounding the use of English has been abandoned.

In America, they have freed the language from the **stifling tyranny** of the Passive voice. Where we should say **ceremoniously** ‘**Trespassing** Prohibited’, their signboards, as I noticed in the parks of Berkeley, merely say ‘Newly Painted, Don’t Walk.’ Or ‘Absolutely No Parking’ leaves no room for speculation, and no motorist need spend too much time peering out and studying the notice. In a similar situation our authorities are likely to plant a twenty-line inscription on the land to say ‘Under Municipal Act so and so this area has been reserved, etc., etc., and any vehicle stationed thereon will be deemed to have **contravened** sub-section so and so of the Motor Vehicles Act, etc., etc.’ I saw on many American office-doors just ‘Do Not Enter.’ The traffic signs at pedestrian crossings **never mince words**; they just say ‘Go’; or ‘Wait’. In a Hollywood studio I was rather startled to read, ‘Mark Stevens—Keep Out.’ Mark Stevens is a busy television personality who does not like to be disturbed by visitors. **Incidentally** it left me wondering why, if Mr. Stevens did not like interruptions, he announced his name at all on the door! But it is one of the minor mysteries that make travel through the country so **engrossing**.

The ‘toasting’ of English has been achieved through other means also. Americans have evolved certain basic keywords which may be used anywhere, anyhow, words which have universal, multi-purpose use. I may make my point clear if I mention the example of the word ‘check’ which may safely be labelled the American National Expression. While the British usage confines it to its bare dictionary definitions, the American uses it anywhere, this expression being so devised that one may blindly utter it and still find out that it is appropriate for the occasion. ‘I’ll check’ means ‘I’ll find out, investigate, examine, **scrutinise**, verify, ‘or probe.’ ‘Your CHECK’ means your ticket, token or whatever you may have to produce. ‘Check room’ is where you leave your possession for a while ‘Check girl’ is one who takes care of your coat, umbrella, or anything else you may leave in custody. ‘Check in’ and ‘Check out (at first I heard it as ‘**Chuck Out**’ and felt rather disturbed) refer to one’s arrival in a hotel and departure therefrom. And there are **scores** of other **incidental** uses for the word. Of you are ever hard up for a noun or verb you may safely utter the word ‘check’ and feel confident that it will fit in. ‘**Fabulous**’ is another word that is used in that country freely, without much **premeditation**. Of course,

everyone knows that fabulous means, but American usage has enlarged its sense. I heard a lady in Wisconsin declare ‘Oh, those cats of mine are fabulous’ –meaning that they were eccentric. ‘Oh, so and so, he is fabulous!’ may mean anything from a sincere compliment to an insinuation that so and so plays a mild form of charming **lunacy**.

‘O.K.’ or okay is another well-known example. It is the easiest sound that ever **emanated** from the human vocal cords. Everyone knows how **comprehensive** its sense can be. ‘Okay’ is a self-sufficient word which needs no **suffix** to indicate any special respect for the listener; it can stand by itself without a ‘Sir’ to conclude the sentence. In this respect it is like ‘yeah’ which seals off a sentence without further **ado**. ‘Yes sir’ or ‘Yes, Darling’ are conceivable but ‘Yeah sir’, or ‘Yeah Darling,’ is unthinkable. ‘Yeah’ is uttered in a short base-of-the-tongue grunt, which almost snaps any further continuation of a sentence. ‘Yes’ involves time as the **sibilant** could be prolonged.

The refinements if usage in countries **where English has a bazaar status** are worth a study. On a London bus you will never hear the conductor cry, ‘Ticket, Ticket’. He approaches the passenger and say, ‘Thank you’, and on receiving the fare says again, ‘Thank you, Sir’. I found out that one could calculate the number of passengers in a bus by halving the total number of ‘Thanks’ heard. In any western country if a receptionist asks, ‘Can I help you?’ it really means, ‘Have you any business here, if so state it.’ Or it may mean ‘Evidently you have wandered off into a wrong place, go away.’ A man who wants to pass you always says ‘Excuse me’, while he may with all justice burst out, ‘What do you mean by standing there gaping at the world while you block everybody’s passage? Stand aside, man!’ When you send your card in, the busy man’s secretary appears and whispers in your ear, ‘Would you like to wait?’ Though the tone is one of consultation, you have really no choice in the matter. The thing to do is not to answer the question but say ‘Thanks’ and look for a comfortable seat in the waiting-room, although you may feel like saying, ‘No I wouldn’t like to wait. I have other things to do.’

The time has come for us to consider seriously the question of a Bharat brand of English. As I’ve said in my essay on ‘English in India’ so far English has had a comparatively confined existence in our country—chiefly in the halls of learning, justice, or administration. Now the time is ripe for it to come to the dusty street, market-place, and under the bunyan tree. English must adopt the **complexion** of our life and assimilate its **idiom**. I am not suggesting here a **mongrelisation**

of the language. I am not recommending that we should go back to the says we heard, particularly in the railways, ‘Wer U goin’, man? Bharat English will respect the rule of law and maintain the dignity of grammar, but will have a swadeshi stamp about it unmistakably, like the Madras handloom check shirt or the Tirupati doll. How it can be achieved is a question for practical men to tackle.

Glossary

- Toasted** : made brown and crunchy by heating.
 (The author uses the word humorously to refer to changes made in the English language.)
- Muffins** : tea-cakes of a certain kind
- Formalism** : rules of proper behaviour
- Counterpart** : parallel, equivalent
- Berkeley** : a city in United States of America
- Speculation** : supposition, assumption, conjecture
- Never mince** : to say something plainly and directly, without worrying about good manners
- Chuck out** : throw something or someone out
- Scores** : large number, a ‘score’ is twenty, just as a dozen is twelve
- So and so** : such a person or thing
- Vocal cords** : two pieces of muscle in the throat which enable us to make sounds
- Suffix** : something that is added on to the end of a word
- Ado** : fuss, unnecessary excitement or trouble
- Sibilant** : a hissing sound, e.g. the sound ‘s’
- Prolonged** : delayed, lengthened where English has a bazaar status: where English is the language of common people
- Mongrelisation:** breeding a new type of animal. Here the author means referring to a new language produced by mixing different languages

Summary:

In the essay *Toasted English*, R.K. Narayan brings out the difference between American and British English in an amusing way with brilliant examples. The author interestingly points out that like Indians, Americans also drove the British out of their country but allowed English to stay back. The Americans made the usage of English easier by giving up Passive Voice. For example, instead of, ‘Trespassing Prohibited’ they say, ‘Newly painted, don’t walk’ on the notice-board. This process of modifying the English language is called ‘toasting’ by R.K. Narayan. Americans have created certain basic key words which may be used anywhere, anyhow- words which have universal multipurpose use. ‘O.K’, ‘Yeah’, are more commonly used expressions.

Further R.K. Narayan discusses ‘the bazaar status’ of English. English is used in a refined way in London. The conductor will never say, ‘Ticket, Ticket’ on a London bus but simply go near the passenger and say ‘Thank you’ on receiving the fare and issuing the ticket also. Finally, he concludes that by adopting English to suit our purposes, we have developed a ‘Bharat brand of English’. He clearly mentions that he is not advocating ‘mongrelisation’ i.e. hybridisation of English. The author asserts that Indian English should have its own identity- its ‘Swadeshi Stamp’. The author wishes that Indians should develop their own English which would be more unique and distinct than the present English.

Conclusion:

This chapter is Narayan’s take on the differential uses of English language in different contexts. He starts by saying that the English language has undergone a remarkable transformation by shedding its formal features. The Americans have appropriated the language and rid it of its formal features and let it grow and flourish according to their own local structures of usage. Thereafter, the author enlists the new usage of words he was familiar with while he was visiting America.

Let’s Sum Up:

Language is a cultural construct whose evolution a concomitant with human evolution. The evolution and change in any language system have been a result of many factors. Some commentators use the label corruption to suggest that language change constitutes a degradation in the quality of a language, especially when the change originates from human error or is a prescriptively discouraged usage. Modern linguistics typically does not support this concept,

since from a scientific point of view such innovations cannot be judged in terms of good or bad. Narayan looks at this very evolution of English language through a subjective lens and further agrees with the theory that innovations in language cannot be judged in terms of purity and pollution but embraced and understood in terms of their context.

Questions and answers:

1. How does the narrator describe his initial experience with the English language, and what does this reveal about his attitude towards it?

Ans: In R.K. Narayan's "Toasted English," the narrator describes his initial experience with the English language with a sense of humor and self-deprecation. He recounts his early attempts to master English, highlighting the awkwardness and confusion that accompanied his efforts. For instance, he recalls how his mispronunciations and incorrect usage of words made him feel like an outsider in conversations, and how his attempts to fit into English-speaking society often led to embarrassing situations.

This portrayal reveals a mixed attitude towards English. On one hand, the narrator exhibits frustration and insecurity, as he struggles to meet the expectations set by the language and societal norms. On the other hand, his humorous and light-hearted recounting of these experiences suggests a level of resilience and acceptance. He seems to recognize the importance of English in social mobility and cultural integration, yet he also acknowledges the absurdities and challenges inherent in mastering it. Thus, the narrator's initial experience with English reflects a complex blend of respect, frustration, and a comedic resignation towards the language and its impact on his life.

2. What is the significance of the English language in the narrator's life, and how does it affect his social interactions and self-image?

Ans: In "Toasted English," the English language holds significant importance in the narrator's life as it serves as a marker of social status and personal identity. The narrator's struggle with English highlights its role in social stratification and self-perception.

The narrator perceives English as a gateway to social acceptance and upward mobility. He acknowledges that proficiency in English is often associated with higher social standing and professional success. Consequently, he feels pressured to master the language to fit in and advance in society. His attempts to speak English correctly and his frustrations with the language reveal his deep-seated desire to improve his social standing and be perceived as sophisticated and educated.

However, his imperfect command of English affects his self-image and interactions. He frequently finds himself at a disadvantage in conversations and feels embarrassed by his mistakes. This insecurity impacts his confidence and highlights the social barriers created by linguistic proficiency. Despite his efforts, the constant struggle with English underscores his marginalization and reinforces his sense of inadequacy.

Overall, the English language is a double-edged sword for the narrator: it represents both opportunity and challenge, significantly shaping his social interactions and self-esteem.

3. How does the narrator's perception of English evolve throughout the story, and what events or realizations contribute to this change?

Ans: In "Toasted English," the narrator's perception of English undergoes a notable evolution. Initially, he views English as a prestigious and essential tool for social advancement and self-improvement. His early experiences with the language are marked by frustration and embarrassment due to his lack of fluency, which he perceives as a barrier to achieving the social status he desires.

As the story progresses, several key events and realizations contribute to a shift in his attitude towards English. One significant turning point is his encounter with the character of the English teacher, who embodies the absurdities and complexities of the language. The teacher's own misuse of English and the humorous situations that arise from it force the narrator to reconsider the rigid standards he had previously upheld.

Another pivotal moment is when the narrator reflects on his own linguistic struggles with a sense of irony and detachment. He begins to recognize that the social value he placed on English was

somewhat misplaced and that his worth is not solely defined by his proficiency in the language. This realization helps him adopt a more relaxed and humorous perspective on his previous frustrations.

Ultimately, the narrator's evolving perception of English reflects a deeper understanding of language as both a tool and a cultural construct. He moves from viewing it as a gatekeeper of social status to seeing it as a medium with its own quirks and imperfections. This change in perspective allows him to embrace his own identity with greater confidence and less self-criticism.

4. Discuss the role of humor in "Toasted English." How does R.K. Narayan use humor to address serious themes about language and cultural identity?

Ans: In "Toasted English," R.K. Narayan employs humor to effectively explore serious themes related to language and cultural identity. Humor serves multiple functions in the story:

Illustrating Linguistic Challenges: The narrator's frequent comical errors and misunderstandings with English highlight the absurdities and complexities of mastering a foreign language. These humorous instances not only entertain but also underscore the struggles that non-native speakers face, making the theme of linguistic inadequacy more relatable and less intimidating.

Critiquing Social Norms: Through satire and irony, Narayan critiques the societal emphasis placed on English as a marker of social status and intelligence. The exaggerated portrayal of characters obsessed with speaking perfect English exposes the superficial values placed on linguistic proficiency and the social pressure to conform to these standards.

Easing Tension: The humor in the story helps to mitigate the tension surrounding the theme of cultural identity. By using light-hearted anecdotes and witty observations, Narayan makes the reader more receptive to the critique of how language can impact self-image and social interactions, thereby presenting serious themes in a more accessible manner.

Revealing Character Dynamics: The interactions between characters, often laden with humor, reveal underlying cultural and social dynamics. The humorous portrayal of the English teacher's own linguistic flaws, for example, allows for a more nuanced discussion of the challenges and contradictions inherent in the pursuit of linguistic and cultural assimilation.

Overall, Narayan's use of humor not only engages readers but also deepens their understanding of the complexities associated with language and cultural identity. By presenting these issues in a humorous light, he invites readers to reflect on their own experiences and societal attitudes towards language and social status.

5. In what ways does "Toasted English" reflect the social and cultural context of India during the time it was written? Provide examples from the text to support your answer.

Ans: "Toasted English" reflects the social and cultural context of India during the mid-20th century through its exploration of language, class, and colonial legacy. Here are several ways in which the story mirrors the era's socio-cultural dynamics:

Colonial Legacy and Language Prestige: The story underscores the lingering impact of British colonial rule on Indian society. English is depicted as a symbol of prestige and modernity, a remnant of colonial influence that continues to shape social aspirations. The narrator's obsession with speaking perfect English reflects the broader societal view of English as a gateway to social mobility and professional success. For instance, the narrator's meticulous efforts to refine his English demonstrate the high value placed on the language as a marker of social status.

Social Stratification: Narayan highlights how language proficiency can reinforce social hierarchies. The story depicts the disparity between those who are fluent in English and those who are not, illustrating how English becomes a tool for social distinction. The narrator's struggles and his interactions with others who are more adept at English reveal the pressure to conform to societal expectations tied to language.

Class Dynamics and Aspirations: The story reflects the aspirations of the Indian middle class during the post-independence era, which was keen on improving its social standing. The narrator's desire to master English and the humorous depiction of his efforts mirror the broader

middle-class ambition to achieve upward mobility and gain acceptance in a society where English was associated with education and success.

Cultural Assimilation: The story also touches upon the theme of cultural assimilation, highlighting the tension between maintaining one's cultural identity and adapting to the colonial legacy. The narrator's experience with English illustrates the conflict between traditional Indian values and the desire to integrate into a more Westernized, modern framework.

Humor and Critique: Narayan uses humor to critique the superficial reverence for English and the absurdity of the social pressures associated with it. The story's comedic elements, such as the narrator's linguistic blunders and the exaggerated importance placed on English, reflect a critical perspective on the societal norms of the time.

Overall, "Toasted English" provides a satirical yet insightful commentary on the role of language in shaping social dynamics and cultural identity in India during the mid-20th century.

Vocabulary:

The Concept of Word Formation

Word formation is a crucial aspect of vocabulary development and understanding how words are created and modified in a language. It encompasses several processes through which new words are generated or existing words are transformed. Here's an overview of the key concepts in word formation:

1. Derivation

Derivation involves creating a new word by adding prefixes or suffixes to a base word (root). This process can change the meaning or grammatical category of the word.

- **Prefixes:** Added to the beginning of a base word to alter its meaning.
 - Example: *un-* (prefix) + *happy* (base word) = *unhappy*
- **Suffixes:** Added to the end of a base word to change its meaning or grammatical function.
 - Example: *play* (base word) + *-ful* (suffix) = *playful*

2. Compounding

Compounding combines two or more words to create a new word with a unique meaning. The components of the compound word usually retain their individual meanings but combine to form a specific concept.

- Example: *toothbrush* (tooth + brush), *sunflower* (sun + flower)

3. Blending

Blending involves merging parts of two or more words to form a new word. Typically, parts of the beginning of one word and the end of another are combined.

- Example: *brunch* (breakfast + lunch), *smog* (smoke + fog)

4. Acronyms and Initialism

Acronyms are formed from the initial letters of a phrase or group of words and are pronounced as a single word. Initialism are also formed from the initials of words but are pronounced letter by letter.

- **Acronym Example:** *NASA* (National Aeronautics and Space Administration)
- **Initialism Example:** *FBI* (Federal Bureau of Investigation)

5. Clipping

Clipping shortens a longer word to create a more informal or abbreviated version of it.

- Example: *telephone* to *phone*, *advertisement* to *ad*

6. Conversion

Conversion, or zero derivation, changes a word from one part of speech to another without altering its form. The new word takes on a different grammatical function.

- Example: *noun to verb*: *email* (noun) to *email* (verb), *text* (noun) to *text* (verb)

7. Back-formation

Back-formation creates a new word by removing an affix from an existing word, often resulting in a change of word class.

- Example: *editor* (noun) to *edit* (verb), *beauty* (noun) to *beautify* (verb)

8. Eponyms

Eponyms are words derived from the names of people or places. They often originate from the name of a person who invented or discovered something or a location associated with the concept.

- Example: *sandwich* (named after the Earl of Sandwich), *jacket* (named after James of the "jacket" company)

8. Reduplication

Reduplication involves repeating a whole or part of a word to create a new term, often to convey emphasis, intensity, or a playful tone.

- Example: *chit-chat*, *pitter-patter*

9. Loanwords

Loanwords are words adopted from one language into another with little or no modification.

They often come from cultures that have had contact with the language.

- Example: *ballet* (from French), *piano* (from Italian)

10. Coinage

Coinage is a process of word formation in which a completely new word is created, often without relying on existing words or word parts. This form of word formation is typically used to introduce new concepts, technologies, or products into the language. Coinages often arise in various fields such as science, technology, branding, and popular culture.

Examples:

Google: Originally a misspelling of the mathematical term "googol," it was coined as the name of a search engine and has since become a generic term for searching the internet.

Selfie: A term created to describe a self-portrait photograph typically taken with a smartphone and shared on social media. It combines the word "self" with the suffix "-ie" to create a catchy, new term.

Spam: Originally a brand name for a type of canned meat, "Spam" was coined to describe unsolicited or irrelevant electronic messages, especially in email. This usage of "spam" arose from a Monty Python sketch where the word "Spam" was repeated excessively.

Bluetooth: This term was coined for a wireless technology standard used for exchanging data between devices over short distances. The name was inspired by a Danish king, Harald Bluetooth, known for uniting Denmark and Norway, symbolizing the unifying nature of the technology.

Guesstimate: A blend of "guess" and "estimate," this term is used to describe an estimate made with limited information or one based on conjecture rather than precise data.

In a nutshell, understanding these processes enhances vocabulary comprehension and usage, allowing for a richer and more nuanced use of language. Each method of word formation contributes to the dynamic and evolving nature of vocabulary in any language.

Exercises:

I. Add the appropriate prefix or suffix to the base word to form a new word.

1. Happy → (Prefix) ____
2. Possible → (Prefix) ____
3. Beauty → (Suffix) ____
4. Use → (Suffix) ____

II. Combine two words to create a compound word.

1. Fire + place = ____
2. Sun + flower = ____
3. Tooth + brush = ____
4. Book + store = ____

Grammar:**Articles**

An article is used to define whether the noun is specific or not. Articles are normally used before nouns and since they are used to speak about the noun, they can be considered as adjectives.

Types of Articles

There are two articles in English.

Indefinite Article (A, An)

Definite Article (The)

Indefinite article: An indefinite article is used before a singular countable noun which is said in general.

Indefinite article ‘A’ is used:

When we don't specify the things:

Ex: I met **a friend**.

I work in **a factory** in New York.

Before a singular countable noun which starts with a consonant sound:

Tintumon is **a dog**.

He studied in **a university** in India.

The indefinite article ‘an’ is used before a singular countable nouns which starts with the vowel sound.

Ex: He wants to become **an engineer**.

She is **an athlete** who had won 5 medals in the 2012 Olympics.

NOTE:

Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound /ju:nɪ've:siti/

Countable nouns:

Some nouns refer to things which, in English, are treated as separate items which can be counted.

These are called countable nouns. Here are some examples:

Ex:

a **car**, three **cars**

a **book**, a box full of **books**

a **city**, several big **cities**

Uncountable nouns

In English grammar, some things are seen as a whole or mass. These are called uncountable nouns, because they cannot be separated or counted.

Some examples of uncountable nouns are:

Ideas and experiences: *advice, information, progress, news, luck, fun, work*

Materials and substances: *water, rice, cement, gold, milk*

Weather words: *weather, thunder, lightning, rain, snow*

Names for groups or collections of things: *furniture, equipment, rubbish, luggage*

Other common uncountable nouns include: *accommodation, baggage, homework, knowledge, money, permission, research, traffic, travel.*

We use the definite article ‘the’

1. to refer to something which has already been mentioned:

I have two children – a boy and a girl. **The boy** is 7 and the girl 4.

There was a King. **The King** had four children.

2. before seas, rivers, and groups of mountains or islands:

The Nile is a long river.

My goal is to climb the **Himalayas**.

3. before the names of holy books and also before things unique of their kind:

He is well versed in **the Ramayana**.

People at **the equator** are dark skinned.

4. with superlatives:

He is **the worst person** I have ever met.

She is **the most intelligent** student in the class.

5. before ordinal number:

She read **the first** chapter of the new book.

This is **the third** I have called you today.

6. used to refer the objects that are unique

The sun rose at 6.30 today morning.

You can go anywhere in **the world**.

7. used with the countries that have plural names

I have been to **the Netherlands**.

Do you know anyone who lives in **the West Indies/Philippines**?

8. used with the famous buildings, places, museums, monuments, etc.

I would like to visit **the Eiffel Tower**.

Have you been to **the Taj mahal**?

9. used with the newspapers name.

I read in **the Times of India**.

She works for **the Deccan Chronicle**.

10. used with adjectives, to refer the whole group.

The elderly require special attention.

The French enjoy cheese.

She has given lot of money **to the poor**.

11. used before the name of musical instruments

He plays **the guitar** really well.

Rohan is learning **the piano**.

Omission of Articles:

1. Before uncountable nouns

We do not use articles before uncountable and abstract nouns used in a general sense.

- Honey is sweet.
- Sugar is bad for your teeth.
- Wisdom is better than riches.
- Virtue is its own reward.

Note that uncountable nouns take the article **the** when used in a particular sense.

- Would you pass the sugar? (= the sugar on the table)

2. Before plural countable nouns

We do not use articles before plural countable nouns used in a general sense.

- Children usually rush about.
- Computers are useful machines.

Note that plural nouns take the article **the** when they are used in a particular sense.

- Where are the children? (Which children? Our children)

3. Before proper nouns

We do not use articles before the names of countries, people, continents, cities, rivers and lakes.

- India is a democratic country.
- Paris is the capital of France.

4. before the names of meals

We do not use articles before the names of meals.

- Mother is cooking lunch.
- Dinner is ready.

We use **a** when there is an adjective before breakfast, lunch, dinner etc. We use **the** when we are talking about a particular meal.

