

ENGLISH FOR COMMUNICATION

Impetus to communicate

**B.Tech
1st Year**

*Reading maketh a full man;
Conference maketh a ready man;
Writing maketh an exact man.*

- Francis Bacon

DEPARTMENT OF ENGLISH

**RAJIV GANDHI UNIVERSITY OF KNOWLEDGE
TECHNOLOGIES – BASAR**



**RAJIV GANDHI UNIVERSITY OF KNOWLEDGE
TECHNOLOGIES, BASAR**

English for Communication – B.Tech 1st Year

TOPICS PRESCRIBED

| Units | Details of the Topics | Pages |
|-------|--|--------------|
| 1 | <p>A Road Not Taken by Robert Frost :</p> <ul style="list-style-type: none"> ➤ Understanding the Poem (Text) ➤ Discussion on Decision Making ➤ Importance of the Poem (Audio) ➤ Figures of Speech (Video) (Simile, Metaphor, Alliteration, Onomatopoeia) ➤ Invictus (2009): Inspirational Story (Video) | 1-13 |
| 2 | <p>Phonetics :</p> <ul style="list-style-type: none"> ➤ Consonants, Vowels with Examples from BBC ➤ Phonetic Transcription (Text) ➤ Syllabification (Text) ➤ Word Stress (Text) ➤ Voiced and Voiceless (Examples) (Text) ➤ The king's Speech (Video) | 14-24 |
| 3 | <p>What's Up?: An Excerpt from The Hindu (September 29, 2015)</p> <ul style="list-style-type: none"> ➤ Binomials and Portmanteau (Video) and (Text) ➤ Common Errors in English Usage ➤ Lord of the Flies : Thematic Movie (Video) | 25-30 |
| 4 | <p>Mark Antony's Speech: (Julius Caesar by Shakespeare)</p> <ul style="list-style-type: none"> ➤ Figures of Speech (Irony, Antithesis, Oxymoron, Personification, Hyperbole and Apostrophe) ➤ Debate (Video) (Text) ➤ One word substitutes (Text) ➤ Homophones, Homonyms and Homographs (Text) (Activities) ➤ Group Discussion (Text) | 31-42 |
| 5 | <p>The Nightingale and the Rose by Oscar Wilde :</p> <ul style="list-style-type: none"> ➤ Skimming and Scanning (Text) ➤ Dialogue writing: Seeking Permission, Requesting, Interrupting, etc. ➤ Tangled 2010 (Video) | 43-52 |
| 6 | <p>Anand's Super 30 for IIT - JEE : An Excerpt from The India Today (July 11,15)</p> <ul style="list-style-type: none"> ➤ Letter writing (Video and Text) <ul style="list-style-type: none"> a) Formal Letter b) Informal Letter ➤ Notice Writing (Video and Text) <ul style="list-style-type: none"> a) On various events e.g. Annual Day | 53-64 |

| | | |
|---|--|----------------|
| | <ul style="list-style-type: none"> ➤ Email writing (Video and Text) a) Emailing e.g. Formal and In Formal | |
| 7 | Interview - Metro Man Sreedhran <ul style="list-style-type: none"> ➤ JAM/PPT Presentations (Text) | 65-76 |
| 8 | A Missile Man's Wings of Fire - Dr. APJ Kalam: <ul style="list-style-type: none"> ➤ Writing a Book Review (Text) ➤ Curriculum Vitae or Resume preparation (Video and Text) ➤ APJ Kalam's (Video) | 77-87 |
| | Further Reading: <ul style="list-style-type: none"> ➤ Content which has to be read along with the unit | 88-136 |
| 9 | Appendixes : <ul style="list-style-type: none"> ➤ Debates from (BBC and NDTV) ➤ Parts of Speech and Tenses ➤ Root Words from Word Power Made Easy ➤ One Word Substitutes ➤ Sample Letter writings, Résumés etc. ➤ Some useful expressions ➤ Verb Forms | 137-182 |

FURTHER READING (Included in Testing)

UNIT-I: Capitalization, Punctuation (commas, full stop, inverted marks)

UNIT-II: Words often Confused, Affixes (Prefixes and Suffixes), Commonly Mispronounced Words, Tongue Twisters

UNIT-III: Articles, Prepositions and spotting the errors.

UNIT-IV: Tenses

UNIT-V: Active and Passive, Direct and Indirect Speech

UNIT-VI: Understanding the rules of spelling Part1&2

UNIT-VII: Commonly Used Phrasal Verbs & Idioms

U-VIII: Antonyms and synonyms

PREFACE TO THE STUDENT

“Entire world is googling in Google for many things, but the Google is googling about India for its CEO.” –Sundara Rajan Pichai

The Technical skills would be an important factor in your career. However, if the technical skills of two candidates are equal, the decision for hiring (or promoting) is usually based on the ability to communicate. For some positions, communication skills are so vital that poor writers, speakers are overlooked, no matter what level of expertise they have in technical skills. Leaders of major corporations state their beliefs in the value of good communication. *“We may be able to articulate words but not communicate well. We may listen or read and recognize words, but not comprehend well. If we do not master communication skills, we may ruin our social and professional relationships.”* (Monippally, 2010)

Reading supplies a person with the information needed to deal with some difficulty. Conferring with a person honing all that information, helps the other to prioritise the massive amount of information so that it can be useful. Finally, the act of writing is helpful to express what is needed to solve the difficulty in a very clear way. Reading makes a full man and a person develops his knowledge base and becomes learned. It leads to a comprehensive and well informed individual. Conference makes a ready man, implies a man of ready wits and alertness, a good speaker, quick and agile to use his wits to get out of any tricky situation or to take advantage of any opportunity that may come his way. Writing is a skill that demands precision, sound judgement and exactness on the part of the writer. Remember, what you write will forever be part of a record that may be used against you, to judge you or to praise you. You may prise yourself out of any words that you spoke, by saying that those words were misquoted. But not so with writing as the written words may come back to haunt you in future, which implies you have to be more exact in your writings.

This book presents the types of writing skills you need to have for a career in technology as well as in your daily life, much of the information is based on our career as educators and professionals. During the course of your career, we have witnessed the growing demands and increased expectations for written and spoken communication tasks, and the results depend as much on their ability to master a computer grammar proficiency as on their ability to be aware of their errors in order to write effectively.

Companies still hire or contact professional technical writers to produce critical documents, such as Proposals, User Guides, and online help. But the majority of employees must write their own E-mails, Letters, Reports, and Presentation Aids, sometimes without time for internal review. This can be an intimidating challenge to someone who is unfamiliar with basic writing skills. In review of these facts, for those who take the time to practice and experiment it can be an opportunity to shine. The tools for communication continue to become more powerful and sophisticated, and many exercises presented in this text require the use of word processors. Some require the use of the Internet to research specific topics.

The English Department of the university has strived to ensure the effective use of laptops in learning communication skills by facilitating language software for individual student users. To further complement our ongoing efforts, we have come up with this book as a ready reckoner to aid assimilation of the essential of communication. Language has several individual elements, as demonstrated in each chapter of this book. Each Unit focuses on **READING**, followed by **WRITING**, **SPELLING**, and **VOCABULARY**.

The **READING** articles for each unit either discuss or demonstrate the topic of the unit and consist of facts and ideas presented in an interesting way. If you encounter new words, underline the words and keep reading. Sometimes you will figure out new words by their context. Look up the words that you have not figured out after you have finished reading, then reread the sentence. Finally, answer the comprehension questions at the end of the Lesson. They will help you to interpret, organize and respond to what you have read. We strongly suggest you not to rely on any teacher for every word and sentence explanation. You need to resort to self-learning by availing the various available sources instead of depending on only a teacher's attention.

The **WRITING** sections present the skills that are most useful to technical students and deal with one primary writing skill at a time. It focuses on writing Paragraphs, Essays, Emails, Notices and many more writing activities.

The **SPELLING** sections review some spelling patterns that are reliable. They will also give you a helpful aid to remember correct spellings of tricky words. A poor spelling is unprofessional. Spelling checks find and correct some errors, but not all. Since writing takes time, thought and effort, it seems too senseless to degrade our own work with misspellings—it's almost like wearing an expensive shirt inside-out.

The **VOCABULARY** sections attempt to bring some order to haphazard collection of foreign roots, prefixes and suffixes that form technical words, Latin and Greek, particularly, from the roots for most of the difficult words that we encounter in technology. These sections will help you analyse words to determine their meanings.

Subsequent sections in the text book also revisit the fundamental rules of composing clear and correct sentences using correct Grammatical usage (It deals with the components of language: individual words, groups of words, and sentence structure and their functions in communication). Just as science is guided by a limited set of theories and principles, English is guided by a limited set of rules. Limited does not mean a small number, just a learnable number.

At the very end of the book, appendixes include information that supplements the given units. Look through them to see what is offered. Learning the techniques of effective writing requires thought and practice. Whatever effort you put in, however, will pay off—in this course and in your career. Consider this book as a ladder to career advancement.

Good luck!

Department of English

RGUKT BASAR

 Unit
 1

The Road Not Taken

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveler, long I stood
 And looked down one as far as I could
 To where it bent in the undergrowth;
 Then took the other, as just as fair,
 And having perhaps the better claim,
 Because it was grassy and wanted wear;
 Though as for that the passing there
 Had worn them really about the same,
 And both that morning equally lay
 In leaves no step had trodden black.
 Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.
 I shall be telling this with a sigh
 somewhere ages and ages hence:
 Two roads diverged in a wood, and I—
 I took the one less traveled by,
 and that has made all the difference.

All decisions have to be made with complete vigilance, once we make the decision we should not look back. That is the theory of Life. Life is full of complexities, don't take any decision in a spurting.

Robert Lee Frost (March 26, 1874 – January 29, 1963) was an American poet. His work was initially published in England before it was published in America. He is highly regarded for his realistic depictions of rural life and his command of American colloquial speech. His work frequently employed settings from rural life in [New England](#) in the early twentieth century, using them to examine complex social and

philosophical themes. One of the most popular and critically respected American poets of the twentieth century, Frost was honored frequently during his lifetime, receiving four **Pulitzer Prizes for Poetry**. He became one of America's rare "public literary figures, almost an artistic institution." He was awarded the **Congressional Gold Medal** in 1960 for his poetic works. On July 22, 1961, Frost was named **poet laureate of Vermont**.

Similes in Idioms

Comparison between two things using AS and LIKE

Or

A word or phrase that compares something to another, using words AS or LIKE.

Or

An expression comparing one thing with another, always including the words AS or LIKE

In descriptions, we use simile to compare one thing to another in order to provide a clear picture of what we are describing and to emphasize the adjective that we are using.

E.g. Though Baahubali story looks as old as the hills, it is really exciting.

Match the beginning of each sentence with the best ending:

| | | |
|----|---|---|
| 1 | My father used to have long hair and a beard but now he is as bald | a. as houses, so stop looking so nervous |
| 2 | Jhony' children are always as good | b. as brass |
| 3 | My sister was as pleased | c. as a bee lately |
| 4 | If she doesn't wear her glasses, she is a blind | d. as gold, so I'm happy to baby sit for her |
| 5 | Don't invite Robert to the party. He is as miserable | e. as a bat |
| 6 | I was surprised at her confidence. She walked into the meeting as bold | f. as a pancake |
| 7 | He phones every Friday at 6pm as regular | g. as a coot |
| 8 | I think I have got a puncture. Yes, look, my tyre is as flat | h. as a fiddle |
| 9 | Flying as safe | i. as sin at the moment! |
| 10 | He is over 80 years old but he is as fit | j. as Punch to receive your letter |
| 11 | Oh Look at this photo! You were as pretty | k. as clockwork |
| 12 | I am sorry I didn't call you back sooner. I have been as busy | l. as picture in that dress |

Select the exact adjective which would fit in the given sentences.

| | | | |
|------------|--------------|--------------|---------------|
| <i>mad</i> | <i>tough</i> | <i>Clean</i> | <i>steady</i> |
|------------|--------------|--------------|---------------|

- As _____ as a rock.
Example: The brain surgeon's hand was as _____ as a rock.
- As _____ as old boots.
Example: I can't eat this steak as _____ as old boots.
- As _____ as a whistle.
Example: Thank you for polishing the medal so well. It is as _____ as a whistle now.
- As _____ as a hatter.
Example: You would have to be as _____ as a hatter to drive so fast when the road is icy.

Metaphor

A word or an expression which describes a person or object by referring to something else that is considered to have similar characteristics to that person or object

Examples

- E.g. She is the **light** in a dark room
 All the world's a **stage**, and all the men and women merely players. They have their exits and their entrances
 The typical teenage boy's room is a disaster area
 My brother was **boiling mad**. (This implies he was too angry.)
 The assignment was a **breeze**. (This implies that the assignment was not difficult.)

Alliteration in Idioms

The use of the same letter or sound at the beginning of words that are close together.

Same sound

Alliteration is a feature of the spoken or written language when words beginning with the same letter of the alphabet are used close together.

E.g. The rugby match was fast and furious.

SAY THE TONGUE TWISTERS.

- Upper roller, lower roller.
- Truly rural, truly rural.
- Red lorry, yellow lorry.

4. She sells sea shells by the sea shore.
5. Sarah signed and sealed the letter which was short and sweet, and seen it.

Here are more examples of alliteration in idioms. Choose the correct meaning either A or B

1. Her enthusiasm for the subject seems to *wax and wane*
 - A. She is growing more and more enthusiastic about the subject
 - B. Sometimes, she is very enthusiastic and sometimes he isn't
2. I was relieved to find the hotel room *spick and span*
 - A. Very clean
 - B. Very expensively furnished
3. The firefighter *risked life and limb* to save the child from the burning building.
 - A. Was fatally injured
 - B. Was prepared to be injured or die
4. I wish everyone would arrive together at 8pm when the lesson starts, rather than *in dribs and drabs*
 - A. In groups of two or three, over period of time
 - B. Late, in a large group
5. That couple have been together for years though they are like *chalk and cheese*
 - A. Have some different tastes
 - B. Are not similar at all
6. What do you do for a living? Oh, *this and that*
 - A. I am unemployed
 - B. Various unspecified activities

Onomatopoeic Words

The act of creating or using words that include sounds that are similar to the noises the words refer to

What does it sound like?

Onomatopoeic words are ones which contain sounds similar to the noises they describe.

E.g. The word hiss sounds like the noise a snake makes, which is one of its meanings.

