

An Astrologer's Day

Irony - 50%

R. K. Narayan (1906–2001) was a well-known Indian writer of English fiction. As a first-generation Indian novelist who wrote in English, he caught the attention of the Western world through his friend, the British novelist, Graham Greene. Narayan was essentially a storyteller, whose sensitive, well-drawn portrayals of twentieth-century Indian life teem with fascinating characters. The simplicity of his language, his realistic settings and endearing characters have made him one of the most well-loved writers of India. His stories also resonate with humour and irony. R. K. Narayan published more than ten novels and many short stories, and his works have been translated into several Indian and European languages. His popular works include *The Bachelor of Arts* (1937), *Malgudi Days* (1943), *Waiting for the Mahatma* (1955), *The Guide* (1958) and *The Man-eater of Malgudi* (1961).

'An Astrologer's Day' is a 'whodunit' story, but with a Malgudi twist. The protagonist, an astrologer, is rendered vivid by the typical narrative skill and humour of R. K. Narayan. At the heart of the story is a highly-charged encounter that he has with a customer. The customer turns out to be a figure from the astrologer's past and the story ends with an unexpected twist.

SUMMARY

R.K.Narayan is one of the prominent Indian writers in English. He is called the 'Indian Chekov.' He highlights the social context and everyday life of his characters, especially from the South India. In the present story, he tells the readers the simple life and secret life of an astrologer who was a peasant once. At that time, he was given to gambling, drinking and fights. One day he had a quarrel with another young man. In his anger he stabbed the other man and pushed him into a well. Thinking that he was dead, he left his village and reached a town very far from his native. For livelihood, he became an astrologer and became successful in it though he was devoid of any training.

One day evening when he was about to leave his usual place, a man stood before him. He invited the man in his professional tone, but when he looked at him, he remembered that it was the man whom he had stabbed and pushed into a well. It means that he was not dead. He called him by his name 'Guru Nayak' and said that he was searching for a person who had stabbed and left thinking he was dead. Guru Nayak asked him where his enemy was. The astrologer told Nayak that his enemy had been dead and warned him not to come in the direction of the town in future. The astrologer reached home feeling that a great load of fear and guilt had gone.

GLOSSARY

| | |
|-----------------------|--|
| cowrie shells | : shells of small snails |
| palmyra | : writing on palm leaves |
| cosmos/dahlia | : types of flowers |
| vociferousness | : noisiness; the quality of being conspicuously and offensively loud |
| dally | : to linger, hover |
| shrewd | : intelligent |
| paraphernalia | : equipment needed for a particular activity |
| careworn | : tired and showing signs of long-term stresses |
| piqued | : irritated, resentful |
| bluff | : to lie, cheat |
| jutka | : a two-wheeled tonga driven by a horse or a bull |
| disgorge | : to pour out |
| incantation | : ritual recitation of words or sounds |
| groan | : here, to indicate displeasure |
| pyol | : a small area like a porch or a veranda at the entrance of a hut |

PRONUNCIATION

Pronunciation of Plural Forms of Words : The plural forms of words, ending in -s, -es and -ies, are pronounced as follows :

- a) /iz/ after the consonant sounds /s, z, ſ, ʒ, tʃ, dʒ/, for example 'buses', 'roses', 'bushes', 'garages', 'watches' and 'bridges'.
- b) /s/ after the consonant sounds /p, t, k, f, θ/, for example 'stops', 'cats', 'parks', 'chiefs', and 'berths'.
- c) /z/ after all consonants and all vowels, for example 'bags', 'tubs', 'buds', 'buns', 'sums', 'stalls', 'songs', 'doves', 'plays', 'toys', 'cars', 'peas' and 'files'.

Pronunciation of Past Tense Form of Verbs : The past tense form of words ending in -ed, -d and -ied is pronounced as follows :

- a) /ɪd/ after all consonant sounds /t, d/, for example :

| | |
|--------|---------|
| parted | raided |
| wanted | founded |

b) /t/ after all consonant sounds /p, k, tʃ, f, dʒ/, for example :

| | |
|---------|---------|
| tapped | earthed |
| looked | ceased |
| watched | brushed |
| laughed | wedged |

c) /d/ after all consonant and all vowel sounds. For example :

| | |
|---------|---------|
| rubbed | starved |
| dragged | called |
| plunged | dried |
| hummed | prayed |

EXERCISE 16

1. **Say whether the endings of the following words sound like /iz/, /z/ or /s/.**

- | | | | | |
|-----------|-----------|-----------|--------------|------------|
| a) ridges | b) proofs | c) soaps | d) kings | e) nooks |
| f) ferns | g) germs | h) inches | i) hospitals | j) matches |
| k) ropes | l) ways | | | |

Answers :

- | | | | |
|--------------------|-------------------|----------------|------------------|
| a) ridges - /iz/ | b) proofs - /s/ | c) soaps - /s/ | d) kings - /z/ |
| e) nooks - /s/ | f) ferns - /z/ | g) germs - /z/ | h) inches - /iz/ |
| i) hospitals - /z/ | j) matches - /iz/ | k) ropes - /s/ | l) ways - /z/ |

2. **Say whether the endings of the following words sound like /id/, /t/ or /d/.**

- | | | | | |
|-------------|-----------|-----------|------------|-----------|
| a) searched | b) hinted | c) filled | d) passed | e) funded |
| f) picked | g) lied | h) dashed | i) skidded | j) poured |

Answers :

- | | | | | |
|-------------------|------------------|-----------------|-------------------|------------------|
| a) searched - /t/ | b) hinted - /id/ | c) filled - /d/ | d) passed - /t/ | e) funded - /id/ |
| f) picked - /t/ | g) lied - /d/ | h) dashed - /t/ | i) skidded - /id/ | j) poured - /d/ |

Grammar

Preposition

Prepositions are words that appear in front of nouns, noun phrases, pronouns and gerunds (-ing forms of verbs that behave like nouns) and link them to other nouns, verbs and adjectives in the sentence. The words that follow prepositions are called their objects, and the prepositions are said to govern them. The preposition together with its object forms a prepositional phrase. Look at the examples of prepositions (in italics) which link the underlined words in the sentences below.

He smiled at Rani.

Prema kept the pen on the table.

Anshuman is fond of reading.

Though a preposition is usually placed before the noun it governs, it can also appear sometimes in other positions. For example:

Dr Siddique is the person I spoke to.

What is the documentary on?

Gita needed something to wipe the plates with.

Simple prepositions consist of one word. Some of these are given below:

| | | | | | |
|---------|--------|---------|------------|---------|---------|
| about | above | across | after | against | along |
| among | around | at | before | behind | below |
| beneath | beside | besides | between | by | despite |
| down | during | for | from | in | into |
| inside | of | on | outside | over | round |
| since | than | through | throughout | till | to |
| towards | under | until | up | upon | with |

Complex or phrase prepositions consist of two or more words. For example:

| | | | |
|-------------|---------------|---------------|------------------|
| along with | away from | because of | due to |
| except for | together with | instead of | in comparison to |
| in spite of | according to | in view of | up to |
| but for | next to | on account of | apart from |

There are other words that look like adjectives or verbs but they are used as prepositions. These include:

| | | | | |
|---------|------------|-----------|-----------|-----------|
| barring | concerning | excluding | following | including |
| like | minus | near | plus | unlike |

Prepositions can have different functions. Thus, they indicate time, place, purpose, direction, movement, means/instrumentality, concession, comparison, source and manner. Look at the following sentences where the prepositions have these functions.

Sudha sits between Saroj and Usman. (position)

Vijay went from Kochi to Kottayam. (movement and direction)

Father returned at 6 o'clock. (time)

The road has been blocked because of the wedding procession. (reason)

We went to the market for vegetables. (purpose)

Jaya cut the lemon with a knife. (instrument)

Let's go to Mumbai by bus. (means)

In spite of the heat, the children are playing outdoors. (concession)

The bird looks like a koel. (comparison)

Leela does all her work with great care. (manner) *5/5*

They got water from the river. (source)

Exercise

Fill in the blanks in the following sentences with suitable prepositions.

- a. The bag is ...on..... the top rackof..... the cupboard.
- b. They are sorry ...for..... having disturbed you.
- c. The woman ...in..... the car is my neighbour.
- d. Did you see the article ...about..... the applications ...of..... biotechnology?
- e. Shikha spent a day ...with..... her auntat..... 12, Gandhi Nagar ...in..... Nizamabad.
- f. The baby slept peacefully ...until..... the telephone rang.
- g. ~~Despite~~ the strike call, people went out to work.
- h. Rini was angry ...with... Simon and spoke harshly ...to..... him.
- i. The building is deserted ...with.. pigeons and mice.
- j. His clients are happy ...with... Mani's work. ~~about~~

VOCABULARY

Anagrams : An anagram is a word or phrase that can be rearranged in such a way that a new word or phrase is formed out of it.

Examples :

tools – stool, listen – silent, read – dear, miles – smile

EXERCISE

Use anagrams derived from each of the words below to fill in the blanks.