- I had a late dinner yesterday.
- The lunch we had at the restaurant was very good.

5. Before languages

We do not use articles before the names of languages.

- Can you speak English?
- They speak French at home.

4. Before school, college, university, church, bed, hospital, prison etc.

- His dad is still in hospital.
- We learned English at school.
- He is at university.

Exercise:

Fill up the blanks with appropriate articles.

1. Man is _____ mortal.
2. I am _____ university student.
3. Kiran is _____ best student in the class.
4. There is _____ institution for _____ blind in this city.
5. This book has won _____ Booker prize.
6. Harishchandra was _____ honest king.
7. I am fond of _____ classical music.
8. I met _____ boy in the store.
9. Gold is _____ precious metal.
10. She returned after _____ hour.

Prepositions

A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. Most prepositions have several definitions, so the meaning changes quite a bit in different contexts.

Here are a few types of prepositions with examples.

Prepositions of Time

1. At:

'At' is used to indicate when something happens. We use at with clock times, e.g. periods of the year, and periods of the day, festivals, etc. But we don't use at with 'morning', 'evening', 'afternoon', etc.

- a. The train left at 8 o'clock.
- b. She married at the age of twenty.

2. In:

'in' is used before years, months, centuries, seasons, 'morning', 'evening' and 'afternoon'.

- a. She was born in 1990.
- b. They visited this place in summer.
- c. The theft took place in the day-time.

3. On:

It is used with days, dates, birthdays, anniversaries, etc.

- a. We went to see a movie on Tuesday.
- b. He was born on October 3.1980.
- c. We congratulated him on his birthday.

4. During:

During may be used instead of 'in' with periods of the day, months, seasons, years, decades and centuries to express the idea that something continues throughout the whole of a specified period.

- a. During the war many people were killed.
- b. We work during the day and sleep during the night.
- c. We try to contact people during October.

5. By:

By is used to indicate the latest time at which an action will be finished

- a. He will finish this work by 5 o'clock.
- b. You must come to me by 8 am.
- c. Applications must be received by 10th May.

6. For:

For is used with periods of time to indicate how long an action lasts. It is generally used with the Perfect Tense but is also used with other tenses.

- a. They have lived here for five years.
- b. It rained continuously for twelve hours.
- c. They have been working for two hours.

7. Since:

Since is used with a point of time in the past from which some action began and it continues till the time of speaking. It is generally used with the Perfect Tense.

- a. He has lived here since 1980.
- b. Everything has changed since the last summer.
- c. It has not rained since the end of June.

8. From:

From indicates the starting point of an action in the past or future. It is always used with 'to' or 'till'.

- a. He works in his office from 9 am. to 5 pm.
- b. She studied her B. Tech from 2015 to 2019

Prepositions of Place

1. At: At is used to show the exact point, e.g. houses, stations, small villages and towns.

- a. They lived at Gohana, a small town in Haryana.
- b. He was born at his village, Shilmar.

2. In: In is used when the reference is not to any specific place or to the names of large cities, countries etc.

- a. Many people in India live in villages.
- b. They lived in Europe for ten years.

3. On: On is used to indicate a particular area of land or place where something is

- a. There is a school on the outskirts of the city.
- b. The hotel stands on the banks of a river.

Prepositions of Direction

1. **Towards:** Towards is used to indicate the direction of something
 - a. They went towards the airport.
 - b. He was speeding towards the town.
2. **For:** For is used to show direction only when the verb indicates the beginning of a movement
 - a. She left for Japan early in the morning.
 - b. They left for home late at night.
3. **Against:** Against means to have contact or pressure
 - a. The child threw the ball against the wall.
 - b. He put the ladder against the wall.

Commonly confused prepositions

AS/ LIKE

- As means ‘similar to’. (real)
As a manager, she has to make many important decisions. (real)
- Like means ‘in the same way as’. (unreal)
What a beautiful house! It’s like a palace. (unreal)

IN TIME/ ON TIME:

- In time means ‘early enough’
Passengers should be in time for their train.
- on time means ‘punctually’
The 8.15 train started on time. (It started at 8.15)

SINCE/ FROM

- Since is used for ‘time’, never for place and means.
I have been working since 9.00 in the morning.
- From is used when time is referred to. From can be used of ‘place’ and ‘time’ with (to or till/until):
Where do you come from? (place)
Most people work from nine **to** ten. (time)

BETWEEN/ AMONG:

- Between is used to ‘show the relation of two people or things’ and it can be used ‘of more than two when there is a definite number in mind’.

You can sit between Ali and Ahmed.

Luxembourg lies between Belgium, Germany and France.

- In addition, ‘for periods identified by their beginning and ending points’, between is used:

Between 1918 and 1939 many people in the West lost their faith in democracy.

- Among, however, ‘relates a person/ thing to more than two others’

He was happy to be among friends again.

BESIDE/ BESIDES

- Beside means ‘at the side of’

We camped beside a lake.

- Besides means ‘in addition to’ or ‘as well as’

I do all the cooking and besides that I help Tom.

ABOVE/ OVER

- The prepositions (above and over) have the same meaning ‘higher than’

Can you see the helicopter above/over the palace?

- On the other hand, they are different in some senses. Above indicates the following :

(i) ‘Measurement on a vertical scale’, (ii) ‘the height of land’(ibid) :

The temperature is three degree above zero. (Measurement)

The summit of Everest is over 8000 meters above sea – level. (height of land)

Exercises:**I. Pick the correct preposition.**

1. The Minister of parliament lives in/on/at Maiden Street.
2. He'll be ready to leave in/on/at about thirty minutes.
3. The child responded to his mother's demands with/by/from throwing a tantrum.
4. I will wait from/at/until 6:30, but then I'm going home.
5. The police caught the thief in/from/at the corner of Cascade and Plum Streets.
6. My fingers were injured so my sister had to write the note for/with/to me
7. I am not interested to/for/in buying a new car now.

8. What are the main ingredients about/to/of this casserole?
9. My best friend, John, is named after/to/about his great-grandfather.
10. Grandpa stayed up since/for/until two in the morning.

II. Correct the following prepositional errors.

- a. Let us discuss about the effects of bad friendship on our career.
- b. He went to home hastily.
- c. My house is located besides the bank.
- d. The two brothers divided the property among themselves.
- e. Sweety has been waiting for her mother since two hours.
- f. I am waiting for you at downstairs.
- g. My friend is leaving to London for higher studies.
- h. The teacher emphasized on the importance of discipline in life.

Writing:**Paragraph Writing**

A paragraph is a group of sentences that share the same idea. We use paragraphs to structure our writing and to make it easier for the reader to follow. Write down information and ideas relating to that topic. Once you have a clearer idea of what you want to address in your paragraph, you can start organizing your thoughts by writing down your ideas on a notepad or word document. Paragraphs can contain many different kinds of information. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence.

Topic Sentence: The first sentence of your paragraph needs to be the topic sentence. A topic sentence is an introductory line that addresses what the main idea or thesis of the paragraph is going to be. It should contain the most important and relevant point you wish to make regarding your topic, thus summarizing the paragraph as a whole.

Supporting Sentences: Once you have written and are happy with your topic sentence, you can start to fill in the rest of your paragraph. This is where the detailed, well-structured notes you wrote earlier will come in handy. Make sure that your paragraph is coherent, which means that it is easy to read and understand, that each sentence connects with the next and that everything flows nicely as a whole. To achieve this, try to write clear, simple sentences that express exactly what you want to say.

Concluding Sentence: The concluding sentence of your paragraph should tie everything together. A good concluding sentence will reinforce the idea outlined in your topic sentence, but now it has all the weight of the evidence or arguments contained in your supporting sentences behind it. After reading the concluding sentence, the reader should have no doubt as to the accuracy or relevance of the paragraph as a whole.

Note: Paragraphs should never contain more than one central idea. If a given idea has multiple points or facets, then each individual aspect of the idea should be given its own paragraph. A

new paragraph is also used each time you are contrasting two points or presenting each side of an argument.

Sample - Pros and cons of Social networking sites

Topic sentence:

The benefits of social networking sites have the potential to outweigh the dangers of such websites.

Supporting Sentences:

While social networking does curb Real life interaction with one's peers, it also provides shy, introverted, or socially awkward youth with a new avenue of communication that often makes it easier to connect and form relationships.

Concluding Sentence:

Even though there are large number of risks and downfalls associated with social networking, when the tool is used correctly and the youth are instructed on correct usage, it offers considerable positives.

Some useful Phrases:

To show addition: again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too

To give examples: for example, for instance, in fact, specifically, that is, to illustrate

To compare: also, in the same manner, likewise, similarly

To contrast: although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet

To summarize or conclude: all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up

To show time: after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

To show place or direction: above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)

To indicate logical relationship: Accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus.....

Exercise

1. Write a paragraph on ‘An invention that has changed the world.
2. Describe the importance of protecting endangered species and their habitats
3. Write about a cultural festival or holiday from your country and its significance.

UNIT-II**Appro JRD****By Sudha Murthy****Introduction:**

Sudha Murthy (b.1950) is an Indian technologist, philanthropist and writer. She was born in Karnataka, studied computer science and engineering, and began her career at TELCO. In 1981, she provided capital investment for a new company, Infosys, which was co-founded by her husband, Narayana Murthy. Today, Infosys is the second largest IT services company in India. In 1996, Sudha Murthy started the Infosys Foundation, a non-profit organization which supports programmes in the fields of healthcare, rural development, education and art. She began writing in the later years of her life, documenting her varied experiences as a woman in the then –nascent IT industry, as a social worker, and as a teacher. She has published novels, short-story collections, essays and travelogues in both Kannada and English.



In this essay, she reminisces about JRD Tata, who gave her the first break in her career as an engineer. She talks of JRD Tata's simplicity and vision, and how he influenced her own journey as an entrepreneur and philanthropist.

Reading Passage:

There are two photographs that hang on my office wall. Every day when I enter my office I look at them before starting my day. They are pictures of two old people, one of a gentleman in a blue suit and the other a black-and-white image of a man with dreamy eyes and a white beard. People have asked me if the people in the photographs are related to me. Some have even asked me, "Is this black-and-white photo that of a Sufi saint or a religious guru?" I smile and reply "No, nor are they related to me. These people made an impact on my life. I am grateful to them." "Who are they?" "The man in the blue suit is Bharat Ratna JRD Tata and the black-and-white photo is of Jamsetji Tata." "But why do you have them in your office?" "You can call it gratitude."

Then, invariably, I have to tell the person the following story.

A Postcard to JRD:

It was a long time ago. I was young and bright, bold and idealistic. I was in the final year of my master's course in computer science at the Indian Institute of Science [IISc] in Bangalore, then known as the Tata Institute. Life was full of fun and joy. I did not know what helplessness or injustice meant.

It was probably the April of 1974. Bangalore was getting warm and red gulmohars were blooming at the IISc campus. I was the only girl in my postgraduate department and was staying at the ladies hostel. Other girls were pursuing research in different departments of science. I was looking forward to going abroad to complete a doctorate in computer science. I had been offered scholarships from universities in US. I had not thought of taking up a job in India.

One day, while on the way to my hostel from our lecture-hall complex, I saw an advertisement on the notice board. It was a standard job-requirement notice from the famous automobile company Telco [now Tata Motors]. It stated that the company required young, bright engineers, hardworking and with an excellent academic background, etc.

At the bottom was a small line: "Lady candidates need not apply." I read it and was very upset. For the first time in my life I was up against gender discrimination.

Though I was not keen on taking up a job, I saw this as a challenge. I had done extremely well in academics, better than most of my male peers. Little did I know then that in real life academic excellence is not enough to be successful.

After reading the notice I went fuming to my room. I decided to inform the topmost person in Telco's management about the injustice the company was perpetrating. I got a postcard and started to write, but there was a problem: I did not know who headed Telco. I thought it must be one of the Tata's. I knew JRD Tata was the head of the Tata Group; I had seen his pictures in newspapers (actually, Sumant Moolgaokar was the company's chairman then).

I took the card, addressed it to JRD and started writing. To this day I remember clearly what I wrote. "The great Tata's have always been **pioneers**. They are the people who started the basic **infrastructure** industries in India, such as iron and steel, chemicals, textiles and **locomotives**. They have cared for higher education in India since 1900 and they were responsible for the establishment of the Indian Institute of Science. Fortunately, I study there. But I am surprised how a company such as Telco is discriminating on the basis of gender."

I posted the letter and forgot about it. Less than 10 days later, I received a **telegram** stating that I had to appear for an interview at Telco's Pune facility at the company's expense.

From Hubli to Pune:

I was **taken aback** by the telegram. My hostel mates told me I should use the opportunity to go to Pune free of cost — and buy them the famous Pune saris for cheap! I collected Rs 30 each from everyone who wanted a sari. When I look back, I feel like laughing at the reasons for my going, but back then they seemed good enough to make the trip.

It was my first visit to Pune and I immediately fell in love with the city. To this day it remains dear to me. I feel as much at home in Pune as I do in Hubli, my hometown. The place changed my life in so many ways.

As directed, I went to Telco's Pimpri office for the interview. There were six people on the panel and I realised then that this was serious business. "This is the girl who wrote to JRD," I heard somebody whisper as soon as I entered the room. By then I knew for sure that I would not get the job. That realisation **abolished** all fears from my mind, so I was rather cool while the interview was being conducted.

Even before the interview started, I **reckoned** the panel was biased, so I told them, rather impolitely, "I hope this is only a technical interview." They were taken aback by my rudeness, and even today I am ashamed about my attitude.

The panel asked me technical questions and I answered all of them. Then an elderly gentleman with an affectionate voice told me, "Do you know why we said lady candidates need not apply? The reason is that we have never employed any ladies on the shop floor. This is not a co-ed college; this is a factory. When it comes to academics, you are a first ranker throughout. We appreciate that, but people like you should work in research laboratories."

I was a young girl from small-town Hubli. My world had been a limited place. I did not know the ways of large corporate houses and their difficulties, so I answered, "But you must start somewhere, otherwise no woman will ever be able to work in your factories."

Finally, after a long interview, I was told I had been successful. So this was what the future had in store for me. Never had I thought I would take up a job in Pune. That city changed my life in many ways. I met a shy young man from Karnataka there, we became good friends and we got married.

It was only after joining Telco that I realized who JRD was: the uncrowned king of Indian industry. Now I was scared, but I did not get to meet him till I was transferred to Bombay. One day I had to show some reports to Mr Moolgaokar, our chairman, who we all knew as SM. I was in his office on the first floor of Bombay House [the Tata headquarters] when, suddenly, JRD walked in. That was the first time I saw 'appro JRD'. Appro means 'our' in Gujarati. That was the affectionate term by which people at Bombay House called him.

I was feeling very nervous, remembering my postcard episode. SM introduced me nicely, "Jeh (that's what his close associates called him), this young woman is an engineer and that too, a postgraduate. She is the first woman to work on the Telco shop floor." JRD looked at me. I was praying he would not ask me any questions about my interview (or the postcard that preceded it). Thankfully, he didn't. Instead he remarked. "It is nice that girls are getting into engineering in our country. By the way, what is your name?" "When I joined Telco I was Sudha Kulkarni, Sir," I replied. "Now I am Sudha Murthy." He smiled that kindly smile and started a discussion with SM. As for me, I almost ran out of the room.

After that I used to see JRD on and off. He was the Tata Group chairman and I was merely an engineer. There was nothing that we had in common. I was in awe of him. One day I was waiting for Murthy, my husband, to pick me up after office hours. To my surprise I saw JRD standing next to me. I did not know how to react. Yet again I started worrying about that postcard. Looking back, I realise JRD had forgotten about it. It must have been a small incident for him, but not so for me.

"Young lady, why are you here?" he asked. "Office time is over." I said, "Sir, I'm waiting for my husband to come and pick me up." JRD said, "It is getting dark and there's no one in the corridor. I'll wait with you till your husband comes." I was quite used to waiting for Murthy, but having JRD waiting alongside made me extremely uncomfortable.

I was nervous. Out of the corner of my eye I looked at him. He wore a simple white pant and shirt. He was old, yet his face was glowing. There wasn't any air of superiority about him. I was thinking, "Look at this person. He is a chairman, a well-respected man in our country and he is waiting for the sake of an ordinary employee."

Then I saw Murthy and I rushed out. JRD called and said, "Young lady, tell your husband never to make his wife wait again."

Leaving Tata:

In 1982 I had to resign from my job at Telco. I was reluctant to go, but I really did not have a choice. I was coming down the steps of Bombay House after wrapping up my final settlement when I saw JRD coming up. He was absorbed in thought. I wanted to say goodbye to him so I stopped. He saw me and paused.

Gently, he said, "So what are you doing, Mrs Kulkarni? (That was the way he always addressed me.) "Sir, I am leaving Telco." "Where are you going?" he asked. "Pune, sir. My husband is starting a company called Infosys and I'm shifting to Pune." "Oh! And what you will do when you are successful?" "Sir, I don't know whether we will be successful." "Never start with **diffidence**," he advised me. "Always start with confidence. When you are successful you must give back to society. Society gives us so much; we must **reciprocate**. I wish you all the best."

Then JRD continued walking up the stairs. I stood there for what seemed like a millennium. That was the last time I saw him alive.

Many years later I met Ratan Tata in the same Bombay office, occupying the chair JRD once did. I told him of my many sweet memories of working with Telco. Later, he wrote to me, "It was nice listening about Jeh from you. The sad part is that he's not alive to see you today."

I consider JRD a great man because, despite being an extremely busy person, he valued one postcard written by a young girl seeking justice. He must have received thousands of letters every day. He could have thrown mine away, but he didn't do that. He respected the intentions of that unknown girl, who had neither influence nor money, and gave her an opportunity in his company. He did not merely give her a job; he changed her life and mindset forever. Close to 50 percent of the students in today's engineering colleges are girls. And there are women on the shop floor in many industry segments. I see these changes and I think of JRD. If at all time stops and asks me what I want from life, I would say I wish JRD were alive today to see how the company we started has grown. He would have enjoyed it wholeheartedly.

My love and respect for the House of Tata's remain undiminished by the passage of time. I always looked up to JRD. I saw him as a role model - for his simplicity, his generosity, his kindness and the care he took of his employees. Those blue eyes always reminded me of the sky; they had the same vastness and **munificence**.

Glossary

- Dreamy** : not focused on one's present surroundings
- Invariably** : in every case; always; without variation
- Idealistic** : believing in and aiming for perfection, perhaps unrealistically; characterized by idealism
- Complex** : a group of similar building or related facilities on the same site
- Discrimination:** unfair treatment of a person or group due to prejudice
- Peer** : a person of the same age, status and ability
- Fuming** : feeling or showing extreme anger
- Pioneer** : the first to explore, use or apply a new technique, invention, area, etc,
- Infrastructure:** the basic structures and facilities needed for the functioning of a society, area or country.
- Locomotive:** a vehicle powered by steam or diesel, used to pull trains and rail cars
- Telegram** : a message sent as electrical signals over telegraph wires, and then printed out when received (telegrams eventually gave way to fax, which in turn was replaced by SMS and e-mail)
- Taken aback:** greatly surprised

Abolish	:	to end; to remove
Reckon	:	to expect to be true; to believe to be probable; to think about something in a particular way
Diffidence	:	lack of self-confidence
Reciprocate	:	to act; or give in return
Munificence	:	extreme generosity

SUMMARY:

Sudha Murthy, a well – known social worker and author, is renowned for her noble mission of providing computer and library facilities in all government schools of Karnataka. She is the Chairperson of the Infosys Foundation.

It was probably April of 1974. Bangalore was getting warm and Gulmohars were blooming at the IISc campus. She was the only girl in her postgraduate department and was staying at the ladies' hostel. Other girls were pursuing research indifferent departments of Science. She was looking forward to going abroad to complete a doctorate in computer science. She was offered scholarships from Universities in the US. She had not thought of taking up a job in India.

One day, while on the way to her hostel from their lecture hall, she saw an advertisement on the notice board. It was a standard job requirement notice from the famous automobile company TELCO. It stated that the company required young, bright engineers, hardworking and with an excellent academic background. At the bottom was a small line: 'Lady Candidates need not apply.' She read it and was very upset. For the first time in her life, she was up against gender discrimination. Though she was not keen on taking up the job, she saw it as a challenge. She had done extremely well in academics, better than most of her male peers. She knows that in real life academic excellence is not enough to be successful.

After reading the notice she went fuming to her room. She decided to inform the topmost person in Telco about the injustice the company was perpetrating. She got a postcard and started to write but there was a problem. She did not know who headed Telco. She thought it must be one of the Tatas. She knew JRD Tata was the head of the Tata Group. She saw his picture in the newspaper. She took the card, addressed it to JRD and started writing. She remembered

clearly what she wrote: “The great Tatas have always been pioneers. They are the people who started the basic infrastructure industries in India, such as iron and steel, chemicals, textiles, and locomotives. They have cared for higher education in India since 1900 and they were responsible for the establishment of the Indian Institute of Science.” But she was surprised how a company such as Telco was discriminating based on gender.

She posted the letter and forgot it. Less than ten days, she received a telegram stating that she had to appear for an interview at Telco’s Pune based company. She was taken aback by the telegram. Her hostel mate told her that she should utilize the opportunity. It was her first visit to Pune and she immediately fell in love with the city and remained dear to it. She felt as much at home in Pune as she did in Hubli, her hometown. The place changed her life in so many ways.

She went to Telco’s Pimpri office for the interview. There were six people on the panel and they whispered that this was the girl who wrote to JRD Tata. She heard somebody whispering as soon as she entered the room. By then she knew for sure that she would not get the job. The realization abolished all fear from her mind. So she was rather cool while the interview was being conducted. Even before the commencement of the interview she reckoned the panel as if they were biased, so she gave the answer rather impolitely. She hoped that this was only a technical interview.

They were taken aback by her rudeness, and she was ashamed of her attitude. The panel asked her technical questions and she answered all of them. Then an elderly gentleman with an affectionate voice explained the difference between factory and academics. She was a young girl from small-town Hubli and her world had been a limited place. She did not know the ways of large corporate houses and their difficulties. Finally, after a long interview, she was told she was successful. She had never thought she would take up a job in Pune. She met a shy young man from Karnataka and they became good friends and finally got married.

It was only after joining Telco that she realized who JRD Tata was. He was the uncrowned king of the Indian industry. Now she was scared to meet him, but she did not get an opportunity to meet him till she was transferred to Bombay. One day she had to show some reports to Mr. Moolgaokar, chairman, in his office on the first floor of Bombay House, when suddenly JRD walked in. That was the first time she saw ‘appro JRD’. Appro means ‘our’ in Gujarati. This

was the affectionate term by which people at Bombay House called him. She was feeling very nervous, remembering her postcard episode, SM introduced her nicely. Jeh, this young woman is an engineer and a postgraduate too. She is the first woman to work on the Telco shop floor. JRD looked at me. She was praying to God that he would not ask her any questions about her interview. Instead, he remarked it was nice that girls were getting into engineering in our country. After that, she used to see JRD on and off.