See if you can work out which word from the box below fits the description of each sound?

| | | | | |
|--------------|--------------------|-------------|-------------|--------------|
| <i>Mwash</i> | <i>whoosh beep</i> | <i>plop</i> | <i>thud</i> | <i>splat</i> |
|--------------|--------------------|-------------|-------------|--------------|

1. The sound of a stone falling into water
2. The sound of something moving quickly through the air
3. The sound of a heavy book being dropped onto a sofa
4. The sound of a wet flannel hitting the bathroom floor
5. The sound of a telephone answering machine which indicates it is recording
6. The sound film stars make when they kiss the air next to each other's cheek as they greet each other

Complete the conversation with suitable onomatopoeic words from the word box below

| | | | | | | |
|--------|------|-------|-------|-----|--------|---------|
| splish | ping | swish | click | brr | thwack | squelch |
|--------|------|-------|-------|-----|--------|---------|

Oh hi, Minnu, yes I know I said I would email you but when I tried to (1)..... on 'SEND' my internet connection crashed so I thought I would just call instead. Are you all right? Yes, we are all OK but (2)....., it is so cold in here. I hope the plumber comes soon to fix our heating. Yes, and the water heater is broken too. It is a nightmare not having any hot water and with this terrible dog, you can imagine I am desperate to clean the floor properly!.....Yes, he is still a nuisance! Yesterday Bobby took him on a walk and he got so muddy that he (3).....when he walked in. And then with one (4).....of his tail he knocked over a vase of flowers so I had to clean that up too..No, luckily it was a plastic vase but the water (5).....all over the floor. Yes, the silly dog's here right now. His tail is (6).....against my leg, silly thing. Oh just a moment, I heard the microwave go (7)..... That's my lunch ready. I will call you back later, OK? Bye.

The Poem's Theme

The Road Not Taken is more than a poem about someone trying to decide which road he's going to take on a stroll through the woods. It's actually a poem about the journey of life. The two roads diverged in a yellow wood symbolize a person's life, and the narrator's choice about which road to take represents the different decisions we sometimes have to make and how those decisions will affect the future; think of the expression 'down the road' that we often use to describe something that might happen months or even years from now, and you'll see how Frost is making this connection between life and traveling. Frost captures the uncertainty about making decisions and the natural desire to want to know what will happen as a result of the decisions we ultimately make:

'Two roads diverged in a yellow wood, and sorry I could not travel both and be one traveler, long I stood and looked down one as far as I could to where it bent in the undergrowth' (ll. 2-5).

Here the narrator really wishes he could have a preview of what lies around the corner for him, but of course, he can't, which Frost reminds us with that little bend in the road beyond which the narrator can't see. The narrator realizes this and decides to take the other road, because it really doesn't matter; he has no way of knowing where he's going to end up no matter what he does.

The only difference is that the road he does choose is 'grassy and wanted wear'; in other words, it doesn't look like anyone's taken it before or in a long time (ll. 8). At this point in the poem, Frost tries to encourage readers to overcome that fear; someone has to be the first person to try a new thing; think about what has happened when a man has boldly gone where no man has gone before. Without that kind of determination, Christopher Columbus wouldn't have 'discovered' America, or Neil Armstrong would never have walked on the moon.

Robert Frost: Poems Summary and Analysis of "The Road Not Taken" (1916)

The narrator comes upon a fork in the road while walking through a yellow wood. He considers both paths and concludes that each one is equally well-traveled and appealing. After choosing one of the roads, the narrator tells himself that he will come back to this fork one day in order to try the other road. However, he realizes that it is unlikely that he will ever have the opportunity to come back to this specific point in time

because his choice of path will simply lead to other forks in the road (and other decisions). The narrator ends on a nostalgic note, wondering how different things would have been had he chosen the other path.

Analysis

This poem is made up of four stanzas of five lines, each with a rhyme scheme of ABAAB.

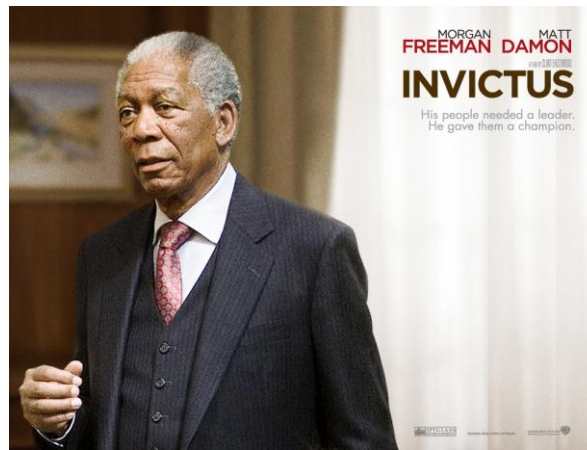
Along with “Stopping by Woods on a Snowy Evening,” this poem is one of Frost’s most beloved works and is frequently studied in high school literature classes. Since its publication, many readers have analyzed the poem as a nostalgic commentary on life choices. The narrator decided to seize the day and express himself as an individual by choosing the road that was “less traveled by.” As a result of this decision, the narrator claims, his life was fundamentally different that it would have been had he chosen the more well-traveled path.

This reading of the poem is extremely popular because every reader can empathize with the narrator’s decision: having to choose between two paths without having any knowledge of where each road will lead. Moreover, the narrator’s decision to choose the “less traveled” path demonstrates his courage. Rather than taking the safe path that others have traveled, the narrator prefers to make his own way in the world.

However, when we look closer at the text of the poem, it becomes clear that such an idealistic analysis is largely inaccurate. The narrator only distinguishes the paths from one another after he has already selected one and traveled many years through life. When he first comes upon the fork in the road, the paths are described as being fundamentally identical. In terms of beauty, both paths are equally “fair,” and the overall “...passing there / Had worn them really about the same.”

It is only as an old man that the narrator looks back on his life and decides to place such importance on this particular decision in his life. During the first three stanzas, the narrator shows no sense of remorse for his decision nor might any acknowledgement that such a decision be important to his life. Yet, as an old man, the narrator attempts to give a sense of order to his past and perhaps explain why certain things happened to him. Of course, the excuse that he took the road “less traveled by” is false, but the narrator still clings to this decision as a defining moment of his life, not only because of the path that he chose but because he had to make a choice in the first place.

Review: Invictus



"We need inspiration," declares Morgan Freeman as Nelson Mandela in the midst of Clint Eastwood's ceremonial tale of the 1995 rugby World Cup in post-apartheid South Africa. Mandela is ostensibly talking about the country as a whole, though he may as well be exhorting *Invictus* itself – a monolithic sporting saga that seems content to pose on the podium, lulled by the belief that its subject matter provides inspiration enough. At times it feels as though Eastwood has elected to skip the contest and proceed straight to the trophy presentation.

It's not that Mandela's turbulent first year as South Africa's president is lacking in drama. *Invictus*, which has its UK premiere tonight, plays out in a land scarred by apartheid and facing an uncertain future, led by an man still regarded by large swaths of the population as an unrepentant terrorist hell-bent on settling old scores. The genius of Mandela was in somehow managing to soothe these tensions, cajoling his countrymen towards an uneasy truce. But in charting this struggle, Eastwood sticks too close to the playbook and frames history as an airbrushed Hollywood heartwarmer. The implication is that, by the time our hero takes his seat at the world cup finals, none of these issues was ever a problem again.

Casting about for a symbol of the new, integrated South Africa, the newly elected president hits upon what initially seems an unruly and divisive candidate. The Springboks rugby team are not just languishing in the doldrums, they are also seen as a bastion of old white rule and therefore despised by the black majority who cheer whatever team is playing them. But Mandela spies an opportunity. He celebrates the Springboks' lone black player and sets out to woo its foursquare captain, François Pienaar (Matt Damon).

Raised in a family of racist Afrikaans, Pienaar goes to his first meeting like a man contemplating root canal surgery. Needless to say, he comes out converted. "He's the greatest man I've ever met," Pienaar gushes to his wife.

The rest of *Invictus* (which takes its name from the WE Henley poem) follows the Springboks' unlikely push towards the World Cup final, where they face-off against New Zealand. After a lifetime playing Cinderella, Pienaar's stoic maid is duly invited to the ball. Outside the stadium, a pair of white cops listen to the match on the radio while a black urchin eavesdrops a short distance away. But by the time the contest has reached its conclusion, the cops have hoisted the kid on their shoulders and are presumably planning to pay his way through college. *Invictus* is that kind of movie.

Decent acting keeps it halfway honest. While hardly a dead-ringer for Mandela, Freeman turns in a diligent, nuanced impersonation that at least hints at the private man behind the public image. His Mandela is by turns wise and wily; his seraphic smile concealing a life of shadows. Meanwhile, Damon makes a good fist of his role as Pienaar, although his character is seldom allowed to be more than a plot device: the Afrikaner who sees the light.

The trouble with *Invictus* is that it is more monument than motion picture: handsome, reverent and heavy. How curious that this cautious, constrained affair was recently handed the Freedom of Expression award by the National Board of Review. Freedom of expression? Really? Judged in terms of creativity, spectacle and drama, *Invictus* might as well be stuck on Robben Island.

On 11 February 1990, Nelson Mandela is released from Victor Verster Prison after having spent 27 years in jail. Four years later, Mandela is elected the first black President of South Africa. His presidency faces enormous challenges in the post-Apartheid era, including rampant poverty and crime, and Mandela is particularly concerned about racial divisions between black and white South Africans, which could lead to violence. The ill will which both groups hold towards each other is seen even in his own security detail where relations between the established white officers, who had guarded Mandela's predecessors, and the black ANC additions to the security detail, are frosty and marked by mutual distrust.

While attending a game between the Springboks, the country's rugby union team, and England, Mandela recognises that the blacks in the stadium are cheering for England, as the mostly-white Springboks represent prejudice and apartheid in their minds; he remarks that he did the same while imprisoned on Robben Island. Knowing that South Africa is set to host the 1995 Rugby World Cup in one year's time, Mandela persuades a meeting of the newly black-dominated South African Sports Committee to support

the Springboks. He then meets with the captain of the Springboks rugby team, François Pienaar, and implies that a Springboks victory in the World Cup will unite and inspire the nation. Mandela also shares with François a British poem, "Invictus", that had inspired him during his time in prison.

François and his teammates train. Many South Africans, both black and white, doubt that rugby will unite a nation torn apart by nearly 50 years of racial tensions, as for many blacks, especially the radicals, the Springboks symbolise white supremacy. Both Mandela and Pienaar, however, stand firmly behind their theory that the game can successfully unite the South African country.

Things begin to change as the players interact with the fans and begin a friendship with them. During the opening games, support for the Springboks begins to grow among the black population. By the second game, the whole country comes together to support the Springboks and Mandela's efforts. Mandela's security team also grows closer as the various officers come to respect their comrades' professionalism and dedication.

The Springboks surpass all expectations and qualify for the final against the All Blacks—South Africa's arch-rivals. New Zealand and South Africa were universally regarded as the two greatest rugby nations, with the Springboks being the only side to have a winning record against the All Blacks up to this point.^[4] The first test series between the two countries in 1921 was the beginning of an intense rivalry, with emotions running high whenever the two nations met on the rugby field.

Before the game, the Springbok team visits Robben Island, where Mandela spent the first 18 of his 27 years in jail. There Pienaar is inspired by Mandela's will and his idea of self-mastery in "Invictus". François mentions his amazement that Mandela "could spend thirty years in a tiny cell, and come out ready to forgive the people who put [him] there".

Supported by a large home crowd of all races, Pienaar motivates his team. Mandela's security detail receives a scare when, just before the match, a South African Airways Boeing 747 jetliner flies in low over the stadium. It is not an assassination attempt though, but a demonstration of patriotism, with the message "*Good Luck, Bokken*" — the Springboks' Afrikaans nickname — painted on the undersides of the plane's wings. The Springboks win the match on an added time long drop-kick from fly-half Joel Stransky, with a score of 15–12. Mandela and Pienaar meet on the field together to celebrate the improbable and unexpected victory. Mandela's car then drives away in the traffic-jammed streets leaving the stadium. As Mandela watches the South Africans celebrating together from the car, his voice is heard reciting the poem *Invictus*.

Unit 2

PHONETICS

[ˈɪŋɡlɪʃ prənʌnsɪ'eɪʃn]

Pronounce these words and sentences

1. Career
2. Debris
3. Candidate
4. Debut
5. Engineering
6. Charisma
7. Upper roller, lower roller.
8. Truly rural, truly rural.
9. Red lorry, yellow lorry.
10. She sells sea shells by the sea shore.

International Phonetic Alphabet Symbols

CONSONANTS

1. /p/ play, stop, speak, power
2. /b/ bad, baby, big, object
3. /t/ ten, later, little, pot
4. /d/ day, advice, bed
5. /k/ character, quick, taxi
6. /g/ got, exam, ignore, finger
7. /f/ food, laugh, telephone
8. /v/ vain, over, Stephen
9. /θ/ thin, earth, method, both
10. /ð/ they, father, breathe, with
11. /s/ small, since, scene, psalm
12. /z/ zoo, goes, xenophobe
13. /ʃ/ shell, nation, machine
14. /ʒ/ genre, measure, vision
15. /h/ hot, hair, whole, whose
16. /m/ moon, lamp, lamb
17. /n/ can, snow, pneumonia
18. /ŋ/ string, singer, tongue

- 19. /tʃ/ chair, match, future
- 20. /dʒ/ just, general, age, soldier
- 21. /l/ look, small, bottle, isle
- 22. /r/ real, train, wrong, write
- 23. /j/ yes, Europe, university
- 24. /w/ window, twin, quick, why

| VOWELS | DIPHTHONGS |
|------------------------------------|----------------------------------|
| 1. /ɪ/ pin, English, business | 1. /eɪ/ take, pay, wait, ballet |
| 2. /e/ bed, head, bury, exit | 2. /aɪ/ five, sigh, height, buy |
| 3. /æ/ cat, bag, apple, black | 3. /ɔɪ/ noise, boy, lawyer |
| 4. /ə/ the, a, woman, banana | 4. /əʊ/ no, road, sew, broken |
| 5. /ʊ/ look, put, could, cushion | 5. /aʊ/ round, renown, doubt |
| 6. /ɒ/ clock, what, because | 6. /ɪə/ here, deer, dear, fierce |
| 7. /ʌ/ cut, come, mother | 7. /eə/ care, air, mayor, prayer |
| 8. /ɜ:/ girl, burn, word, heard | 8. /ʊə/ poor, insure, tour, moor |
| 9. /ɑ:/ car, art, heart, half | |
| 10. /ɔ:/ or, board, door, small | |
| 11. /ɪ:/ sea, bee, people, receive | |
| 12. /u:/ too, blue, fruit, fool | |

Exercise 1

Match the phonetic transcriptions with the words.