1. **idea** : Subhash worked as an to the minister.
2. **lake** : One of the tires developed a
3. **left** : I a sharp pain in my legs.
4. **lamb** : The soon soothed the pain.
5. **rental** : Sumana a lesson today.
6. **staple** : Pass me those and cups.
7. **strain** : All on this route are running late.
8. **things** : In the month of January are really cold and foggy.
9. **recede** : The president passed a banning the strike.
10. **reopen** : Give me that bottle

Answers :

- | | | | | |
|-----------|-----------|-----------|-----------|------------|
| 1. aide | 2. leak | 3. felt | 4. balm | 5. learnt |
| 6. plates | 7. trains | 8. nights | 9. decree | 10. opener |

SPELLING

Mismatch between Spelling and Pronunciation :

The spellings of many words do not match the way they are pronounced. Look at the examples given below. Column 1 gives the word and Column 2 shows how the word is pronounced with the help of phonetic transcription. You will notice that the pronunciation does not match the spelling exactly.

| | |
|--------------|---------------|
| chandelier | ʃændi'laɪə |
| entrepreneur | əntrəprə'nəʊ: |
| indict | ɪn'daɪt |
| rhythm | 'rɪðəm |

EXERCISE

Write phonetic transcription of the following words.

oven, chocolate, giraffe, onion, kangaroo, write

Answers :

| | | | | | |
|-----------|---|----------|----------|---|------------|
| oven | - | 'ʌvən | onion | - | 'ʌnjən |
| chocolate | - | 'tʃɒklət | kangaroo | - | kængə'r'u: |
| giraffe | - | dʒi'rɑ:f | write | - | raɪt |

Punctuation

Capitalisation

Capital letters are generally used in the beginning of sentences.

Keerti is the best player of our team.

They are used to start a sentence within inverted commas.

Shakespeare says, 'To be or not to be ...'

We capitalise the names of people and use capital letters to refer to a person's degree or title.

Ajay, John, Irfan, Gurmeet

Sir Richard Hadlee was a great bowler.

Nehru was called 'Chacha' by the children.

Capital letters are used in names of festivals, days, weeks, months and events. Do not capitalise the names of seasons (spring, summer, winter, etc.).

Christmas falls on 25 December.

On Mondays, we generally go to school.

Himachal Pradesh is very cold in December.

Capital letters are used to refer to the names of particular places, streets, roads, cities, states and countries. Adjectives derived from these are also capitalised.

Wall Street, Pusa Road

Bengaluru, Karnataka, France

Kannada, French

Capital letters are used in names of clubs, organisations and business firms.

Chelsea Football Club

The Chamber of Commerce

Capital letters are used in exclamatory words.

Hurrah! We won the match.

Oh! I forgot it.

Wow! What a beautiful sight.

The personal pronoun 'I' is always written in capital letter.

I am the captain of my team.

I will not give up until I succeed.

Exercise

Correct the use of capital letters in the following paragraph.

trees give Shade for The Benefit of Others while They themselves stand in the Sun and Endure scorching Heat, They produce the Fruit by which Others Profit. the Character of Good Men is Like that of Trees. what Is the Use of This Perishable Body, If no Use of it is made for the Benefit of Mankind? gold—The More it is burnt, the more Brightly does it Shine. The Men who are Noble at heart do not lose these Qualities even in losing their Lives.

Answer :

Trees give shade for the benefit of others, while they themselves stand in the Sun and endure scorching heat. They produce the fruit by which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use of it is made for the benefit of mankind ? Gold – the more it is burnt, the more brightly does it shine. The men who are noble at heart do not lose these qualities even in losing their lives.

CONVERSATION

It is important to maintain a positive attitude towards life and its problems to find solutions and to lead a happy life.

Read the following dialogue :

- Rokeya** : Hi, Hamid ! Where are you off to ? Why, you look rather tired and gloomy ?
What happened ?
- Hamid** : Hi, Rokeya. It feels so nice to meet you, to meet a smiling face. I have been out all day in this heat and feel quite tired.
- Rokeya** : But what happened ? Why are you out on a Monday afternoon ? Don't you have to be in your office ?
- Hamid** : I have lost my job, Rokeya. They fired me last month. It seems they have to cut down the number of employees due to the economic recession. I have been looking for a job for weeks now. No one seems to be hiring. I feel so depressed, to be honest. Life has become such a burden.
- Rokeya** : Oh. I am so sorry to hear this, Hamid. But, if you ask me, I think you should see an opportunity in this.
- Hamid** : What do you mean ?
- Rokeya** : See, I know you from your school days. I know how good a writer you are. Remember all those short films you people made during your college days. I know you scripted all those. And I know for a fact that you still write and collect story ideas. To be honest, I was quite disappointed when I got to know that you have chosen a career in computer programming instead of trying your hand at scriptwriting. Why don't you make an effort now !
- Hamid** : But, am I good enough to take up writing seriously ?
- Rokeya** : Come on ! Be confident about yourself. Have belief that you have the ability to succeed. I am a firm believer in the power of having a positive attitude to life. Look at every situation in life as the best situation.
- Hamid** : Thank you for your kind words. I will certainly think about this.
- Rokeya** : Please do. Remember, never give in to pessimism.

ACTIVITY

Imagine that Hamid has thought further about Rokeya's advice to try his hand at scriptwriting. He has already written to a leading production house and they have expressed interest in meeting him after reading samples of his work. Now, Hamid has to explain his decision to his parents who want him to look for another job in the IT sector. Working in groups, construct and enact the conversation between Hamid and his parents.

Answer :

- Hamid** : Father, I think I can become a script writer.
- Father** : How can you say?
- Hamid** : A producer showed interest in my ability.
- Mother** : I don't think it will give you a steady income.
- Hamid** : No mother, I can earn more than I do in my job.
- Father** : But you will have social prestige as a man in software.
- Hamid** : Every work has its own recognition, father.
- Mother** : Who will recognize a script writer ?
- Hamid** : No mother, it has its own recognition. If I work hard, I can show my ability.
- Father** : But we prefer you work in IT field.
- Hamid** : There is saturation in IT sector. I have to work for meagre salary.
- Mother** : Is the remuneration good to a script writer?
- Hamid** : Undoubtedly, I will prove it.
- Father** : Okay, go ahead. But work hard sincerely.
- Hamid** : Thank you very much. I will show my ability.

READING

Architectural Wonders of Telangana

Telangana is home to many architectural marvels of national importance. It owes a lot to the Chalukyas and the Kakatiyas for the development of art and architecture in the region. It has monuments such as the Thousand Pillars Temple, Alampur Temples, Ramappa Temple and many others. Hyderabad, the capital of Telangana, has many monuments that reflect the cultural and historic background of the city. They include the Charminar, Falaknuma Palace, Golkonda Fort, Qutb Shahi Tombs, and the Buddha statue on the Hussain Sagar lake. These monuments speak volumes about the different dynasties that had ruled over this region, their cultural heritages, and the incredible architectural knowledge they had. The Charminar and the Warangal Fort are two of the best examples of this. The Charminar, considered to be 'Hyderabad's Taj Mahal', was built by Sultan Muhammad Quli Qutb Shah. The fort at Warangal, built during the time of Rudramadevi and Prataparudra, has many gateways, square bastions and circular earthen walls. It is incomparable both in quality and beauty. We are fortunate to be the inheritors to these architecultural riches. It is our duty to preserve and treasure these, while bringing them to the notice of the world.

Comprehension :

1. Name two dynasties that helped develop art and architecture in the Telangana region.
2. Name a few of the architectural monuments situated in Hyderabad.
3. Who built the Charminar ?
4. What do the architectural monuments in Telangana testify to ?
5. Why should we strive to preserve our architectural heritage ?

Answers :

1. The Chalukyas and the Kakatiyas.
2. The Charminar, Falaknuma Palace, Golkonda Fort, Qutb Shahi Tombs, and the Buddha statue on the Hussain Sagar lake.
3. Sultan Muhammad Quli Qutb Shah built the Charminar.
4. These monuments speak volumes about the different dynasties that had ruled over this region, their cultural heritages, and the incredible architectural knowledge they had.
5. We should strive to preserve our architectural heritage because future generations will get inspiration from it and know how great our region is.

WRITING

Narrative Essays :

As the name itself suggests, the aim of the narrative essay is to narrate or report an event. The arrangement is by the order in which the events occurred.

Some tips on writing a narrative article or essay :

- Narrative writing may relate a real life situation or an imagined one.
- This type of writing mostly uses the past tense (but sometimes also the present tense).
- Mention the setting or background (time and place). This is usually provided at the beginning of the narration; for example, 'On a blistering summer afternoon in a tiny village in Patiala ...'
- The action or events of the narrative should ideally have a beginning, a middle, and a clear ending. This is particularly preferable when you are just beginning to write such essays.
- Decide on and stick to a single point of view.
- The sequencing of events is usually done in the order of their occurrence in time. However, you could sometimes begin at the ending or in the middle of a narrative for dramatic effect.

- Spoken communication may be presented within your essay in either direct or indirect speech or in a mixture of both. If the narrative includes dialogues, the words spoken by each person, enclosed in quotation marks, is treated as a separate paragraph.
- Do not forget to use a variety of sentence types and vocabulary to avoid monotony.

EXERCISE

Write an essay narrating an eventful cricket / football / hockey / basketball match. An exciting finish, a high scoring of runs / goals / points, a hat-trick, the behaviour of spectators – all these can make a match interesting. Use these ideas in your essay.

Answer :

Cricket is very interesting outdoor game. I am very fond of playing cricket. I am equally fond of watching a really good match. The other day I went to see a very fine match between the India and Australia.

It was a fine day. A large number of people had gathered to witness the cricket match in the National Stadium. The captain of the Indian team won the toss and elected to bat, and the Australian team took the field.

The two batsmen who went in first were quite good players. One was a good hitter, and punished the ball and all over the field whenever he got it. The other was very careful, and most of the time simply blocked. He did not care for the runs. The bowling was strong, and the boy who played a steady game was not able to score at single run for the first fifteen minutes, but the other was securing them rapidly. But he soon paid for it; he was caught out smartly at mid off.

The next four players were dismissed very quickly two bowled, one caught out and one out leg-before wickets. All of us thought that the Indian team would soon be all out. The score stood at fifty. However, the captain made a stand and, with the help of the steadyboy who kept in with his blocking, was able to pull up the score to a hundred. The captain played very cautiously but before he could make some more runs, he was run out. The whole eleven were out for 150 runs.