In 1982 she had to resign from her job at TELCO. When she thought of leaving the company she wanted to meet JRD Tata. When she met him he gave suggestion to her to be confident and must give back to society. Finally, she considered JRD a great man, an extremely busy person, who valued one postcard written by a young girl seeking justice. Her love and respect for the house of Tatas remained undiminished by the passage of time. She always looked up JRD and considered him to be her role model- for his simplicity, generosity, kindness and the care he took for his employees.

Questions and Answers

1. Describe Sudha Murty's first experience of gender discrimination.

Ans. Sudha Murty was pursuing her post graduation in computer science and staying in the ladies' hostel at the IISc campus. She was looking forward to going abroad to complete a doctorate in computer science. One day, while on her way to her hostel from the lecture hall complex, she saw an advertisement on the notice board. It was a standard job-requirement from the famous automobile company TELCO. It stated that the company required young, bright engineers, hardworking with an excellent academic background. But at the bottom of the advertisement it was written 'Lady candidates need not apply'. Sudha Murty read it and felt very upset and that was the first time she experienced gender discrimination.

2. Convey in your own words what Sudha Murty wrote in her postcard to JRD Tata. What reply did she receive?

Ans-Tatas have always been leaders. They started the infrastructure industries in India, such as iron and steel, textiles and locomotives. They have always shown interest in higher education in India and established the prestigious Indian Institute of Science. I have had the good fortune to

study there. But I am surprised that a prestigious company like Telco is discriminating on the basis of gender.

The reply which she got was that the reason they had never employed any ladies on the shop floor. He said that their company was not a co-ed college; it was a factory. He appreciated her bright academic record but said that people like her should work in research laboratories.

3. Summarise what happened during Sudha Murty's interview at TELCO.

Ans. Sudha Murty went to the interview with the thought that she will not get selected for the Telco had clearly mentioned in the advertisement that 'Lady candidates need not employ'. She reckoned that the panel would be biased and hence spoke rather impolitely. The reason the ladies were not employed as it was a factory job. They suggested Sudha that she should work in research laboratories. Sudha replied that Telco must start somewhere otherwise no woman would ever be able to work in factories. After a long interview Sudha was successful and she was posted in Pune at Telco.

4. Describe Sudha Murty's feeling about Pune, and the impact that moving to Pune has had on her life.

Ans. Sudha Murty was successful in the interview and posted in Pune. The city changed Sudha Murty's life in many ways. She met a shy young man from Karnataka who became good friends and later got married. After joining Telco Sudha realized how JRD was the uncrowned king of Indian industry. Her life changed a lot after joining Telco and realized how much freedom and liberty does women gets living in Pune. After few years Narayan Murty started his own company Infosys and Sudha Murty had to leave Telco to join her husband. She was reluctant to leave Telco but had no other option.

5. Draw a character sketch of Sudha Murty, as seen from the facets of her personality she reveals in this essay.

Ans. An eminent writer Sudha Murthy was born on 19th August 1950 in Karnataka. She studied Computer science and engineering at the Indian Institute of Science (IISc), Bangalore. She was a scholar student and a gold medallist in UG and PG. She started her career with TELCO and then TATA. She has written many books in English and Kannada as well and is renowned for her novels such as *Dollar Bahu*, and *How I taught my grandmother to read*.

She is a social worker and she has worked for the betterment of the people with many social organizations. Such a soft-hearted and iconic lady helped the government in so many eminent awareness programs such as providing computer education and library facilities in government schools. Also, she taught computer science. She is a member of healthcare initiatives of the Gates foundation. She was very popular for her benevolent work through the Infosys foundation. Sudha Murthy is portrayed as a lady who is opposed to gender discrimination. She has no qualms in showing this to anyone irrespective of age or designation. This can be seen by the way she expressed her views to a job ad from Telco that stated ladies need not apply for the post. Although she was not interested in the job, Sudha Murthy applied for the same just to show her protest against the company's gender bias and unjust policy. Moreover, she wrote to JRD Tata regarding her dismay about such a reputed company being gender biased.

6. Why does Sudha Murty have such great respect for JRD Tata? What did Sudha Murty's encounters with JRD Tata reveal about the latter?

Ans. Sudha Murthy became the first female engineer hired at India's largest auto manufacturer TATA Engineering and Locomotive Company (TELCO). She joined the company as a Development Engineer in Pune and then worked in Mumbai & Jamshedpur as well.

Her appointment in TELCO is an interesting tale in itself. There was a time when women were not employed by India's largest auto manufacturer company TELCO. However, Murthy changed that and became the first woman engineer in the company. When the author, philanthropist appeared on a TV show, she shared amazing life stories wherein she revealed this story as well. In the show, Murthy shared the story of how she became the first woman engineer of her village Shiggaon and went on to become the first female engineer at TELCO. Talking about the incident, Murthy said, "When I was in college in 1974, I got a scholarship to study in America and I was preparing to go there. However, one day I came across a TELCO job vacancy advertisement but the advertisement mentioned that only men can apply."

She further revealed how she wrote a postcard to JRD Tata complaining gender discrimination at TELCO. "This made me furious. I decided to write a letter to the company about the matter but since I didn't know the person to whom I had to address the letter, I wrote the postcard to JRD Tata complaining about the "only male" employees policy and stated my point that

women work better than men and if they are not given the chance, they won't be able to prove themselves," Murthy added.

Talking about JRD Tata's response to her postcard, she said, "JRD Tata was a man with an extraordinary vision. He changed the only 'male employees' policy and ordered to conduct interviews and examinations for female applicants also." As a result, she was granted a special interview and hired immediately. Murthy later joined Walchand Group of Industries at Pune as Senior Systems Analyst.

Angered at seeing a job advertisement posted by a Tata company asking female candidates not to apply, Sudha Murty sent a 'postcard' to JRD Tata to protest the discrimination. This is the beginning of an association that will change her life in so many ways.

Sudha Murty claimed that there was nothing great about her writing a letter to JRD Tata, the great thing was JRD read that postcard sent by a girl who was from a small town like Hubli. She neither had any political/ money connection nor she knew anyone in Mumbai. She questioned him about not hiring a lady engineer. The way he responded made her realize that she values his patience, his time and his thinking more than her letter. It became the reason for Murty to consider him as her role model.

Vocabulary:**Homonyms, Homographs and Homophones****Homonyms:**

Homonyms are two words that are spelt the same and pronounced the same but have different meanings.

Examples:

Bark: Dog's shout

Bark: outer layer of a tree

Bank: Money related

Bank: edge of the river

Address - to speak to

Address: location

Bear: tolerate

Bear: a large mammal.

Express: something done fast

Express: sharing thoughts

Kind: a good heart

Kind: a type

Right: Correct or morally

Right: A direction opposite to left.

Homophones:

Homophones are words that are pronounced the same but have different meanings and spelling.

Examples:

Buy: to acquire something in exchange of money.

By: A preposition, used to indicate the means or agent

Brake: a device for slowing or stopping vehicle.

Break: to separate into pieces

Sea: large body of salt water

See: refers to the act of perceiving with one's eyes

Steel: a type of metal

Steal: to take something without someone's permission.

Peace: A state of tranquility or absence of conflict.

Piece: A Portion or part of something

Homographs:

Homographs are words with different pronunciation, meanings but with the same spelling.

Bow: Bend forward

Bow: Front of a ship.

Wind: the movement of air

Wind: to turn or twist

Minute: a unit of time

Minute: extremely small

Lead: a metal

Lead: to guide on a way

Object: an article or a body

Object: disagree

Resume: a short account of one's career and qualification

Resume: to continue after a pause or interruption

Exercises

Choose the correct Homonyms/ Homophones.

1. The school _____ (principal/principle) was very strict. He stood strongly by his _____ (principal/principle).
2. We should not _____ (break/break) the rules.
3. All the leaders claimed that they wanted _____ among the nations. (Peace/piece).
4. Knives are traditionally made of _____ (steal/steel)

Write the meanings for the following homographs.

a. Conduct: _____

Conduct: _____

b. Tear: _____

Tear: _____

Grammar:**Subject-verb Agreement and Noun Pronoun Agreement****➤ Subject & Verb Agreement:**

The verb must agree with the subject in number or person. The agreement which is made between the subject and verb is also known as ‘Concord.’. The following are the rules that are to be followed in subject-verb agreement.

How to make the subject and verb agree:

1. Identify the subject of the sentence.
2. Decide whether the subject is singular or plural.
3. Lastly, use the verb form which will match with the subject.

Rules:

Rule-1: When the subject consists of two singular or plural nouns (or pronouns) joined by *and*, the plural form of the verb is normally used.

Example:

Ram *and* Kiran are playing cricket.

The president *and* the vice-president are coming to the meeting.

The boys *and* the girls have submitted the project.

Rule-2: In case, the two nouns joined by *and* refer to the same person, the singular form of the verb is used.

Example:

The president and chief executive of the company has arrived.

Here the two nouns (president and chief executive) refer to the same person.

Rule-3: If the two nouns joined together by *and* are thought of as a single ‘thing’ the singular form of the verb is used.

Example:

Idli and sambar is my favourite breakfast.

Rule-4: When we refer to an amount or quantity of something (distance, money, etc.), it is used with the singular form of the verb.

Examples:

200 kilometers is not a great distance.

Twenty thousand rupees is a fair price for this bike.

Rule-5: If the words each, every, or no come before the subject, the verb is singular.

Examples:

No smoking and drinking is allowed.

Every man and woman is required to check in.

Rule-6: If the nouns/pronouns of the subject are both singular and are connected by the words or, nor, Neither/nor, either/or, and not only/but also the verb is singular.

Examples:

Jessica or Christian is to blame for the accident.

Neither Rahul nor Rakesh is waiting for you.

Rule-7: If the nouns/pronouns of the subject are plural and are connected by the words or, nor, Neither/nor, either/or, and not only/but also, the verb is plural.

Example:

Dogs and cats are both available at the pound.

Rule-8: If one noun/pronoun of the subject is singular and one plural and the words are connected by or, nor, neither/nor, either/or, and not only/but also, we should use the verb form of the subject that is nearest the verb.

Example:

Do your sisters or your girlfriend want any pizza?

Neither the players nor the coach is joining.

Either the conductor or the singers are attending the concert.

Rule-9: Indefinite pronouns anyone, everyone, someone, no one, nobody, somebody, everybody take singular verbs.

Example:

Everybody wants to be loved.

Rule-10: Certain collective nouns, such as police, staff, cattle and fish, represent a number of singular objects/members taken together. These nouns take a plural verb and have no singular noun form.

Examples:

The police are coming.

The cattle were rounded up.

Rule-11: Collective nouns, such as government, public, team, party and media, can take either a singular or a plural verb.

Example:

The committee is investigating the matter.

The committee are of the view that the investigation should be completed quickly.

Rule 12. Titles of books, movies, novels, plays etc. are treated as singular even though the names in the title are plural and take a singular verb.

Example:

‘Great Expectations’ is a must read novel.

‘The Burbs’ is a movie starring Tom Hanks.

Rule 13. The pronoun “You” always takes a plural verb.

Examples:

You were invited to come.

You are asked to clean the room.

You sing so well.

Rule 14. The following words are always plural: PANTS, TROUSERS, SCISSORS, PLIERS, TONGS, SHEARS. However, if the word PAIR is used, the word is singular.

Examples:

The pants are torn into two.

A pair of Scissors was placed on the table.

Rule 15. When fractions are used, the verb agrees with the object of the phrase.

Examples:

One half of the cake was consumed.

One fourth of the employees were attending the seminar.

Exercise:

Choose the correct form of the verb that agrees with the subject.

1. The biggest problem we face (is, are) all the squirrels that have rabies around here
2. Either my sister or my brothers (have, has) come.
3. The dog or the cats (is, are) outside.
4. Neither Ram nor Sham (has, have) come.
5. Statics (have, has) revealed multiple scams in the organization of commonwealth games.
6. Ajith and his brothers (walk, walks) to the school.
7. One of the five members (is, are) at fault.
8. Aron, together with his wife (greets, greet) the guest of the party.
9. The truthful (is, are) always trustworthy.

➤ **Noun - pronoun Agreement:**

A pronoun is a word that refers to a noun and can stand in its place. By using a pronoun, you can refer to the same person, place, thing, or idea repeatedly without using the same noun every time. For example, the following sentence becomes far less awkward when pronouns are used:

Radha thinks that **Radha** should sell **Radha** car to **Radha's** brother.

Radha thinks that **she** should sell **her** car to **her** brother.

Pronoun Types

Pronouns may be divided into several categories, based on how they are used:

- Demonstrative (*this, that, these, those*)
- Indefinite (*anybody, something,*)
- Intensive or reflexive (*yourself, herself, myself*)
- Interrogative (*who, which, what*)
- Personal (*I, you, he, she, we, they*)
- Possessive (*my, your, her, his, their*)
- Relative (*who, whom, whose, which, that*)

1. Selecting the Right Pronoun

Every pronoun must agree with its antecedent (the noun to which the pronoun refers or which it replaces). A pronoun agrees with its antecedent when they match in both number and gender.

2. Agreement in Number

A pronoun must match its antecedent in number. In other words, if the antecedent is plural, the pronoun must be plural, and if the antecedent is singular, the pronoun must be singular.

Valentine wears **his** Superman outfit at least twice a week.

(Since the word *Valentine* is singular, the pronoun that refers to it is also singular.)

Valentine's **parents** believe that **their** son is slightly peculiar.

(Because the word *parents* is plural, the pronoun referring to it must also be plural.)

3. Agreement in Gender

- a) A pronoun must match its antecedent in gender. If the antecedent is feminine, use the pronouns *she*, *her*, and *hers*, and if it is masculine, use the pronouns *he*, *him*, and *his*. Plural pronouns (*they*, *them*, *their*, and *theirs*) refer to plural nouns of either gender.

Murphy's **father** is embarrassed by **his** son.

However, Freddy's **mother** thinks **her** son is cute.

Murphy's **aunts** always take pictures of **their** nephew.

Murphy's **uncles** enjoy playing with **their** sister's superhero son

- b) When you use a singular noun, you can only use a singular pronoun.

Reginald wanted to try throwing the ball himself.

The kitten is huge for its age.

- c) When you use a plural noun (cars, dandelions, cookies, tweets), you can only use a plural pronoun (they, us, you, those)

The tightrope walkers were up so high that I was afraid they would fall.

Jack's friends, who also play in his band, were at the party.

Writing:**Description of Pictures, Places, Objects and Persons****Description of pictures:****A picture speaks a thousand words!**

Learning how to describe pictures, places, objects and persons coherently is an essential skill for students. Effective descriptive words convey factual information, mood and character in addition to appearance. The best descriptions draw us in and keep us rapt with attention, placing us in a scene.

The details must appeal to our senses. Phrases that merely label (like tall, middle-aged, and average) bring no clear image to our minds. Since most people form their first impression of someone through visual clues, it makes sense to describe our characters using visual images.

A picture description is an ideal way of practicing your English vocabulary in all sorts of fields. And there's also a benefit for everyday life – imagine you want to show pictures of your family or home to your foreign friends.

GUIDELINES

- Scan the picture and identify the topic.
- It is better to start with a general statement.
- For example, ‘they are clearly both connected to the topic of science... but in two quite different contexts’.
- Use present continuous to describe what is happening. Select the relevant details.
- When comparing the pictures, talk about the similarities and differences between them.
For example: ‘Both pictures show... but this one..., whereas the other one...’
- Use a wide range of vocabulary. Remember this is a picture so you cannot be 100% sure what is happening.
- Use appropriate language to show you are guessing. Speculate about the pictures.
- You are not asked simply to describe what is happening.

- For example: ‘He is likely to / she’ll probably find it quite tough’. Give your opinion, using a variety of structures. If the photographs surprise you, illustrate surprise in your writing.
- When you describe a picture, remember a good way to start is: This is a picture of
- Then you can say how many people are in the picture, what clothes they are wearing and how they are feeling, for example: do they seem happy, sad, angry? What are the people doing? And where are they?
- You can use words like Behind, Next to, in front of, to describe where people and things are in the picture.

Exercise-1

Describe the following picture



Exercise-2

Describe this picture in your own words.



Description of a place

- A good description of a 'place' helps to explain what makes it so different from other 'places' and can give a good guide as to where it is located.
- When you're describing a place or a person, think about the specificity of the describing words you choose. You could say, 'The man was short' yet the others might ask themselves 'how short?' If you said 'the man was minute', this suggests not only that the character is especially small in size but also registers a sense of surprise or shock (given the strength of the descriptive word).
- Whether you're describing a ramshackle old building or a vivacious, sprightly character, use descriptive language.
- Include information on the appearance of the place, the atmosphere, its people, culture and history.
- Decide which details to include and make a paragraph plan. Use lively descriptive language to make your description interesting. Conclude by giving a personal recommendation. Is it an interesting place to visit? Why/why not?

- These adjectives can be used for describing a place: crowded, cosmopolitan, airy, remote, desolate, noisy and so on.
- Select details which are needed to create the impression you want your reader to have. Focus on what is needed for plot, to create a mood, or to capture atmosphere.

Consider these two descriptions of a room.

1. "The room was square with a window along one side. It had four chairs and a TV and video. There was a snacks cabinet and computer in the corner. The carpet was red and the ceiling cream."

2. "The room was brightly lit by a large window and housed several modern pieces of electrical equipment but the effect was softened by a snacks cabinet and a warm red carpet."

The first description is like a list. It gives a lot of information, which is not very interesting.

The second gives an overall impression of the room and also manages to hint at the character behind it. In this case, it suggests someone who likes technology but wants to be comfortable too.

My City

I live in Hyderabad. It's a buzzing and crowded city. It offers great food and the best food is Hyderabadi Biryani. There are lots of varieties of biryani. I enjoy eating this delicacy with my family every weekend. My favourite place in Hyderabad is the Salarjung museum. I still remember the day when my friends and I, along with our history teacher visited the museum. I was awestruck with the amazing exhibits at the museum. My friends made fun of me and shook me violently at one instance, when I was simply standing and staring, admiring the exhibits displayed there.

I love the vibrant Charminar because there are many places to go for shopping. Charminar is so colorful, it is also called “choodi bazaar”, it is also called the “city of pearls”; the markets offer interesting design patterns of clothing, accessories, pearls and so on. If you like buying great bags and books, you must go to Koti. I have had bought books from Koti on half the price. Your bargain skills come to rescue when you shop at General bazaar or Paalika bazaar. Hyderabad is a city rich in tradition and culture.

One shall never miss the majestic Golconda fort when they come to Hyderabad. I spent a great time at this historic place on my birthday. And if you like animals you can visit the Nehru Zoological Park and see different fish , birds and wild animals. There are other attractions too like Ramoji Film city, Qutub Shahi Tombs, Shri Jagannath temple, Falaknuma Palace and so on. Come and see for yourself!

Exercise

Describe your favorite place/city in your own words.

Describing a person

Describing a person or an object, an event or a process can be done verbally or in non-verbal way. It is necessary to give information only in verbal communication when it comes to telephonic interviews/conversations or in writing.

While describing, it is vital to understand the following things:-

Person-

- a] **Body build:** skinny, thin, slender, average weight, muscular, fat, chubby, plump, overweight, obese, beer belly, average build, stocky, medium height, tall, short, whitish, cat-eyed, sharp-nose, etc.

- b] **Description of hair** baldy, premed, curly hair, spikes, straight hair, shabby hair, wavy hair, blonde, pony, pigs tail, plaited, fringes, grey hair, broom hair etc
- c] **Description of nose** sharp nose, blunt nose, big nose, lips etc.,
- d] **Facial features** moustache, beard, side burns, pimples, dimples, round eyes ,square chin, big nose, spectacled, round face, moles etc.

Let us read the description of Charlie Chaplin.



He is a short man with baggy pants, a tight coat, big shoes, a small derby hat, squatly walking with his toes out and his knees wide apart. A bamboo cane in hand, that nasty little walk and a signature toothbrush moustache is one and only Sir Charles Spencer Chaplin. He was an English comedy actor, a notable director and a musician. He is considered to be one of the finest mimes and clowns caught on film. Chaplin was one of the most creative and influential personalities in the silent film era- he acted in, directed, scripted, produced, and eventually scored his own films. His working life in entertainment spanned over 65 years. Some of his famous movies are- Making a Living, The great dictator and many more.

Exercise

Describe any of the following persons.

- a) Yourself b) Your Best Friend

Describing Objects:

Some people have a habit of noticing details and they remember them. There are a number of things in our house, in the hall, in the kitchen, in the bedroom, etc. But, if you are asked to describe the things in the kitchen or the hall or your own room, will you be able to describe them?

Read the description of an oven given here:

OVEN: Oven is a device for baking, grilling, heating, etc. It is an electric device. It has a see-through glass door to view the food being cooked. There are stainless steel black heating elements at the top and the bottom of the oven. They are controlled by a thermostat to provide uniform temperature inside the oven. We can see these through the glass door. There is a wire grill inside the oven. The glass door is a drop-down front door, which gives you easy access to the interior of the oven. On the top right hand side, there is a black knob for temperature control. Below that there is a heater selection knob. There are heater indication lights also. It is a very useful device in the kitchen. We can use it for toasting bread. It can grill the sandwiches for us. It can also be used to fry groundnuts, etc.

Exercise

Describe your mobile (or) your laptop.

UNIT-III

ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER

My son starts school today. It is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents. All adventures that probably include wars, tragedy and sorrow. To live this life will require faith, love and courage.

So dear Teacher, will you please take him by his hand and teach him things he will have to know, teaching him – but gently, if you can, Teach him that for every enemy, there is a friend. He will have to know that all men are not just, that all men are not true. But teach him also that for every **scoundrel** there is a hero that for every **crooked** politician, there is a dedicated leader.

Teach him if you can that 10 cents earned is of far more value than a dollar found. In school, teacher, it is far more honorable to fail than to cheat. Teach him to learn how to **gracefully** lose, and enjoy winning when he does win.

Teach him to be gentle with people, tough with tough people. Steer him away from envy if you can and teach him the secret of quiet laughter. Teach him if you can – how to laugh when he is sad, teach him there is no shame in tears. Teach him there can be glory in failure and despair in success. Teach him to **scoff** at **cynics**.

Teach him if you can the wonders of books, but also give time to **ponder** the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill. Teach him to have faith in his own ideas, even if everyone tells him they are wrong.

Try to give my son the strength not to follow the crowd when everyone else is doing it. Teach him to listen to everyone, but teach him also to filter all that he hears on a screen of truth and take only the good that comes through.

Teach him to sell his talents and brains to the highest **bidder** but never to put a price tag on his heart and soul. Let him have the courage to be impatient, let him have the patient to be brave. Teach him to have **sublime** faith in himself, because then he will always have sublime faith in mankind, in God.

This is the order teacher, but sees what best you can do. He is such a nice little boy and he is my son.