- 1. /ʃʌt/ a. later
- 2. /hɑ:t/ b. joke
- 3. /θɪŋk/ c. heart
- 4. /wɜ:k/ d. there
- 5. /leɪtə/ e. doubt
- 6. /bɔ:t/ f. work
- 7. /pu:l/ g. shut

8. /dʌʊt/ h. think
 9. /dʒəʊk/ i. pool
 10. /ðəʊ/ j. bought

Exercise 2

Listen to the following words and circle the sound that you hear.

1. /æ/ /ʌ/
2. /æ/ /e/
3. /ʊ/ /ɒ/
4. /ɪ/ /I/
5. /ɜ:/ /ɔ:/
6. /eɪ/ /aɪ/
7. /ʊ/ /u:/
8. /ɪə/ /eə/
9. /θ/ /ð/
10. /ʃ/ /ʒ/

Exercise 3

Complete the transcriptions with one of the following diphthongs:

/eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/ /ɪə/ /eə/ /ʊə/

1. make /m _ _ k/
2. sure /ʃ _ _ /
3. bear /b _ _ /
4. island /- - lænd/
5. employ /ɪmpl _ _ /
6. hear /h _ _ /
7. town /t _ _ n/
8. home /h _ _ m/
9. sight /s _ _ t/
10. know /n _ _ /

Exercise 4

Write out the correct spelling of these place names.

1. /kæntəbrɪ/ 2. /ɡrenɪʃ/ 3. /lestə/ 4. /edɪnbərə/ 5. /wɒrɪk/

Transcription (elementary)**Exercise 1**

Give the two English words represented by each of the following transcriptions.

Example: /hɛr/ hair, hare

- | | | |
|--------------|-------------|--------------|
| (a) /kærət/ | (e) /ɜ:n/ | (i) /hastəl/ |
| (b) /fraɪər/ | (f) /nouz/ | (j) /ɡreɪt/ |
| (c) /kɔ:rs/ | (g) /ɡru:n/ | (k) /tɑ:m/ |

(d) /deɪz/ (h) /θru/
 (l) /lɑgər/

Exercise 2

Each of the following contains one error in transcription; i.e., it indicates an impossible pronunciation of the word for a native speaker of English. Give the word and supply the correct transcription.

Example: /pɪtsə/ word: pizza transcription: /pɪtsə/

- (a) /saɪtʃən/ (g) /mæɡɪkəl/ (m) /ɔrdəpɪdɪk/
 (b) /sɛntʃəri/ (h) /ɑɡsədʒən/ (n) /pʌnətɪv/
 (c) /sɒnflaʊər/ (i) /brɪθd/ (o) /kwɛstən/
 (d) /tɒmkæt/ (j) /stɛnkθ/ (p) /kʊstəməri/
 (e) /ɔɪstərs/ (k) /fɑmtli/ (q) /pərpɛkzt/
 (f) /ʌmbɹɛlə/ (l) /nɛɪbərɪhəd/ (r) /sfɪŋx/

Exercise 1

1. ə'dɪktɪd
2. 'leɪzɪ
3. mi:n
4. ʃes
5. 'fænsɪ
6. Fæt
7. ə'træktɪv
8. ru:d
9. 'tɔ:kətɪv
10. Stænd

Exercises on Consonants

4. Give the phonetic symbol for the initial consonant sound(s) in each of the following words.

- (a) rhetoric (f) cereal (k) psalm (p) gnat
 (b) one (g) jaguar (l) chorus (q) wrong
 (c) know (h) unity (m) chaste (r) zero
 (d) Thomas (i) pheasant (n) charade (s) ghost
 (e) sure (j) theme (o) shave (t) science

5. Give the phonetic symbol for the medial consonant sound(s) in each of the following words.

- (a) toughen (f) away (k) listen (p) author
 (b) visage (g) errand (l) plumber (q) lather
 (c) alloy (h) ocean (m) cupboard (r) psyche
 (d) descent (i) adjourn (n) soften (s) future

(e) azure (j) aghast (o) measure (t) lawyer

6. Give the phonetic symbol for the final consonant sound(s) in each of the following words.

- (a) froth (f) itch (k) phase (p) mall
 (b) miss (g) sign (l) lathe (q) rough
 (c) stomach (h) niche (m) tongue (r) beige
 (d) indict (i) hiccough (n) comb (s) hopped
 (e) ledge (j) ooze (o) brogue (t) solemn

Exercises on Vowels

4. Give the phonetic symbol for the vowel sound in each of the following words.

- (a) build (h) young (o) mourn (v) throw (cc) burn
 (b) gauge (i) stop (p) style (w) slim (dd) hook
 (c) threat (j) fruit (q) heart (x) weigh (ee) goose
 (d) plaid (k) wolf (r) war (y) through (ff) blood
 (e) earn (l) feud (s) proud (z) their (gg) die
 (f) brought (m) vein (t) break (aa) peace (hh) toe
 (g) town (n) flax (u) cute (bb) face (ii) shoe

5. Transcribe the full vowel in the word in column A and the corresponding reduced vowel in column B.

| A | B |
|--------------------------|-----------------------|
| (a) dipl <u>o</u> ma | dipl <u>o</u> matic |
| (b) ass <u>u</u> me | ass <u>u</u> mption |
| (c) not <u>i</u> fy | not <u>i</u> fication |
| (d) migr <u>a</u> te | migr <u>a</u> tory |
| (e) implic <u>i</u> t | implic <u>i</u> ation |
| (f) emph <u>a</u> tic | emph <u>a</u> sis |
| (g) harmon <u>i</u> c | harmon <u>i</u> y |
| (h) tempestu <u>o</u> us | tempest <u>o</u> |

Exercise:

Take this list of words and decide if the final consonants are voiced or voiceless.

| Voiceless Consonant Sounds | Voiced consonant sounds |
|----------------------------------|-------------------------------------|
| <i>p, t, k, f, s, sh, ch, th</i> | <i>b, d, g, v, z, j, l, m, n, r</i> |

Past Tense Pronunciation for Regular Verbs (-ed)

| | | |
|--|---|---|
| <p><u>Rule 1:</u> If the verb base ends in a <u>voiceless sound</u>, then the –ed ending <u>sounds like “t”</u>.</p> <p>The “t” is <u>blended</u> together with the previous consonant and <u>not pronounced as an extra syllable</u>.</p> | <p><u>Rule 2:</u> If the verb base ends in a <u>voiced sound</u>, then the –ed ending <u>sounds like “d”</u>.</p> <p>The “d” is <u>blended</u> together with the previous consonant and <u>not pronounced as an extra syllable</u>.</p> | <p><u>Rule 3:</u> If the verb base <u>ends in a “t” or “d”</u> sound already, then the –ed ending <u>sounds like “id” or “ud”</u>.</p> <p>It is <u>pronounced as an extra syllable</u>.</p> |
| <p>A voiceless sound is like a whisper. Your vocal chords don’t vibrate.</p> <p>Voiceless consonant sounds:</p> <p><i>p, f, k, s, sh, ch, th</i></p> | <p>A voiced sound means that your vocal chords vibrate.</p> <p>Voiced consonant sounds:</p> <p><i>b, v, g, z, j, th, l, m, n, r</i></p> <p>All vowel sounds are voiced.</p> | <p>Pronouncing /S/ and /Z/</p> <p>Voiceless consonant sounds: /S/ <i>p, f, k, s, sh, ch, th</i></p> <p>Voiced consonant sounds: /Z/ <i>b, v, g, z, j, th, l, m, n, r</i></p> |
| <p>Examples of past tense verbs where the –ed ending sounds like “t”</p> <p>worked dropped finished divorced stopped laughed coughed watched</p> | <p>Examples of past tense verbs where the –ed ending sounds like “d”</p> <p>moved returned stayed studied married widowed raised engaged traveled</p> | <p>Examples of past tense verbs where the –ed ending sounds like “ed”</p> <p>started graduated visited separated dated attended</p> |

Syllable division: A syllable consists of a vowel sound or a vowel sound + consonant(s). The system for syllable division is generally a phonetic one. Most words have the same number of syllables in the written form as in the pronunciation. However, there are a few rules to help divide words up into syllables.

a) Each syllable has only one vowel sound. When a consonant separates two vowels, divide the word after the first vowel and before the consonant:

stu-dent re-sult ex-a-mine

b) When the vowel is at the end of a syllable, it has a long sound, called an open syllable:

be-low an-ec-dote

c) When the vowel is not at the end of a syllable, it has a short sound, called a closed

sub-ject con-vent

d) Syllables are divided between doubled consonants, unless the doubled consonant is part of a syllable that is a base word:

din-ner swim-ming tell-er

e) Monosyllabic prefixes and suffixes are not divided:

il-le-gal un-com-mon gov-ern-ment cou -ra-geous

f) Plurisyllabic prefixes and suffixes are divided:

an-ti-war un-der-take vel-o-ci-ty hy-po-the-ti-cal

Divide the following words into syllables.

1. Mirror
2. Sunshine
3. Poem
4. Wonderful
5. Calendar
6. Global
7. Fitness
8. December
9. Computer
10. Lovely

Word Stress

Stress is an emphasis placed upon a syllable by pronouncing it more loudly than those that surround it. a single unit of speech is called a syllable. Word stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. Stress is typically signaled by such properties as increased loudness and vowel length, full articulation of the vowel, and changes in pitch.

I. Some words exist as different parts of speech that are spelt the same but are pronounced differently.

For example present (noun) is pronounced /**ˈ**presz**t**/, whereas present (verb) is pronounced /**pri**ˈz**ent**/.

Match each word with its pronunciation. Pronounce the words out loud

1. ˘Object (noun) -
Ob˘ject (verb) –
2. ˘Content (noun) –
Con˘tent (verb) –
3. ˘Delegate (noun) –
Dele˘gate (verb) –
4. ˘Project (noun) –
Pro˘ject (verb) –
5. ˘Refuse (noun) –
Re˘fuse (verb) –
6. ˘Record (noun) –
Re˘cord (verb)

II. Generally, the stress on the syllable preceding the suffix on words ending in –ic, -ical, -ically, -ious, -ial, -ially, -ian, -ious, -logy, -nomy, -graphy

| | | | | |
|----------------|-------------|-------------|---------------|-----------------|
| aca˘demic | spe˘cific | aro˘matic | ar˘tistic | me˘chanic |
| poly˘technique | e˘lectric | mag˘netic | eco˘nomic | ˘magic |
| elec˘tronic | me˘chanical | e˘lectrical | eco˘nomically | confi˘dentially |
| es˘sential | li˘brarian | ma˘licious | de˘licious | su˘spicious |

II. Words ending in –tion have the stress on the syllable before it.

| | | | | |
|---------------|----------------|---------------|--------------|-----------------|
| exami˘nation | infor˘mation | congre˘gation | combi˘nation | congratu˘lation |
| appli˘cation | intro˘duction | con˘ception | limi˘tation | esti˘mation |
| con˘struction | communi˘cation | calcu˘lation | co˘nnection | re˘jection |

II. The suffixes –eer, -self, -ever, -ique, and –mental are accented on the first syllable

| | | | | | |
|---------------|--------------|----------|-----------|---------|---------|
| Ca˘reer | her˘self | how˘ever | phy˘sique | u˘nique | ˘mental |
| Depart˘mental | senti˘mental | | | | |

The King's Speech – Review



Written by David Seidler and directed by Tom Hooper, *The King's Speech* is a richly enjoyable, instantly absorbing true-life drama about the morganatic bromance between introverted stammerer King George VI and his exuberant Australian speech therapist Lionel Logue: an affair brokered by George's shrewd wife in her pre-Queen-Mum incarnations as the Duchess of York, and then Queen Elizabeth. These characters are performed with pure theatrical gusto by Colin Firth as the miserably afflicted monarch, Geoffrey Rush as the twinkly eyed speech coach and Helena Bonham Carter as the Queen who has to learn to like Logue by overcoming her own snobbery – which she incidentally never troubles to disguise as shyness.

As well as this, the movie is an intriguing, if slightly loaded new perspective on the abdication crisis of 1936. Above all, it's a smart anti-Pygmalion. Like Shaw's *Eliza Doolittle*, the poor King as a younger man is forced to speak with his mouth full of marbles, and comes close to Eliza's fate of swallowing one.

But where she had to smarten up and talk proper, George VI (formerly the Duke of York, always known as "Bertie") has to move in the other direction: he has to loosen up, be less formal, less clenched, less clinically depressed. The movie cleverly casts a new light on the dysfunctional tremor at the heart of Britain's royal family, and cheekily suggests there was a time when a British monarch experimented with psychoanalysis, disguised as speech therapy.

Firth's face is a picture of misery in the opening scene, under his top hat, as if attending his own funeral. It is his first public appearance, required to speak through a microphone to vast crowds at the empire exhibition at Wembley stadium, and via live radio to the nation. His stammer means he can hardly get a word out, and the nation cringes with embarrassment. His formidable father, played by Michael Gambon with England's gruffest beard, makes clear to him that this is a new media age. It's not just a matter of looking frightfully regal on a horse, the monarch has to be able to master the radio microphone. Spectacle must not be replaced by dead air.

This is where Lionel Logue comes in – a bullish Australian with bohemian manners and shabby premises on Harley Street. He is a failed actor who is everywhere patronised as a colonial, especially by the toffee-nosed English theatrical types for whom he still hopefully auditions. We see him trying out for an amateur company by doing Richard III's "winter of our discontent" soliloquy. (Might Hooper and Seidler have considered making Logue do the "popinjay" speech by Hotspur from Henry IV Part One – the Shakespeare character traditionally played as a stammerer? Too obvious?) In his script, Seidler creates sharp exchanges as Logue fearlessly barges through the pompous royal formality that's all part of the problem, cheerfully deriding his previous medical advisers: "They're all idiots!" "They've been knighted!" splutters Bertie. "Makes it official then, doesn't it?" Slowly, Bertie opens up to his new friend about his unhappy childhood, and doesn't notice how his speech is improving. The crisis comes when Logue gets too close to his patient, and Rush shows how "red carpet fever" is getting the better of him: he even affects some anti-colonial hauteur in dismissing the ambitions of Edward's mistress, Mrs Simpson, scoffing at the idea of "Queen Wallis of Baltimore".