We felt that the Indian team would lose the match, but Australian team did not have such an easy time as we expected. The Indian team had two very good bowlers one very fast, and the other spinner, and they gave their opponents a very tough time.

The Australian team made rather a poor start. Their first wicket fell in about ten minutes when the score was only ten. However, their captain cheered them up and

made a great stand when he was caught out at 70. Then their wickets began to fall quickly. The game seemed to point to a defeat for the Australian team. But when their ninth and tenth player came to bat, their hopes revived, they hit and drove one of the fast scores reached a hundred. At last one fine catch sent one of the fast scores off the field. But the last man was a daring batsman whose two hits won applause from the crowd. They had now only thirteen runs to make a win the match. They struggled for runs, and great was the joy of the Australian team when the score stood at 115. But as ill luck would have it, one slow ball tempted the player to hit a six but he was clean bowled. The Australian team lost the match by five runs only.

It has been agreed that it should be a one innings match, so this meant victory for the Indian team. But though the Australian team lost the match they gave an exhibition of some fine cricket.

SOFT SKILLS

Negotiation Skills :

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organization they represent). However, the principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome. Specific forms of negotiation are used in many situations: international affairs, the legal system, government, industrial disputes or domestic relationships as examples. However, general negotiation skills can be learned and applied in a wide range of activities. Negotiation skills can be of great benefit in resolving any differences that arise between you and others.

A good negotiator is

- never too aggressive, and is tactful in dealing with the other party.
- has good communication skills and is able to put forward her/his points effectively.
- is a good listener.
- is able to mould her/his body language effectively to exude confidence and trust.
- is flexible and pragmatic about the negotiation process.
- is perceptive enough to understand the other party's needs and aspirations.
- is able to convince the other party about her/his reliability.

Hope for the Best and Prepare for the Worst

We should be optimistic in life. By optimism, it is meant that one should firmly believe that the best would happen. This belief will give us the moral boost to carry on with our efforts. Only hard and incessant efforts will lead to success. For our efforts to be incessant, we should positively believe that we are going to succeed. Instead, if we get discouraged and lose heart, chances are that we will fail. There is another side to this, despite all our efforts it happens that we don't succeed. If such a thing happens, we should be prepared to accept it. We should remember that defeat is yet another step to success. Our next endeavor may succeed. But instead of that, if we lose heart and remain inactive, we will be giving success no chance to help us. Life as we all know is full of hard realities. At the same time life has its bright side also. Life is really a mixture of success and failure. Nobody is entirely successful in life. Likewise nobody can always be failures. If we fail once, the next time we may succeed. And so in whatever we do it is always better to hope for the best and at the sometime be prepared for the worst. Such an attitude will certainly help us in life.

Playing the English Gentleman

Born in a small community in coastal Gujarat, **Mohandas Karamchand Gandhi** (1869–1948) rose to become the leader of modern India, spearheading India's freedom struggle and winning independence for the nation from British rule. It was a long and difficult struggle, but with the intangible weapons of *ahimsa* (non-violence) and *satyagraha* (truth-force), he, along with other freedom fighters, brought the long era of colonialism to an end. He first used his non-violent, civil disobedience techniques in South Africa in his fight against the dominant British rulers. After his return to India, he organised protests against land taxes and racial discrimination. He built up an awareness on human rights, women's rights, and religious and ethnic equality. Both in India and the rest of the world, he is affectionately known by the sobriquet 'mahatma', or 'great soul'.

This piece is taken from Gandhiji's *My Experiments with Truth*, his autobiography and a wonderful record of all his successes, failures, strengths and failings. It tells us of his efforts to imitate the English, till he eventually comes to realise his own worth and individuality.

SUMMARY

Mahatma Gandhi played a key role in getting freedom to India through non-violence and non-cooperation. The present piece is taken from his autobiography 'My Experiments with Truth'. This deals with how Gandhi was fascinated to become an English gentleman totally. While studying Law in England, Gandhi tried his hand at becoming an 'English Gentleman' as an alternative of his being away from non-vegetarian food.

Gandhi did not want to look clumsy in the English society. He spent ten pounds to buy an evening suit, and a chimney pot hat to match his attire. He invested three pounds to learn dancing. Another three pounds to learn violin! He joined elocution classes to learn French. The eagerness to learn and acquire more skills gripped Gandhi. But after six lessons of dancing, he could not dance. He was not able to play piano. Gandhi suddenly felt realization. One's behaviour would make him a gentleman. Moreover, he came to England to study bar-at-law. For a student, studies must be the first and foremost thing. He felt that he was on the wrong way. If he wanted to learn playing piano, he could do it even in India. He, therefore, cancelled all his efforts to make himself an English gentleman and concentrated on his studies.

GLOSSARY

| | |
|-----------------------------|--|
| vegetarianism | : the habit of refraining from meat and eggs |
| diet | : eating habits |
| outcast | : a person who is not accepted in society |
| muddle | : confuse |
| fritter my life away | : spend my life in a useless manner |
| crank | : a person with strange habits |
| palatial | : resembling a palace in its grandeur |
| tussle | : quarrel |
| polished | : familiar with fashion, and aware of cultural changes |
| cultivate | : to develop |
| Army and Navy Stores | : a big shop in London which is not just for the army and the navy |

| | |
|------------------------|--|
| top hat | : a tall hat shaped like a cylinder |
| eloquence | : the art of correct speech |
| lingua franca | : the 'common' language |
| rhythmic motion | : movements made in order to keep to the rhythm |
| to keep time | : to follow the rhythm of the music |
| invested | : paid |
| guinea | : twenty-one shillings |
| pitt | : William Pitt, a famous Prime Minister of England |
| Inns of Court | : the law courts of London |
| forego | : do without or give up something |
| infatuation | : a passing affection |

PRONUNCIATION

Syllable :

A syllable is the next higher unit to a speech sound and forms a word or a part of a word. It contains one (and only one) vowel **sound** (not letter). The number of consonant **sounds** in a syllable may be 'Zero to Seven'.

A word may have one syllable or more.

- ★ Words with one syllable each are called **monosyllabic** words.
- ★ Words with two syllables each are called **disyllabic** words.
- ★ Words with three syllables each are called **trisyllabic** words.
- ★ Words with more than three syllables each are called **polysyllabic** words.

The number of vowel **sounds** in a word gives us the number of syllables in that word. By noticing the vowel symbols in the phonetic transcript of a given word, we can arrive at the number of syllables in that word. Look at the following examples :

pen / pen / only one vowel sound - one syllable - monosyllabic

paper / pepa(r) / two vowel sounds - two syllables - disyllabic

gravity / græviti / three vowel sounds - three syllables - trisyllabic

discovery / dɪskvəri / four vowel sounds - four syllables - poly (tetra) syllabic

organization / ɔ:gənaizerɪzən / five vowel sounds - five syllables - poly (penta) syllabic

There are, however, certain words in which the number of vowel sounds is not equal to the number of syllables. Look at the following examples :

brittle / brɪtl / only one vowel sound - but two syllables

prism / prɪzm / only one vowel sound - but two syllables

mutton / mʌtn / only one vowel sound - but two syllables.

The reason for this variation is that the consonant sounds / l /, / m / and / n / help form a syllable. These sounds in such words are, therefore, called *syllabic consonants*.

Examine some more examples of this kind :

| | | |
|------------------------------|----------------|------------------------------|
| subtle / s _ʌ tl / | rhythm /rɪθm / | sudden / s _ʌ dn / |
| couple / k _ʌ pl / | | pardon / pɑ:dn / |
| ripple / rɪpl / | | trodden / trədn / |
| throttle / θrɒtl / | | broaden / brɔ:dn / |

ACTIVITIES

- 1.** Fill in the table below with appropriate words from the list. The first row is done for you.

bell, answer, ask, environment, facility, being, communication, availability, banana, consideration, grade, president, funny, anniversary, misunderstand, responsibility, qualification, jump, without, organisation, independent, identification, fire, anybody, candle, accident, principle, democracy, committee

| 1 Syllable | 2 Syllables | 3 Syllables | 4 Syllables | 5 Syllables | 6 Syllables |
|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| bell | answer | committee | facility | communication | availability |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| A. | 1 Syllable | 2 Syllables | 3 Syllables | 4 Syllables | 5 Syllables | 6 Syllables |
|-----------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | bell | answer | committee | facility | communication | availability |
| | ask | being | banana | misunderstand | consideration | responsibility |
| | grade | funny | president | independent | anniversary | indentification |
| | jump | without | anybody | democracy | qualification | |
| | fire | candle | accident | environment | organisation | |
| | | | principle | | | |

- 2.** Use the clapping method to better understand syllabification. Working in pairs, clap and count the syllables in the words below.

For example, for the word 'reading' : 'read' (clap) - 'ing' (clap) / total number of syllables : 2

jab, continue, hospital, various, elephant, international, cunning, sympathy, serene, appearance, evening, intentional

A. Students' Activity

Grammar

Conjunctions

Conjunctions are words that are used to connect or link words, clauses, phrases or sentences. The words *and*, *but*, *or*, *both*, *than*, *when*, *therefore*, *because*, *unless*, *as*, *till*, *since*, *lest*, *until*, *rather*, etc., are conjunctions.

They buy fruits *and* vegetables.

Sandhya works quickly *but* neatly.

Is your brother older *or* younger to you?

I wake up early in the morning, *yet* I am unable to catch the bus.

Conjunctions are broadly divided into two types: **coordinate** and **subordinate** conjunctions.

Coordinate conjunctions are also known as **coordinators**. They join together clauses of equal importance. The common coordinators include *and*, *but*, *for*, *so*, *still*, *nor*, *yet*, *either...or*, *neither...nor*, *as well as*, *also*, etc.

She knows how to clean *and* cook fish.

He has *neither* a car *nor* a bike.

Some animals are big *but* gentle.

Who is writing the letter, Mom *or* Aunt?