Glossary

Scoundrel	:	a dishonest or unscrupulous person; a rogue.
Crooked	:	dishonest; illegal.
Gracefully	:	in a respectful and dignified way.
Scoff	:	speak to someone or about something in a scornfully derisive or Mocking way.
Cynics	:	a person who believes that people are motivated purely by self-interest Rather than acting for honorable or unselfish reasons.
Ponder	:	think about (something) carefully.
Bidder	:	a person or organization making a formal offer for something, Especially at an auction.
Sublime	:	of very great excellence or beauty.

Questions:

1. What is the ultimate teaching Lincoln recommends and to what end?
2. Why is it essential for someone to have “sublime faith in mankind”?
3. What does the line, “This is a big order” mean?
4. What are the major skills that Lincoln wanted his son to possess?

SUMMARY:

From time to time we get people who glorify the human civilization through their knowledge, intellect, dedication and leadership. Abraham Lincoln was such a great person. He was the 16th president of the United States, serving from March 1861 until his assassination in April 1865. Abraham Lincoln successfully led his country through a great constitutional, military and moral crisis – the American Civil war – preserving the Union, while ending slavery, and promoting economic and financial modernization. Reared in a poor family on the western frontier, Lincoln was mostly self-educated.

Letters were means of communication in olden days. Some letters written by great people are capable of standing as guideposts to guide us forward in current generation also and to say more intensely than before. Abraham Lincoln has also written many such letters being the president of USA but a letter which he wrote to his son's teacher on his first day of schooling in order to just

send a gentle reminder of what he wants the teacher to teach his son so that he can be a good person in the future. This letter is full of his optimism and values he believed in; this letter reflects his greatness and ideals he always held close to his heart. In this letter he urges his son's headmaster to instill in him these values to make him a great human being.

Lincoln asks him to teach his son faith in humanity. He should teach him not to be discouraged by scoundrels, selfish politicians, and enemies as there are heroes, dedicated leaders, and friends too. He asks him to teach him the value of labour and hard-work; the necessity of going through failures in order to appreciate success or victory. He asks him to teach him to stay away from envy and to enjoy quiet laughter. He requests him to teach him that bullies accept defeat quickly. He also urges the headmaster to teach his son the wonders of reading books and deep quiet reflection on the beautiful mysteries of nature.

Lincoln continues by saying that the headmaster should teach him the value of honesty and integrity, his unique individuality, and self-belief and conviction in a trying situation. He appeals to the headmaster to teach his son the art of being gentle and polite with good people; and tough with the tough ones. He also requests the headmaster to teach his son to be strong enough and have the courage to be different, truthful, and always focus on the good. He insists on him to teach him the secrets of keeping away sadness with laughter; lightening his heart's burden with sincere tears; not to mind too much the cynics' ideas; and beware of people who are excessively sweet.

Lincoln also appeals to the headmaster to always endorse and support to the best people in physical strength and intelligence; he must never ever compromise on issues related to heart and spirituality. He wants the headmaster to teach him how to become deaf to the howling of irrational mob and always believe in himself and fight for what he thinks is right.

At the end of the letter he advises the headmaster neither to be too gentle with him nor treat him harshly. He requests him to teach him to develop courage to be patient, and have patience to be brave. He winds up the letter by asking him have sublime faith in himself because only then he can have faith in himself.

Questions and Answers:**1. What is the ultimate teaching that Lincoln recommends and to what end?**

A). Lincoln believes, instilling moral values in his son's mind is the ultimate teaching his son can get. So that when he grows up he will be son of whom he can be proud of and be a good citizen. The father wants his son to think and act and not do something that everyone is doing without using his own thinking. He wants his son to be independent and take his own decisions because acting on the basis of our thinking leads to having confidence on our actions. This further leads to developing faith in oneself and less dependence on others. Lincoln wants his son to earn his living by hard work using his brawn or his brain.

He does not want his son to sell his moral values for money and do something wrong. It is important for the child to know that just as there are bad people on the earth, good people too exist and good balances the bad. The child should not be disheartened that only bad exist in this world and get swayed away. He should remember that one cannot win every time in life. Sometimes we have to accept defeat and lose gracefully. Learning to lose is as important as learning to win. We have to learn from our losses and correct our mistakes so that we can win the next time. Cheating and passing an exam is easy but it does not teach anything in life. It is far more honorable in life to fail and learn once again and pass. By this we don't lose our self respect and we become independent and self reliant.

2. Why is it essential for someone to have “sublime faith in mankind”?

A) All are not cheaters but there are people who are good and helpful. One can be the good person to lead the mankind rather than following the mob. We live in a society where we interact and depend on each other. For us to depend on others we need to have trust and faith in them. Its only when we have faith in ourselves we can have faith in others. But that does not mean that one should submit before the bullies or become envious about others success. He says the child should learn to be tough when situation demands and hence stand for his respect. He also cautions to ‘beware of people who are excessively sweet’ because they talk sweetly only to please but do not mean what they say. Such sweet talk cannot be believed and one should be careful while dealing with such people. He also requests the headmaster to teach his son to be strong enough and have the courage to be different, truthful, and always focus on the good. And

hence his conviction, courage and truthfulness are the weapons to face the negativities and have “sublime faith in mankind”

3. What does the line, “This is a big order” mean?

A) This refers to the task of instilling confidence in the mind of the boy to have sublime confidence in him and in mankind. And big order here means it's a difficult task. It means that the task of teaching such values is too difficult for any teacher or school. Lincoln continues by saying that the headmaster should teach him the value of honesty and integrity, his unique individuality, and self-belief and conviction in a trying situation. He appeals to the teacher to teach his son the art of being gentle and polite with good people; and tough with the tough ones. He also requests the teacher to teach his son to be strong enough and have the courage to be different, truthful, and always focus on the good. He insists on him to teach him the secrets of keeping away sadness with laughter; lightening his heart's burden with sincere tears; not to mind too much the cynics' ideas; and beware of people who are excessively sweet.

4. What are the major skills that Lincoln wanted his son to possess?

A) In this letter he urges his son's headmaster to instill in him these values to make him a great human being. Lincoln asks him to teach his son faith in humanity. The world is full of good and bad people and he should learn to recognize the best in good people. Hard work and failure is the key to success. He asks him to teach him to stay away from envy and to enjoy quiet laughter. He requests him to teach him that bullies accept defeat quickly. He also urges the headmaster to teach his son the wonders of reading books and deep quiet reflection on the beautiful mysteries of nature. He tells him that

hard earned money will allow him to focus on how he earns the money & not on how much he earns. So he should focus on earning money by hard work. And every time he fails he should never cheat instead he should enjoy and learn from it. Then only he will be able to win with dignity. And he should be careful that his success should never overpower him with pride instead he should just enjoy his success. Honesty, integrity, self-belief and conviction help the individual to be unique. These inner values keep him strong in tough situations and mold him to be a gentle person to the gentle ones and know where to be tough. Thus he becomes strong enough and has the courage to be different, truthful, and always focus on the good. He also insists to smile during

critical times and listen to others to take the best decision. He cautions him of the excessively sweet people. He wants the headmaster to teach him how to become deaf to the howling of irrational mob and always believe in himself and fight for what he thinks is right. He requests him to teach him to develop courage to be patient, and have patience to be brave. He ends by saying that he should have sublime faith in himself.

Vocabulary:**Idioms**

Idioms are an important part of everyday English. They come up all the time in both written and spoken English. Because idioms don't always make sense literally, you'll need to familiarize yourself with the meaning and usage of each idiom. That may seem like a lot of work, but learning idioms is fun, especially when you compare English idioms to the idioms in your own language. Learning to use common idioms and expressions will make your English sound more native, so it's a good idea to master some of these expressions.

1. **A blessing in disguise:** a good thing that seemed bad at first.

Ex:

Losing that job turned out to be a **blessing in disguise** for him as it forced him to plunge into business.

2. **Beat around the bush:** Avoid saying what you mean, usually because it is uncomfortable

Ex:

Will you please stop **beating around the bush** and get to the point?

3. **Call it a day:** Stop working on something

Ex:

I think we have done enough work today, I am feeling tired now, let's **call it a day**

4. **Get out of hand:** Get out of control

Ex:

The football fans have got completely **out of hand**

5. **Not rocket science:** It's not complicated

Ex:

Freddie, let me show you how to change the oil in your car. Don't worry, '**it's not rocket science.**'

6. **Miss the boat:** It's too late

Ex:

The discounted price sale ended today and I just **missed the boat** on making a great deal.

7. **Pull someone's leg:** To joke with someone

Ex:

Don't worry about what he said. He's just **pulling your leg.**

8. That's the last straw: My patience has run out

Ex:

The last straw in their relationship was when he physically abused her. She walked out after that.

9. Add insult to injury: To make a bad situation worse

Ex:

The company rejected his application for a job, and to **add insult to injury**, refused to pay his expenses.

10. Give someone the cold shoulder: Ignore someone

Ex:

She **gave me the cold shoulder.**

Exercise-1:

Choose the right option for the underlined idioms

1. My parents were on pins and needles while I was writing my EAMCET exam.
A. excited. B. curious. C. anxious D. disturbed
2. Ignoring his father's warnings, he burnt his fingers by starting a new business.
A. felt ashamed B. got into trouble C. suffered loss. D. burnt his hand in fire.
3. I found my son burning the midnight oil to secure good rank.
A. wasting oil B. Too much interested C. reluctant D. working hard
4. He had to eat a humble pie in starting a row with his neighbor over a trifle.
A. To feel sorry and apologies for a wrong B. to take simple food
C. To remain without food D. To be punished for doing something wrong.
5. By disobeying the orders of his boss, John will have to face the music.
A. go to a party B. To invite a trouble C. face the problem D. listen to music

Commonly Confused Words

One of the mistakes many of us make when speaking or writing English is to wrongly use a word that is similar to another word but means something completely different. Malapropism is the term used to refer to the incorrect use of words. Words that confuse us usually have similar spellings or pronunciations. The list below has some pairs of such words and their meanings. Practice using them in sentences so that you do not make when you speak or write.

1. accept: to take	except: exclude
2. adverse: unfavorable	averse: disinclined
3. advice: recommendation	advise: to recommend
4. affect: to influence	effect: to bring about (when it is a verb)
5. allusion: indirect reference	illusion: something unreal
6. born: to be given birth	borne: to be carried
7. brake: to stop or slow	break: to fracture, to stop work temporarily
8. canvas: cloth	canvass: solicit opinions or votes
9. complement: to make complete	compliment: to praise
10. compose: to make up	comprise: to include
11. council: assembly	counsel: advice, lawyer
12. credible: believable	creditable: praiseworthy
13. desert: arid region, to abandon	dessert: end of a meal
14. discreet: prudent	discrete: separate
15. disinterested: impartial	uninterested: without interest

16. elicit: to draw out	illicit: illegal
17. emigrate: leave	immigrate: come from somewhere else
18. flaunt: to make a boastful display	flout: to treat with contempt
19. forward: onward	foreword: introduction to a book
20. hanger: object for hanging clothes	hangar: place for airplanes
21. imminent: soon to take place	eminent: important
22. lead: a metal (pronounced led), to guide (pronounced led)	led: past tense of lead
23. loathe: to hate	loath: reluctant
24. lose: to experience loss	loose: not tight
25. moral: ethical	morale: spirit
26. persecute: to harass	prosecute: to pursue a legal case against
27. plain: simple	plane: airplane, to smooth, a flat surface
28. precede: to go before	proceed: to continue
29. principal: chief, head person	principle: rule
30. stationary: fixed	stationery: paper, pencil etc

Exercise-1:

Choose the correct response to complete each of the sentences:

1. Take a deep _____ (*Breath/Breathe*)
2. Make sure to _____ (*Breath/Breathe*) deeply.
3. Paris is the _____ (*Capital/ Capitol*) of France.
4. We can't start this business with limited _____ (*Capital/Capitol*).

5. Jessica always buys _____ (*stationery/stationary*)
6. The _____ (*counsel /council*) decided in favor of the business proposal.
7. That is the _____ (*Principal /Principle*) ingredient.
8. He interviewed an _____ (*imminent / eminent*) physicist.
9. He talked about the _____ (*eminent/ imminent*) collapse of the government.
10. All of the _____ (*loose/lose*) change fell out of his pocket.

Exercise-2:

1. The English (coarse/course) I took last semester was the best I've ever taken
2. There is a (whole/hole.) in your new shirt.
3. Most drugs have side (affects, effects).
4. Warm bread (compliments, complements) any meal.
5. I practice so I won't (lose, loose) the game.
6. The Senate was in session at the (capital, capitol) today.
7. My daughter likes purple (stationary, stationery).
8. The government's decision met with much (descent, dissent).
9. Everybody likes to receive (compliments, complements).
10. Voting can help (affect, effect) change.

Grammar:**Misplaced Modifiers**

A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies / describes. Because of the separation, sentences with this error often sound awkward, ridiculous, or confusing. Furthermore, they can be downright illogical.

1. Misplaced adjectives are incorrectly separated from the nouns they modify and almost always distort the intended meaning.

- i. A. On her way home, Jane found **gold man's** watch. (Incorrect)
B. On her way home, Jane found a man's **gold watch**. (Correct)
- ii. A. They saw a fence behind the **house made of barbed wire**. (Incorrect)
B. They saw a **fence made of barbed wire** behind the house. (Correct)

2. Misplaced adverbs can also change meaning in sentences.

For example, the sentences below illustrate how the placement of **only** can change the sentence's meaning.

- i. A. I call **only** Rajan when I need money.
B. I call Rajan **only** when I need money.
- ii. A. She **almost** failed every exam she took.
B. She failed **almost** every exam she took.
- iii. A. The three bankers talked quietly in the **corner smoking pipes**.
B. The three **bankers smoking pipes** talked quietly in the corner.

Exercise:

1. The kind mother handed out chicken sandwiches to all kids in paper bags.
2. The little girl saw a goat on the farm heading into town.
3. I saw a dead cat driving on the highway.
4. I handed a fresh piece of bread to the guy beside me that was well buttered.

5. At the park, I noticed my neighbour was walking her dog in heels.
6. The youngster was walking the dog on the mobile.
7. I heard that there was a robbery on the evening news.
8. We are looking for a babysitter for our precious six-year-old who doesn't drink or smoke and owns a car.
9. Charlie spotted a stray puppy driving home from work.
10. The teacher served cookies to the children wrapped in aluminum foil.

Answers:

1. The kind mother handed out chicken sandwiches in paper bags to all kids.
2. The little girl heading into town saw a goat on the farm.
3. I saw a cat dead driving on the highway.
4. I handed a fresh piece of bread that was well buttered to the guy beside me.
5. At the park, I noticed my neighbour in heels, was walking her dog.
6. The youngster on the mobile was walking the dog.
7. I heard on the evening news that there was a robbery.
8. We are looking for a babysitter who doesn't drink or smoke and owns a car for our precious six-year-old.
9. Charlie driving home from work spotted a stray puppy.
10. The teacher served cookies wrapped in aluminum foil to the children.

Tenses**SIMPLE TENSES:**

	Present	Past	Future
Simple	Subj+verb1/s/-es+obj Victor plays cricket.	Subj+verb2+obj (past time reference) Victor played cricket.	Subj+verb1/s/-es+obj Victor will play chess.
Continuous	Subj+is/am/are+verb+ing+ obj Victor is playing chess.	Subj+was/were+verb+ing+obj (past action) Victor was playing cricket.	Subj+shall/will+be+verb +in g+obj Victor will be playing chess.
Perfect	Subj+have/has+verb3+obj Victor has played chess.	Subj+had+verb3+obj Victor had played cricket.	Subj+shall/will+have+verb3 +obj Victor will have played chess.
Perfect Continuous	Subj+has+been+verb+ing+ obj(since/for) Victor has been playing chess for two hours.	Subj+had+been+verb+i ng+obj Victor had been playing chess.	Subj+will/shall+have+been +verb+ing+obj Victor will have been playing chess.

SIMPLE PRESENT TENSE:

It is used to express daily actions, hobbies and universal truths.

Structure: - Subject + V1 + Object + Time

If the subject is third person singular in simple present tense we must add ‘ S ‘ or ‘es’ to the main verb.

E.g.: - I go to temple every day.

He reads news paper every day.

She watches T.V regularly.

Ram always makes noise.

The adverbs of time: **Every day, Regularly, Always, Often, Usually, Every month, every year** and **every week** are used in simple present tense to show the time of the action.

DO and **DOES** are used as helping verbs to write negative and question forms in simple present tense.

- Positive form: - He reads news paper every day.
- Negative form: - He does not read news paper every day.
- Question form: - Does he read news paper every day?

PRESENT CONTINUOUS TENSE:

To express an action which is going on at present?

Structure: - **Sub + Am / Is / Are + V1 + Ing + Obj + Time**

I - am

He, She, It, Ram - is

They, You, We - are

E.g.:

He is reading news paper now.

I am watching T.V at present.

She is drinking milk at present.

Now we are going to Hyderabad.

Look! He is limping.

Listen! Someone is making noise there.

They are playing cricket now.

The time adverbs **Now**, **At present**, and the expressions **Look**, **Listen** and **See** are used in present continuous tense to show the time of the action.

Positive form: - They are playing cricket now.

Negative form: - They are not playing cricket now.

Question form: - Are they playing cricket now?

PRESENT PERFECT TENSE:

To express an action that has completed just now.

Structure: - **Sub + Has / Have + V3 + Obj + Time**

I

He

We

She ----- Has

They----- **Have**

It

You

Ram

E.g.: - She has prepared food.

I have written a letter to my friend just now.

He has completed his home work.

They have left from here just now.

Ram has just drunk milk.

The adverbs of time just and **just now**, **so far** and **yet** are used in present perfect tense to show the time of the action.

Positive form: - He has just completed his home work.

Negative form: - He has not just completed his home work.

Question form: - Has he just completed his home work?

PRESENT PERFECT CONTINUOUS TENSE:

To express an action which was started in the past and still it is going on.

Structure: - **Sub + Have Been / Has Been + V1 + Ing + Obj + Time**

I	He
We	She----- Has Been
You ----- Have Been	It
They	Ram

“**FOR**” is used to show period of time.

“**SINCE**” is used to show point of time.

E.g.: - I have been studying in this college for two years.

He has been building the house since 2011.

She has been preparing for the exams for 5 months.

The students have been playing cricket since this morning.

Ram has been reading news paper since 9 am.

He has been working in this company since 2008.

They have been staying in Hyderabad for 10 years.

Positive form: - She has been playing tennis for two days.

Negative form: - She has not been playing tennis for two days.

Question form: - Has she been playing tennis for two days?

SIMPLE PAST TENSE:

It is used to express an action which happened yesterday or in the past.

Structure: - Sub + V2 + Obj + Time

E.g.: - He played Kabaddi yesterday.

She gave him a chocolate 2 days ago.

I went to Tirupathi last year.

Sita prepared chapathi for breakfast yesterday.

They distributed note books to the poor students 3 months ago.

The adverbs of time **Yesterday, Ago, Last week, Last year** and **Last month** are used to show The Time of the action in simple past tense.

DID is used as helping verb to write negative and question forms in simple past tense. When we use DID as helping verb we should use **V1** form. **DID + V1**

Positive form: - She played tennis yesterday.

Negative form: - She did not play tennis yesterday.

Question form: - Did she play tennis yesterday?

PAST CONTINUOUS TENSE:

To express an action which was going on yesterday at this time or in the past?

Structure: - Sub + Was / Were + V1 + Ing + Obj + Time

I	They
He	You --- Were
She -----Was	We
It	
Ram	

E.g.:- I was watching cinema yesterday at this time.

She was playing tennis yesterday in this time.

She heard a noise while she was cooking food.

When the teacher entered the class room, the students were making noise.

They were playing cricket yesterday at this time.

I went to him while he was reading news paper.

The time of adverbs **Yesterday at this time, When** and **While** are used to show the time of the action in past continuous tense.

Positive form: - He was reading news paper yesterday at this time.

Negative form: - He was not reading news paper yesterday at this time.

Question form: - Was he reading news paper yesterday at this time?

PAST PERFECT TENSE:

To express an action which was completed in past perfect followed by simple past?

Structure: - **Sub + Had + V3 + Obj + When / Before/ After + Sub + V2 + Obj**

E.g.:- I had completed my home work before my friend came to me.

He had reached the station before the train left.

She had eaten the mango when Ram went to her.

They had prepared food after I left from there.

Positive form: - He had reached the station before the train left.

Negative form: - He had not reached the station before the train left.

Question form: - Had he reached the station before the train left?

PAST PERFECT CONTINUOUS TENSE:

To express an action that was lasted for some particular time in the past.

Structure: - **Sub + Had Been + V1 + Ing + Obj + Time**

E.g.:- I had been working in Narasaraopet Engineering College for two years by 2012.

He had been building the house for a year by 2010.

They had been working in this company for five years by 2009.

She had been learning the computer course for 3 months by 30th may, 2013

Positive form: - He had been building the house for a year by 2010.

Negative form: - He had not been building the house for a year by 2010.

Question form: - Had he been building the house for a year by 2010?

SIMPLE FUTURE TENSE:

It is used to express an action which will happen tomorrow.

Structure: - **Sub + Shall / Will + V1 + Obj + Time**

I	He
We----- Shall	She
	You----- Will
	It
	Ram

E.g.:- I shall go to Guntur tomorrow.

She will write a letter to her friend tomorrow.

You will participate in the dance competition tomorrow.

We shall go to temple tomorrow.

Ram will buy the book tomorrow.

The time of adverb **tomorrow** is used to show the time of the action in simple future tense.

Positive form: - We shall go to temple tomorrow.

Negative form: - We shall not go to temple tomorrow.

Question form: - Shall we go to temple tomorrow?

FUTURE CONTINUOUS TENSE:

To express an action which will be going on tomorrow at this time.

Structure: - **Sub + Shall Be / Will Be + V1 + Ing + Obj + Time**

I ----- **Shall Be**

He

We

She

It ----- **Will Be**

You

They

E.g.:- I shall be writing a novel tomorrow at this time.

She will be preparing food tomorrow in this time.

We shall be swimming in the river tomorrow in this time.

Ram will be writing the exam tomorrow at this time.

They will be conducting a meeting tomorrow in this time.

The adverbs of time **tomorrow, in, this, time** are used to show the time of the action in future continuous tense.

Positive form: - They will be playing tennis tomorrow in this time.

Negative form: - They will not be playing tennis tomorrow in this time.

Question form: - Will they be playing tennis tomorrow in this time.

FUTURE PERFECT TENSE:

To express an action which will be completed in the future at a particular time?

Structure: - Sub + Shall Have / Will Have + V3 + Obj + Time

I ----- Shall Have	They
We	You
	He ----- Will Have
	She
	It

E.g.: - He will have gone to Tirupathi on this month 28th.

She will have participated in tennis competition on November 18th.

We shall have conducted exams to the students on August 10th.

Positive form: - He will have gone to Tirupathi on this month 28th.

Negative form: - He will not have gone to Thirupathi on this month 28th.