Meanwhile, the abdication means poor, stuttering Bertie has to shoulder the ultimate burden while "Herr Hitler" is whipping up the storm clouds of war. The nation needs a king who can rally the forces of good in a clear, inspiring voice. Are Bertie and Lionel up to the job?

As well as the three leads, there are two tremendous supporting turns: Guy Pearce is a terrific Edward, the smooth, obnoxious bully who mocks Bertie's stammer and, marooned in Sandringham, yearns for phone sex with Mrs Simpson – what he ickily calls "making our own drowsies". Gambon has two great scenes as George V: first as the robust patriarch, barking orders at his quailing son, and then – the sudden decline is a modest *coup du cinéma* – incapable and on the verge of dementia, mumbling and mauling as his privy councillors make him sign away his executive responsibility.

Not everyone's going to like this film: some may find it excessively royalist and may, understandably, feel that it skates rather too tactfully over Bertie and Elizabeth's initial enthusiasm for appeasement and Neville Chamberlain. In this version, Chamberlain hardly features at all – we appear to pass directly from Stanley Baldwin's resignation to the sudden appearance of First Lord of the Admiralty Winston Churchill, jowl-quiveringly, sinew-stiffeningly played by Timothy Spall – always giving advice and apparently permitted to wield a lit cigar in the sovereign's presence. But *The King's Speech* proves there's fizzing life in old-school British period dramas – it's acted and directed with such sweep, verve, darting lightness. George VI's talking cure is gripping.

Plot

Prince Albert, Duke of York, the second son of King George V, stammers through his speech closing the 1925 British Empire Exhibition at Wembley Stadium, while the resulting ordeal is being broadcast by radio worldwide. The Duke has given up hope of a cure, but his wife, Elizabeth, persuades him to see Lionel Logue, an Australian speech therapist in London. During their first session, Logue breaches royal etiquette by referring to the Prince as "Bertie", a name used only by his family. When the Duke decides Logue's methods and manner are unsuitable, Logue wagers a shilling that the Duke can recite Hamlet's "To be, or not to be" soliloquy without trouble while listening to "The Marriage of Figaro" on headphones. Logue records his performance on an acetate record. Convinced he has stammered throughout, Prince Albert leaves in anger, declaring his condition "hopeless" and dismissing Logue. Logue offers him the recording as a keepsake.

1934 photograph of George V delivering the Royal Christmas Message; an image recreated in the film

After King George V makes his 1934 Christmas radio address, he explains to his son the importance of broadcasting to a modern monarchy. He declares that David (Edward, Prince of Wales), Albert's older brother and heir apparent, will bring ruin to himself, the family, and the country when he accedes to the thrones of the UK and the Dominions, leaving continental Europe to the mercy of Nazi Germany and Communist Russia. King George demands that Albert train himself, starting with a reading of his father's speech. He makes an agonising attempt to do so.

Later, the Duke plays Logue's recording and hears himself unhesitatingly reciting Shakespeare. He decides to return to Logue, where he and his wife both insist that Logue focus only on physical exercises, not therapy. Logue teaches his patient muscle relaxation and breath control techniques but continues to probe gently and persistently at the psychological roots of the stutter. Albert eventually reveals some of the pressures of his childhood and the two men start to become friends.

In January 1936, George V dies and David ascends the thrones as King Edward VIII, but causes a constitutional crisis with his determination to marry Wallis Simpson, an American socialite divorcée who is still legally married to her second husband. At a party in Balmoral Castle, Albert points out that Edward, as head of the Church of England, cannot marry Simpson, even if she receives her second divorce because both of her previous husbands are alive. Edward, in response, suggests that his brother is taking his elocution lessons as a way to more easily usurp the throne. Edward then reenacts his bullying habits and Albert responds by stuttering uncontrollably.

Colin Firth and Helena Bonham Carter as the Duke and Duchess of York

At his next session, Albert expresses his frustration that while his speech has improved when talking to most people, he still stammers when talking to his own brother and reveals the extent of Edward VIII's folly with Simpson. When Logue insists that Albert could be a good king instead of his brother, the latter labels such a suggestion as treason and, in his anger, mocks and dismisses Logue. When King Edward VIII abdicates to marry Simpson, Albert accedes as King George VI. The new king and queen visit Logue at his home to apologise, startling Mrs. Logue, who was unaware that the King was her husband's patient.

During preparations for his coronation in Westminster Abbey, George learns that Logue has no formal qualifications, as initially assumed by him. When confronted, Logue explains how he was asked to help shell-shocked Australian soldiers returning from the First World War. When George remains unconvinced of his fitness for the throne, Logue sits in King Edward's Chair and dismisses the underlying Stone of Scone as a trifle. Goaded by Logue's seeming disrespect, the King surprises himself with his own sudden burst of outraged eloquence.

Upon Britain's declaration of war with Nazi Germany in September 1939, King George summons Logue to Buckingham Palace to prepare for his upcoming radio address to millions of listeners in Britain and the Empire. Knowing the challenge that lies before him, both Winston Churchill and Prime Minister Neville Chamberlain offer the King their support. George and Logue are then left in the room. He delivers his speech somewhat competently, while Logue guides him. By the end of his speech, George is speaking freely with little to no guidance from Logue. Afterwards, the King and his family step onto the balcony of the palace and are applauded by the thousands who have gathered.

A title card explains that Logue was always present at King George VI's speeches during the war and that they remained friends for the rest of their lives

Unit 3



What's Up?



“Hello, writer Anitha! What’s happening?” I was surprised to hear an old friend’s voice early in the morning.

I was of course happy to talk to him, but when you suddenly hear from someone after months, that too early in the day, you can get **inquisitive**. As it turned out, the friend, who I used to speak with once a year for precisely three minutes (on his birthday or mine), had sent me a group invitation that I had not yet accepted. And that was why he was calling. A series of questions and answers later I figured out that the invite was for a WhatsApp group, which apparently had all the ex-classmates listed. I was the only one missing – and thereby missing out on all the action. I could only smile in response.

I had first logged on to WhatsApp a year and a half ago, much against my wishes. Being technologically challenged and **resistant** to change has always made it difficult for me to discover new things and to accept them: by the time I knew what Orkut was, the world had moved on to Facebook; I had **barely** managed to get myself a Facebook account when Google Plus arrived. And Twitter? Let's not even get there. So it was only natural that I had no **inkling** of what WhatsApp was all about until a cousin introduced me to it. I didn’t think much of it even after the introduction.

Peer pressure, however, can be difficult to resist — even at 35. It had become tough defending my **stance**. The **tipping** point came when my doctor, chemist, tailor, and even carpenter started telling me to WhatsApp them. They didn’t check SMS anymore. And so, after months of being **pestered** by friends and cousins, **cajoled** by ex-colleagues and tech-lovers (ok! I made up the last one), and being looked down upon by doctors and shopkeepers alike, I gave in: one beautiful spring morning, feeling unusually generous towards the world, I took the **plunge**.

It was all very confusing in the beginning. I could hardly find my way around, and when I did I could only find messages seeking to sell property, beauty, **lingerie** and what not. I was added to random groups that sent pictures of dogs, cats, babies and sometimes piglets too; there was no **trace** of the people who had got me into this mess.

“You should announce your arrival,” advised a friend. So I put up my first status: the **forg** is out of the well. That did the trick. “It’s not forg, stupid, it’s frog”, came an old friend’s message – I had not heard from him in years. “Look who is here!” said another, unable to believe I had given in. And in a matter of days, people, who for years had just remained numbers in my phone book, came to life. It is the juicy, gory stuff that takes centre stage, and, like any other guilty pleasure, it is so addictive you can **hardly** take your eyes off the screen: what if you missed out on an important detail? One reason I had always resisted a smartphone or chat and social media app was that I did not want to become a slave to a tiny device in my hand. I found it unacceptable

to be **trapped** in a **virtual** world ignoring the real. **Ironically**, I had become the monster I feared.

In just a few months from not having anything to say I had much to talk – or type – about, and even more to hear, or read. So much so that I compromised on chores, postponed assignments, sacrificed sleep, and ignored children, husband and home. I slept with the phone and woke up with it, and sometimes even checked it in the middle of the night. For the little time I was away from the phone, I would be thinking about it.

There was another thing that happened: with all the chatting, sharing, laughing, crying and even working happening virtually, real-life conversations had almost come to a **standstill**. There was nothing left to say to anyone: everything that could be said had already been said. It struck me hard when I met a friend after many months and yet had nothing to talk about. That day while he sat **fiddling** with his phone, and I sat **gazing** at the sky, I decided I had to get out of this trap.

It wasn't easy; being all by myself through the day only made things worse: here I was, sitting alone, staring at the walls thinking what to do next, and there everyone was chatting, joking, laughing. I longed for my virtual life, but hung on. Whenever I felt the **urge** to get back – and it happened quite often – I read a book or baked a cake; when I missed talking to someone, I called my mother or mother-in-law, when I wanted to gossip, I spoke with my girls. Despite all this, there were times I felt as though I would suffocate to death, my phone meanwhile was already as good as dead. But no one dies of WhatsApp **deficiency**; I didn't either.

Since I quit using the app, I have started getting regular phone calls from friends, cousins and acquaintances, and our conversations have not only been longer but also much more wholesome than they had been in a long time. And as far as the action is concerned, I get all of it in real life.

*** *** *** *** *** *** ***

Binomials

A Binomial pair is an expression containing two words which are joined by a conjunction (usually *and* or *or*). The word order of a binomial pair is usually fixed.

E.g. There will be **ups and downs** in the process of success.

The expression in bold is a binomial [pair word], where two words are joined by a conjunction (and, or, etc.). The order of the words in the expression is fixed and cannot be interchanged. Some more examples of binomials are

To and fro,
Pick and choose,
Then and there,
Sooner or later.

Complete these well-known binomials. Their meanings are given.

Back to _____ one after one.

E.g. _____

_____ and large generally.

E.g. _____

Thick and _____ in all conditions.

E.g. _____

Ins and _____ details.

E.g. _____

Cats and _____ heavy rain.

E.g. _____

Dos and _____ what to do and not.

E.g. _____

Out and _____ (thoroughly/wholly).

E.g. _____

_____ and cons (arguments for or against).

E.g. _____

Ups and _____ (prosperity and adversity).

E.g. _____

_____ and on (occasionally).

E.g. _____

Blue and _____ beating severely.

E.g. _____

Over and over _____ again and again.

E.g. _____

PORTMANTEAU WORDS

A portmanteau is a word that has been made by combining parts of other words.

Find the words that combined to make these portmanteau words.

E.g. Brunch : breakfast + Lunch (Meal of both)

Webinar : Website + seminar

Microsoft : Microcomputer + software

Edutainment : Products such as books, television programmes and especially computer software that both educate and entertain

Greenwash : Activities by a company or an organization that are intended to make people think that it is concerned about the environment, even if its real business actually harms the environment

Iphone : Ipod + phone

Mockney : A way of speaking English by educated people from London which copies that words and sounds cockney speech [East London]

Sitcom : A regular programme on television that shows the same characters in different amusing situations

Biopic : Biography + picture

Workaholic : A person who works very hard and finds it difficult to stop working and do other things

Malware

Linex

o'clock

Smog

Tech-fest

Telecast

Motel

Skype

Medicare

Heliport

Hackthon

Pixel

Lenovo

Pokeman

Blog

Multiplex

Sitcom

Infotainment

WiFi

Tinglish

Goodbye

Netizens

Modem

Common Errors in English

1. **Incorrect:** I bought the furnitures in a shop at Nampally.
 Correct: I bought the furniture in a shop at Nampally.
2. **Incorrect:** The news that I heard are very interesting.
 Correct: The news that I heard is very interesting.
3. **Incorrect:** Politics are a difficult subject.
 Correct: Politics is a difficult subject.
4. **Incorrect:** Measles are an infectious disease.
 Correct: Measles is an infectious disease.
5. **Incorrect:** The police has been informed about the theft.
 Correct: The police have been informed about the theft.
6. **Incorrect:** Lakshmi did not listened to the advices given by her parents.
 Correct: Lakshmi did not listen to the advice given by her parents.
7. **Incorrect:** The tourist requested the clerk to give him informations.
 Correct: The tourist requested the clerk to give him information.
8. **Incorrect:** My cousin brother, Subramanyam, lives in Mahboobnagar.
 Correct: My cousin, Subramanyam, lives in Mahboobnagar.
9. **Incorrect:** The man is mortal.
 Correct: Man is mortal.
10. **Incorrect:** Rashmi's hairs are brown in colour.
 Correct: Rashmi's hair is brown in colour.
11. **Incorrect:** I and he went for the movie.
 Correct: He and I went for the movie.
12. **Incorrect:** Neither of these pens are mine.
 Correct: Neither of these pens is mine.
13. **Incorrect:** None of these apples are sweet.
 Correct: None of these apples is sweet.
14. **Incorrect:** Susheel and me returned home.
 Correct: Susheel and I returned home.
15. **Incorrect:** Each of the boys were given a chocolates.
 Correct: Each of the boys was given a chocolate.
16. **Incorrect:** Anyone of these two girls can be appointed.

- Correct:** Either of these two girls can be appointed.
17. **Incorrect:** Srinivas in neither handsome or rich.
Correct: Srinivas in neither handsome nor rich.
18. **Incorrect:** Neither of the boys are intelligent.
Correct: Neither of the boys is intelligent.
19. **Incorrect:** We enjoyed at the party.
Correct: We enjoyed ourselves at the party
20. **Incorrect:** Myself will come to your house.
Correct: I will come to your house.
21. **Incorrect:** One should do his duty.
Correct: One should do one's duty.
22. **Incorrect:** Suresh and me went for a walk.
Correct: Suresh and I went for a walk.
23. **Incorrect:** Get the book and put on the table.
Correct: Get the book and put it on the table.
24. **Incorrect:** Every woman clapped their hands
Correct: Every woman clapped her hands.
25. **Incorrect:** My friend, which lives in Gudivada, is a doctor.
Correct: My friend, who lives in Gudivada, is a doctor.

Unit
3

Mark Antony Speech – Julius Caesar

By William Shakespeare

(from Julius Caesar, spoken by Marc Antony)

Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it.
Here, under leave of Brutus and the rest—
For Brutus is an honourable man;
So are they all, all honourable men—
Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.
He hath brought many captives home to Rome
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.
You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;

And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

Irony:- Irony is a mode of speech in which the real meaning is exactly the opposite of that which is literally conveyed.