I would like *either* tea *or* coffee.

Subordinate conjunctions are also called **subordinators**. A subordinate conjunction joins a statement or a clause to another on which it is dependent. Examples of subordinating conjunctions are: *after*, *although*, *as*, *as if*, *as long as*, *because*, *before*, *even if*, *that*, *so that*, *than*, *since*, *though*, *although*, *till*, *before*, *unless*, *when*, *therefore*, *where*, *while*, etc.

The crops failed *because* the season was dry.

You must hurry, *if* you want to rescue the pet dog.

Unless you work hard, you will not get a gold medal.

She works for an extra hour, *after* she reaches home.

Since it is dark, I cannot make out what is going on.

Subordinating conjunctions are used to express the following:

- To express time: I went home *after* he had finished his homework.
- To express reason: I read that book *because* I wanted to know about global warming.
- To express purpose: My father came with me *so that* I would be able to find my way.
- To express comparison: He is taller *than* I am.
- To express condition: Rema will play *if* Sofiya plays.
- To express concession: *Though* my father was away, he kept track of my progress at school.

EXERCISES

1. Complete the following sentences by using conjunctions from the list given in brackets.

(neither ... nor, either ... or, and, but, for, yet, because, till, until)

- a) Jenni is very rich she is unhappy.
- b) Do not leave the station I reach.
- c) They won the prize they deserved it.
- d) I would like to thank you the lovely gift.
- e) The movie was funny interesting.
- f) You will need paper, a pair of scissors some glue.
- g) We can do the work now after dinner.

Answers :

- a) yet
- b) until
- c) because
- d) for
- e) neither, nor
- f) and
- g) either, or

2. Combine the following sentences using suitable conjunctions.

- a) The girl can read. The girl can write.
- b) The boy is clever. The boy is careless.
- c) He cannot write. He cannot edit.
- d) I must sleep. I'm tired.
- e) I could not find the book in the library. I must buy a copy.

Answers :

- a) The girl can read and write.
- b) The boy is clever but careless.
- c) He can neither write nor edit.
- d) I must sleep because I'm tired.
- e) Since I could not find the book in the library, I must buy a copy.

Vocabulary

Phrasal Verbs

A phrasal verb is a combination of a verb with and preposition.

(a) an adverb: Karan turned down the offer.

or

(b) a preposition: Inflation is eating into my monthly budget.

or

(c) both: They refused to put up with his tantrums. *a fit of bad temper*

Examples of phrasal verbs:

1. ***Believe in***: to believe or accept that something is true or exists

We believe in God.

My parents believe in working hard.

2. ***Call off***: postpone indefinitely or annul something that was scheduled; or cancel an event that has already started

Due to rain, they called off the cricket match.

The class was called off as the teacher had to leave for a meeting.

3. ***Eat out***: eat at a restaurant or at somebody's home

They have eaten out every night this month.

We don't like to eat out; we prefer to eat at home.

4. ***Fall over***: fall forward and down

The infant was learning to walk and kept falling over.

His mother has fallen over and injured herself.

5. ***Give up***: put an end to a state or an activity

Rajan had to give up his job to look after his ailing mother.

You have to give up teasing your little brother.

6. ***Join in***: to do an activity with people who are already doing it

We are playing volley ball, why don't you join in?

Come, join in the celebrations!

7. ***Rely on***: put trust in with confidence; or depend on

You cannot rely on Karan.

Elderly parents often rely on their adult children.

8. ***Save up***: accumulate money for future use

They are saving up for a car.

Renu saved up for a year for a new laptop.

9. ***Set off***: to begin or to start a journey; put in motion or move to act

We set off for Ooty.

Be careful while setting off the circuits.

10. ***Take up***: begin working or acting in a certain capacity or accept a challenge; pursue or resume

She took up philately when she was a girl.

Please take up this matter urgently.

Exercises

1. Replace the underlined words in the following sentences with suitable phrasal verbs from the lists provided.

a. They are inviting trouble by arguing with the landlord.

- i. asking on ii. asking against iii. asking for iv. asking after

b. Rao is relying on his friends to finance his new business venture.

- i. banking away ii. banking up iii. banking off iv. banking on

c. He crumbled as he heard the news.

- i. broke away ii. broke up iii. broke down iv. broke off

- d. Remove your sunglasses!
- i. take away
 - ii. take off
 - iii. take back
 - iv. take on
- e. Recent studies prove that yoga helps improve one's health.
- i. bear down
 - ii. bear off
 - iii. bear up
 - iv. bear out
- f. Suhas could not endure the ordeal.
- i. bear up
 - ii. bear out
 - iii. bear off
 - iv. bear with

2. Complete the following sentences using suitable phrasal verbs from the list given below.

cut off, grow up, call off, bring about, hand over, think over

- a. Employees have decided tocall off..... the strike.
- b.cut off..... this noise, please!
- c. He wants his son togrow up..... and be a responsible man.
- d. The government is expected to bring about a good number of administrative reforms.
- e. The robber ordered the people to.....hand over..... the money.
- f. You mustthink over.... the issues carefully.

2. Complete the following sentences using suitable phrasal verbs from the list given below.

cut off, grow up, call off, bring about, hand over, think over

- a) Employees have decided to the strike.
- b) this noise, please !
- c) He wants his son to and be a responsible man.
- d) The government is expected to a good number of administrative reforms.
- e) The robber ordered the people to the money.
- f) You must the issues carefully.

Answers :

- a) call off
- b) Cut off
- c) grow up
- d) bring about
- e) hand over
- f) think over

SPELLING

Irregular Verbs :

The simple past tense form of many verbs are formed by adding **-ed / -d / -ied** to the stem. For example :

ask - asked

drop - dropped

burn - burned

talk - talked

cry - cried

bury - buried

dance - danced

carry - carried

Such verbs are known as **regular verbs**.

But in many cases, the past tense form of the verb is very different from its stem form.

For example :

| | | | | | |
|-----|-------|-----|----------|-------|---------|
| see | - saw | buy | - bought | break | - broke |
| run | - ran | get | - got | make | - made |

Such verbs are called **irregular verbs**.

It is easy to remember the past tense forms of regular verbs since all that you have to do is to add -ed (or -d or -ied) to the stem. But in the case of irregular verbs, you have to remember the past tense form of each verb separately; there is no simple rule to help you.

Here are some more examples of irregular verbs :

| Base form | Past form | Past participle |
|-----------|------------------------|-----------------|
| 1. awake | awoke - <i>əbjək'w</i> | awoken |
| 2. bite | beat | beaten |
| 3. buy | bought | bought |
| 4. cut | cut | cut |
| 5. draw | drew | drawn |
| 6. eat | ate | eaten |
| 7. forget | forgot | forgotten |
| 8. hit | hit | hit |
| 9. make | made | made |
| 10. teach | taught | taught |
| 11. rise | rose | risen |
| 12. sink | sank | sunk |
| 13. write | wrote | written |
| 14. weep | wept | wept |

EXERCISES

1. Fill in the blanks with the past tense / past participle forms of the verbs given in brackets.

- Which mobile have you ? (*choose*)
- English is (*speak*) all over the world.
- Someone (*steal*) my pen yesterday.
- I (*find*) a diamond on the table.
- Swathi has never (*swim*) in the river.

- f) Where is my book ? I (*leave*) it on this shelf yesterday.
- g) My mother has (*cut*) the vegetables.
- h) Ismail read the mail, but (*do*) not give any reply.
- i) The students (*write*) the exam.
- j) Joni (*blow*) a balloon yesterday for her sister.

Answers :

- | | | | |
|-----------|-----------|----------|----------------------|
| a) chosen | b) spoken | c) stole | d) found/ have found |
| e) swum | f) left | g) cut | h) did |
| i) wrote | j) blew | | |

2. Look at the verbs in the following sentences and say whether they are regular or irregular.

- a) I won a set of twelve coffee mugs at the fair.
- b) The trees swayed in the wind.
- c) We fried the potatoes with the brinjals.
- d) My uncle smiled gently.
- e) Nidhi looked surprised.
- f) It rained hard in the afternoon.
- g) The balloon burst with a loud bang.
- h) The police found a bag of fake currency notes in the room.

Answers :

- | | | | |
|---------------------------|--------------------------|-----------------------------|----------------------------|
| a) win - <i>irregular</i> | b) sway - <i>regular</i> | c) fry - <i>regular</i> | d) smile - <i>regular</i> |
| e) look - <i>regular</i> | f) rain - <i>regular</i> | g) burst - <i>irregular</i> | h) find - <i>irregular</i> |

Punctuation

Comma

The comma is one of the most frequently used punctuation marks. It is used to separate a series of words. It suggests a pause in the writing. It marks off words in long sentences to make their meanings clear to the reader.

Look at the table below to learn the use of the comma:

| Usage | Example |
|--|---|
| When two or more independent clauses are connected in a sentence by a co-ordinating conjunction (and, for, so, but, etc.), a comma is placed after the first clause. | <i>I like the pumpkin costume, but I will wear the butterfly costume instead.</i> |
| to separate elements listed in a series; usually we add the word 'and' before the last element ✓ | <i>Mohan is a lovable child because he is friendly, thoughtful, and kind.</i> |

| | |
|---|---|
| to separate long phrases used for introduction, from independent clauses; not used in short phrases | <i>Besides buying the butterfly costume, Sara also wants to get the pumpkin costume.</i> |
| to set off nonessential clauses | <i>Last night I went shopping at 9 pm. (no comma is used after 'Last night' in this sentence)</i> |
| between contrasting elements in a sentence | <i>I went home early for some rest, not for more work.</i> |
| to address people in a personal or friendly letter | <i>Dear Grandma, . . .</i> |
| after transitional words such as 'then', 'nevertheless', 'moreover', 'of course', 'indeed', 'therefore' | <i>Indeed, we have already discussed the situation with our Teacher.</i> |
| after 'yes', 'no', 'well' | <i>Yes, I want to go shopping.</i> |
| to separate a direct quotation from the rest of the sentence when the source or speaker is identified | <i>The Public cried, "Long live the King!"</i> |
| in dates | <i>He inaugurated the project on July 16, 2001.</i> |

Commas are to be used appropriately and carefully, because wrong usage of a comma can change the meaning of a sentence.