Question form: - Will he have gone to Tirupathi on this month 28th ?

FUTURE PERFECT CONTINUOUS TENSE:

To express an action which will be lasted for some time in the future?

Structure: - Sub + Shall Have Been / Will Have Been + V1 + Ing + Obj + Time

E.g.: - I shall have been doing this job for five years by 2015.

He will have been working in this company for three years by 2014.

She will have been studying B.Tech for four years by 2016.

Positive form: - She will have been doing this job for five years by 2015.

Negative form: - She will not have been doing this job for five years by 2015.

Question form: - Will she have been doing this work for five years by 2015.

EXERCISE:

1. He _____ (drink) coffee every morning.
 2. He met his wife when he _____ (work) in Bhuvaneswar.
 3. You can turn off the radio. I _____ (not listen) to it.
 4. Where _____ (you / have) dinner yesterday?
 5. This exercise is difficult. I _____ (help) you doing it.
 6. What _____ (you / cook) tonight?
 7. _____ (you / complete) your homework yet?
 8. My father _____ (go) to the bank tomorrow.
 9. What _____ (they / do) at 9.00 last night?
 10. It _____ (snow) when we _____ (leave) the library.
 11. I usually _____ (listen) to the news in the car.
 12. I _____ (receive) many complaints since yesterday.
 13. When _____ (Ram Nath Kovind / become) president of India?
 14. My students _____ (not listen) when I gave the instructions.
 15. Greeshma is thirsty! I _____ (get) her a glass of water!
-

Writing:

Letters Of Enquiry

Letter I: You have decided to take an insurance policy to avail yourself of tax benefits. Write a letter to the branch manager of an insurance agency, requesting a brochure with the details of schemes available.

Satish Gupta

M 161/11

Sharda Nagar

Hyderabad – 500049

1 September 2020

Mr S Z H Iyengar

Branch Manager

The Bharat Insurance Company

Shyam Nagar

Hyderabad – 50004

Dear Sir,

Sub: Request for brochure with details of insurance policies

I am a 31-year-old businessman. I wish to take an insurance policy in order to avail tax benefits.

I would like to know about the insurance policies that your company provides. My yearly turnover is Rs.

1,50,00,000. Could you please send me a brochure with the details of the various schemes available?

Regards

Yours faithfully

Letter: 2 : Write a letter to the local bookseller enquiring if copies of the books prescribed in your syllabus are available with him/her. Find out about the mode of purchase available.

Sheena Mehta

5-12-106

Sanath Nagar, Hyderabad-500018

I January 2021

Mr Kumar

M/S Good Books Enterprises, Indira Nagar

Hyderabad-500027

Dear Sir,

Sub: Enquiry for the availability of books

I am a student of B.Tech I Year in Mallareddy College of Engineering and Technology from Hyderabad. I want to purchase the complete set of books for B.Tech I year I semester prescribed by my college. I have attached a copy of the list of prescribed books with this letter.

Could you please check and let me know, as soon as possible, if the books are available with you? The new session has already begun at my college from 2 December 2023. Please also let me know the mode of payment that would be the most convenient for you.

Regards

Yours faithfully

Sheena Mehta

Letter 3: Write a letter to the Chairman of the Airports Authority of India, enquiring whether students of Aeronautical Engineering would be permitted a field visit to the aircraft maintenance facility at a nearby airport.

Ravi Chaturvedi
N1/6 ,Anand Vihar
New Delhi – 110092

1 January 2024

Dr Samapti Sehgal
Chairperson
Airports Authority of India,Vasant Kunj
New Delhi – 110037

Dear Ma'am,

Sub: Permission for a field visit to the aircraft maintenance facility at an airport

I am a student of Aeronautical Engineering studying at IIT, Delhi. I am in my second year and as a part of the requirement of the courses that we have in this semester, it is mandatory for us to visit the aircraft maintenance facility at an airport.

We are a batch of 60 students. Kindly grant us the permission to visit the aircraft maintenance facility at any airport in or around Delhi.

Regards,

Yours faithfully

Ravi Chaturvedi

Letters of Complaint

Letter 1. You had purchased a mobile phone from an e-commerce website during a discount sale. However, you received a damaged phone (the screen was broken and the battery appeared to have been remove from the box)

Write a letter to the website asking for a replacement or refund.

Rohit Sharma
B-1/18
Vasant Kunj
New Delhi – 110070

10 December 2020

Harshali Mehta
Managing Director
Ebuystore.com
Connaught Place
New Delhi –110001
Dear Ma'am,

Sub: Complaint regarding the delivery of a damaged phone

This letter is to inform you about the improper delivery of a mobile phone ordered during the discount sale from Ebuystore.com, New Delhi.

On 5 December 2020, I placed an order for a mobile phone (model name: ZASUS Zenphone 2) during the discount sale. The phone that I received was damaged. The screen had a deep crack. Besides, the battery appeared to have been removed from the box.

I request you to kindly look into the matter and resolve the issue by providing either a replacement at the same price or a refund of the amount. I look forward to hearing from you on this.

Yours sincerely

Rohit Sharma

Letter 2: You had subscribed to a magazine called Sports Outlook and paid Rs 2000 towards an annual subscription. But you haven't received your magazine yet. Write a letter to the circulation Manager requesting him to resolve the issue.

Sara Ahmed

165/4

Rana Pratap Marg

Lucknow – 226001

Uttar Pradesh

4 January 2021

Sushil Arora

Circulation Manager

Sports Outlook

Hazratganj

Lucknow – 226001

Uttar Pradesh

Dear Sir,

Sub: Complaint regarding non-delivery of magazine

This letter is to inform you about the non-delivery of the magazine issues of Sports Outlook.

A month back, I had subscribed to the fortnightly magazine Sports Outlook and sent a demand draft of Rs.2000 towards an annual subscription. However, I have not received even a single issue of the magazine as yet.

I request you to kindly look into the matter and resolve the issue as soon as possible. I look forward to hearing from you on this.

Yours sincerely,

Sara Ahmed

Letters of Request

Letter 1: You are working on a project for which you would need to use the computer Lab beyond the working hours.

Write a letter to the Dean Academics stating your request and clearly mentioning the time during which you propose to use the lab.

Rupal Kohli
Sunrise Apartments
156, Gandhi Road
Hyderabad
12 January, 2024
The Dean of Academics
MRCET
Hyderabad

Dear Sir,

Sub: Request for permission to use the Computer Lab after college hours

I am a EEE student of first year at Mallareddy College of Engineering and Technology. I am currently working on my Oxford Achiever Course for which I require the use of the English Language lab from 1-10 February, between 4 and 6 PM.

I was unwell and hospitalized last month due to which I have not been able to complete the course. I have received an extension from Professor S Gupta. Could I request you to grant me permission to use the lab after college hours, on the above mentioned dates? This will enable me to complete my course on time.

I look forward to receiving permission from you and thank you in anticipation.

Regards
Yours faithfully
Rupal

Job Application with CV/Resume

What is a Resume?

A resume is a proper report that a task candidate makes to order their capabilities for a position. A resume is normally joined by a redone introductory letter in which the candidate communicates an interest in a particular work or organization and causes to notice the most pertinent points of interest on the resume. American occupation mentors demand that a resume ought to be just a couple of pages long. English occupation candidates generally are relied upon to deliver a fairly more point by point record, called a CV (educational plan vitae/curriculum vitae).

There are several basic types of resumes you can use to apply for job openings. You can choose to write a chronological, functional, combination, or a targeted resume. Each resume type is used for different purposes. Therefore, when deciding which type of resume to use, you have to think about your current circumstances.

Chronological Resume

A chronological resume starts by listing your work history, with the most recent position listed first. Below your most recent job, you lost your other jobs in reverse chronological order. Employers typically prefer this type of resume because it's easy to see what jobs you have held and when you have worked at them. This is the most common resume type. This type of resume works well for job seekers with a strong, solid work history. If you are starting your career, or if you are changing career fields, you might consider a different resume type.

Functional Resume

A functional resume focuses on your skills and experience, rather than on your chronological work history. Instead of having a “work history” section at the top of your resume, you might have a “Professional experience” or “accomplishments” section that lists various skills you have developed over the years. Functional resumes are used most often by people who are changing careers or who have gaps in their employment history. It is also useful for people who are new to the workforce, have limited work experience, or who have a gap in their employment.

Combination Resume

A combination resume is a mix between a chronological resume and a functional resume. At the top of the resume is a list of one's skills and qualifications. Below this is one's chronological work history. However, the work history is not the focus of the resume and typically does not take up much space on the resume. With this type of resume, you can highlight the skills you have that are relevant to the job you are applying for, as well as provide your chronological work history.

Targeted Resume

A targeted resume is a resume that is customized to specifically highlight the experience and skills you have that are relevant to the job you are applying for. It takes more work to write a targeted resume than to click to apply with your existing resume. However, it's well worth the effort, especially when applying for jobs that are a perfect match for your qualifications and experience.

The Order of Information

Before delving into what information you should add, it's important to remember that the information you include will largely depend on the format you choose. With that being said, below is a general guide to what information you should add and the order in which you should add it.

I. Contact Information

Name (full name should be written in capital letters and it should be bold)

Address

Telephone Number

Email Address (makes sure it's appropriate, use your formal@gmail.com account.)

II. Career Objective

A resume objective, also referred to as a career objective, is a 2-3 sentence statement that provides an overview of your skills and experience. This resume introduction is best for entry-level candidates.

III. Technical Skills

Some careers, such as those in the IT or Engineering fields, require specialized knowledge and hands-on skills. Within the IT industry, a software manager's responsibilities will differ from company to company. A technical skills section is helpful in showcasing your knowledge of specific systems.

To prevent this section from taking up too much space, try breaking up this section into categories and list your skills within each. For example:

- Software: Proficient in Microsoft Office Suite, Visio, and Oracle
- Programming Languages: Excel at HTML, C++, and Python
- Additional Skills additional skills sample
- Sample Skills Section
- Including an additional skills section may be worth considering. An additional skills section is a short and concise list of skills relevant to your industry. This section is similar a technical skills, but is often used for industries that do not specifically require advanced skills. Check out the yellow-highlighted additional skills section in the image to your right.

What to include?

- Fluency in a second language
- Knowledge of computer applications (Photoshop, Illustrator)
- Ability to operate heavy machinery
- What not to include?
- Generic statements (Customer Service Skills)
- Run of the mill skills
- Unrelated skills

- Even if you have already added skills to your career objective or qualifications summary, it never hurts to add more abilities. For instance, someone like an IT manager who works with a wide array of programs and techniques will in turn have a wide range of skills to fill both qualifications summary and additional skills section.

IV. Academic profile (should be written from the latest to old)

V. Other professional qualifications

VI. Professional Experience (should be written from the latest to old)

The section is the core of your resume, where you are tasked with proving the skills you have listed in the qualifications summary or career objective. When it comes to labeling this section some use “Relevant Experience,” or “Work Experience” as an alternative to “Professional Experience.”

VII. Awards/Honors/Activities

VIII. Grants

IX. Scholarships

X. Volunteer positions

XI. Professional Affiliations

XII. Declaration

FUNCTIONAL RESUME (EXPERIENCED)

M A. SANDEEP

1234 North 55 Street

Begumpet, Hyderabad 68005

(040) 292-2345

sandeep@xxx.com

SUMMARY OF QUALIFICATIONS

Exceptionally well organized and resourceful Professional with more than six years of experience and a solid academic background in accounting and financial management; Excellent analytical and problem solving skills; able to handle multiple projects while producing high quality work in a fast-paced, deadline-oriented environment.

EDUCATION

Bachelor of Science: Osmania University, Hyderabad (In Progress)

Major: Accounting Minor: Computer Information

Systems Expected Graduation Date: January, 20xx GPA to date: 3.95/4.00

PROFESSIONAL ACCOMPLISHMENTS

Accounting and Financial Management

- Developed and maintained accounting records for up to fifty bank accounts.
- Formulated monthly and year-end financial statements and generated various payroll Records, including federal and state payroll reports, annual tax reports, W-2 and 1099 Forms, etc.
- Tested accuracy of account balances and prepared supporting documentation for submission during a comprehensive three-year audit of financial operations.
- Formulated intricate pro-forma budgets.

- Calculated and implemented depreciation/amortization schedules.

Information Systems Analysis and Problem Solving

- Converted manual to computerized accounting systems for two organizations.
- Analyzed and successfully reprogrammed software to meet customer requirements.
- Researched and corrected problems to assure effective operation of newly computerized Systems.

WORK HISTORY

- Student Intern, Financial Accounting Development Program, Ville parle, Mumbai
(Summer 20xx)
 - Accounting Coordinator, Nebraska Special Olympics, Omaha, NE (20xx-20xx)
 - Bookkeeper, SMC, Inc., Omaha, NE (20xx – 20xx)
 - Bookkeeper, First United Methodist Church, Altus, OK (20xx – 20xx)

PROFESSIONAL AFFILIATION

Member, IMA, Osmania University, Student Chapter

COMPUTER SKILLS

- Proficient in MS Office (Word, Excel, PowerPoint, Outlook), QuickBooks
- Basic Knowledge of MS Access, SQL, Visual Basic, C++

Email Etiquette

Email etiquette refers to the guidelines for writing and sending emails in a professional and Respectful Manner. It includes using clear subject lines, proper greetings, and precise language. Ensuring accuracy in grammar and spelling, maintaining a polite tone, and organizing content for readability are essential. Proper use of CC (carbon copy) and BCC (Blind carbon copy), timely Responses, and respectful sign-offs also form part of email etiquette. Following these rules helps

in effective communication, minimizes misunderstandings, and reflects professionalism. Some effective phrases/sentences to ensure clarity, professionalism, courtesy in email

Some Useful Common Phrases/Sentences

1. I hereby bring this for your kind perusal.....
2. I am writing to follow up on our previous conversation regarding...
3. Please find attached the document you requested.
4. I would like to schedule a meeting to discuss...
5. Thank you for your prompt response and cooperation.
6. I appreciate your assistance with this matter.
7. Could you clarify the points mentioned in your last email?
8. I apologize for any inconvenience this may cause.
9. Looking forward to your feedback on this issue.
10. Thank you for your time and attention to this request.

Peer review process

Subject Line

- Be precise and direct in your subject line
- Avoid using abbreviations or jargon
- Make sure it accurately reflects the content of the email

Salutation

- Use a formal greeting such as; Dear [Name] or ; Hello [Name]
- Avoid using generic greetings like; To Whomever It May Concern
- Use the recipient's title and last name (e.g. Mr./Ms./Mrs./Dr.) unless you're familiar with them.

Body

- Be clear and concise
- Use proper grammar, spelling, and punctuation
- Use a formal tone, avoiding slang and jargon
- Use bullet points or numbered lists when presenting multiple items

Concluding note

- Use a professional sign-off like; Best regards; or; Sincerely
- Avoid using overly casual sign-offs like & quote; Talk to you soon & quote;

Signature

- Include your full name, title, and contact information
- Use a standard font and formatting

Attachments

- Use clear and descriptive file names
- Avoid sending large files without permission
- Use compression or zip files for multiple attachments

Timing

- Respond to emails within 24 hours
- Avoid sending emails during non-work hours or holidays

Proofreading

- Always proofread your email for spelling, grammar, and punctuation errors
- Double-check recipient email addresses to avoid mistakes

Sample E - Mail

Subject: Request for Guidance on Senior Design Project

Dear Sir/Ma'am [Senior's Name],

I hope this email finds you well. I am reaching out to seek your guidance on my senior design Project, which is focused on [briefly mention the project topic]. As my academic advisor and an Expert in [relevant field], I believe your insights would be invaluable in helping me navigate this Project.

I have attached a brief project proposal outlining my objectives, methodology, and expected outcomes. I would greatly appreciate any feedback or suggestions you may have on how to Improve my approach.

Additionally, I was wondering if we could schedule a meeting to discuss my project in more detail. Your input would be instrumental in ensuring the success of this project.

Thank you for considering my request. I look forward to hearing from you soon.

Best regards,

[Your Name]

[Your University ID]

[Your Contact Information]

Explanation: The above given email is effective because: It has a clear subject line that indicates the purpose of the email, it addresses the Senior by title and name, it clearly states the purpose of the email and the project, it shows that the student has done some work already (attached proposal), it requests specific guidance and feedback, it asks for a meeting to discuss further, and it ends with a professional sign-off and includes contact information.

Exercise

Task1: Write an Email to the CEO of Microsoft Company as a Project Head

Task2: Write an email to a colleague requesting details about an upcoming project meeting.

UNIT-IV

ART AND LITERATURE

By A.P.J.Abdul Kalam

Art helps life to survive

Our planet Earth has witnessed the birth of many great human civilizations at different periods of time, but only a few of them managed to survive. The ones that did were those which had the capacity to see the future and the ability to adapt to the **dynamics** of change. This ability is the function of the thinking capacity created by literature, poetry and, other **dialectical** inputs. Ancient philosophers, and in later years, scientists, technologists, economists and sociologists, all **in unison**, enriched the various human civilisations. Our Indian civilization accepted and absorbed the **dynamic** changes of multicultural impact. That is how we have a society of a billion people of multi-cultures, multi-languages and multi-religions with unity of mind. Thanks to our thinkers, we see the tradition producing epics such as Mahabharata and classics like Thirukkural, Kabirvani and Narayaneeyam continuing to survive and flourish over the centuries.

Books-our eternal companions

Coming into contact with a good book and possessing it is an everlasting enrichment of life. A good book becomes a permanent companion. Sometimes, books are born before us; they guide us during our life journey and continue to do so for many generations.

At the age of twelve, Albert Einstein experienced a wonder in the form of a little book on Euclidean plane geometry given to him by his mentor Max Talmud. Through this book Einstein came into contact with the **realm** and concept of pure thought and learnt how to explore universal truths, without any expensive laboratories or equipment, limited only by the power of the mind.

My favourite books

The most commonly asked questions during my interaction with the youth are: Which are your favourite books? Which book are you currently reading?

Though I cherish reading almost all books, there are three that I have enjoyed the most. One is *Light From Many Lamps* edited by Lillian Eichler Watson. I had bought this book in 1953 from an old bookstore in Moore Market, Chennai, and it has been my close friend and companion for more than five decades. It has been so much used that it has had to be bound and re-bound many times. Whenever I face a problem, I turn to this book and it helps wipe away my tears. When happiness overwhelms me, the book again softly touches the mind and brings about a balanced thinking. I realised the importance of the book again, when a friend of mine who is in the **judiciary** recently presented me with a new edition of the same book. He told me that the best thing he could give me was this book. Maybe fifty years from now the same book may take a new **avatar**!

The second book which I **venerate** is Thiruvalluvar's *Thirukkural*. It provides an excellent code of conduct for life, and the author's thinking which extends beyond the narrow concept of a nation, language, religion, and culture indeed elevates the human mind.

The third book is *Man the Unknown* by Dr Alexis Carrel, a doctor turned philosopher and a Nobel laureate. This book highlights how, in an **ailment**, both the mind and the body need to be treated as the two are integrated. You cannot treat one and ignore the other. In particular, children who dream of becoming doctors should read this book. They will learn that the human body is not a mechanical system; it is an intelligent and integrated organism made of psychological and **physiological** systems with an **intricate** and sensitive feedback system.

The importance of authors

Authors of books play a very important role in human life. A good book from an author is a source of great knowledge and wealth for many generations. Sometimes a book may not inspire readers during the author's lifetime but the importance of the book's message becomes more clear with the passage of time when its value is realized by society. Then the book starts shining. Of course, there are some classics which shine continuously for many generations.

Jayakanthan, the Tamil author **bestowed** with the 38th Jnanpith award says, 'Going past you (reader) is my (author's) success'. Providing a route for the reader to **traverse** and go beyond himself or herself is a measure of literature's success.

I cherish Jayakanthan's view of life as explained in the introduction to one of his collections of essays titled *Oru Ilakkiyuvadhiyan Arasial Anubavangal*, which means A Literary Person's Political Experiences, in which he says: "Has not the time arrived for our freedom fighters and socialist thinkers with knowledge and courage to get together and sacrifice to create a new independent society? When will that time come? The literary mind has a passionate longing for it." This is similar, in a small way, to a situation in which Jayakanthan says: 'In my writing in literature, even if I am made an **outcaste**, I will continue to work in the realm of literature, looking for change, as it happened with Jagath Guru Adi Sankaracharya, accepting Dattatreya as Guru. It is not my wish, but it is God's will'.

What a beautiful and moving statement. When I read this statement, tears welled up in my eyes because, though I see **despair** and **fatalism** all around, faith is challenging them. That is how literature elevates the mind and authors act as **conscience** keepers of the society.

The **galaxy** of our thinkers and writers can **facilitate** the creation of enlightened leaders amongst our youth. Through their writings, they can inspire our younger generation on the capacity for greatness of heart and spirit of mankind and remind them of the need for **indomitable** spirit with which they can conquer any signs of weakness and despair. This is not a duty cast on the authors, but it is their **privilege** that they can help mankind endure **adversities** and succeed in life.

A country is rich because of the natural wealth, biodiversity and its people. But the **crowning glory** of the nation is its thinkers, who lead the society ahead of its time, and make society accept the change.

Children and students should be encouraged to follow the advice, 'Give one hour a day exclusively for book reading, you will become a knowledge centre in a few years.' People should make it a habit to give books as gifts especially to the youth. These actions will enrich our youth and assist them in transforming our society into a knowledge society.

Music, dance and drama

We have a rich civilisational heritage of more than five thousand years blending literature, music, dance and drama. The experience of seeing the artists perform makes me wonder whether music and dance can be used as instruments for ensuring global peace and act as a binding force. In recent years, terrorism has taken a heavy **toll** of many innocent lives. Is there any alternative solution other than the military, economic and judicial approach to end this problem? I am convinced that music and dance can be one of the important tools for containing terrorism.

Music and dance elevate you to a different plane altogether and give you a breeze of happiness and peace. Music and dance can **emanate** only when the artists themselves are at peace and in a happy state of mind. In this state they become an elegant example of **propagators** of peace and happiness. Music unites. And what better proof do we need than Carnatic music! Its trinity sang their kritis in Telugu and Sanskrit in Tanjore district; Purandaradasa sang in Kannada, Annamacharya in Telugu and Arunagirinathar in Tamil. But for music lovers, the language never mattered. Music establishments at Travancore in Kerala, Tirupati in Andhra Pradesh, Thanjavur in Tamil Nadu and Mysore in Karnataka-all of them dazzled like gems in a necklace. The thread of music united these beads. Music itself is a great communication and language can never be a barrier.

Uday Shankar, who is regarded as the father of modern dance in India, gave an altogether new and wholesome definition to Indian dance and music. He was able to appreciate the wonderful variety and scope of expression afforded by different classical and folk-dance forms of our country and incorporates them into a unique artistic expression resulting in an enriched dance **vocabulary** of the highest level of excellence. A **veritable pioneer of renaissance** in Indian arts during the 1930s and 1940s, he was **instrumental** in introducing Indian dance forms and music to the Western world, earning for them worldwide **acclaim**, respect and admiration. That Uday Shankar did not have any formal training in any of the schools of classical dance and yet could carve a **niche** for himself in the world of art is **eloquent testimony** to the fact that he was a born genius.