Examples:-

1. No doubt but ye are the people, and wisdom shall die with you.
2. The atrocious crime of being a young man, which the honourable gentle man has, with such spirit and decency, charged upon me. I shall neither attempt to palliate nor deny.
3. Here under leave of Brutus and the rest
(For Brutus is an honourable man:
So are they all, all honourable men)
Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me;
But Brutus says he was ambitious,
And Brutus is an honourable man.

Personification:- In Personification inanimate objects and abstract notions are spoken of as having life and intelligence.

Examples:-

1. Truth sits on the lips of an honest man.
2. Laughter holding both her sides.
3. Death lays his icy hand on kings.
4. Pride goeth forth on horseback, grand and gay,
But Cometh back on fool, and begs its way

Apostrophe:- An Apostrophe is a direct address to the dead, to the absent, or to a personified object or idea. This figure is a special form of Personification.

Examples:-

1. Milton ! thou should'st be living at this hour.
2. O Friend ! I know not which way I must look
For, comfort,
3. Roll on, thou deep and dark blue Ocean-roll !
4. O death ! where is thy sting ? O grave ! where is thy victory ?
5. O liberty, what crimes have been committed in thy name ?
6. Wave, Munich, all thy banners wave,
And charge with alt thy chivalry !
7. O judgement! thou art fled to brutish beasts.
8. O Solitude ! where are the charms
That sages have seen in thy face ?

Hyperbole:- In Hyperbole a statement is made emphatic by overstatement.

Examples:-

1. Here's the smell of blood still; all the perfumes of Arabia will not sweeten this little hand.
2. Why, man, if the river were dry, I am able to fill it with tears.
3. O Hamlet ! thou hast cleft my heart in twain.
4. Surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision than Marie Antoinette.
5. I loved Ophelia: Torn thousand brothers Could not with all then' quantity of love Make up the sum.
7. My heart is in the coffin there with Caesar,

Euphemism:- Euphemism consists in the description of a disagreeable thing by an agreeable name.

Examples:-

1. He has fallen asleep (i.e., he is dead).
2. You are telling me a fairy tale (i.e., a lie).

Antithesis:- In antithesis a striking opposition or contrast of words or sentiments is made in the same sentence. It is employed to secure emphasis.

Examples:-

1. Man proposes, God disposes.
2. Not that I loved Caesar less, but that I loved Rome more.
3. Better fifty years of Europe than a cycle of Cathay.
4. Give every man thy ear, but few thy voice.
5. Speech is silver, but silence is golden.
6. To err is human, to forgive divine.
7. Many are called, but few are chosen.
8. He had his jest, and they had his estate.
9. The Puritans hated bear-baiting, not because it gave pain to the bear, but because it gave pleasure to the spectators.
10. A man's nature runs either to herbs or weeds; therefore, let him season ably water the one and destroy the other.

Oxymoron:- Oxymoron is a special form of Antithesis, whereby two contradictory qualities are predicted at once of the same thing.

Examples:-

1. His honour rooted in dishonour stood.
And faith unfaithful kept him falsely true.
2. So innocent arch, so cunningly simple.
3. She accepted it as the kind cruelty of the surgeon's knife.

In Mark Antony's funeral oration for Caesar, we have not only one of Shakespeare's most recognizable opening lines but one of his finest examples of rhetorical irony at work. The speech could serve as a thematic synopsis to *Julius Caesar*. Perhaps more than any other of Shakespeare's works, *Julius Caesar* is a play that hinges upon rhetoric—both as the art of persuasion and an artifice used to veil intent.

To be sure, Antony does not have it easy. He is already a man distrusted by the conspirators for his friendship with Caesar. Brutus lets him speak at Caesar's funeral, but only after Brutus, a great orator in his own right, has spoken first to "show the reason of our Caesar's death." Brutus makes it clear that Antony may speak whatever good he wishes of Caesar so long as he speaks no ill of the conspirators. But Antony has two advantages over Brutus: his subterfuge and his chance to have the last word. It's safe to say that Antony makes the most of his opportunity.

Antony's performance on the bully pulpit should come as no surprise. It is obvious from his Act III, sc. i meeting with the conspirators that he means something different in nearly everything he says. He even

subtly mocks the senators with his lines "My credit now stands on such slippery ground/That one of two bad ways you must conceit me/Either a coward or a flatterer." Antony is the picture of disingenuous. Brutus, ignoring the more sensible misgivings of Cassius, takes Antony at his word. We, however, know what's in store when Antony in private utters, "O, pardon me, thou bleeding piece of earth/That I am meek and gentle with these butchers!"

Brutus is clearly overmatched at Caesar's funeral, both by Antony's duplicity and oration. Brutus gives a reasoned prose speech that convinces the crowd Caesar had to die. Then, for reasons that remain questionable even taking naiveté into account, Brutus not only yields to Antony but leaves the Forum altogether. Antony will expend 137 lines of blank verse before he's done, using rhetoric and calculated histrionics to incite the crowd into a mob frenzy. All quite masterful for a man who denies any ability to "stir men's blood," as he puts it.

In the speech that follows, Antony merely sets the table for dissent. He progressively hits upon the notes of *ambition* and *honourable* in a cadence that soon calls both terms into question. Antony's prime weapons at the beginning are his conspicuous ambiguity regarding Caesar ("If it were so, it was a grievous fault") and Brutus ("Yet Brutus says he was ambitious"), rhetorical questions ("Did this in Caesar seem ambitious?") and feigned intent ("I speak not to disprove what Brutus spoke"). More chilling, however, is Antony's cynical epilogue to the funeral speech as the mob departs: "Now let it work: mischief, thou art afoot/Take thou what course thou wilt!" As Antony exemplifies, the art of persuasion is not far removed in *Julius Caesar* from the craft of manipulation.

He asks the audience to listen, for he has come to bury Caesar, not to praise him. He acknowledges Brutus's charge that Caesar was ambitious and maintains that Brutus is "an honourable man," but he says that Caesar was his friend (III.ii.84). He adds that Caesar brought to Rome many captives, whose countrymen had to pay their ransoms, thus filling Rome's coffers. He asks rhetorically if such accumulation of money for the people constituted ambition. Antony continues that Caesar sympathized with the poor: "When that the poor have cried, Caesar hath wept" (III.ii.88). He reminds the plebeians of the day when he offered the crown to Caesar three times, and Caesar three times refused. Again, he ponders aloud whether this humility constituted ambition. He claims that he is not trying to disprove Brutus's words but rather to tell them what he, Antony, knows; he insists that as they all loved Caesar once, they should mourn for him now.

Antony pauses to weep. The plebeians are touched; they remember when Caesar refused the crown and wonder if more ambitious people have not stepped into his place. Antony speaks again, saying that he would gladly stir them to mutiny and rebellion, though he will not harm Brutus or Cassius, for they are—again—honorable men. He then brings out Caesar's will. The plebeians beg him to read it. Antony says that he should not, for then they would be touched by Caesar's love for them. They implore him to read it. He replies that he has been speaking too long—he wrongs the honorable men who have let him address the crowd. The plebeians call the conspirators traitors and demand that Antony read the will.

ONE WORD SUBSTITUTES

How to describe people, speech habits using proper vocabulary with a selected list of one word substitutes.

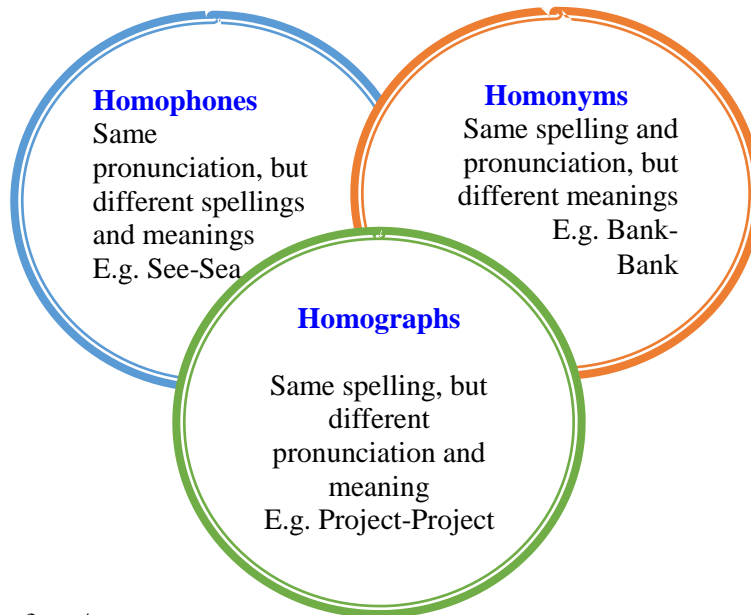
1. **Egoist** – believes in self-advancement
2. **Egotist** – talks about accomplishments
3. **Altruist** – is interested in the welfare of others
4. **Introvert** – turns thoughts inwards
5. **Extrovert** – Believes in self-advancement
6. **Ambivert** – turns thoughts outwards
7. **Philanthropist** – one who loves human beings
8. **Misanthropist** – one who hates human beings
9. **Misogynist** - one who hates women
10. **Taciturn** - one who says a little
11. **Laconic** - one who says a little, but it gives much meaning
12. **Garrulous** - one who talks much, but it gives little sense
13. **Banal** - one who speaks unoriginal
14. **Verbose** - one who talks much, only words, words without deeds
15. **Cogent** - one who expresses their ideas forcefully, persuasively
16. **Loquacious** - one who speaks with good amount of quantity (Dabbler)

Find the meanings for the given words in a Dictionary

17. Generous:
18. Well-educated:
19. Greedy :
20. Well-traveled :
21. Warmhearted :
22. Impatient:
23. Stingy:

- 24. Lazy:
- 25. Hardworking:
- 26. Moody:
- 27. Outgoing:
- 28. Shy :
- 29. Kind :
- 30. Easygoing :
- 31. Ignorant :
- 32. Mean :
- 33. Stubborn:
- 34. Thoughtful :
- 35. Reliable :
- 36. Unreliable :
- 37. Affectionate :
- 38. Honest :
- 39. Deceitful :
- 40. Arrogant :
- 41. Ambitious :
- 42. Intelligent :
- 43. Obnoxious :
- 44. Rude :**
- 45. Polite :**

Homophones, Homonyms and Homographs



Homophones /hɒm.ə.fəʊn/

Homophones /hɒm.ə.fəʊn/

Homophones are the words which are pronounced the same as another word but has a different meaning or a different spelling or both.

Too – to

Light - lite

Homonyms /'hɒm.ə.nɪm/

Homonyms are the words that are same in sound and spelling has a different meaning.

Fan – fan

Bank - bank

Homographs /'hɒməʊ grɑ:f/

Homographs are the words which have same spelling, but pronounced differently and it has different meaning

Resume – Resume'

Lead – Lead

Project – Project

Homophones

Homophones are the words which are same pronunciation different in spellings and meanings are called homophones.

Complete each set with the right homophones.

1. fair / fare

- a. It's not fair to blame her for everything.
- b. How did you fare in the contest?

2. doe / dough

- a. She used the dough to make Rotis.
- b. Look! There's a Doe. It's standing near the deer.

3. find / fined

- a. Drivers who go too fast will be _____.
- b. I could not _____ his telephone number.

4. whether / weather

- a. _____ she is going to come or not depends on her mother.
- b. How is the _____ in Ooty?

5. bear / bare

- a. The trees were _____ in autumn.
- b. I can't _____ the heat.

6. plane / plain

- a. Please write on the _____ paper.
- b. The _____ took off on time.

7. Shoe / shoo

- a. She began to _____ the dogs away.
- b. The child's _____ is torn.

8. sale / sail

- a. I am eager to attend the _____ of books.
- b. The _____ of the boat is torn.

Homonyms

Words which are in same pronunciation and spelling different in meaning are called homonyms.

E.g. Park and park.

Children are playing in the park. [Place]

They are parking their vehicles in shed. [Action]

E.g. Stigma and stigma.

Every tree has a stigma. [Centre of a tree branch]

Every society has stigmas. [Crime]

E.g. Rotation and rotation.

The earth rotates round the sun. [Moving]

My father rotates money. [Developing]

E.g. Bark and bark.

Every tree has bark. [Layer part of a tree]

Dogs are barking at home. [Animal]

E.g. Bat and bat.

We need a bat to play cricket. [Cricket bat]

Bats are very rare in towns. [Insect]

E.g. Cricket and cricket.

We have been playing cricket. [Game]

I am afraid of crickets. [Insect]

E.g. Bank and bank.

My father goes to bank. [Place]

We have been playing on the bank of river.

E.g. Bark and bark.

Every tree has bark. [Layer part of a tree]

Dogs are barking at home. [Animal]

Homographs

Words which are in same spellings, different in meaning and pronunciation are called homographs.

E.g. Live and live.

I have been watching **a live match**. [Show]

We have been **living** in Suryapet. [Action]

E.g. Tear and tear.

She is getting **tears**. [Drops]

We should not **tear** our books. [Spoil]

E.g. Lead and lead.

We have a **lead** ewer at home. [Metal]

Leaders are **leading** our country. [Moving]

E.g. Entrance and entrance.

We have only entrance gate in our school.

Hunter was entrancing the snake with his flute.

Circle the words that complete the sentences correctly. Use a dictionary if in doubt.

1. My mother finds it difficult to get to the shops. She buys many things through online **catalogues** / **brochures**.
2. Leela left college with a **certificate** / **degree** in Art History. She now works in a museum.
3. After spending so many years studying, she was very **well-trained** / **well-qualified** and found it easy to get a job.
4. There were quite a few famous people in the **audience** / **spectators** during the show.
5. A lot of companies spend a fortune on **investigation** / **research** to come up with new products.

Complete these sentences choosing the right word from the set of homophones given in brackets.

1. **(steel/steal)**

The thieves were out to try and _____ the _____ rods that were in the store room.

2. **(waste/waist)**

It is a _____ of time trying to complete that puzzle.

During the rains there was _____ high water in that area.

3. **(maid/made)**

The new _____ who came to work for them _____ a fuss about washing clothes.

4. **(ceiling/sealing)**

That box contains a new _____ fan

We cannot mail the parcel without _____ it properly.

5. **(raise/rays)**

The _____ of the sun streamed through the tall trees.

We have to _____ the wall to prevent the goats from jumping in.