Look at the following example, to observe how meaning changes when commas are misplaced!

Leave him not, *hang him.* / Leave him, *not hang him.*

Exercises

1. Punctuate the following sentences using commas appropriately.

- In the heat of a summer afternoon our ceiling fan stopped.
- As he entered the classroom he realised that he was late again.
- Because the game was so one-sided we left early.
- Before I leave I will give you my address and telephone number.
- Paulina his wife of many years had decided to go and live in Greece.

Answers :

- a) In the heat of a summer afternoon, our ceiling fan stopped.
- b) As he entered the classroom, he realized that he was late again.
- c) Because the game was so one-sided, we left early.
- d) Before I leave, I will give you my address and telephone number.
- e) Paulina, his wife of many years, had decided to go and live in Greece.

2. Punctuate the following paragraph using commas appropriately.

When the lecture was over everyone started packing up to go home. Most people put their books in their bags and left the room. However Maria wanted to talk to the instructor so she went up to the front of the room. The instructor was busy sorting out his lecture notes. After he had put them in his briefcase she spoke to him. Unfortunately he was in a big hurry. He asked her to see him during his office hours the next day. Frustrated by this Maria left the room.

Answers :

When the lecture was over, everyone started packing up to go home. Most people put their books in their bags and left the room. However, Maria wanted to talk to the instructor, so she went up to the front of the room. The instructor was busy sorting out his lecture notes. After his had put them in his briefcase, she spoke to him. Unfortunately, he was in a big hurry. He asked her to see him during his office hours, the next day. Frustrated by this, Maria left the room.

Each one of us has come across moments in our lives where we have faced awkward experiences or conversations. While one is bound to feel bad and downcast at those moments, it is important to note that embarrassment is not a bad emotion or experience; it actually provides important lessons in building and maintaining social and personal relationships.

Look at the following dialogue.

Sumana : Rahul, what happened ? You look rather shaken !

Rahul : Don't ask me ! I made a fool of myself today in front of the whole class !

Sumana : What happened ? I am sure you are exaggerating.

Rahul : As usual, I was late for the first hour. I practically ran all the way from the bus stop to the classroom and rushed in. I hadn't realised that Professor Khan was already in the class and ended up running into him. Thank God, I didn't topple him and the lectern ! The entire class laughed at me, and Professor Khan was not pleased at all !

Sumana : Oh God ! It must have been quite a sight ! Anyway, it's all right. I am sure that you have apologised to Professor Khan.

Rahul : Yes, I have. He was very kind. Anyway, I have learnt my lesson. From now on, I will be in class well in time.

ACTIVITY

1. Imagine that you were invited to a birthday party. The party was supposed to begin at 6 pm. But you arrived at 8 pm, when all the guests had already left. Your friend was really unhappy with you. Working with a classmate, narrate this incident and how you managed to placate your friend.

A. Well, my friend, yesterday I was invited to the birthday function of Somu. He informed me that the time of the function was 6.00 p.m. At 5.30 p.m I started from my house, but on the way I heard that there was a patient who needed my group of blood in government hospital. I am a member in the Red Cross blood donation club. I went to the hospital immediately. It was an accident victim who was really in need of my blood group. I gave him blood. But the doctors did a lot of delay. They advised me to take half an hour rest and then I could go out. At last at 8.00 p.m I reached the birthday function place, by then everything was over. I had to narrate the whole thing to placate my friend.

Reading

Telangana Geography

Telangana, formed on 2 June 2014 with Hyderabad as its capital, is the 29th and the newest state in India. It is situated on the Deccan plateau in the central stretch of the eastern seaboard of the Indian peninsula. It ranks 12th among Indian states both in its size and the size of its population. According to the 2011 census, the population of the state is 35,193,978. Telugu and Urdu are the official languages of the state – 77 per cent of the population speak Telugu.

The state shares its borders with Maharashtra (north and northwest), Chhattisgarh (north), Karnataka (west) and Andhra Pradesh (east and south). The state covers an area of 114,800 square kilometres. It has predominantly semi-arid climate conditions and various kinds of soil. Telangana includes 31 districts, among which are Hyderabad, Warangal, Karimnagar, Khammam, Nizamabad and Nalgonda. The state is watered by the rivers Krishna and Godavari – 79 per cent of the Godavari River catchment area in the north, and about 69 per cent of the Krishna River catchment area in the south. The state's economy depends largely on agriculture, and the farmers here rely on rain water sources. Telangana needs more projects that will uplift its agricultural and industrial economies.

Comprehension

- When was the state of Telangana formed?
- Name the major rivers that flow through Telangana.
- How many districts are there in Telangana? -
- Name the states that share their borders with Telangana.
- Look up the meaning of *plateau* in a dictionary. → A relatively flat highland = tableland

Answers :

- a) On 2nd June 2014.
- b) Krishna and Godavari
- c) 31 districts
- d) Maharashtra, Chattisgarh, Karnataka, Andhra Pradesh.
- e) an area of rather level high ground

Writing

Argumentative Essays

The aim of an argumentative essay is to convince your reader that the position you have taken on a subject is right. When writing an essay of this kind, you must state your position in clear terms, bring in evidence to support your stance, and present your arguments in a logical manner.

Here are some guidelines on writing an argumentative article or essay.

- State clearly the issue in the introductory paragraph.
- Next, state the main thesis, which is your opinion or stand on the issue.
- List at least two or three arguments in favour of your thesis.
- Think about why people might have a different opinion or an opposite point of view, and include arguments that will show why they are not right.
- Make sure that the arguments are in a logical sequence.
- Write a short paragraph on each of your arguments, supporting them with reasons, examples, details, facts and statistical data.
- Use connecting words (such as 'secondly', 'furthermore', 'to conclude', etc.) to link paragraphs with supporting arguments, to connect a general statement with an example or a fact, or to indicate to the reader that you are concluding your article/essay.
- Use the active voice as much as possible to state your supporting arguments as this will add strength to your writing. For example, write 'Many people believe that capital punishment is cruel and inhumane' instead of 'It is believed by many people that capital punishment is cruel and inhumane'.
- Stay focused on the position you take all through the essay, and avoid the temptation to discuss related issues.
- Sum up your main thesis on the concerned topic clearly and briefly and end with a concluding statement that matches the opinion you expressed in the final paragraph.

Soft Skills

Decision Making Skills

We may define decision making skills as the ability to choose between several possible solutions to a problem. Often decisions are made intuitively and spontaneously. On other occasions, we need to process the available information and arrive at a decision through reasoning. The skills required to make appropriate and correct decisions are especially important in workplace settings. A good team leader is someone who is able to make quick and appropriate decisions. One may use various techniques to arrive at decisions – from tossing a coin to discussing with experts and elders, there are numerous methods that people use to make decisions.

One may face a number of impediments or barriers in a decision making process. Here are a few: (a) not having sufficient information; (b) availability of too much information; (c) involvement of too many people in the decision making process, creating chaos and confusion; (d) the decision maker's personal involvement and emotional attachment, which may cloud her/his judgement; (e) lack of sufficient involvement on the part of the decision maker.

One may use the following steps to overcome these barriers:

- Identify and define the problem
- Collect all relevant data/information
- Compare all the available options
- Choose the best possible option, to arrive at your decision
- Plan and execute the decision
- Evaluate the process, to better your decision making skills or for future course correction

Value Education

Better Late Than Never

Good, S. D. 2023.

abandon
विभासा

This proverb has immense value to students. It advises that it is better to complete your tasks belatedly, than not do them at all and regret later. One may not always be able to complete one's work on time. But that does not mean that one can abandon the task altogether. It is important to keep at it. Success may elude you in the beginning, but it is never too late to try. History is replete with personalities who achieved success through constant struggle and by refusing to give up, despite initial failures. Abraham Lincoln, the iconic American President, once said of himself, 'I'm a slow walker but never walk back.' As another famous proverb tells us, 'slow and steady wins the race.' Constant efforts and a never-say-die attitude are bound to bring you success.

In the Bazaars of Hyderabad

classmate

Sarojini Naidu (1879–1949) was known as the 'nightingale of India' because of the poetic lyrics that she wrote. She belonged to an illustrious Bengali family and was educated in King's College, London, and Girton College, Cambridge. Married to Govindarajulu Naidu, a medical doctor from Hyderabad, Sarojini Naidu imbibed the ethos of Bengal and Hyderabad. She was deeply involved in the freedom struggle and was a trusted ambassador of Mahatma Gandhi, and she became the president of the Indian National Congress in 1925. Naidu was also a great orator and administrator. Naidu was the first governor of the United Provinces of Agra and Oudh (1947–49), the first woman to become the governor of an Indian state. Naidu tried to blend Indian and English sensibilities in her poetry, which is lyrical and musical. Being one of the most famous heroines of the twentieth century, her birthday is celebrated as the 'National Women's Day of India'.

Along with 'Palanquin Bearers', 'Coromandel Fishers' and 'Bangle Sellers', 'In the Bazaars of Hyderabad' is a popular lyric by Naidu which romanticises the common man's pursuits and aspirations. The setting here is the crowded marketplace of Hyderabad, and the poem is a dialogue between the customers and the vendors of the bazaar. The poem invokes the rich colours, smells, sounds and tastes of a vibrant and varied cultural milieu. The poem also has a political backdrop. During the freedom struggle, the Congress launched the Swadeshi movement, urging Indians to boycott British products and to rely on Indian bazaars. The colonial administration had banned the publication of Indian newspapers and Naidu cleverly used her poems to propagate these ideas.