During my visits to different parts of the country I saw that the rural folk and the tribal communities **nurture** great love for music and dance. Many a time they just need the slightest opportunity to break into song and dance. This helps not only in smoothening out the **rough edges** of their tough countryside life but also in preserving, propagating and developing our age-old cultural traditions. The evolution of our music, dance and theatre has been **woven** by the rural folk into the very history of our nation. The **intermingling** of **diverse** streams which make up our **composite** culture has fully enriched our tradition of artistic expression and should be actively encouraged.

Drama has been a great form of entertainment for **invigorating** the minds of people. It can be a powerful medium for delivering messages and planting imaginative ideas and thoughts. This form of art has been under great pressure due to cinema, TV and multimedia, which have their own role. But we need to recapture many of our ancient drama forms, and the rich traditional stories **embedded** in them.

The power of films

People from the film industry have the ability to make the audience laugh, make them cry, and even make them angry, inspire them and at times also depress them. They can touch the emotions of the viewer and create an impression in his mind temporarily or at times even for a long period. Such is the power of a film.

Art elevates the spirits

Recently, I happened to study a book called *Articulations Voices from Contemporary Indian Visual Art*. I was searching through the book to find out what is the unique quality of the great community of visual art and painting. What is their medium? What is the relationship between the society and the artists? Is there any connectivity between the medium of the artist, such as ink and brush, and society?

When M.F. Hussain says paintings are the output of the society, it means: if the society is a **mediocre** society, you will get mediocre paintings, if the society is intellectual and prosperous, the paintings will reflect the situation. Going through *Articulations*, I realised that every painter

and artist is a unique personality in search of beauty out of every event which enriches him. While R.K. Laxman loves to paint crows as they stand out against any background, K.K. Hebbar is inspired by the rhythmic movement of lines, I tend to agree with one of the artists who says that the artists should have partnership with the known, the unknown will express itself.

Sometime back I composed a poem titled 'Life Tree' in Tamil and translated it into English. The message in the poem was about celebration of life. While composing it, I never thought that a poem could be given visual life, beauty and creativity. Around that time a young artist called Manav came and stayed at Rashtrapati Bhawan to *picturise* the natural beauty of the Mughal Gardens. He stayed with his family for two weeks and created beautiful canvases bubbling with life. I could see in his paintings the beauty of the flowers, smell the fragrance of the flowers, and taste the honey in the flowers. When he came across my poem 'Life Tree', he fell in love with it and spent seven days in the beautiful environment of the Mughal Gardens transforming 'Life Tree' into a speaking tree.

What a beautiful creation! For the first the time I realised how painting and poetry **intertwine** in the imagination of a painter, leading to the birth of a new creation. That new creation touches your heart, soothes your feelings and transmits beauty and peace of the combined art into every artistic person and showers happiness in his or her mind and soul.

Prosperity and art

The prosperity of any nation depends directly on the creativity of its artists and writers. You would remember from your history lessons the fact that during the golden period of any empire there was always a large number of artists and writers supported by the kings and courts.

Students of art and literature are important contributors to transforming India into a developed nation. They will find **ample** job opportunities in the arena of creative entertainment and management which are the areas where future society would be spending enormous amounts of time and money. They can also act as an effective **interface** between the people and the policy makers as well as between the people and the scientists and technologists.

Art is a **benign** expression of the **innate** beauty in nature. Be it a cartoon, sculpture or literary composition, it elevates the beautiful spirit of life for everyone to see and enjoy. Such a spirit silently but eloquently conveys the message of love, humour, affection and peace.

Art helps to bring out the beauty of life in its noblest forms and takes it on to a higher, better and more civilised plane, **imparting** meaning and depth to human existence, justifying and **vindicating** the purpose for which life was evolved. What more can you ask for, what more can you look for in a **strife-stricken** world where eternal human values are being mercilessly trampled upon and the beauty of life lost in relentless **materialistic** pursuits.

Glossary

Dynamics	:	forces or processes that produce change inside a group or system
Dialectical	:	discovering the truth of ideas through healthy discussion and logical argument
In unison	:	simultaneously
Dynamic	:	characterized by force, action, change or progress
Realm	:	a general area of knowledge, interest or thought
Judiciary	:	the system of law courts that administer justice
Avatar	:	a new personification of a familiar idea
Venerate	:	to treat someone or something with great respect
Ailment	:	illness, bodily disorder or disease
Physiological	:	relating to the functioning of organisms
Intricate	:	complex
Bestow	:	to give something as an honour
Traverse	:	to travel
Outcaste	:	someone who is not accepted by the people he or she lives among
Despair	:	a state in which all hope is lost or absent
Fatalism	:	the belief that all events are controlled by fate and human beings cannot change them
Galaxy	:	a splendid group of famous people
Facilitate	:	to make easier
Conscience	:	one's own sense of right conduct

Indomitable	: possessing a strong will power; impossible to subdue or defeat
Privilege	: a benefit or right reserved exclusively by a particular person or group
Adversity	: a state of misfortune, distress or great suffering
Crowning glory:	the best and most noteworthy aspect
Toll	: loss or damage incurred through a conflict, disaster or accident
Emanate	: to flow or come from
Propagator	: Someone who propagates (i.e., transmit or cause to spread)
Vocabulary	: (art) the system of techniques and symbols that serves as a means of expression
Veritable	: (intensifier used to emphasize a statement or comparison) actual
Pioneer	: someone who helps to open up a new line of research, technology or art
Renaissance	: a rebirth or revival (of learning and culture) instrumental acting as a means or aid to something
Acclaim	: enthusiastic approval
Niche	: a position particularly well suited to the person who occupies it
Eloquent	: speaking readily, clearly, and effectively
Testimony	: something that serves as evidence
Nurture	: to help develop and grow, to provide nourishment and care for
Rough edges	: small imperfections
Woven	: past participle of weave (to make or construct by interlacing elements into a whole)
Intermingle	: to mix together
Diverse	: many and different
Composite	: consisting of separate interconnected parts
Invigorating	: exciting and interesting
Embedded	: inserted or enclosed as an integral part of a surrounding whole
Mediocre	: moderate to inferior in quality
Picturise	: to represent in a picture
Intertwine	: to twist, entwine together, to interlace
Ample	: more than enough in size, scope or capacity
Interface	: a point where two different things meet and affect each other

Benign	:	kind, pleasant and thoughtful
Innate	:	inborn, natural
Impart	:	to transmit
Vindicate	:	to prove to be right by providing justification or proof
Strife	:	lack of agreement or harmony, conflict
Stricken	:	to be affected by something overwhelming
Materialistic	:	marked by materialism (a desire for wealth and material possessions)

SUMMARY

Introduction

The author of the beautiful essay “Art and Literature” is Dr. APJ Abdul Kalam (1931-2015). He was India’s 11th president and the chief architect of the country’s missile technology. He was instrumental in three great missile projects, including Trishul, Agni, and Prithvi, for which he was recognised with the Padma Bhushan, Padma Vibhushan, and India’s highest civilian award, the Bharat Ratna, in 1981, 1990, and 1997, respectively. Kalam was widely regarded not just as a popular president but also as a humble and learned man.

The Enduring Power of Art

The civilizations that were able to predict the future and adapt to the dynamics of change were able to endure. Our Indian civilizations adapted to the shifting dynamics, and we observed how tradition produced epics to ensure its survival and spread throughout the nations.

Importance of Books and Authors

A good book becomes a constant companion, guiding us throughout our entire lives and doing so for many generations. Dr. Kalam was an avid reader. He mentions the three great books that greatly inspired him claims that they challenged him in many areas of life and assisted him in finding emotional balance. Also, they provided him with a clear direction for life and helped him to mould his behaviour. All those great books that he read helped him to think critically and creatively, elevating his mind in the process.

For many generations, a great author’s book is a source of knowledge and wealth. A nation’s natural resources contribute to its prosperity, but its thinkers, who can help our youth develop into enlightened leaders, are the nation’s rising splendour.

The Universal Language of Music, Dance and Drama

All these different art forms support, promote, and advance our long-standing cultural traditions. One of the key tools for promoting pleasure and peace and putting an end to terrorism is music and dance. Drama has been a fantastic medium for spreading information, creating awareness and providing amusement to the public. Many great actors have the power of connecting emotionally with the audience and moving them to tears or laughter leaving a lasting and everlasting impression. Such is a movie's influence on society.

M.F.Hussain believed painting is the creative output of the society of its times. It implies that mediocre paintings are the results of a mediocre society and vice versa. The known should unite with the artists so that the unknown might express itself.

The inherent beauty of nature is expressed in art in a pleasant way. The wonderful spirit of life is elevated by art so that everyone can see it and silently appreciate it. However, effectively communicates the message of love, humour, etc. The most virtuous aspects of life are made more beautiful by art.

The lesson recaptures the importance of the classic literature and art of our nation. Music, dancing, painting, and drama are all forms of art. Each one is significant in its own way and made a unique contribution to the growth of the nation. Literature and sculpture make use of the true resources of our nation. They are highly important to us, thus we should work towards their improvement. Literature and the arts have a significant influence on how one lives. All forms of art represent nature's inherent beauty. It has the ability to infuse our brains and hearts with delight.

Answer the following questions.

1. How has Indian civilization managed to survive the different forces of change?
2. What are Kalam's favourite books, and how have these influenced him?
3. Why should children be encouraged to read books?
4. What is the power of drama and films on human lives?

5. What is the importance of art and literature in one's life, according to A.PJ Abdul Kalam?
6. How do the different arts influence human civilization?

Questions and Answers:

1. How has Indian civilization managed to survive the different forces of change?

Numerous significant human civilizations have emerged on Earth during the course of recorded history, but only a small number of them have endured. The ones who were able to predict the future and adjust to the dynamics of change were the ones who succeeded. This skill is a result of the cognitive capacity that poetry, literature, and other dialectical stimuli have generated. Philosophers of antiquity, as well as scientists, technicians, economists, and sociologists in later times, collaborated to enhance the diverse human societies. Our Indian civilization embraced and assimilates the dynamic shifts brought about by ethnic influences. That is how a billion people from different cultures, languages, and beliefs live in a society that is united in thought.

2. What are Kalam's favourite books, and how have these influenced him ?

Ans. A book of motivation, Light from Many Lamps, edited by Lillian Eichler Watson. This book, which Kalam purchased in 1953, has stayed by his side for his entire life. He learned from this book to maintain composure in both happy and sad circumstances. In his opinion, it was the best book one could receive as a gift.

Thiruvalluvar's Thirukkural is the second text that Kalam holds in high regard. Any country, religion, or culture can read this book, which is a great guide to life. Man the Unknown, written by Dr. Alexis Carrel, a physician who became a philosopher and a Noble laureate, is the third book. This book emphasizes the value of treating mental health issues.

3. Why should children be encouraged to read books?

A.P.J. Kalam urges children to read books as being exposed to and owning a good book is an eternal enrichment of life. A good book becomes a constant companion. Sometimes books come before us. They guide us through life's journey and continue to do so through generations.

A.P.J. Kalam quotes an example of Albert Einstein to encourage young children to read books, at the age of 12, Albert Einstein experienced a sense of wonder in the form of a small book on Euclidean geometry given to him by his mentor Max Talmud. Through this book, Einstein comes

into contact with the realm and concepts of pure thought, and learns to discover universal truths without the need for laboratories or expensive equipment, limited only by the power of his mind..

4. What is the power of drama and films on human lives?

We have a rich literary, musical, dancing, and dramatic legacy spanning over 5,000 years as a civilization. After witnessing the artists' performances, I'm left wondering if dance and music might serve as unifying factors and tools for maintaining world peace. Terrorism has claimed a great number of innocent lives in recent years. Is there another way to solve this issue except using the military, the economy, and the legal system? I firmly believe that dance and music may serve as valuable instruments in the fight against terrorism.

Movie industry professionals possess the power to inspire, depress, and even make the audience laugh, cry, and even become enraged. They are able to influence people with the art of films and drama.

5. What is the importance of art and literature in one's life, according to A.P.J Abdul Kalam?

Ans. Any country's ability to prosper is closely correlated with the quality of its writers, artists, and literature. Students of literature and the arts have a significant role in making India a developed country. There are many of employment openings in the creative entertainment and management fields. The society of the future would be investing a great deal of time and resources. Art is a gentle way to convey life's inherent beauty. Such a spirit speaks of love, humor, affection, and tranquility in a quiet yet elegant way.

Through art, life is elevated to a higher, better, and more civilized state while also displaying its beauty in its most noble form. Art validates the reason for our existence by giving it more depth and meaning.

6. How do different art forms influence human civilization?

Ans. India boasts a rich literary, musical, dance, and theatrical legacy spanning over 5,000 years. These artistic endeavors serve as unifying factors among the younger generations and can be utilized as tools for maintaining world peace. You can transcend to a new level through music and dancing. It offers great tranquility and happiness. They develop into graceful models of those

who spread joy and tranquility. Since music is universal, it brings people together. Renowned vocalists such as Purandaradasa from Karnataka, Annamacharya from Andhra, and Arunagirinathar from Tamilnadu were brought together by a shared love of singing.

In India, Uday Shankar is recognized as the founder of contemporary dance. He gave Indian music and dance a fresh, healthful meaning.

Vocabulary:**Standard Abbreviations**

Abbreviations are useful tools in writing. They aid in improving readability and meeting word-count targets. They also prevent repetition of words, making the text easier to comprehend. Authors often create new abbreviations for novel techniques in hopes of increasing acceptance and remembrance. Shortened versions of words or phrases are known as abbreviations. They have a lot of uses in writing and speaking to save time and space. Examples of popular variations are Mr. for Mister, and, i.e. for that is. In a wide range of fields of study, including business, science, and medicine, abbreviations are used. To prevent misunderstandings, it's important to regularly and appropriately use abbreviations. Usually, the first few letters of a word can be shortened by adding a full stop at the end.

Let us discuss the various types of abbreviations in detail –

Here is a list of abbreviations –

appt. – appointment

Ave. – Avenue

dept. – department

est. – established

min. – a minute or minimum

misc. – miscellaneous

Mr. – Mister

Ms. – Miss

no.- number

tel. – telephone

temp. – temperature or temporary

vet. – veteran or veterinarian

vs.– versus

Acronyms:

An acronym is a shortened form of a phrase or word. It is pronounced as a single word. An acronym is created by taking the first letter of each word in the phrase or word. It combines the phrase or words to form a new word. Acronyms are commonly used in various fields, such as technology, medicine, and business, to simplify communication and save time.

Examples:

NATO	-	North Atlantic Treaty Organization
NASA	-	National Aeronautics and Space Administration
UNICEF	-	United Nations International Children's Emergency Fund
GIF	-	Graphics Interchange Format
LAN	-	Local area network
DOS	-	Disk Operating System
PIN	-	Personal Identification Number
SIM	-	Subscriber Identity Module or Subscriber Identification Module
LASER	-	Light Amplification by Stimulated Emission of Radiation

Initialism

Initial abbreviations are a common practice in various fields, including medicine, law, and technology. Each letter is individually pronounced in an initial abbreviation.

Initial abbreviations make communication more efficient. It is important to ensure that the intended audience understands the meaning of the initial abbreviations. Because these abbreviations can be confusing for those, who are unfamiliar with them. So, you should use initial abbreviations sparingly. You can use them to provide a definition or explanation when introducing them.

Examples:

- USA - United States of America
- UK - United Kingdom
- EU - European Union
- UN - United Nations
- PDF - Portable Document Format
- PC - Personal computer
- ATM - Automated teller machine
- BBA - Bachelor of Business Administration
- BA - Bachelor of Arts
- MA - Master of Arts
- MBA - Bachelor of Business Administration

Truncations

Truncations are also known as shortened forms or clippings. These abbreviations leave out part of a word. For example, "math" for "mathematics" or "Sat" for "Saturday". In fact, all of the days of the week can be truncated.

Truncated words are words that have been shortened by removing one or more syllables or letters. This is a common phenomenon in informal language use, especially in spoken language and in text messaging. Here are some examples of truncated words in English:

1. "Info" (from "information")
2. "Pic" (from "picture")
3. "Ad" (from "advertisement")
4. "Math" (from "mathematics")
5. "Phone" (from "telephone")

6. "Gym" (from "gymnasium")
7. "Fam" (from "family")
8. "Apt" (from "apartment")
9. "Doc" (from "doctor")
10. "Vid" (from "video")

Exercise-1:

Determine if the statement about the abbreviation is true or false.

1. NATO stands for North Atlantic Treaty Organization. (True/False)
2. ATM means Automated Teller Machine. (True/False)
3. USB refers to Universal Serial Bus. (True/False)
4. Wi-Fi stands for Wireless Fidelity. (True/False)
5. FAQ means Frequently Asked Questions. (True/False)

Exercise-2:

Fill in the blanks with the correct abbreviation from the list provided.

1. The new policy was announced by the _____ (CEO) of the company.
2. The _____ (UN) has many specialized agencies working on global issues.
3. _____ (NASA) has launched a new mission to Mars.
4. I need to convert this file to a _____ (PDF) so I can send it via email.
5. You can find the information on the _____ (WWW) easily.

Exercise 3:

Identify whether the term is an abbreviation or an acronym and provide the full form.

1. **USA**

Type: Acronym/Abbreviation

Full Form: _____

2. **Inc.**

Type: Acronym/Abbreviation

Full Form: _____

3. **TV**

Type: Acronym/Abbreviation

Full Form: _____

4. **DIY**

Type: Acronym/Abbreviation

Full Form: _____

5. **RSVP**

Type: Acronym/Abbreviation

Full Form: _____

Grammar:**Transitive and Intransitive Verbs****➤ Transitive verb:**

A verb, which has an object, is termed as a transitive verb.

Here are some examples of transitive verbs:

- Ramu **kicked** Raghav.
 - Kicked = transitive verb
- Bhargav **painted** the fence.
 - Painted = transitive verb
- He **wrote** a poem in the garden.
 - Wrote = transitive verb
- Raji **eats** idly for her breakfast.
 - Eats = transitive verb
- Pinky **cleaned** the dirty room after returning home.
 - Cleaned = transitive verb
- I found a watch on the road.
 - Found= transitive verb

Note: In the above sentences, all the verbs are used followed by objects. Therefore, all the verbs in the above sentences are treated as Transitive verbs.

➤ Intransitive verb:

A verb which has no object is termed as an intransitive verb. Even without object, the sentence gives us clear meaning.

Here are some examples of intransitive verbs:

- We **arrived** at the railway station just five minutes before the departure.
 - Arrived = intransitive verb.

- He **went** to the gym in the evening.
 - Went = intransitive verb.
- They **lie** in the shade of our cars in order to escape from sun.
 - Lie = intransitive verb.
- She always **sits** next to her father in the car.
 - Sits = intransitive verb.
- He **dies** of covid.
 - Dies = intransitive verb.
- He **worked** hard for competition.
 - Worked= intransitive verb
- The bird **flies** in the sky.
 - Flies =intransitive verb

Note: In the above sentences, the verbs are used without objects. Therefore, all the verbs in the above sentences are treated as Intransitive verbs.

Exercise:

Identify transitive, intransitive and ergative verbs from the following sentences.

1. She wrote a novel.
2. They will finish the work.
3. I walked to the theatre.
4. My sister looked unhappy.
5. I sent him to market.
6. She was watching T.V.
7. I like a mango.
8. She sang a beautiful song.
9. She is cooking.
10. He weeps.
11. He goes to gym.
12. She won a medal.

Active Voice & Passive Voice

We can begin a sentence either with the subject or with the object. This fact decides whether a sentence is active or passive. In other words, it is possible for us to recognize the active and the passive voice. For example, if a sentence has one of the helping verbs such as **am, is, are, was, were, been, being, be** and past participles of the verb like **eaten, broken, spent, learnt**. It is passive voice.

The following are the basic rules of voices.

- 1) The structure of the sentence will be reversed in passive voice. The Subject of the sentence would be turned into object and the object of the sentence would be turned into subject.

Example: Active Voice - He reads a novel.

Passive Voice - **A novel is read by him.**

- 2) The word '**by**' will be used after the past participle in the passive voice

Example: Active Voice - He learns music.

Passive Voice - Music is learnt **by** him.

- 3) A few verbs in passive voice are followed by a number of prepositions. In such cases, '**by**' is not used.

Example: Active Voice- I know him.

Passive Voice- He is known **to** me.

Active Voice- People lined the road.

Passive Voice- The road was lined **with** people

- 4) The Auxiliary verbs will be changed in passive on the basis of tense of sentence in Active Voice. The past participle form will be used as main verb in passive voices. No other form of verb should be used as main verb. For example: '*take*' is given in the following table for better understanding.

Tense	Active	Passive
Simple Present	take	am taken

	takes	is taken are taken
Present Continuous	am taking is taking are taking	am being taken is being taken are being taken
Present Perfect	has taken have taken	has been taken have been taken
Simple Past	took	was taken were taken
Past Continuous	was taking were taking	was being taken were being taken
Past Perfect	had taken	had been taken
Future	will take shall take	will be taken Shall be taken
Future perfect	will have taken	will have been taken
Modal verbs	can/ may/ must/ might /should take	can be/ may be/ must be / might be /should be taken

5) Subject may not be always mentioned in Passive voice. A passive voice sentence can be written without subject, if it gives clear idea about the subject. When the object is not present in the passive voice, we convert them into active voice by using words like *somebody* or *nobody* or *everybody*, *some* are used as per the context.

Example: Passive Voice - Women are not treated as equals (by some).

Active Voice - Some do not treat women as equals.

If the statements are commands, then the conversion to passive is as follows.

Example: Active Voice- Post the letter.

Passive Voice- Let the letter be posted.

- 6) A transitive verb is sometimes followed by two objects. In such cases, the sentence may have two passive forms.

Example: Active Voice- The manager granted me the permission.

Passive Voice- The permission was granted to me by the manager.

Passive Voice- I was granted the permission by the manager..

Exercises:

I. Convert the following sentences into Passive voice.

1. All his friends laughed at him.
2. They made him king.
3. One should keep one's promises.
4. Open the door.
5. He handed her a book.
6. The spectators thronged the streets.
7. When will you return the book?
8. He will finish the work in the fortnight.
9. The mason is building the wall.
10. The young man made a difference in the meeting.
11. They will build a new bridge next year.
12. Mary invited Paul to her birthday party.
13. British astronomers discovered a new planet.
14. Brian Brody directed The Ultimate Space Adventure.
15. They will deliver my computer on Monday.

II. Convert the following sentences into Active voice.

- a. He was praised by his father.
- b. By whom was Sanskrit taught to you?
- c. Admittance was refused to him by the guide.
- d. The wounded man was being helped by some boys.
- e. The light has been put out.
- f. Let the window be opened.
- g. Bicycle has been sold by me.
- h. It will be forgotten soon by people.
- i. Good news is expected by them.
- j. A letter will be written by my father.
- k. A novel is being read by Mary.