Group Discussion and Debate

Debate: Serious discussion of a subject in which many people take part

Or

A formal discussion of an issue at a public meeting or in an academic environment. In a debate two or more speakers express opposing/supporting views on given topic

Rules for Classroom Debate

1. Each group is to agree on two to three significant points of argument.
2. The “pro” group will read the first point of argument. A debate on the validity of that particular point will ensue, providing others in the group opportunities to elaborate and the “con” group opportunities to counter.
3. One person speaks at a time. No side discussions!
4. All comments **MUST** address the previous student **comment directly**. You may not simply ignore a comment and shift the argument to an unrelated point.
5. Each person will credit the source of any statistic, quotation, survey, or other research information **AT THE TIME** that source is mentioned during the debate.
- 6.

Debate Etiquette

1. Team members must meet together in preparation for the debate, so they can work together as an effective team. Practice, practice, practice!
2. All members of each side must participate in the debate.
3. Do not read your materials.
4. You may bring some brief notes, but you may not read them.
5. Maintain good eye contact with the audience.
6. Use proper language and be polite in referring to your opposing team.
7. The pro team should write the topic on the board before class begins, listing the names of each pro and con debater in a clear fashion.

What is a Group Discussion?

A Group Discussion is a type of interactive, oral communication which takes place when a group of people get together to discuss something. A Group Discussion can be informal or formal. An informal Group Discussion occurs when a group of friends talk about things in general at their college canteen, outside the classroom, at a bus stop or any other place, or when a family talks about various things, when a group of

people talk about various matters, which may be sports, train travel, price rise, examination and favourite film stars. In these informal discussions, each one freely expresses his views on the subject. In formal contexts, group discussions are increasingly used as a tool to identify candidates with right abilities, either for employment or for admission to various courses.

Group Discussion differs from debate in nature, approach and procedure. Debates are intended to advocate a particular point of view while GDs raise a particular issue for a positive exchange of views. Unlike debate, which is competitive in nature, GD is basically a cooperative group process. A debate follows a limited approach because the speaker must argue either in favour or against a given point of view. On the other hand, in GD the approach is not limited to the support of a single point of view.

Although both debate and GD are formal situations, debate is more formal in procedure than GD. In order to ensure that all facts, viewpoints suggestions, or solution are considered before a decision is taken, a flexible procedure is followed in GD. Moreover, decision in the debate depends on voting while a GD is designed to reach group consensus.

Group discussion: Group discussions aid in problem solving, decision making and personality assessment

Characteristics of successful group discussions

Successful GDs share some or all of the seven features:

- Agreement on group goals
- Goal oriented interaction,
- Agreement on procedures,
- Cooperative and friendly atmosphere,
- Use of effective communication techniques,
- Equitable distribution of participation
- Shared leadership Effective way of expressions

Some Topics of Debates/ GDs

1. Privatization of Education in India
2. Social Network influence on Indian Youth
3. Cricket as a national obsession is a detriment to other sports.
4. Does India need to know nature of Democracy?

Unit
5


**The Nightingale
and the Rose**
By Oscar Wilde


“She said that she would dance with me if I brought her red roses,” cried the young Student; “but in all my garden there is no red rose.”

From her nest in the holm-oak tree the Nightingale heard him, and she looked out through the leaves, and wondered.

“No red rose in all my garden!” he cried, and his beautiful eyes filled with tears. “Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a red rose is my life made wretched.”

“Here at last is a true lover,” said the Nightingale. “Night after night have I sung of him, though I knew him not: night after night have I told his story to the stars, and now I see

him. His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has set her seal upon his brow.”

“The Prince gives a ball to-morrow night,” murmured the young Student, “and my love will be of the company. If I bring her a red rose she will dance with me till dawn. If I bring her a red rose, I shall hold her in my arms, and she will lean her head upon my shoulder, and her hand will be clasped in mine. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.”

“Here indeed is the true lover,” said the Nightingale. “What I sing of, he suffers -- what is joy to me, to him is pain. Surely Love is a wonderful thing. It is more precious than emeralds, and dearer than fine opals. Pearls and pomegranates cannot buy it, nor is it set forth in the marketplace. It may not be purchased of the merchants, nor can it be weighed out in the balance for gold.”

“The musicians will sit in their gallery,” said the young Student, “and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin. She will dance so lightly that her feet will not touch the floor, and the courtiers in their gay dresses will throng round her. But with me she will not dance, for I have no red rose to give her”; and he flung himself down on the grass, and buried his face in his hands, and wept.

“Why is he weeping?” asked a little Green Lizard, as he ran past him with his tail in the air.

“Why, indeed?” said a Butterfly, who was fluttering about after a sunbeam.

“Why, indeed?” whispered a Daisy to his neighbour, in a soft, low voice.

“He is weeping for a red rose,” said the Nightingale.

“For a red rose?” they cried; “how very ridiculous!” and the little Lizard, who was something of a cynic, laughed outright.

But the Nightingale understood the secret of the Student’s sorrow, and she sat silent in the oak-tree, and thought about the mystery of Love.

Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden.

In the centre of the grass-plot was standing a beautiful Rose-tree, and when she saw it she flew over to it, and lit upon a spray.

“Give me a red rose,” she cried, “and I will sing you my sweetest song.”

But the Tree shook its head.

“My roses are white,” it answered; “as white as the foam of the sea, and whiter than the snow upon the mountain. But go to my brother who grows round the old sun-dial, and perhaps he will give you what you want.”

So the Nightingale flew over to the Rose-tree that was growing round the old sun-dial.

“Give me a red rose,” she cried, “and I will sing you my sweetest song.”

But the Tree shook its head.

“My roses are yellow,” it answered; “as yellow as the hair of the mermaiden who sits upon an amber throne, and yellower than the daffodil that blooms in the meadow before the mower comes with his scythe. But go to my brother who grows beneath the Student’s window, and perhaps he will give you what you want.”

So the Nightingale flew over to the Rose-tree that was growing beneath the Student’s window.

“Give me a red rose,” she cried, “and I will sing you my sweetest song.”

But the Tree shook its head.

“My roses are red,” it answered, “as red as the feet of the dove, and redder than the great fans of coral that wave and wave in the ocean-cavern. But the winter has chilled my veins, and the frost has nipped my buds, and the storm has broken my branches, and I shall have no roses at all this year.”

“One red rose is all I want,” cried the Nightingale, “only one red rose! Is there no way by which I can get it?”

“There is a way,” answered the Tree; “but it is so terrible that I dare not tell it to you.”

“Tell it to me,” said the Nightingale, “I am not afraid.”

“If you want a red rose,” said the Tree, “you must build it out of music by moonlight, and stain it with your own heart’s-blood. You must sing to me with your breast against a thorn. All night long you must sing to me, and the thorn must pierce your heart, and your life-blood must flow into my veins, and become mine.”

“Death is a great price to pay for a red rose,” cried the Nightingale, “and Life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Sweet is the scent of the hawthorn, and sweet are the bluebells that hide in the valley, and the heather that blows on the hill. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?”

So she spread her brown wings for flight, and soared into the air. She swept over the garden like a shadow, and like a shadow she sailed through the grove.

The young Student was still lying on the grass, where she had left him, and the tears were not yet dry in his beautiful eyes.

“Be happy,” cried the Nightingale, “be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart’s-blood. All that I ask of you in return is that you will be a true lover, for Love is wiser than Philosophy, though she is wise, and mightier than Power, though he is mighty. Flame-coloured are his wings, and coloured like flame is his body. His lips are sweet as honey, and his breath is like frankincense.”

The Student looked up from the grass, and listened, but he could not understand what the Nightingale was saying to him, for he only knew the things that are written down in books.

But the Oak-tree understood, and felt sad, for he was very fond of the little Nightingale who had built her nest in his branches.

“Sing me one last song,” he whispered; “I shall feel very lonely when you are gone.”

So the Nightingale sang to the Oak-tree, and her voice was like water bubbling from a silver jar.

When she had finished her song the Student got up, and pulled a note-book and a lead-pencil out of his pocket.

“She has form,” he said to himself, as he walked away through the grove—“that cannot be denied to her; but has she got feeling? I am afraid not. In fact, she is like most artists; she is all style, without any sincerity. She would not sacrifice herself for others. She thinks merely of music, and everybody knows that the arts are selfish. Still, it must be admitted that she has some beautiful notes in her voice. What a pity it is that they do not mean anything, or do any practical good.” And he went into his room, and lay down on his little pallet-bed, and began to think of his love; and, after a time, he fell asleep.

And when the Moon shone in the heavens the Nightingale flew to the Rose-tree, and set her breast against the thorn. All night long she sang with her breast against the thorn, and the cold crystal Moon leaned down and listened. All night long she sang, and the thorn went deeper and deeper into her breast, and her life-blood ebbed away from her.

She sang first of the birth of love in the heart of a boy and a girl. And on the top-most spray of the Rose-tree there blossomed a marvellous rose, petal following petal, as song followed song. Pale was it, at first, as the mist that hangs over the river—pale as the feet of the morning, and silver as the wings of the dawn. As the shadow of a rose in a mirror of silver, as the shadow of a rose in a water-pool, so was the rose that blossomed on the topmost spray of the Tree.

But the Tree cried to the Nightingale to press closer against the thorn. “Press closer, little Nightingale,” cried the Tree, “or the Day will come before the rose is finished.”

So the Nightingale pressed closer against the thorn, and louder and louder grew her song, for she sang of the birth of passion in the soul of a man and a maid.

And a delicate flush of pink came into the leaves of the rose, like the flush in the face of the bridegroom when he kisses the lips of the bride. But the thorn had not yet reached her heart, so the rose’s heart remained white, for only a Nightingale’s heart’s-blood can crimson the heart of a rose.

And the Tree cried to the Nightingale to press closer against the thorn. “Press closer, little Nightingale,” cried the Tree, “or the Day will come before the rose is finished.”

So the Nightingale pressed closer against the thorn, and the thorn touched her heart, and a fierce pang of pain shot through her. Bitter, bitter was the pain, and wilder and wilder grew her song, for she sang of the Love that is perfected by Death, of the Love that dies not in the tomb.

And the marvellous rose became crimson, like the rose of the eastern sky. Crimson was the girdle of petals, and crimson as a ruby was the heart.

But the Nightingale’s voice grew fainter, and her little wings began to beat, and a film came over her eyes. Fainter and fainter grew her song, and she felt something choking her in her throat.

Then she gave one last burst of music. The white Moon heard it, and she forgot the dawn, and lingered on in the sky. The red rose heard it, and it trembled all over with ecstasy, and opened its petals to the cold morning air. Echo bore it to her purple cavern in the hills, and woke the sleeping shepherds from their dreams. It floated through the reeds of the river, and they carried its message to the sea.

“Look, look!” cried the Tree, “the rose is finished now”; but the Nightingale made no answer, for she was lying dead in the long grass, with the thorn in her heart.

And at noon the Student opened his window and looked out.

“Why, what a wonderful piece of luck!” he cried; “here is a red rose! I have never seen any rose like it in all my life. It is so beautiful that I am sure it has a long Latin name”; and he leaned down and plucked it.

Then he put on his hat, and ran up to the Professor’s house with the rose in his hand.

The daughter of the Professor was sitting in the doorway winding blue silk on a reel, and her little dog was lying at her feet.

“You said that you would dance with me if I brought you a red rose,” cried the Student. “Here is the reddest rose in all the world. You will wear it to-night next your heart, and as we dance together it will tell you how I love you.”

But the girl frowned.

“I am afraid it will not go with my dress,” she answered; “and, besides, the Chamberlain’s nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers.”

“Well, upon my word, you are very ungrateful,” said the Student angrily; and he threw the rose into the street, where it fell into the gutter, and a cart-wheel went over it.

“Ungrateful!” said the girl. “I tell you what, you are very rude; and, after all, who are you? Only a Student. Why, I don’t believe you have even got silver buckles to your shoes as the Chamberlain’s nephew has”; and she got up from her chair and went into the house.

“What a silly thing Love is,” said the Student as he walked away. “It is not half as useful as Logic, for it does not prove anything, and it is always telling one of things that are not going to happen, and making one believe things that are not true. In fact, it is quite unpractical, and, as in this age to be practical is everything, I shall go back to Philosophy and study Metaphysics.”

So he returned to his room and pulled out a great dusty book, and began to read.

| Skimming | |
|--|---|
| What is it? | When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details. |
| Why do I skim? | Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth. |
| How do I skim? Read in this direction. → | <p><i>1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information.</i></p> <p><i>we need to concentrate on Content words (Nouns, Verbs, Adjectives and Adverbs)</i></p> <p><i>2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences.</i></p> <p><i>3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text.</i></p> <p><i>4. Remember: You have to read key words when you skim.</i></p> <p><i>5. Generally, move your eyes horizontally (and quickly) when you skim.</i></p> |
| Scanning | |
| What is it? | When you SCAN, you move your eyes quickly down a page or list to find one specific detail. |
| Why do I | Scanning allows you to locate quickly a single fact, date, name, or word in a text |

| | |
|---|--|
| scan? | without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing. |
| How do I scan? | <i>1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date.</i> |
| Read in this direction. ↓ ↓ | <i>2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary?</i> <i>3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail</i> |

Dialogue Writing

DIALOGUE 1 (FORMAL)

(Jayaram wants to get the attention of his science Teacher, who is in the staffroom correcting examination scripts.)

Jayaram: Excuse me, ma'am. I know (that) you're busy, but may I speak to you for a moment?

Teacher: Yes, Jayaram? What can I do for you?

Jayaram: It's about the chart for the science exhibition. Can I make one with pictures what a healthy diet should include?

Teacher: I think that's a good idea, Jayaram. The chart will look attractive with pictures.

Jayaram: Thank you, ma'am. Sorry to have bothered you.

Teacher: That's all right, Jayaram.

DIALOGUE 2 (FORMAL)

(Manjula needs to give the principal, who is in a staff meeting, a message. She stands at the door of the staff room to get his attention.)

Principal: (noticing Manjula at the door): Yes, Manjula, what is it?

Manjula : Sir, sorry to interrupt, but someone comes to see you. He's from the Board of Intermediate Education.

Principal: Thank you, Manjula. Please tell him I'll be coming in a minute. He could wait in my office.

Manjula : Yes, sir.

DIALOGUE 3 (FORMAL)

(Roopa interrupts two strangers talking to each other at a bus stop.)

Roopa : Pardon me, but could you tell me which Bus goes to the Railway Station from here?

Stranger : 47 B.

Roopa : Thanks. I'm sorry I interrupted your conversation.

Stranger : That's okay.

DIALOGUE 4 (INFORMAL)

(Veena is among her friends. Something occurs to her suddenly and she butts into the conversation to ask a question.)

Veena: Just a minute. Does anyone know if Mrs. Sharma is leaving for Allahabad tomorrow?

Naresh: I think she is.