SUMMARY

Sarojini Naidu was a poet, freedom fighter and patriot. She was also known as the Nightingale of India. She was a sensitive poet and wrote poetry based on the beauty of simple joys and sorrows of life. The poem appears to be from the daily observation of a young girl who visits the market for the time and again. However, an intelligent reader will not fail to notice its celebration of nationalism, and its philosophical undertone. Those were the days in which goods from England were thrust upon the Indian consumers. Almost all nationalists vigorously opposed such economic supremacy. Sarojini Naidu too raised her voice through her poems. The poem depicts a thriving market place full of many goods of all descriptions. Hyderabad offered everything to the buyer from ceremonial thrones to burial accessories. So, it could satisfy the consumers without goods coming out of British factories. What better way to underline this than to celebrate the vigour and liveliness of the market place! Hats off to the Nightingale of India !

GLOSSARY

| | |
|-----------------|---|
| brocade | : thick heavy expensive material with a raised pattern |
| amber | : a deep yellow colour |
| jade | : a semiprecious gemstone that takes a high polish; is usually green but sometimes whitish; consists of jadeite or nephrite |
| scabbard | : a sheath for a sword, dagger or bayonet |
| aeons | : ages |
| tassel | : adornment consisting of a bunch of cords fastened at one end |
| chaplet | : flower arrangement consisting of a circular band of foliage or flowers for ornamental purposes |

✓ Pronunciation

Consonant Clusters

A syllable is a rhythmic unit in a word. It has a vowel and can have one or more consonants before the vowel and one or more consonants after the vowel. When two or more consonants occur together, they are called consonant clusters. A consonant cluster in a word is a group of consonants with no vowels between them.

Consonant clusters can appear at the beginning, in the middle or at the end of a word.

Examples:

1. stop /stɒp/
2. sport /spɔ:t/
3. play /pleɪ/
4. fast /fa:st/
5. wasp /wɒsp/
6. flask /fla:sk/

Consonant clusters that appear in the beginning of a syllable (examples 1, 2 and 3, and 'fl' in example 6) are called **initial consonant clusters**, and those which appear at the end of a syllable are called **ending consonant clusters** (examples 4 and 5 and 'sk' in example 6). The largest number of consonants that appear at the beginning of a syllable is three and at the end of a syllable is four. Look at a few examples below.

Look at a few examples given below.

| | |
|---|--|
| Two consonant clusters in the beginning of a syllable | <u>p</u> lay, <u>p</u> ray, <u>b</u> lue, <u>b</u> rown, <u>f</u> ly, <u>f</u> ry, <u>th</u> ree, <u>s</u> low, <u>s</u> wim, <u>s</u> pot, <u>s</u> tone |
| Three consonant clusters in the beginning of a syllable | <u>s</u> plendid, <u>s</u> pring, <u>s</u> tr <u>in</u> g, <u>s</u> crap, <u>s</u> crew, <u>s</u> cript |
| Two consonant clusters at the end of a syllable | <u>h</u> elp, <u>f</u> elt, <u>o</u> ld, <u>m</u> ilk, <u>sh</u> elf, <u>h</u> arp, <u>c</u> urb, <u>a</u> rt, <u>co</u> rd, <u>ma</u> rk, <u>sc</u> arf, <u>bu</u> mp, <u>an</u> t |
| Three consonant clusters at the end of a syllable | <u>f</u> ifth, <u>s</u> ixth, <u>e</u> xempt, <u>a</u> gainst, <u>w</u> altz |

ACTIVITIES

1. *Working with a classmate, look up a dictionary and find a word each with the following initial and final consonant clusters.*

- | | | |
|-----------------------|-----------------------|-----------------------|
| a) pl <u>nk</u> | b) bl <u>nk</u> | c) tw <u>st</u> |
| d) kl | e) sp | f) str |
| g) ft | h) sk | i) pr |
| j) tr | k) fl | l) gr |
| m) sw <u>lf</u> | n) ski | o) ld |
| p) <u>dz</u> | | |

Answers :

- | | | |
|----------|----------|-------------|
| a) plant | b) black | c) twist |
| d) klutz | e) speck | f) strength |
| g) theft | h) brisk | i) prompt |
| j) trash | k) flash | l) ground |
| m) swift | n) skink | o) scold |
| p) adz | | |

GRAMMAR

Active and Passive Voice

The term 'voice' in grammar refers to one aspect of the verb. If the verb group in a sentence has 'be+pp of the verb', then that sentence is said to be in the passive voice. If any of or both the elements (be+V₃) are missing in the structure of the verb then the sentence is said to be in the active voice.

If the verb is in the passive form, the subject of that sentence is just the 'sufferer' of the action indicated by the verb.

If the verb group is in the active voice, the subject of that sentence is the 'doer' of the action shown by the verb.

If the doer of an action is either unimportant or unknown, the passive structure is natural.

Transformation of sentences from one voice to the other involves five steps.

1. The object in the Active Voice sentence becomes the subject in the Passive Voice sentence.

Ex : They made ten kites. (A.V)

Object

Ten kites were made by them. (P.V.)

Subject

If there are two objects in the A.V. sentence, either of them can be made the subject in the P.V. sentence.

Ex : She gave her brother an interesting book.

Object Object

Her brother was given an interesting book by her.

Subject

An interesting book was given to her brother by her.

2. A suitable 'be' form is to be introduced. This is the most important step. Selection of the right 'be' form is based on two factors : (a) the number and person of the subject in the passive voice and (b) the tense of the verb in the Active Voice.

The following table helps one select the right be form.

| Sl. No. | Subject in the Passive Voice | Tense of the verb in Active Voice | 'Be' form to be used in the Passive Voice |
|--------------------|---|--|--|
| 1. | I | Simple Present | am |
| 2. | he, she, it, singular nouns | „ | is |
| 3. | We, you, they, plural nouns | „ | are |
| 4. | I, he, she, it, singular nouns | Simple Past | was |
| 5. | We, you, they, plural nouns | „ | were |
| 6. | I | Present Continuous | am being |
| 7. | he, she, it, singular nouns | Present Continuous | is being |
| 8. | We, you, they, plural subjects | „ | are being |
| 9. | I, he, she, it, singular nouns | Past Continuous | was being |
| 10. | We, you, they, plural subjects | Past Continuous | were being |
| 11. | he, she, it, singular nouns | Present Perfect | has been |
| 12. | I, we, you, they, plural nouns | Present Perfect | have been |
| 13. | Any subject | Past Perfect | had been |
| 14. | Any subject may/ would/ should/ could/ might/ must etc. | will/shall/can/ | will, etc. + be |
| 15. | Any subject | will etc + have | will, etc. + have been |

Ex : They are helping the poor. (A.V.)

Present continuous

The poor are being helped by them. (P.V.)

Plural subject be form

She has typed all the letters. (A.V.)

Present perfect

All the letters have been typed by her.(P.V.)

Plural Subject be form

3. The main verb in the Active Voice sentence is to be changed into its past participle form. One must know the correct past participle forms of irregular verbs.

Ex : Keats wrote many odes. (A.V.)

M.V

Many odes were written by keats. (P.V.)

pp of wrote

4. The preposition 'by' is used.

5. The subject in the Active voice sentence is made the object of the preposition 'by' in the passive voice sentence.

Ex : He broke the glass. (A.V.)

The glass was broken by him. (P.V.)

prep + object

If the subject in the A.V. sentence is either unimportant or a general one, 'by + object' may be dropped.

Ex : Someone removed the dead snake. (A.V.)

The dead snake was removed. (P.V.)

('by someone' is dropped)

People call him 'Babuji.' (A.V.)

He is called 'Babuji'. ('by people' not necessary) (P.V.)

CHANGING IMPERATIVE SENTENCES INTO PASSIVE

We follow a slightly different method to change imperative sentences from the A.V. to the P.V. (Sentences with dropped subject and with V + object structure, conveying a request or an order are called imperative sentences.)

1. The passive voice sentence begins with 'Let'.

Ex : Close the door. (A.V.) imperative

Let the door be closed. (P.V.)

2. The object in the A.V. sentence becomes the subject in the P.V. sentence.

Answer this Question. (A.V.)

Object

Let this Question be answered (P.V.)

Subject

3. The 'be' form 'be' is introduced.

(Whatever be the subject or the tense form, it is always 'be' in imperative sentences.)

Ex : Clean the room. (A.V.)

Let the room be cleaned. (P.V.)

4. The M.V. is changed into its Past Participle form.

Ex : Paint this chair. (A.V.)

M.V.

Let this chair be painted. (P.V.)

As the subject is not explicit in the imperative sentences, the need to use 'by' and its object doesn't arise, while changing imperative sentences into the passive voice.

CHANGING QUESTIONS INTO PASSIVE

Carefully study the transformation of the interrogative sentences into the passive voice.

Ex : Who brought this book ? (A.V.)

By whom was this book brought ? (P.V.)

All the steps followed here are exactly like those we follow in changing the declarative sentences. But the word order is different.

By whom + be + Subject + M.V. in PP + etc ?

Now, notice the transformation of Questions with other 'wh' words.

Ex : Where did you put my pen? (A.V.)

Where was my pen put ?

'Wh' word + be + subject + MV in PP ?

Observe how 'yes / no' Questions are rewritten in the passive voice.

Have you solved the problem ? (A.V.)

Has the problem been solved? (P.V.)

Helping Verb + Subject + be + MV in pp + etc ?