Writing:**Essay Writing**

An **essay** is a short piece of non-fiction about a particular topic. Essays can take many different forms. Narrative essays tell a story, Persuasive essays make an argument and exploratory essays pursue an idea. No matter what kind of essay you're writing, the principles below will help you connect with your readers. An essay is a form of self expression. It expresses one's own personal ideas or opinions on some topic.

Characteristics of a good essay:

1. Unity— A good essay should have unity. The subject must be clearly defined and no irrelevant matter must be admitted into it. The same subject may be treated from different points of view.
2. Personal knowledge or experience—The essay expresses the personal views of the writer. So one should not quote what others say on the topic.
3. Style— The language should be simple, direct and natural. It should be dignified and literary. So slang and colloquial terms are not proper in an essay.
4. Structure of an essay:

Every essay has a structure. It should have an attractive beginning, a well arranged middle and an effective ending.

a) Beginning:

The purpose of the good beginning is to draw the attention of the reader. So, it can be begun with (1) a definition (2) provoking question (3) a quotation (4) an incident etc

b) The middle or the body of the essay: It is the core of the essay. It contains detailed arguments and illustrations. It is divided into various paragraphs.

c) The Conclusion:

It is a brief summary of what is stated in the body. It may end with a conclusion or a moral on the topic.

Note: It is always desirable to have an outline plan of the essay.

Types of Essay:**1) Descriptive essay:**

It attempts to describe a place, a thing, an event or a person. Examples:

- a) Places- Charminar, Golconda, Salarjung Museum, Zoological park.
- b) Things- Newspapers, Libraries, Rivers, Television, Satellites.
- c) Persons- A police man, a judge, a social worker, Manu Bhaker.

2) Narrative essay:

It gives an account of an event. The event may be real or imaginary.

- 1. Accidents you witnessed
- 1.Excursions you went on
- 3. The matches you saw or played
- 4. An adventure
- 5. A trip into the mountains

3) Expository or Reflective essay:

It contains the opinion of the author on particular topics. The writer should have a deep knowledge and good understanding of those topics.

Examples:

- 1) Abstract subjects as truth, honesty, bravery etc
- 2) Social topics as caste system, dowry system
- 3) Political topics as democracy, dictatorship

4) Argumentative essay:

In such an essay the writer argues in favour or against something and tries to persuade the reader to accept his point of view. The writer should have thorough knowledge of the topic and should use his logic to prove that one side is better than the other. Examples:

- 1) Social topics as private enterprise, nationalization, regionalism
- 2) Political topics as presidential type of democracy Vs parliamentary type; Strong centre Vs. Strong states.

SAMPLE ESSAY**The Day I Lost My Voice**

I was 12 years old when I lost my voice. I had been sick with a cold for a few days, and my throat was so sore that I could barely speak. I went to the doctor, and he diagnosed me with laryngitis. He told me that I would need to rest my voice and that it would take a few weeks to heal.

I was devastated. I couldn't talk to my friends, I couldn't go to school, and I couldn't even sing. I felt like I was in a prison.

The first few days were the hardest. I was so bored and lonely. I couldn't even communicate with my family. I just wanted to be able to talk again.

After a few days, I started to get used to not being able to talk. I learned to communicate with my family and friends through writing and gestures. I also started to read more and watch more movies.

As the weeks went by, my voice slowly started to come back. I was so happy to be able to talk again. I could finally communicate with my friends and family, and I could go back to school.

Losing my voice was a difficult experience, but it taught me a lot about myself. I learned that I am stronger than I thought I was. I also learned that it is important to be patient and to never give up hope.

I am grateful for the experience because it made me a stronger person. I am also grateful for the support of my family and friends. They helped me through a difficult time, and I will never forget their kindness.

I am now 18 years old, and I am still a strong and determined person. I am grateful for the experience of losing my voice because it made me who I am today.

Tips for effective essay writing

1. Know your purpose:

It's important to understand your goals. Whether you want to share information or an experience or get readers to change their minds, your purpose will determine the choices you make in your essay.

2. Understand your audience:

The more you know about who will be reading your essay, the better. Readers who are experts on your topic will already have some background knowledge. Readers who are your age will be familiar with the same films and songs you're likely to mention. The less you know about your audience, the more you'll need to define your terms and provide context for your examples.

3. Brainstorm:

Jot down everything you can think of related to the subject you're going to write about. Some people make lists, while others draw diagrams or maps. The point is to quickly note lots of ideas in order to get started.

4. Decide on an idea:

Consult the notes you made when you brainstormed to figure out what you want to say. Turn that idea into a complete sentence that makes a claim and includes your explanation or reason.

5. Develop your essay:

Now that you have a detailed body of ideas, you need evidence to support your claim. Start by listing your reasons for believing what you do. Research what you need to; statistics and quotations will help make your point. Whether you like or disagree with, try every idea, opinion and argument, as everything to be questioned, tested and challenged.

6. Create an essay structure:

Organize your essay according to your purpose. If you're writing a narrative, you'll probably arrange your material in chronological order. Consider using flashbacks to create tension. For an argument, you might list your reasons in order of importance. Every essay has a beginning, middle, and end, but not every essay requires a formal introduction or conclusion.

7. Connect your ideas:

Readers need a road map through your essay. Employ transitions to help them move from one idea to the next. Transitions are often individual words such as 'then', 'but', or 'therefore'.

8. Choose memorable language:

Use concrete, specific words. Although complex ideas need specialist language, avoid using complicated language.

9. Invent a strong title:

Write a title that makes readers *want* to read it. You can get readers' attention with an intriguing question or clever phrase, but make sure your title clearly conveys your essay topic. A simple subtitle will help you do this. Your title should also be searchable, since so many publications now appear online.

10. Edit and proofread your essay:

Carefully check your work for errors. First, read your essay aloud. If anything sounds awkward, revise until you like the way it sounds. Second, make sure your grammar, punctuation, and spelling are all correct. When you think your essay is perfect, have a friend check it again.

Exercises:

1. Write an essay on 'First experience of living in a hostel?' Or 'The most memorable day of your life'.
2. Write an essay on 'Are we too dependent on computers? Or 'Is excessive exposure to the internet ruining childhood?'

Précis Writing

'Precis' is a French word derived from the Latin word 'Praecissus', past participle of 'Praecidert:' which means to cut off, to be 'brief', and is connected with the English word 'Precis'.

The primary object of 'precis' writing is to present facts and information to spend time reading unnecessary details. The necessity of speedily reading documents mainly arises in business firms and government departments besides other fields of activity.

Writing a précis means to shorten a given passage to about one third of the original. It contains the gist or the main theme of the passage expressed in your own words. Précis writing needs unwavering attention and full concentration. For this, one should read the passage carefully twice or thrice noting down the points. One may prepare a rough draft, revise it and then write a fair draft.

Tips:

One can follow the following method in order to become a good précis writer. Read the passage thoroughly, and give it a title. The title you choose will indicate whether you have been able to understand the passage or not.

1. If your title does not deal with the main idea of the passage, you have not understood the passage properly.
 - a. Give a second reading, underlining the main ideas of the passage.
 - b. Make a draft of the précis, using only the underlined sentences.
2. Identify the central idea and omit illustrations, examples, details and repetition.
3. Retain the keywords of the paragraph.
4. Arrange these points logically; generally the order of the original is retained.
5. Write in your own words. Borrow only the ideas, and express them in your own language.
6. A précis must not exceed one-third of the length of the original passage.
7. The précis should be in the same tense, in third person and in indirect speech.
8. Change the direct speech to the indirect speech.
9. One word substitution of longer terms is very helpful.

Not suggestible: That which could be read easily.

Suggestible: Illegible

10. Reduce a lengthy and repetitive conversation to a brief report.

Not suggestible:

Putting an end to the 60 years old practice of barring women from becoming make-up artists in the Mumbai Film industry, The Supreme Court on November 11, 2014 allowed qualified women to be appointed for this job.

Suggestible:

On 11 November 2014. Supreme Court allowed women to work as make-up artists in Mumbai film industry.

SAMPLE PRÉCIS -1:

Prevention is better than cure. It is recognized that the only way to get rid of malaria completely is to get rid of the mosquitoes which cause it. Malaria is always associated with damp and marshy land. This is not because the land is damp, but because the static water is the breeding place of the mosquitoes which begin their life as a larva in the water. Malaria does not frequently occur in dry desert countries because mosquitoes cannot breed there. The only way to destroy mosquitoes is to prevent their breeding in static water. This can be done by draining all ponds and pools. And by keeping them covered in the breeding season with a film of kerosene oil which by depriving the larva of air, kills them.

TITLE: MOSQUITOES CAUSE MALARIA

Rough Draft: Mosquitoes cause Malaria in damp and marshy land. This water is the breeding place of the mosquitoes. Mosquitoes do not breed in dry deserts as they cannot breed there. The only way to destroy mosquitoes is to prevent their breeding in static water. This can be done by draining all ponds and pools. And by keeping them covered in the breeding season with a film of kerosene oil which by depriving the larva of air, kills them

Fair Draft: Mosquitoes, which cause Malaria, breed in stagnant water. They cannot breed in dry lands. If we use kerosene, the stagnant water is covered with a layer of kerosene, the larva will die. By doing so, we could prevent the spreading of malaria.

Exercise-1:

Write a précis of the following reducing each of them to one third of the length.

The government has understood the importance of entrepreneurship and development of new ideas to make the country industrially developed. It has launched several programmes to support the youngsters financially by helping those getting loans without much hassle as well as with skill development in various disciplines. The government is also ensuring that both the rural and urban areas get the benefit of these schemes. This will make the new ideas sustainable in the long run because the young generation will be encouraged to take up entrepreneurship initiatives with fresh ideas. This approach of the government is expected to make India a better destination in the world to do business.

Exercise-2:

Write a précis of the following reducing each of them to one third of the length.

The chief object of the repetitive form of advertisement is to help people to remember the product. The general principle is similar to that followed by Bajaj Automotives Ltd: "You just can't beat a Bajaj". The repetition of a phrase, the inclusion of a trade name or a trade mark in every advertisement; is intended to impress upon the mind of the reader/ listener that name or phase or picture. The response sought by the advertiser is achieved when a customer enters a shop for, say, toothpaste. To the shop-keeper's question, " Which brand? " the customer gives the reply that is in his mind, not necessarily because he has arrived at a decision by any process of reasoning, nor because some strong feeling has been aroused for some particular brand, but simply because he has repeatedly heard or seen the name, it is associated in his mind with the idea of a good toothpaste. Some trade names become so common that they displace the true name of the commodity itself, such as 'Vaseline', the well-known trade name for 'petroleum jelly'. Advertisements which have relied on repetition have, been proved very powerful, but with the increased variety of proprietary articles and products intended for the same purpose, this kind of advertising is losing some of its value because of the confusion of names that arise in a customer's mind when he wishes to buy, say, cigarettes, tobacco, soap, chocolates, tea and other goods which are widely used.

Unit V

“Go, Kiss the World”

By Subroto Bagchi

Introduction:

Subroto Bagchi (b. 1957) is an Indian entrepreneur and business leader. He is the co-founder of Mindtree, an Indian technology MNC. 'Go, Kiss the World' was a speech delivered by Subroto Bagchi on 2 July 2004 to students at the Indian Institute of Management, Bangalore. In a world obsessed with material things, Bagchi gives a very different perspective of success and shares the many values of life that he imbibed from his parents. In this speech, Bagchi gives an insight into the lives of his parents who were not 'rich' in the conventional sense but were rich in matters of heart, values and integrity, 'Go, Kiss the World' urges the reader to look beyond oneself, embrace the world and its people, and give back more to life than what you have taken from it.



Reading Passage:

I was the last child of a small-time government servant, in a family of five brothers. My earliest memory of my father is as that of a District Employment Officer in Koraput, Orissa. It was, and remains as back of beyond as you can imagine. There was no electricity; no primary school nearby and water did not flow out of a tap. As a result, I did not go to school until the age of eight; I was home-schooled. My father used to get transferred every year. The family belongings fit into the back of a jeep-so the family moved from place to place and without any trouble, my mother would set up an establishment and get us going. Raised by a widow who had come as a refugee from the then East Bengal, she was a matriculate when she married my father.

My parents set the foundation of my life and the value system, which makes me what I am today and largely, defines what success means to me today.

As District Employment Officer, my father was given a jeep by the government. There was no garage in the office, so the jeep was parked in our house. My father refused to use it to *commute*

to the office. He told us that the jeep is an expensive resource given by the government-he reiterated to us that it was not 'his jeep' but the government's jeep. Insisting that he would use it only to tour *the interiors*, he would walk to his office on normal days. He also made sure that we never sat in the government jeep-we could sit in it only when it was *stationary*.

That was our early childhood lesson in governance-a lesson that corporate managers learn the hard way, some never do.

The driver of the jeep was treated with respect due to any other member of my father's office. As small children, we were taught not to call him by his name. We had to use the suffix 'dada' whenever we were to refer to him in public or private. When I grew up to own a car and a driver by the name of Raju was appointed - I repeated the lesson to my two small daughters. They have, as a result, grown up to call Raju, 'Raju Uncle' -very different from many of their friends who refer to their family driver, as 'my driver'. When I hear that term from a school- or college-going person, I *cringe*.

To me, the lesson was significant-you treat small people with more respect than how you treat big people. It is more important to respect your subordinates than your superiors. Our day used to start with the family *huddling* around my Mother's chulha-an earthen fireplace she would build at each place of posting where she would cook for the family. There was neither gas, nor electrical stoves. The morning routine started with tea. As the brew was served, Father would ask us to read aloud the editorial page of The Statesman's 'mofussil' edition-delivered one day late. We did not understand much of what we were reading. But the ritual was meant for us to know that the world was larger than Koraput district and the English I speak today, despite having studied in an Oriya medium school, has to do with that routine. After reading the newspaper aloud, we were told to fold it neatly. Father taught us a simple lesson.

He used to say, "You should leave your newspaper and your toilet, the way you expect to find it." That lesson was about showing consideration to others. Business begins and ends with that simple *precept*.

Being small children, we were always *enamoured* with advertisements in the newspaper for transistor radios-we did not have one. We saw other people having radios in their homes and each time there was an advertisement of Philips, Murphy or Bush radios, we would ask Father

when we could get one. Each time, my Father would reply that we did not need one because he already had five radios-alluding to his five sons.

We also did not have a house of our own and would occasionally ask Father as to when, like others, we would live in our own house. He would give a similar reply, 'We do not need a house of our own. I already own five houses.' His replies did not gladden our hearts in that instant.

Nonetheless, we learnt that it is important not to measure personal success and sense of well-being through material possessions.

Government houses **seldom** came with fences. Mother and I collected twigs and built a small fence. After lunch, my Mother would never sleep. She would take her kitchen utensils and with those she and I would dig the rocky, white ant infested surrounding. We planted flowering bushes. The white ants destroyed them. My mother brought ash from her chulha and mixed it in the earth and we planted the seedlings all over again. This time, they bloomed. At that time, my father's transfer order came. A few neighbors told my mother why she was taking so much pain to beautify a government house, why she was planting seeds that would only benefit the next occupant. My mother replied that it did not matter to her that she would not see the flowers in full bloom. She said, "I have to create a bloom in a desert and whenever I am given a new place, I must leave it more beautiful than what I had inherited".

That was my first lesson in success. It is not about what you create for yourself, it is what you leave behind that defines success.

My mother began developing a cataract in her eyes when I was very small. At that time, the eldest among my brothers got a teaching job at the University in Bhubaneswar and had to prepare for the civil services examination. So, it was decided that my Mother would move to cook for him and, as her **appendage**, I had to move too. For the first time in my life I saw electricity in homes and water coming out of a tap. It was around 1965 and the country was going to war with Pakistan. My mother was having problems reading and in any case, being Bengali, she did not know the Oriya script. So, in addition to my daily chores, my job was to read her the local newspaper – end to end. That created in me a sense of connectedness with a larger world. I began taking interest in many different things. While reading out news about the war, I felt that I was fighting the war myself. She and I discussed the daily news and built a bond

with the larger universe. In it, we became part of a larger reality. Till date, I measure my success in terms of that sense of larger connectedness. Meanwhile, the war raged and India was fighting on both fronts. Lal Bahadur Shastri, the then Prime Minister, coined the term “Jai Jawan, Jai Kishan” and **galvanized** the nation into patriotic fervor. Other than reading out the newspaper to my mother, I had no clue about how I could be part of the action. So, after reading her the newspaper, every day I would land up near the University’s water tank, which served the community. I would spend hours under it, imagining that there could be spies who would come to poison the water and I had to watch for them. I would daydream about catching one and how the next day, I would be featured in the newspaper. Unfortunately for me, the spies at war ignored the sleepy town of Bhubaneswar and I never got a chance to catch one in action. Yet, that act unlocked my imagination.

Imagination is everything. If we can imagine a future, we can create it, if we can create that future, others will live in it. That is the essence of success.

Over the next few years, my mother’s eyesight dimmed but in me she created a larger vision, a vision with which I continue to see the world and, I sense, through my eyes, she was seeing too. As the next few years unfolded, her vision **deteriorated** and she was operated for cataract. I remember, when she returned after her operation and she saw my face clearly for the first time, she was astonished. She said, “Oh my God, I did not know you were so fair”. I remain mighty pleased with that **adulation** even till date. Within weeks of getting her sight back, she developed a corneal ulcer and, overnight, became blind in both eyes. That was 1969. She died in 2002. In all those 32 years of living with blindness, she never complained about her fate even once. Curious to know what she saw with blind eyes, I asked her once if she sees darkness. She replied, “No, I do not see darkness. I only see light even with my eyes closed”. Until she was eighty years of age, she did her morning yoga everyday, swept her own room and washed her own clothes.

To me, success is about the sense of independence; it is about not seeing the world but seeing the light.

Over the many intervening years, I grew up, studied, joined the industry and began to carve my life’s own journey. I began my life as a clerk in a government office, went on to become a

Management Trainee with the DCM group and eventually found my life's calling with the IT industry when fourth generation computers came to India in 1981. Life took me places – I worked with outstanding people, challenging assignments and traveled all over the world.

In 1992, while I was posted in the US, I learnt that my father, living a retired life with my eldest brother, had suffered a third degree burn injury and was admitted in the Safdarjung Hospital in Delhi. I flew back to attend to him – he remained for a few days in critical stage, bandaged from neck to toe. The Safdarjung Hospital is a cockroach infested, dirty, inhuman place. The overworked, under-resourced sisters in the burn ward are both victims and *perpetrators* of dehumanized life at its worst. One morning, while attending to my Father, I realized that the blood bottle was empty and fearing that air would go into his vein, I asked the attending nurse to change it. She bluntly told me to do it myself. In that horrible theater of death, I was in pain and frustration and anger. Finally when she relented and came, my Father opened his eyes and murmured to her, "Why have you not gone home yet?" Here was a man on his deathbed but more concerned about the overworked nurse than his own state. I was stunned at his stoic self.

There I learnt that there is no limit to how concerned you can be for another human being and what the limit of inclusion is you can create.

My father died the next day. He was a man whose success was defined by his principles, his *frugality*, his universalism and his sense of inclusion.

Above all, he taught me that success is your ability to rise above your discomfort, whatever may be your current state. You can, if you want, raise your consciousness above your immediate surroundings. Success is not about building material comforts – the transistor that he never could buy or the house that he never owned. His success was about the legacy he left, the memetic continuity of his ideals that grew beyond the smallness of an ill-paid, unrecognized government servant's world.

My father was a fervent believer in the British Raj. He sincerely doubted the capability of the post-independence Indian political parties to govern the country. To him, the lowering of the Union Jack was a sad event. My Mother was the exact opposite. When Subhash Bose quit the Indian National Congress and came to Dacca, my mother, then a schoolgirl, garlanded him. She

learnt to spin khadi and joined an underground movement that trained her in using daggers and swords. Consequently, our household saw diversity in the political outlook of the two. On major issues concerning the world, the Old Man and the Old Lady had differing opinions.

In them, we learnt the power of disagreements, of dialogue and the essence of living with diversity in thinking.

Success is not about the ability to create a ***definitivedogmatic*** end state; it is about the unfolding of thought processes, of dialogue and continuum.

Two years back, at the age of eighty-two, Mother had a paralytic stroke and was lying in a government hospital in Bhubaneswar. I flew down from the US where I was serving my second ***stint***, to see her. I spent two weeks with her in the hospital as she remained in a paralytic state. She was neither getting better nor moving on. Eventually I had to return to work. While leaving her behind, I kissed her face. In that paralytic state and a ***garbled*** voice, she said,

“Why are you kissing me, go kiss the world.” Her river was nearing its journey, at the confluence of life and death, this woman who came to India as a refugee, raised by a widowed Mother, no more educated than high school, married to an anonymous government servant whose last salary was Rupees Three Hundred, robbed of her eyesight by fate and crowned by adversity was telling me to go and kiss the world!

Success to me is about Vision. It is the ability to rise above the immediacy of pain. It is about imagination. It is about sensitivity to small people. It is about building inclusion. It is about connectedness to a larger world existence. It is about personal ***tenacity***. It is about giving back more to life than you take out of it. It is about creating extra-ordinary success with ordinary lives.

Thank you very much; I wish you good luck and God’s speed. Go! Kiss the world.

Glossary

Commute	:	to travel to and from one's daily work.
The interiors	:	here, far-flung areas.
Stationary	:	not moving.
Cringe	:	to shrink back in fear.
Huddle	:	to gather closely together.
Precept	:	rule of conduct.
Enamored	:	impressed or attracted by.
Seldom	:	very rarely.
Appendage	:	attached to, an addition.
Daily Chores	:	daily regular work at home.
Galvanise	:	to stimulate or rouse forcefully.
Deteriorate	:	become worse.
Adulation	:	praise or flattery.
Perpetrator	:	a person who commits a crime a crime or does something serious.
Frugality	:	the attitude of spending very little money and only on things that are necessary.
Definitive	:	final; not be changed.
Dogmatic	:	belief that one's views are correct and that everyone else should believe in them too.
Stint	:	a period of work, the period of holding an office.
Garbled	:	not clear and comprehensible
Tenacity	:	here, keeping a firm hold of principles

SUMMARY:

Go Kiss the World is an extract taken from the Welcome Address by Chief Operating Officer, Mindtree Consulting, and Mr. Subroto Bagchi. The address was delivered on 2nd July 2004 at the Indian Institute of Management, Bangalore. Being a successful entrepreneur, Subroto Bagchi has become a business author and has written a book of the same name, directing his teachings to the whole world.

The speech delivered by Subroto Bagchi tells us his words of wisdom and the lessons taught to him by his parents. The lessons are directed at lighting the meaning of success and are related to the events from Bagchi's life.