Verena: Thanks. I need to send a packet for Sunder with her. Sorry, what were we talking about? Oh, yes, the movie...

(Suresh walks up to his friends who are chatting over coffee in the canteen.)

Suresh: Sorry, am I interrupting? I came to ask if some of you could come to college on Sunday. We need people to help us decorate the place for the Independence Day celebrations.

Tony: Sure, we can come. What time?

Suresh: About ten, let's say. I think you were in the middle of something. Sorry I disturbed you.

Leena: It was nothing important. Come and join us for, coffee.

Suresh: Thanks. I'd love to. Useful points to remember

When trying to someone's attention, it is polite to wait until the person looks at you.

- One way of getting someone's attention or interrupting someone to say something to them without causing offence is to begin with an apology (Sorry / Sorry to bother you/ Excuse me) followed by but and your reason for wanting to speak to the person.
- Your tone should indicate that you feel sorry about interrupting.
- When someone tries to get your attention or interrupts when you are busy or engaged in conversation with others, it is polite to respond with words that sound friendly and encouraging (for example, That's all right / No problem / Sure). Here are some other expressions you can use to interrupt or get someone's attention and to respond when someone else does so.

ACTIVITY 1

Listen to the sample dialogues on Foundation in Spoken from the Library and repeat each line for practice.

PAIR WORK

ACTIVITY 2

Enact dialogues 1-5 with your partner, taking turns to play the role of the person trying to get someone's attention / interrupting as well as that of the person responding to the interruption.

Tony: Sure, we can come. What time?

Suresh: About ten, let's say. I think you were in the

Santhosh: Hello, this is 27613625.

Caller: Is that Ms Karuna Samuel's residence?

Santosh: Yes. Would you like to speak to her?

Caller: Yes, please.

Santosh: Could you hold on a minute, please. I'll call her.

Caller: Thanks.

Sunitha and her classmates are planning to put up a play in college. They ask their teacher for permission to practice their parts in the auditorium.

Sunitha: Sir, could you permit us to use the auditorium, please. We have to practice the play we're doing for Children's Day.

Teacher: All right. But please see that you don't make any noise.

Sunitha: Thank you, sir. I assure you we won't disturb anyone.

Mahesh would like to leave school by 12 noon because he has to participate in a painting competition at 2 p.m. He asks his teacher for permission to leave.

Mahesh: Good morning, sir.

Teacher: Good morning, Mahesh. What's the matter?

Mahesh: Sir, may I leave school early today, please. I am participating in the Eaanadu Paintings competition, sir.

Teacher: Yes, you can. When is the competition?

Mahesh: at two in the afternoon.

Teacher: Good luck.

Mahesh: Thank you, sir.

Useful points for asking permission.

Could have your permission toplease?

Can I please?

Would you mind if I?

Do you mind if I?

The expressions used to refuse permission are:

No, I don't think so.

I'm sorry, but that would be difficult.

Sorry, but I can't permit you to do that.

Indirect

I don't think that's a good idea.

Do you really have to?

Tangled



Tangled is a 2010 American 3D computer-animated musical fantasy-comedy film produced by Walt Disney Animation Studios and released by Walt Disney Pictures. Loosely based on the German fairy tale "Rapunzel" in the collection of folk tales published by the Brothers Grimm, it is the 50th animated feature in the Walt Disney Animated Classics series. Featuring the voices of Mandy Moore and Zachary Levi, the film tells the story of a lost, young princess with long magical hair who yearns to leave her secluded tower. Against her mother's wishes, she accepts the aid of a handsome intruder to take her out into the world which she has never seen.

Long ago, a drop of sunlight became a golden flower capable of healing illness, decay and injury. For hundreds of years the flower is used by Mother Gothel to retain her youth until it is discovered by soldiers of a nearby kingdom. They use the flower to heal their ailing queen, who soon after she gives birth to Princess Rapunzel. Gothel discovers that Rapunzel's hair has the flower's healing properties but that attempting to take just the hair by cutting it destroys its power, so she kidnaps Rapunzel and raises her as her own daughter in an isolated tower. Once a year, the King and Queen release sky lanterns on Rapunzel's birthday, hoping for their daughter's return.

Nearing her eighteenth birthday, Rapunzel asks Gothel for permission to leave the tower and discover the source of the lanterns, but Gothel refuses. Elsewhere, a thief known as Flynn Rider has stolen Rapunzel's crown from the kingdom and inadvertently discovers the tower after ditching his cohorts, the Stabbington brothers. Rapunzel captures Flynn and discovers the crown, but is unaware of its significance. Rapunzel plans to show Flynn to Gothel in order to prove she can take care of herself, but when Gothel becomes enraged at Rapunzel's insistent desire to leave, she asks for a special paint that will take Gothel three days' round trip to obtain and return. Gothel agrees and departs. Rapunzel convinces Flynn to escort her to see the lanterns in exchange for the crown.

During their excursion, Flynn takes Rapunzel to the Snuggly Duckling, a pub filled with the frightening people Gothel warned Rapunzel about, but who instead are charmed by Rapunzel's innocence. When the royal soldiers appear searching for Flynn, the pub regulars help the pair escape. The soldiers give chase, led by Maximus, one of the lead horses in the royal army, and locate them at a dam. The dam is inadvertently breached, and the resulting deluge traps Flynn and Rapunzel in a flooding cave. Fearing this is the end, Flynn reveals his real name is Eugene Fitzherbert. Rapunzel starts to reveal that her hair glows when she sings, but realizes that is their key to escape as her hair provides enough light to find a way out of the cave. Eugene and Rapunzel take refuge in a forest where Gothel, now in league with the Stabbingtons, gives the crown to Rapunzel and suggests using it to challenge Eugene's interest in her.

The next morning, Maximus finds the pair and tries to capture Eugene, but Rapunzel arranges a truce in honor of her birthday. The group reaches the kingdom and enjoys the festivities, culminating in an evening cruise as the lanterns are released. There, Rapunzel gives Eugene the crown. When he sees the Stabbingtons on the shore, Eugene leaves Rapunzel and intends to let them have the crown. Instead, the brothers tie Eugene onto a boat and confront Rapunzel, claiming Eugene is escaping with the crown. Gothel then stages a rescue by betraying the brothers and returns Rapunzel to the tower as Eugene and the Stabbingtons are arrested by the royal guards.

Back at the tower, Rapunzel recognizes the symbol of the kingdom, which she had subconsciously incorporated into her paintings over the years. Realizing that she is the long-lost princess, she confronts Gothel. As Eugene is being led to execution, he is rescued by the Snuggly Duckling regulars and carried back to Gothel's tower by Maximus. Eugene enters the tower by climbing Rapunzel's hair, only to find Rapunzel bound with chains and gagged with a handkerchief. Gothel then stabs him with a knife and attempts to leave with a struggling Rapunzel. Rapunzel agrees to lifelong captivity if she is allowed to heal Eugene, but before she has the chance to save him, Eugene slices off her hair, turning it from golden blonde to brown and destroying its magic. Gothel's age rapidly catches up to her, and she falls from the tower, disintegrating into dust. As Eugene dies, a heartbroken Rapunzel's tear, which still contains a bit of the sun's power, lands on his cheek and restores his life. The two return to the kingdom, where Rapunzel is re-united with her parents. The kingdom breaks out in celebration and Eugene is pardoned for his crimes. Rapunzel and Eugene eventually marry.

Unit 6

Anand's Super 30 for IIT-JEE

Dear Sir,

Thank you. My life will forever be different because of you.

My father is a farmer in Jharkhand's Hazaribag district. We live in a Naxal-affected area. Even a mobile phone and a network that works have been luxuries for people like us who live there. I have a sister who is married and two younger brothers who are studying in school.

My father is a marginal farmer. For five months in a year, when there is no crop in our small field, he goes to Kolkata to work as a labourer in the construction business. I have grown up in a house where sometimes we did not eat more than one meal a day. I was qualified to go to a Navodaya Vidyalaya or government-subsidized boarding school when I was in Class 8. I particularly remember a senior, Bharat Yadav. He is now an IIT-ian. I always used to think to myself, "He is so bright and hard-working and focused, I can be like him too."

After school, I got to know of Super-30 and I entered your coaching institute through a very rigorous selection process. Anand Sir, you have been my biggest inspiration. See, my family could never have afforded the lakhs that students from better-off families pay at coaching institutes. By teaching me and taking care of my living expenses, you made me confident enough to pursue my dreams of entering an IIT.

I want to study mechanical engineering at IIT Kharagpur. I want to be an entrepreneur and work within India. I think the opportunities for such kind of work have increased immensely in the last few years. I am not one of those who want a life abroad. But yes, I want my parents to see a better life and not work so hard in their old age. I live in a village where the government hospital has been barely functional for years. I want to build a hospital at my village. That's my dream.

My parents are so happy with my success, they are having trouble expressing themselves. I spoke to my mother and she was just overcome with emotion. So was my father.

I do hope that one day the quality of education in schools will become good enough, especially in our villages, so that children like me can also aspire to get into IITs on the basis of what we learn in schools and not at expensive coaching centres. I am lucky to have you, Anand Sir. Many others aren't. I owe everything to you.

Yours obediently,

(Rahul Kumar, 19, has cleared the IIT entrance exam after one year of coaching at the famous Super 30 institute in Bihar run by Anand Kumar, who offers free learning for students from under-privileged families.)

Anand Kumar, best known for his Super 30 programme, has been honoured by the British Columbia for his contribution in the field of education. For the last 14 years, Kumar has been tutoring students from underprivileged sections for IIT-JEE entrance examinations. He has been tutoring them free of cost. He has also been invited to talk at IIM Ahmedabad, British Columbia, Tokyo University, Stanford University and IITs. It is also said that he had helped Amitabh Bachchan in preparing for his role in Aarakshan.

Since his achievement has become a talking point in the media, we have tried to gather few unknown facts about the 42 year-old man who has dedicated his life to the field of teaching.

- He was born in Patna and attended a Hindi-medium school where he developed an interest in Mathematics
- He had secured a place at the Cambridge University due to his ill financial condition, he could not take admission
- To support the family, his mother had started selling Papads. Kumar used to assist her in the evening
- Just to read foreign journals, he used to travel to Varanasi on Fridays and study in the Central Library, BHU and return to Patna on Monday mornings
- He started his own institute, the Ramanujan School of Mathematics in 1992. In three years, the crowd of students grew from two students to 500
- It is said that a poor student who wanted to take coaching for IIT-JEE came to him but had no money to pay. It was then the idea for Super 30 came to him
- Every year, his institute, the Ramanujan School of Mathematics conducts a test to select top 30 students from economically backward sections. He tutors and provides them accommodation for a year
- His mother cooks for the students and his brother takes care of the management
- Kumar has been offered financial help from many private and government colleges but he has refused all of them
- In 2009, Discovery Channel had featured a programme on Super 30. The New York Times has also written about Anand Kumar.

Super 30, a coaching institute based in Bihar, helps students to get into IITs. In 2008, 30 of its students managed to get into IITs. Mr. Anand Kumar runs the place. Super 30 is an innovative educational program under the banner of "*Ramanujan School of Mathematics*". It selects 30 meritorious and economically backward children for providing free coaching, lodging and food.

Very soon the institute will increase the batch size to 50 from the existing 30. Also by the end of next year, online classes with a minimum subscription fee of Re. 1 is on the cards. This would be a huge boost to the poor students.

In an exclusive interview with India Today, Mr. Anand Kumar expressed his gratitude on his latest laurel - Honorary Doctorate of Science (DSc) by Karpagam University. He said, "After this recognition, the regret of not being able to go to Cambridge to study seems to fade away. Such recognitions help you to work even harder and achieve bigger and better milestones." The award was for his outstanding contribution for the education of the underprivileged. He also revealed his plans for online classes and increase in batch size

Letter Writing

Letter types includes:

- (a) Application for the job
- (b) Business or official letter (for making enquires, registering complaints, asking for and giving information, placing orders and sending replies).
- (c) Letter to the editor (giving suggestions on an issue)

A formal letter has the following parts.

- Sender's Address
- Date
- Addressee's address
- Salutation
- Subject
- Body of the letter (content) (preferably in three or four paragraphs)
- Complementary ending
- Sender's signature & name

Note: Formal letter must be written in fully blocked format as per curriculum.

Format

| |
|--|
| <p>Sender's address</p> <p>Date</p> <p>Addressee's address</p> <p>Dear Sir/Mam</p> <p>Subject:</p> <p>.....</p> <p>Reg:-</p> <p>.</p> <p style="text-align: center;">Body of the letter</p> <p>Yours faithfully / sincerely</p> <p>Signature</p> |
|--|

Write letter to the Director requesting for permission to go home.

RGUKT
Basar

21st January 2015

The Director
RGUKT - Basar
Adilabad

Sir,

Subject: Requesting for Issuing an Out Pass Reg:-

I am,, bearing ID. B12....., student of (AB1-010) E..... I have been suffering from severe Viral Fever for three days. I consulted our campus Doctor and he advised me to stay away from Hostel environment for a few days. Hence, I request to you to permit to go home along with my father/brother/mother who came here to take me home. I took the permission from my concerning HoD of

Thanking you,

Yours sincerely/faithfully,

XXXXXXXXXXXX
ID: B1xxxxxx,
AB1- 010,
XXXXXXXXXX

Q. Write letter to the Editor of a newspaper suggesting how the problem of begging can be ended. You are Summit of Civil Lines, Kanpur

RGUKT
Basar

21st January 2015

The Editor
The Hans India
Hyderabad

Sir,

Subject: Regarding the problem of begging & how it can be ended. Reg:-

I shall feel obliged if you kindly public the following few lines ‘Letters to the Editor’ column of your esteemed paper.

Some beggars, no doubt, deserve our sympathy. They are handicapped. They are unable to earn their living. But the pity is that most of the beggars are able-bodied. Begging has become a profession for them. They find it the easiest way to earn their living. Some of them are criminals. They beg only to hide their crimes. This large-scales begging is a slur on the fair name of our country.

Begging should be abolished by law. It should be made a punishable offence. The government should open asylums for those beggars who are really helpless. Able-bodied beggars should force to work. If they go without work, they must also go without food. We should have no sympathy for such impostors. We should not encourage them by giving alms. People can thus play a big role in ending this evil.

Yours faithfully

Sumit

Q. Write a letter to the director of the institute asking for information that you require before you decide to join it.

RGUKT

Basar

21st January 2015

The Director
Career Institute
25 High Street
Dilsukh Nagar

Dear Sir,

Subject: Enquiry regarding coaching classes. Reg:-

This is in reference to your advertisement in ‘The Daily Times’ dated 18 January 2015 I am preparing for the Pre Medical Test. I am interested in joining your institute, but before I do so, I would like the following information.