EXAMPLES

1. Advertise the post. (A.V.)
Let the post be advertised. (P.V.)
2. Please lend me your scooter. (A.V.)
You are requested to lend me your scooter. (P.V.)
3. They played football. (A.V.)
Football was played by them. (P.V.)
4. America imports Indian tea. (A.V.)
Indian tea is imported by America. (P.V.)
5. The auditors are checking the accounts. (A.V.)
The accounts are being checked by the auditors. (P.V.)
6. They have sent the information. (A.V.)
The information has been sent. (P.V.)
7. Hurry can gain nothing. (A.V.)
Nothing can be gained by hurry. (P.V.)
8. Sarala saw the accident. (A.V.)
The accident was seen by Sarala. (P.V.)
9. Put the culprit in prison. (A.V.)
Let the culprit be put in prison. (P.V.)

10. John teaches us English.

(A.V.)

We are taught English by John.

(P.V.)

EXERCISES

1. Identify whether the sentences below are in active or passive voice.

- a) Rohan feeds his dog.
- b) The problem was solved by the teacher.
- c) The fireman risked his life.
- d) The game had been won by the Sunrisers Hyderabad.
- e) The elephants have learned many tricks.

Answers :

- a) Active b) Passive c) Active d) Passive e) Active

2. Change the voice of the following sentences.

- a) The boy killed the spider.
- b) She made a remarkable discover.
- c) He was betrayed by his own brother.
- d) The police caught the thieves.
- e) I hate being criticised.
- f) The building was being searched.
- g) The house will be built by the construction crew in five months.
- h) They took all the necessary precautions.
- i) We advise early booking.
- j) It was believed for a long time that the earth was falt.
- k) The results of the interview are expected by him at the end of the month.

Answers :

- a) The spider was killed by the boy.
- b) A remarkable discovery was made by her.
- c) His own brother betrayed him.
- d) The thieves were caught by the police.
- e) Being criticized is hated by me.
- f) Some people were searching the building.
- g) The construction crew will build the house in five months.
- h) All the necessary precautions were taken by them.
- i) Early booking is advised by us.
- j) People believed for a long time that the earth was flat.
- k) He expects the results of the interview at the end of the month.

Vocabulary

Idioms

An idiom is a group of words in a fixed order whose meaning cannot be arrived at by putting together the meaning of each individual word. For example, 'to come to mind' means to suddenly think of or remember something. Idioms have figurative meanings, which have become fixed through regular use.

Idioms can be grouped into different kinds according to their structures.

- those consisting of a verb and an object: speak your mind (state your opinion openly)
- those consisting of a simile: as bold as brass (very confident and not showing enough respect)

- those consisting of a preposition and a noun phrase: in leaps and bounds (very quickly)
- those that are compounds: a long face (look sad and gloomy)
- those that are strings of adjectives: fast and furious (full of speed and excitement)
- those that are sentences (known as proverbs): It's no use crying over spilt milk (to waste time feeling sorry about a mistake that cannot be corrected)

When using an idiom, be sure that you have got its meaning right and also that you are using it in its correct form, without dropping, adding or replacing any word. Refer to a standard dictionary if you are not certain.

Here are some commonly used idioms, their meanings and examples of their use in sentences.

Some commonly used Idioms:

| Idiom | Meaning | Example |
|--------------------------------------|---|--|
| feeling blue | to feel sad | I failed my test today, I'm really feeling blue |
| kick the bucket | to die | The old guy kicked the bucket at the age of 102. |
| lend a hand | to help someone out | Are the bags heavy? Can I lend you a hand? |
| no big deal | nothing of importance | We talked about it informally. It's no big deal. |
| something is/ smells/sounds fishy | suspect or suspicious | The door has been locked for many days. I sense something's fishy. |
| spill the beans | divulge confidential information or secrets | I told you my secret. Now don't spill the beans in front of them. |
| take it easy | to relax; to calm down | Don't panic. Take it easy. |
| what's up? | used to ask someone what the problem is | Hey John, you look so serious. What's up? |
| blessing in disguise | something that seems bad or unlucky at first, but results in something good happening later | My joining a government college was a blessing in disguise. |
| hang out | spend time in a certain location or with certain people | Smitha and I hang out every week. |

English idioms originated from a variety of sources. Look at a few examples below:

| Sources | Idiom | Meaning |
|-------------------|-------------------------|--|
| Biblical sources | prodigal son | someone who returns home from travelling, especially having repented of former extravagant behaviour |
| | an eye for an eye | used to say that if someone does wrong, that person should get punished by having the same thing done to her/him |
| | to turn the other cheek | avoid retaliating when one has been harmed or humiliated |
| Classical sources | herculean (task) | displaying superhuman strength or power |
| | titanic (struggle) | huge, difficult |
| | Achilles heel | a seemingly small but actual mortal weakness |
| Animal imagery | monkey business | mischievous or deceitful behaviour |
| | snake in the grass | a deceitful or treacherous person |
| | black sheep | a reckless and unprincipled person in a certain group of people |
| Body parts | itching palm | greed for money |
| | right-hand man | principal assistant |
| | tooth and nail | with all strength/with all resources |

Exercises

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

A

- (1) sour grapes
- (2) white elephant
- (3) break the ice
- (4) turn a new leaf
- (5) storm in a teacup

B

- (1) great fuss about nothing
- (2) engage in day-dreaming
- (3) avoid the main issue
- (4) something useless and expensive
- (5) make people feel more relaxed and start conversation when meeting for the first time
- (6) disparagement of something that is unattainable
- (7) make a new start

- (8) beat about the bush
- (9) build castles in the air

EXERCISES

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

A

- i) sour grapes
- ii) white elephant
- iii) break the ice
- iv) turn a new leaf
- v) storm in a teacup
- vi) beat about the bush
- vii) build castles in the air

B

- A) great fuss about nothing
- B) engage in day-dreaming
- C) avoid the main issue
- D) something useless and expensive
- E) make people feel more relaxed and start conversation when meeting for the first time
- F) disparagement of something that is unattainable
- G) make a new start

Answers :

i - E ii - D iii - G iv - F v - A vi - C vii - B

SPELLING

EXERCISES

1. Write suitable verb forms of the words given in brackets to fill in the blanks in the following paragraph.

Yesterday (be) a busy day. I (wake) up at 6 am, (have) breakfast quickly and then I (go) to work. I (finish) my work at noon and then (eat) some lunch. Afterwards, I (drive) to the hardware shop and (buy) some paint and then (paint) my living room. When my roommate (return) from work, we (repair) his chair as it (wobble) a lot. By then, I was pretty tired. I (make) some tea, (drink) it and (sleep) for two hours.

Answer :

Yesterday was (be) a busy day. I woke (wake) up at 6 am, had (have) breakfast quickly and then I went (go) to work. I finished (finish) my work at noon and then ate (eat) some lunch. Afterwards, I drove (drive) to the hardware shop and bought (buy) some paint and then painted (paint) my living room. When my roommate returned (return) from work, we repaired (repair) his chair as it would wobble (wobble) a lot. By then, I was pretty tired. I made (make) some tea, drank (drink) it and slept (sleep) for two hours.

2. Fill in the blanks with the past tense forms of the verbs given in the box.

| | | | | | | |
|-------|----|-----|-----|------|-------|-----|
| think | go | pay | see | take | leave | say |
|-------|----|-----|-----|------|-------|-----|

- I to the exhibition with my son last Monday.
- He Rajan to see the doctor because he had been ill for so long.
- I that Rama would come and see me.
- I Rahim going by and called out to him.
- It was too expensive. We a thousand rupees for it.
- I around 10 pm to catch the last bus home.
- They it tasted horrible.

Answers :

- went
- took
- said
- saw
- paid
- left
- thought

3. Complete the table with suitable verb forms.

| Present Form | Past Form | Present Form | Past Form |
|--------------|-----------|--------------|-----------|
| go | | fly | |
| | took | | brought |
| swim | | spend | |
| | put | | sent |
| lend | | win | |
| | stole | | met |

Answer :

| Present Form | Past Form | Present Form | Past Form |
|--------------|-----------|--------------|-----------|
| go | went | fly | flew |
| take | took | bring | brought |
| swim | swam | spend | spent |
| put | put | send | sent |
| lend | lent | win | won |
| steal | stole | meet | met |

PUNCTUATION

Full stop (.)

- It is used at the end of a **Declarative** and an **Imperative** sentence.

Examples :

He is our principal. (Declarative)

Keep quiet. (Imperative)

- It is used after abbreviations (సంక్లిష్ట రూపాలు) and initials (జంటి పేరు, గౌరవ సూచకాలు మొదలైనవి).

Examples :

M.L.A. (Member of Legislative Assembly)

M.A. (Master of Arts)

P. Anupama

Exceptions :

- i) Abbreviations, if pronounced as a word do not take full stops.

Examples :

NATO (North Atlantic Treaty Organisation – Pronounced as న్యూటో) – (No Full stops as in M.L.A.)

UNESCO (United Nations Educational, Scientific, Cultural Organisation pronounced as యునెస్కో. Hence no full stops.)

ii) If each letter in the abbreviation does not stand for a complete word, full stops are not used.

Example :

TV (a single word - Television - Hence no full stops)

TB (a single word - Tuberculosis - Hence no full stops)

- It is used in between hours and minutes and dates, months and years.

Example :

8.30 ; 9.45

13.7.2016 15.8.1947 (Sometimes a 'hyphen' is used here as 13 - 7 - 2016; 15 - 8 - 1947)

- It represents a decimal point in mathematics.

Example :

0.28, 5.74, 3.49

EXERCISES

1. Use full stops and capital letters appropriately to correct the following sentences.

- a) i hope the holidays come soon
- b) my name is das and i support east bengal football club
- c) i hate bananas
- d) our principal is mrs singh
- e) he is a member of the unesco

Answers :

- a) I hope the holidays come soon.
- b) My name is Das and I support East Bengal Football Club.
- c) I hate bananas.
- d) Our principal is Mrs singh.
- e) He is a member of UNESCO.