Subroto's father was a District Employment Officer in Koraput, Orissa, and Subroto was his fifth and the last child. Koraput was a district without electricity and water did not use to run through taps. There were no primary schools due to which Subroto's schooling was done at home only. Subroto's mother had come as a refugee from East Bengal and was raised by a widow.

Subroto's father used to get transferred every year. Therefore, they had to move frequently and travel in the government provided jeep. There was no garage in his father's office due to which the jeep used to stay at home always. His father never used the jeep to commute to office and taught the same lesson to Subroto, telling him that it is an expensive resource given by the government. From this came Subroto's first lesson, the lesson to never misuse public facilities.

Subroto and his brothers were also not allowed to call the jeep's driver by his name and were always told to add the suffix "Dada" to his name. When Subroto grew up, he taught the same lesson to his daughters and they were supposed to call their driver "uncle". Subroto used to cringe every time he used to hear other people disrespecting their drivers. This made up their second lesson, telling them always to respect their subordinates more than their seniors as it is more important to respect subordinate people.

Subroto's father inculcated in Subroto the habit of reading the newspaper daily. He and his brothers were supposed to read the newspaper aloud with the morning tea. Although Subroto did not understand much of what was written in the newspaper, he still attributes his good English to that habit. After reading the newspaper, he was taught to fold it correctly. Another lesson which

his father taught him and his brothers was that they should leave their newspaper and their toilet in the way they would expect to find them.

In their childhood, Subroto and his brothers were always attracted by various property and radio advertisements in the newspaper, but their father always refused to buy them, telling them that they didn't need a radio because their family already had five (referring to the children). This made up another lesson of not measuring personal success and sense of wellbeing through material possessions.

Questions and Answers:

1. Describe the political outlook of Bagchi's parents.

Ans. Bagchi's never used the jeep to commute to office and taught the same lesson to Subroto, telling him that it is an expensive resource given by the government. From this came Subroto's first lesson, the lesson to never misuse public facilities. Subroto and his brothers were also not allowed to call the jeep's driver by his name and were always told to add the suffix "Dada" to his name. When Subroto grew up, he taught the same lesson to his daughters and they were supposed to call their driver "uncle". Subroto used to cringe every time he used to hear other people disrespecting their drivers. This made up their second lesson, telling them always to respect their subordinates more than their seniors as it is more important to respect subordinate people. Subroto's father inculcated in Subroto the habit of reading the newspaper daily. He and his brothers were supposed to read the newspaper aloud with the morning tea. Although Subroto did not understand much of what was written in the newspaper, he still attributes his good English to that habit. After reading the newspaper, he was taught to fold it correctly. Another lesson which his father taught him and his brothers was that they should leave their newspaper and their toilet in the way they would expect to find them.

2. Summarise "*Go, Kiss the world*".

Ans. The speech delivered by Subroto Bagchi tells us his words of wisdom and the lessons taught to him by his parents. The lessons are directed at lighting the meaning of success and are related to the events from Bagchi's life. Subroto's father was a District Employment

Officer in Koraput, Orissa, and Subroto was his fifth and the last child. Koraput was a district without electricity and water did not use to run through taps. There were no primary schools due to which Subroto's schooling was done at home only. Subroto's mother had come as a refugee from East Bengal and was raised by a widow. Subroto's father used to get transferred every year. Therefore, they had to move frequently and travel in the government provided jeep. There was no garage in his father's office due to which the jeep used to stay at home always. His father never used the jeep to commute to office and taught the same lesson to Subroto, telling him that it is an expensive resource given by the government. From this came Subroto's first lesson, the lesson to never misuse public facilities. Subroto and his brothers were also not allowed to call the jeep's driver by his name and were always told to add the suffix "Dada" to his name. When Subroto grew up, he taught the same lesson to his daughters and they were supposed to call their driver "uncle". Subroto used to cringe every time he used to hear other people disrespecting their drivers. This made up their second lesson, telling them always to respect their subordinates more than their seniors as it is more important to respect subordinate people. Subroto's father inculcated in Subroto the habit of reading the newspaper daily. He and his brothers were supposed to read the newspaper aloud with the morning tea. Although Subroto did not understand much of what was written in the newspaper, he still attributes his good English to that habit. After reading the newspaper, he was taught to fold it correctly. Another lesson which his father taught him and his brothers was that they should leave their newspaper and their toilet in the way they would expect to find them. In their childhood, Subroto and his brothers were always attracted by various property and radio advertisements in the newspaper, but their father always refused to buy them, telling them that they didn't need a radio because their family already had had five (referring to the children). This made up another lesson of not measuring personal success and sense of wellbeing through material possessions.

3. What difficulty did the speaker face in Koraput in his childhood?

Ans. The speaker faced many difficulties in Koraput during his childhood. They did not have a good oven to cook. They had to cook on a chulha – an earthen fireplace. They did not have a radio. They did not have their own house. They used to stay in government houses.

Government houses seldom came with fences. The speaker and his mother collected twigs and built a small fence around their house.

4. How did the opinion of the speaker's parents about India's ability to govern itself differ from each other?

Ans. The speaker's father was a fervent believer in the British Raj. He sincerely doubted the capacity of the post-independence Indian political parties to govern the country. His mother was the exact opposite. When Subhash Chandra Bose quit the Indian National Congress and came to Dacca, his mother, then a school girl, garlanded him. She learnt to spin khadi and joined the underground movement that trained her in using daggers and swords. Consequently, their household saw diversity in political outlook of the two. On major issues concerning the world, the old man and the old lady had different opinions.

Vocabulary:**Technical and Business Vocabulary**

Technical vocabulary is words or phrases that are used primarily in a specific line of work or profession. For example, people who work in the steel industry often use words like "Rockwell", "Olsen", "cup test", and "camber". These words have special meanings pertaining to the manufacture of steel. Similarly, an electrician needs to know technical words such as capacitor, impedance, and surge capacity; words which most people outside of that industry never use.

Working in a business environment you will feel the need to learn a raft of new words not covered by Standard English Vocabulary. Sooner or later you will be exposed to obtain new skills such as speaking on the phone in the most professional manner, creating an outstanding CV, writing letters to your partners or making unique presentations.

In order to handle all of these tasks with dignity and honor you need to get acquainted with so called business vocabulary. By the way, according to research conducted by Global English almost 100% of employees are of the firm opinion that inadequate business language skills result in poor communication and misunderstanding between co-workers or business partners.

In order to climb up the career ladder with more ease and in a short period of time you need to have competency in business vocabulary.

BASIC BUSINESS TERMS:**1. Personnel**

Meaning: The people who work for a company or organization.

2. White-collar workers

Meaning: Workers in offices and other non-production phases of industry

3. Terminate, fire

Meaning: If some did something wrong and is forced to leave the company

4. Laid off

Meaning: Losing or leaving jobs because their employer has closed or moved

5. Cost-effective

Meaning: Delivers a given level of service at least cost

6. Outsourcing

Meaning: The transfer of a business function to an external service or component provider

7. Benchmarking

Meaning: System to compare ones performance to performance levels in other companies

8. Branding

Meaning: Creating brands and keeping them in customer's minds through advertising, product and package design, etc.

9. Generic products/generics

Meaning: A product which doesn't have a brand name, therefore any company can manufacture it

10. Franchise

Meaning: The right to sell a company's products in a particular area using the company's name

11. Franchisee

Meaning: Someone who is given or sold a franchise

12. Franchisor

Meaning: The Company which offers franchises

13. Invoice

Meaning: A document asking for payment and showing how much to pay

14. Balance sheet

Meaning: A statement that shows the value of a company's assets and its debts

15. Auditor

Meaning: Someone whose job is to carry out an official examination of the accounts of a business and to produce a report

Grammar:**Direct Speech and Indirect Speech**

Indirect speech refers to the reporting of events, conversations or actions. The action which we say directly to others is called Direct Speech and the action which is told by others is called an Indirect speech.

Basic rules to convert a Direct Speech to Indirect Speech:

There are four basic things that have to be followed while converting a direct speech to an indirect speech:

1. Change the reporting verb according to the reported speech.
2. Remove the inverted commas from the direct speech and replace them with an appropriate conjunction.
3. Change the pronoun of reported speech accordingly.
4. Change the adverbs.

Direct Speech: Rohit said to me, “I shall go to the picture today”.

Indirect Speech: Rohit told me that he should go to the picture that day.

In the above example:

Reporting verb “**said to**” is changed into **told**.

Inverted Commas are replaced by the conjunction **that**.

Reported speech’s pronoun **I** is changed into **He**.

Reported speech’s verb **shall go** is changed into **would go**.

As another change **today** is changed with the word **that day**.

When we change the direct speech into indirect speech, the time and the place of adverbs are also changed as the following.

Here	Changes to	There
Now	Changes to	Then
This	Changes to	That
These	Changes to	Those
Today	Changes to	That day
To-night	Changes to	That night
Yesterday	Changes to	The previous day
Last night	Changes to	The previous night
Last week	Changes to	The previous week
Tomorrow	Changes to	The next day/the following day
Next week/Next month/Next year	Changes to	The following week/The following month/The following year
Ago	Changes to	Before
Thus	Changes to	so

Rules of change of pronouns:

Rule No 1:

1st person pronoun of Reported speech is changed according to the Subject of Reporting verb.

D.S: Gita says, “I am in tenth class.”

I.D.S: Gita says that she is in tenth class.

D.S: I say, “I am an honest man.”

I.D.S: I say that I am an honest man.

Rule No 2:

2nd person pronoun of Reported speech is changed according to Object of Reporting verb.

D.S: She says to me, “you have done your work.”

I.D.S: She tells me that I have done my work.

D.S: She says to her, “You have done your work.”

I.D.S: She tells her that she has done her work.

D.S: I say to them, “you have done your work.”

I.D.S: I tell them that they have done their work.

Rule No 3:

3rd person pronoun of Reported speech is not changed.

D.S: He says, “He does not work hard.”

I.D.S: He says that he does not work hard.

D.S: Everybody says, “They have spoken the truth.”

I.D.S: Everybody says that they have spoken the truth.

Rules of change of Tense

There are some rules which we need to follow in changing the direct speech into indirect speech:

1. **Simple present** changes to **Simple Past**

Ex:

Direct Speech: Preeti said, “I cook pasta.”

Indirect Speech: Preeti said that she cooked pasta.

2. **Present Continuous** changes to **Past Continuous**

Ex:

Direct Speech: Preeti said, “I am cooking pasta.”

Indirect Speech: Preeti said that she was cooking pasta.

3. **Present Perfect** changes to **Past Perfect**

Ex:

Direct Speech: Preeti said, “I have cooked pasta.”

Indirect Speech: Preeti said that she had cooked pasta.

4. Simple Past changes to Past Perfect

Ex:

Direct speech: Preeti said, “I cooked pasta.”

Indirect Speech: Preeti said that she had cooked pasta.

5. Past Continuous changes to Past Perfect Continuous

Ex:

Direct Speech: Preeti said, “She was cooking pasta.”

Indirect Speech: Preeti said that she had been cooking past

6. Present forms of the modal auxiliaries change to Past forms of the modal auxiliaries

(Will, Shall, Can, May)

(Would, Should, Could, Might)

Ex:

D.S: Preeti said, “She will cook.”

I.D.S: Preeti said that she would cook.

7. Must changes to had to.

Ex:

D.S. Preeti said, “She must cook.”

I.D.S Preeti said that she had to cook.

8. Interrogative Sentences

- An interrogative sentence is meant to ask questions, therefore, Reporting verb **said/said to** be changed to **asked**.
- **Said to** can also be changed into **enquired or demanded**
- If question is formed with the help of any of the helping verbs like is/are/am, was/were, has/have, do/does, will/would etc. then “ ” are to be replaced by **if** or **whether**.
- If the question is formed with the help of words starting with “Wh” like who, whose, what, whom, when etc. (also known as W family) or How then to replace “ ” no **conjunction** is used.

Ex:

D.S: He said to me, “Did you complete the work yesterday?”

I.D.S: He asked me if I had completed the work the previous day.

9. Imperative sentence:

When we change an **imperative sentence** into indirect speech, the indirect speech should be written with ‘To’ infinitive.

Ex:

D.S. The teacher said to me, “Don’t sit here.”

I.D.S: The teacher ordered me not to sit there.

D.S. He said to me, “Please give me a pen.”

I.D.S: He requested me to give him a pen.

10. Exclamatory sentence:

When we change an **exclamatory sentence** into indirect speech, we need to start the sentence with the expressions like: exclaimed with happy, exclaimed with surprise, exclaimed with sorrow, etc.

Ex:

D.S. The boy said, “Hurrah! We have won the match.”

I.D.S: The boy exclaimed with joy that they had won the match.

D.S. The old man said, “Alas! I have lost my purse.”

I.D.S. The old man exclaimed with sorrow that he had lost his purse.

Exercises:**Change the following into indirect speech.**

1. Rahul told to me, “When are you leaving?”
2. “Where do you live?” the stranger asked Aladdin.
3. The teacher said to Shelly, “Why are you laughing?”
4. Dhronacharya said to Arjun, “Shoot the bird’s eye.”
5. “Call the first convict,” said the jury.
6. “Call the ambulance,” said the man.
7. Bruce said to me, “I shall do the work.”
8. My mother said to me, “You were wrong.”
9. Mr. Richard said to me, “Please wait here till I return.”
10. The captain said to me, “Bravo! You have played well.”
11. Raj said, “Alas! My pet died.”
12. Ruchi said, “I may go there.”
13. Bucky said to Steve, “Do you hear me?”
14. The boy said, “Let me come in.”
15. Granny said to me, “May God bless you.”

DEGREES OF COMPARISON

Degrees of Comparison are used when we compare one person or one thing with another.

There are three **Degrees of Comparison in English**.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

1. Positive degree.

When we speak about only one person or thing, we use the Positive degree.

Ex:

- This house is big.

In this sentence only one noun "The house" is talked about.

- He is a tall student.
- This flower is beautiful.

2. Comparative

When we compare two persons or two things with each other, we use both the Positive degree and Comparative degree.

Ex:

- a. This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term "bigger" is comparative version of the term "big". Both these sentences convey the same meaning.

- b. This flower is more beautiful than that. (Comparative)

This flower is not as beautiful as that. (Positive)

The term "more beautiful" is comparative version of the term "beautiful". Both these sentences convey the same meaning.

c. He is more intelligent than this boy. (Comparative)

This boy is not as intelligent as him. (Positive)

The term "more intelligent" is comparative version of the term "intelligent". Both these sentences convey the same meaning.

- When we compare more than two persons or things with one another, we use all the three Positive, Comparative and Superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

3. Superlative

He is more intelligent than other boys in the class. (Comparative)

No other boy is as intelligent as this boy. (Positive)

The term "most intelligent" is superlative version of the term "intelligent". Both these sentences convey the same meaning.

He is the tallest student in this class. (Superlative)

He is taller than any other student in this class. (Comparative)

No other student is as tall as this student. (Positive)

The term "tallest" is superlative version of the term "tall".

Model -1: "The best":

Examples:

i. This is the best hotel in this area.

No other hotel is as good as this in this area.

This hotel is better than any other hotel one in this area.

ii. Unemployment is the most serious problem facing our country.

Unemployment is more serious than any other problem facing our country.

No other problem facing our country is as serious as unemployment.

Model-2: "One of the best":

Examples:

i. Calcutta is one of the largest cities in India.

Calcutta is larger than most/many other cities in India.

Very few cities in India are as large as Calcutta.

ii. Satin Tendulkar is one of the best batsmen in the world.

Satin Tendulkar is better than most other batsmen in the world.

No other batman in the world is as good as Satin Tendulkar.

Model-3: "Not the best":

Examples:

i. This is not the best solution to the problem.

This is not better than some other solutions to this problem.

Some other solutions to this problem are not as good as this one.

Few adjectives and adverbs get their Comparative forms by simply getting "more" before them. And their superlative terms, by getting "most" before them.

Examples:

Beautiful.....more beautiful.....most beautiful

Effective.....more effective.....most effective

Effectively.....more effectively.....most effectively

Enjoyable.....more enjoyable.....most enjoyable

Useful.....more useful.....most useful

Different.....more different.....most different

Honest.....more honest.....most honest

Qualified.....more qualified.....most qualified

Few adjectives and adverbs get their Comparative forms by simply getting "er" after them and their superlative terms, by getting "est" after them.

Examples:

Hard.....harder.....hardest

Big.....bigger.....biggest

Tall.....taller.....tallest

Long.....longer.....longest

Short.....shorter.....shortest

Costly.....costlier.....costliest

Simple.....simpler.....simplest

Degrees of Comparison add beauty and varieties to the sentences.

Exercise:

Change the following sentences as directed.

1. Amy is as brave as Penny. (Comparative degree)
2. Gold is the most expensive metal. (Positive degree)
3. Ramu is stronger than Shamu. (Positive degree)
4. Ram is one of the most intelligent boys. (Comparative degree)
5. Riya is the laziest girl in the class. (Positive degree)
6. Minu is the sweetest girl in the class. (Superlative degree)
7. Indore is the cleanest city in India. (Comparative degree)
8. Very few students in the class are as intelligent as Tina. (Superlative degree)
9. This knife is not as sharp as the other. (Comparative degree)
10. Uday is the heaviest boy in the village. (Positive degree)

Writing:**Technical Report Writing**

Engineers and scientists write formal reports for many reasons, including the documentation of experiment and designs.

What distinguishes a formal report from an informal reporting of information? The answer lies not in the topics of formal reports, but in the expectations of the audiences for formal reports. In a formal report, the audience expects a methodical presentation of the subject that includes summaries of important points as well as appendices on tangential and secondary points. Note that the readers for a formal report are often two or more distinct audiences. These distinct audiences include professionals specializing in the report's subject matter, professionals not specializing in the report's subject matter, and managers overseeing the report's subject matter.

For, instance, as an engineer or scientist working on the design of an airplane seat, you might write several formal reports. One formal report might propose a new design for the seat. A second formal report might update the progress on the construction of a test seat. Yet another formal report might document tests performed on the design. Still another formal report would assess whether the new design should replace the existing design. In the last report, you would combine elements from all the previous reports. Note that the last report might appear as a research article, which is a special kind of formal report for a research audience.

Key features of reports

- Are designed for quick and easy communication of information
- Are designed for selective reading

And while writing,

- Use sections with numbered headings and subheadings
- Use figures and diagrams to convey data.

Basic Structure of a Report

A report usually has these components:

- *Cover*
- *Title page*
- *Acknowledgements*
- *Table of Contents*
- *Abstract and summary*
- *Introduction*
- *Discussion or description*
- *Conclusions*
- *Recommendations*
- *Appendix*
- *List of references*
- *Bibliography*
- *Glossary*
- *Index*

Cover

To protect the manuscript against damage, a report is usually bound in a cover, a neat and attractive cover gives a report professional look. It should contain only essential information, namely, the report number and its clarification, if any, name of the organization, title of the report, name of the author and the date.

Title page

The title page gives:

- The course name and number, the department and university
- The title of the report
- The authors' names, and ID numbers
- The date of submission

Acknowledgments

It is necessary to acknowledge any help, assistance or guidance received from different persons or organizations. In doing so you should be sincere and courteous and have a variety in your expressions. A few commonly used expressions are given below:

- We thank
- We are grateful
- We are highly obliged to
- Thanks are due to

The reasons for thanking the person (s) are also stated, for example, we are particularly grateful to Mr. John for his useful guidance, and...

Abstract and Summary

An abstract is a clear, concise condensation of the purpose and the most important results of the project. It states what the report is all about, what has been accomplished and the significance of the achievement. A summary on the other hand is the entire report in a nutshell. It has a beginning, stating why the project was carried out and why the report was written; middle, highlighting the most important feature of the report and an end giving conclusions and recommendations

Introduction

An introduction states the subject and the purpose of the project, gives the background, describes the basic procedure or methods followed for the collection of date and their sources, defines

scope points out the limitations or qualifications of the project; and indicates the value or importance of the project.

Discussion or Description

The function of this element is to discuss or describe the main business of the report. It naturally therefore contains the data on an organized form, of them in tables, which are analyzed. These are then evaluated and judgment is formed and they ultimately lead to the formulation of conclusions.

Conclusions

To give a sense of finality and completeness to the discussion or description, it is a common practice to make a certain remarks at the end of a piece of writing. Their function is merely to bring the discussion smoothly to a close, giving the reader a psychological assurance of having come to an end.

Recommendations

Recommendations, when given, are clearly derived from the conclusions and indicate future action, application of material, need the further investigation or proposed Programme, etc.

Appendix

The appendix is a useful element of the report. Each appendix should be a separate unit and should be unnumbered as Appendix A, Appendix B, etc. the kinds of material that are generally included are as follows: derivations of equations, detailed calculations, copies of exhibits, data sheets, questionnaires used in the investigation, list of questions used for interview, sample of forms, detailed descriptions of equipment or procedures, tables and figures which would be conveniently fit into the body of the report, etc.

List of references

If you have used or quoted in your report matter form any published or unpublished source, you should give credit to the author(s) concerned by citing them in the text and listing them at the end

of the report. This list is known as the list of references. The entries in the list with full bibliographical details are made in the alphabetical order or in order of citation in the text.

Bibliography

A bibliography is a list of sources consulted. It is serially numbered and the entries in it are made in the alphabetical order. The details appear in the same sequence as in the list of references.

Glossary

A glossary is a list of technical words or terms used by the reporter in a special sense. The sole purpose of a glossary is to help the reader understand clearly what you say in the report.

Index

An index helps the reader locate a topic or sub-topic or any other material easily. The entries in the index are arranged in an alphabetical order and are cross-reference

Sample report:

A report on an accident that took place in a leading plastic manufacturing unit.

From

Ajesh Kumar

The Supervisor / Quality Control

Hyderabad

13th June, 2018

To

The Managing Director

ABC Plastics Private Limited

Warangal District

Telengana

Title: Report on the fire accident/Ref: TN/Che/645

With reference to your memo No.TN/Che/645, dated 17th February 2018, a detailed study on the fire accident has been made. A report on the accident with suggestive measures to avoid such mishaps in future is illustrated below.¬

Last week on 14th February 2018, a fire broke out in the plastic injection manufacturing unit due to a spark produced in the electric circuit near the main when the products (powder container shutter for HLL) were being dispatched. The products were 400 KG in volume. Immediately fire extinguishing spray started automatically and fire service rushed from outside also. About 20 workers involving in the service inside the shop floor experienced 20% burns. They were administered first aid and taken to the hospital immediately. The fire continued and all the products to be dispatched were burned out completely even though the fire service took their best.

Findings:

- i) Under investigation, it was found that some spark had occurred to damage in the power line.
- ii) Constant exposure to paint had caused the damage.

Conclusion and recommendations:

- i) Wiring should be checked and replaced at regular intervals, particularly, in the paint shop.
- ii) Proper fuses should be installed.
- iii) Workers should be provided fire-resistant dress.
- iv) More number of automatic fire extinguishing devices should be installed.



Ajesh Kumar.