2. Punctuate the paragraph using full stops appropriately.

During July, my cousin and I went to water world I loved it One of my favourite rides was the snowing train my cousin's favourite ride was storm force we thoroughly enjoyed every ride

Answer :

During July, my cousin and I went to Water World. I loved it. One of my favourite rides was the snowing train. My cousin's favourite ride was storm force. We thoroughly enjoyed every ride.

Learning to Open a Bank Account

Preethi wants to open a new bank account. She approaches the clerk at the counter.

Clerk : Good morning. May I help you ?

Preethi : Yes. I would like to open an account.

Clerk : Fine. Please be seated.

Preethi : Thank you.

Clerk : What kind of account would you like to open – savings or current ?

Preethi : Could you please tell me the difference between the two.

Clerk : Well, savings accounts are usually used to save money and earn interest on the money deposited with the bank, whereas current accounts are used for daily and frequent transactions.

Preethi : I think a savings account will suit my needs.

Clerk : Of course. Could you please fill up this form. Are you carrying a passport size photograph with you ?

Preethi : Yes, yes. Here it is. I was wondering if I can opt for internet banking for this account.

Clerk : Of course. It would be wise to do so.

Preethi : Do I have to pay a fee for that ?

Clerk : Not at all. It is completely free, and really helpful.

Preethi : Yes. Then I would like to activate the internet banking option.

Clerk : Just a moment, please. You need to make an initial deposit of Rs. 1000.

Preethi : Here it is.

Clerk : Could you please deposit at the cash counter and bring me the receipt. I will keep the papers ready by then.

Preethi : Thank you so much for your help.

Clerk : You are welcome. Have a good day.

Learn the following expressions.

May I help you ?

Have a seat, please.

Of course.

Just a moment, please.

Have a good day.

ACTIVITY

Imagine that you are Preethi from the dialogue you have studied above. Now, you have to explain the process of opening a bank account to your friend Jerry, who has several queries regarding the process. Construct a dialogue and enact in pairs.

A. **Preethi :** Jerry, I opened an account in State Bank of India, Palamaner.

Jerry : Really ? What a wonder!

Preethi : There is no wonder in it. It's a simple job.

Jerry : Who helped you?

Preethi : The clerk in the bank.

Jerry : Did you fill any application form?

Preethi : Yes, we have to give the bank some details.

Jerry : What did you give as an address proof?

Preethi : My voter card and Aadhar card xerox copies.

Jerry : How much did you deposit in the bank ?

Preethi : They asked me to deposit Rs.1000/-

Jerry : Did anyone introduce you to the bank?

Preethi : No, no one. They did not ask me.

Jerry : How much time did it take for the whole process?

Preethi : Aaaa.... I think one hour.

Jerry : Did they give you the passbook?

Preethi : Yes, the passbook and also my ATM card.

Jerry : It's very nice, congratulations.

Preethi : Thank you very much.

Reading

great the part related cooking great pleasure

Culinary Delights of Telangana

Food is a basic component of every culture. The traditional food of Telangana is rooted deeply in its culture. Being a semi-arid state, the staple food in Telangana is not rice but millet (jonnalu and sajjalu). As a result, the population consumes various kinds of millets. They are used to make wholesome and rustic flat breads such as jonna rotte and sajja rotte, which are usually accompanied by spicy curries. A sautéed vegetable curry called koora and a tamarind-based sour gravy called pulusu are main side dishes for every meal. The cuisine of Telangana is also influenced by the many flavours of its surrounding states: Maharashtra, Karnataka and Andhra Pradesh.

↓
Dinner

Let us list a few culinary specialities of Telangana:

- ④ *sarvapindi*: a breakfast spread
- jonna rotte*: flat breads made of sorghum flour and pearl millet flour. it is mixed with water to make a dough which is then flattened to make rotis that are eaten with accompaniments.
- pachhipulusu*: curry made with simmering tamarind pulp spiked with chillies, onions, toasted sesame and cumin
- ooru kodikoora*: a spicy chicken dish made of country-bred chicken
- polelu*: (also known as *bhakshalu*) thinner rotis with sweet stuffing
- sakinalu*: traditional snacks prepared with rice flour and sesame seeds (especially during sankranthi)
- sheer khorma*: a traditional festive breakfast item prepared with milk and dried dates (a popular delicacy among the muslim community in the region)

Apart from these, Hyderabad has its own traditional cuisine. Some of the famous Hyderabadi dishes include dum biryani, haleem and boti kebab, and delicacies such as gil-e-firdous, double-ka-meetha, kubani-ka-meetha, etc.

Comprehension

1. Why is rice not the staple food item in Telangana?
2. What is the difference between *koora* and *pulusu*?
3. What is the traditional breakfast spread in Telangana called?
4. Name some of the famous Hyderabadi delicacies.
5. What are the major influences on Telangana cuisine?

Answers :

1. Rice is not the staple food as Telangana is a semi-arid state.
2. Vegetable curry is koora and sour gravy is pulusu.
3. The traditional breakfast is sarvapindi.
4. The famous Hyderabadi delicacies are gil-e-firdous, double-ka-meetha, kubani-ka-meetha, etc.
5. The major influences are of Maharashtra, Karnataka and Andhra Pradesh.

WRITING

Rhyming Couplets

- In poetry, a couplet is a pair of lines in a verse. Typically, they rhyme and have the same meter, or rhythm. They make up a unit or complete thought.

Examples :

- a) She was a little tense
The notice made no sense

- b) I saw a little hermit crab
His coloring was oh so drab
- c) It's hard to see the butterfly
Because he flies across the sky
- d) Hear the honking of the goose
I think he's angry at the moose
- e) His red sports car is just a dream
It needs no gas, it runs on steam
- f) The children like the ocean shore
We want to leave but they want more
- g) I made the cookies one by one
I hear the bell, so they are done
- h) My cat, she likes to chase a mouse,
Especially one that's in the house
- i) Lightning, thunder, all around
Soon the rain falls on the ground
- j) I tire of writing poems and rhyme
I think I need vacation time
- k) Jack be nimble, Jack be quick
Jack jump over the candlestick

Rhyming Couplets in Classic Literature :

- a) "Be not the first by whom the new are tried,
Nor yet the last to lay the old aside." - "An Essay on Criticism," *Alexander Pope*
- b) "Tis education forms the common mind,
Just as the twig is bent, the tree's inclined." - "Epistles to Several Persons," *Alexander Pope*
- c) "O could I flow like thee, and make thy stream
My great example, as it is my theme!" - "Cooper's Hill," *John Denham*
- d) "Time and Death shall depart, and say in flying,
Love has found out a way to live, by dying." - "One Happy Moment," *John Dryden*
- e) "So, lovers dream a rich and long delight,
But get a winter-seeming summer's night." - "Love's Alchemy," *John Donne*

Writing couplets is a fun activity. Here are few tips to follow :

- Think of an idea, or a thought, that can be conveyed through a couplet.
- Write down the first line.
- Look at the first line and then brainstorm for words that rhyme with the last word in the first line.
- Now formulate your second line with the rhyming word at the end.

Soft Skills

Problem Solving

Problem-solving skills help us work more efficiently with peers, co-workers, customers and partners. Training in problem-solving teaches us how to use available resources to resolve issues constructively. It also helps us solve problems through consensus by seeing a problem from a professional, and not a personal, perspective. Effective problem-solving skills enable people to first analyse a problem and its causes, identify its severity and think of alternative solutions.

Problem-solving is a primary skill, which can contribute to our professional success. On a day-to-day basis we often solve many problems without being aware of it. Approaching a problem with a well-thought-out course of action can help resolve it effectively.

A systematic approach can involve four basic steps:

1. Define the problem.
2. Think of possible alternatives/options.
3. Assess and select a suitable alternative.
4. Apply a solution.

There are several steps to solving a problem:

1. Evaluating the problem
 - Clarifying the nature of a problem
 - Formulating questions
 - Gathering information systematically
 - Collating and organising data
 - Condensing and summarising information
 - Defining the desired objective
2. Managing the problem
 - Using the information gathered effectively
 - Breaking down a problem into smaller, more manageable, parts
 - Using techniques such as brainstorming and lateral thinking to consider options
 - Analysing these options in greater depth
 - Identifying steps that can be taken to achieve the objective
3. Decision-making
 - Deciding between the possible options on what action to take
 - Deciding on further information to be gathered before taking action
 - Deciding on resources (time, funding, staff, etc.) to be allocated to this problem
4. Resolving the problem
 - Implementing action
 - Providing information to other stakeholders; delegating tasks
 - Reviewing progress
5. Examining the results
 - Monitoring the outcome of the action taken
 - Reviewing the problem and problem-solving process to avoid similar situations in future

Value Education

Early Bird Catches the Worm

This proverb means that a person who wakes up early (to a situation/problem), or acts quickly, has the best chance of success. It signifies the importance of being punctual and disciplined to achieve success. It is also a sign of caution against procrastination and laziness. 'Bird' here refers to the person and 'worm' refers to the opportunity. To grab an opportunity, a person must act as quickly as possible.

Study the following example:

Shirin and Agnes are friends. They were classmates during their intermediate days, and are now about to take admission in a college, for the same course. The state higher education board had by now introduced CBCS courses in all colleges. But many of the students did not know much about the new system, and Agnes was one of these students. Agnes, a fast learner, does not heed Shirin's advice and bunks a lot of classes. She does not know that being regular in attending classes and having enough attendance are crucial to getting the required credits. By the end of the semester, as the examinations approach, Agnes does not have any study notes or material and she does not have enough internal marks. Shirin, on the other hand, has all her notes ready and is eager to write the exams. Seeing her friend in distress, Shirin shares her notes with Agnes. Though Agnes does her best in her exams, she does not do as well as she would have liked to. But Shirin scores good marks.