I would like to know the duration and the timings of the course. What is the fee structure and the mode of payment? I would also like to know the strength of each batch and the success rate of your Institute. Do you offer any discount to students who have excelled in academics?

I would be grateful if you could give me a prompt response so that I can take timely decision to join your institute.

Thanking you

Yours faithfully

Meena Saxena

NOTICE WRITING

Notice

Date:

Heading / Title

Content

- i) Purpose
- ii) Imp Dates, Venue
- iii) reward etc
- iv) whom to contact

**By – Writer's Name:
(Designation)**

Solved Examples –

Q.1 You are the secretary of the cultural club of your university. The university is celebrating its Annual Cultural Day on the 25th of February. Draft a notice to be put up on the notice board of your university informing the badge holders and house captains of a meeting regarding important matters for conduct of the programme (word limit : 50 words).

RGUKT, BASAR

NOTICE

Date: 8TH Feb, 2016

ANNUAL DAY CELEBRATIONS

On the eve of our University Annual Day, we would like to conduct some Sports and Cultural events for students i.e *Cricket, Valley ball, Music, Dancing, Essay Writing and Painting*. Candidates who are interested in above mentioned events can approach the Organising Committee. The event will be held on **15th of February**, 2016. All Class Representatives can gather in the **Drawing Room** near the Library after the class hours to discuss important matters regarding the conduct of the programme.

Date: 15th of February

Venue: Drawing Room

Time: 5 PM

SD

(Secretary, Cultural Club)

- Q.2 You are Mahesh Roy, Head Boy of your university. Writing a notice in not more than 50 words informing the students about the forthcoming historical tour to Mysore. Give all the necessary details regarding the duration and cost.**

RAMAN SENIOR SECONDARY SCHOOL, BHUBNASHWAR

NOTICE

Date: 14TH Oct 200....

HISTORICAL TRIP TO MYSORE

The school is organizing a historical tour to Mysore from 1st Nov to 7th Nov 200.... The school expenditure of the trip will be Rs. 5000 per student which would include fares, board and lodging, sightseeing etc. The trip itinerary is available with the undersigned. Interested students from all braches can give their names to the undersigned.

Mahesh
(Head Boy)

EMAIL WRITING

Electronic mail is the medium of communication that sends and receives messages through specially designed networks. E-mails are used for quick transmission of information and ideas.



Like business letters and memos, email messages help to reinforce professional and business relations. Everyday business dealings and ordinary activities of business would not be possible without email. E-mail can be used as means to reach out to people outside and organisation, and to send information within an organisation. It is used within organisations through specially designed internal computer networks.

Characteristics of successful E-Mail Messages

It has become the most common professional communication medium. It is replacing printed memos in several organisation by playing a more important role in the dissemination of ideas and information. Good E-mail must have:

Conciseness correct clear conversational tone single theme

| | |
|-----------------|---|
| | |
| To: | |
| CC: | |
| BCC: | |
| Subject: | |
| | <p>Dear Suresh,</p> <p>We are pleased to inform you that your presentation for the 9th Annual TESOL Hyderabad Conference to be held at EFLU, March 2016, has been accepted. Further details about the schedule for your presentation will follow. Please note that all presenters must pay for membership of TESOL.</p> <p>The last day of the early registration is the 18th of December, 2015, and last date for sending the proposal is the 28th December, 2015.</p> <p>Regards,</p> <p>TESOL</p> |

Email is one of the most commonly used forms of communication in the international business world. It is used extensively, requests, results, instructions, recommendations, minutes of meetings, etc. Email is an effective, rapid and relatively cheap means of communicating with customers

and suppliers, both nationally and internationally. Because of the brevity, rapidity and relative informality of emails, it is important to check that all information has been given and that the tone is appropriate.

Layout

The emails opposite show where the following different components appear (though a-g may be in a different order depending on the system being used);

- Name of the person sending the email
- Name of the person/people the email is addressed to
- Person/people who will also receive the mail though it is not addressed directly to them
- Person/people who will receive a copy without other people knowing
- Date (and time)
- Information about the content of the email
- Files, documents, etc. sent separately rather than included in the actual message or body of the email
- Opening
- Body of the email
- Closing
- Name and job title

Email structure

One of advantages of emails over normal ‘snail-mail’ letters is that they are quick and direct. We send an email for a particular purpose and we expect a fast response or immediate action. For emails –whether formal or informal –to be most effective, it is a good idea to give them a clear, logical structure.

Subject line: This should be short and give some specific information about the contents of your message.

Salutation: As in letter-writing, the salutation can be formal or informal, depending on how well you know the person you are writing to.

Opening sentence: This is used to explain why you are writing. (Remember: the opening sentence should always start with a capital letter.)

Conclusion: This is where you tell the reader what kind of response, if any, you expect.

Close: Like the salutation, this can vary from formal to very informal.

Language styles

Emails are usually shorter than other forms of communication and the language is simple and concise. The tone for emails to superiors or people outside the company should be formal. But ‘in-house’ emails between colleagues can be semi-formal. When replying to mails, it is important not to reply simply ‘yes’ or ‘no’ to questions without referring back to the question and not to use pronouns out of context. However, if returning the sender’s email with your reply, by using ‘reply’, the sender will have their original to refer to.

Useful phrases and notations

Opening and closing

For semi-formal emails, Good morning and greetings are common openings and Best wishes or All the best are often use to close.

When writing to several people, you can address the group, e. g. Dear Project Managers

Formal emails, like letters, start with Dear Sir/Madam or Dear Mr./Ms. X and close with Your sincerely or yours faithfully as appropriate.

Exchanging information

Are you going to Tuesday's Production meeting at 10am?

Could you mail me the sales figures for last month by 4pm?

Here is the brochure on the new product you asked for (see attachment).

I'm sending you the board's recommendations with this mail.

Please note that today's appraisal meetings have been cancelled. They will be rescheduled for the same times next Monday.

Just to let you know, I sent the attached minutes of Tuesday's Production meeting to all the participants.

Replying to emails

Thank you for your mail.

 Unit
 7

**ADMINISTRATORS SHOULD STAND UP TO
 POLITICIANS – Metro Sreedharan**
PRE-READING QUESTIONS

1. Do you know which Indian organization employed most number of people than any other organization in the world (Till last year)?
2. Can you identify a few examples where your government functioned very effectively to complete a project for the people?
3. Have you heard/seen/travelled on Delhi Metro trains? If no try to look at a few pictures/videos of them.
4. Who is your role model? Why do you consider her/him so?
5. If a bureaucrat is concerned with government affairs, who would be a technocrat?

Reading material
‘ADMINISTRATORS SHOULD STAND UP TO POLITICIANS’
An interview with Mr. E Shreedharan, the legendary Indian Technocrat

Eattuvalapil Sreedharan is an extraordinary public official, by any standard, especially so in an India where such a breed is in danger of becoming extinct. A committed, courageous and exceptionally capable technocrat, Mr Sreedharan is famed for guiding and directing the creation of two of the country’s best-realised infrastructure projects, the Konkan Railway and the Delhi Metro. Lesser known is the person behind the professional: polite and sincere, ethical and old-fashioned — in the best sense of the term— an honourable man who has distinguished himself in turbulent times.

Born in the Palakkad district of Kerala, Mr Sreedharan completed his civil engineering from the Government Engineering College in Kakinada, Andhra Pradesh. He had short stints as a lecturer at the Government Polytechnic in Kozhikode, Kerala, and as an apprentice with the Bombay Port Trust before joining the engineering corps of Indian Railways in 1954. That was the beginning of a stellar career that

has seen Mr Sreedharan, now nearing 80, being coveted still by governments and other institutions for his expertise and leadership capabilities.

Mr Sreedharan — who recently retired as managing director of the Delhi Metro after five extensions of tenure — talks in this interaction about his career and the Railways, the issues dogging India and the solutions that could carry the country forward.

Big infrastructure undertakings in India seem to take forever to complete and huge cost overruns are the norm, but the projects you shepherded broke this rule. What was different about the way you went about your task?

In these two projects, as in all other government projects, we had to follow the normal rules and procedures; both projects were executed by government servants who got government salaries, not market-rate salaries. We were able to get these projects done without much of a cost or time overrun because of the unique work culture I was able to develop and nurture in these two organisations. This involved making quick decisions, having little paperwork and understanding that any delay would cost the government money, which translates into taxpayer money.

The Konkan Railway was the greater engineering challenge, obviously, but the Delhi Metro is also an exceptional project, and it did not encounter the kind of problems that Kolkata had with its metro. What made this project different?

Both the Konkan Railway and the Delhi Metro posed formidable technical challenges, but of different kinds. The Konkan Railway had to be built through difficult terrain; it had a large number of tunnels and bridges and land had to be acquired from as many as 40,000 people. The Delhi Metro, being in the capital, had to operate in a difficult urban environment; whatever we did came to the attention of people in high office and we had to carry out our work with the least inconvenience to the public.

The Konkan project was the first railway project where we had to raise money from the market. The government's contribution covered only one-third of the project cost and raising the rest of the money was a challenge, especially since this was in the early 1990s, when the capital markets were not too sound in the aftermath of the Harshad Mehta scam. Money was not a problem with the Delhi Metro because it was funded largely with a loan from the Japanese government and with government equity; we never had any anxieties about money. But the complexities of the work — tunnelling below roads and buildings and carrying out construction with minimal disruption — were many.

Indian Railways has changed a lot over the years, but critics say it still has a long way to go on a variety of fronts. What kind of changes are essential for the Railways, and how can these changes be effected?

The biggest problem in Indian Railways is stagnant technology. You would be surprised to know that the railway coaches and passenger train technology in use today is the same old Swiss technology we started out with in 1951-52. Secondly, successive railway ministers have not bothered about the future of the organisation. The Railways has to upgrade, it has to bring in the best of technology and best practices. And this technology is readily available; there are so many railways abroad working so very efficiently. For the Delhi Metro we brought in frontline technology in all areas.

Another problem Indian Railways faces currently is the crunch in resources. They don't have enough money and that's because they haven't raised train fares for a long time. The government should either give them the money they need or the Railways should raise this money from the market.

Is it time for entities such as the Railways and Air India to be priced out of government — and consequently — political control? Will this, can this, happen anytime in the near future?

These are two different organisations. Air India is not a social service organisation; it is a commercial enterprise and it has many competitors today. The Railways continues to perform a huge social function, much like government-run hospitals, schools and colleges. They are the lifeline of the nation. You can't privatise the railways.

Not privatise; we mean taking it out of government and political control and making it autonomous so that it can take its own decisions rather than have somebody dictating to it.

I agree that this is necessary — and the Railways can do it. Indian Railways is one organisation which has its own budget; no other government department has this advantage. But nobody can help them if they self-impose punishment on themselves. Nothing prevented the Railways from raising its fares. Railway fares today are a third or a quarter of bus fares; that's unrealistic.

Yes, politicians must keep away and my feeling is that this is possible. The Railway Board is a highly empowered entity but, unfortunately, it is not inclined to stand up to politicians.

Is this a new development or was it always like that?

No. This has happened only in the recent past.

What about the calibre of its people in senior positions, not just the board but all of the Railways? Has quality diminished?

It has diminished to a certain extent because it is the government that is in charge of everything. Compare this with the private sector in India, which has come up in a big way, is able to attract better talent, and has contributed to the economy and the progress of the country. As individuals the people working in the Railways are good and intelligent, but as a group they are not able to function well. The reasons for this are lack of leadership, lack of direction and lack of focus.

India appears to be passing through a particularly rough period, politically, economically and socially. Do you feel pessimistic about the prospects of this country or do you see cause for optimism?

I'm very optimistic about this country. There has to be a complete change in many areas, though: the way our democracy works, our education system and the political setup, where electoral reforms are essential. I also wear the hat of president of the Foundation for Restoration of National Values and we feel values have to be restored in all walks of life.

Is what is happening in India a process of maturing?

Absolutely, and people have started realising that. The unfortunate part is the way our politicians function; the same government that set up administrative reform committees has to start implementing those reforms. That has not happened as yet.

You have worked closely with politicians and political institutions. How did you get your way?

I started by simply ignoring and disobeying them; I did what was best for the country. I got into trouble with ministers but they began respecting me when they saw results being delivered. On corruption in the country, a multi-pronged attack is required to tackle this; one Lokpal bill is not going to achieve it. We need many other changes; we need electoral reforms, we need police reforms.

As somebody who has been on the inside of governmental functioning, what can be done to make legislative and official decision making more accountable and responsive to public opinion and the wider public good?

We have good administrators and these administrators are selected in a transparent manner. Unfortunately, when these people come to occupy their positions they are not allowed to function properly. Administrators who are bold and courageous will most likely get into trouble. But as administrators they have to have the courage to stand up to politicians and do whatever is right for the country. If more of them do that the whole system will change.

What role do you see for the private sector in the future of India's economic growth story? Will private enterprise, rather than government interventions, be the key to India's further development?

Each has got a role to play. In all progressive and developed countries, it is the private sector that has really brought prosperity to the country. The government should confine itself to areas that are not attractive to the private sector; by this I mean social sectors such as public transport, health care and education.

You joined the Railways in 1954, a time when the country was still finding its feet after independence. How different was the Railways then?

In those days the Railways had just emerged from private control after being nationalised. It was an extremely disciplined organisation and it did quite well. We had a committed workforce and there was no political interference in our functioning. Today things are stagnant; the degeneration has taken its toll. By the time I left the Railways, in 1990, things had changed so much.

I was a general manager and I cannot remember any politician interfering with my work. Madhavrao India was the railway minister then and he never interfered; he operated like the chief executive officer of the organisation. That's how politicians and ministers should function.

What we are seeing in India is all this infrastructure being created for what is, essentially, private travel. Public transport just does not get the attention it deserves.

Very little has been done to improve public transport systems in our cities. If a reliable, safe and comfortable public transport system is available then people will not use their cars. The government should think up disincentives for people using cars; they should be taxed even more and the public transport system should be subsidised. If there is a good public transport system, like there is in, say, London or Paris, people will avoid using private cars.

What would be your advice to people, young and old, who aspire to make a difference in the world around them?

They should love their job, be passionate about what they do; they should be upright and honest; they should be ready to do whatever they can to serve the nation.

ASSIGNMENTS

COMPREHENSION QUESTIONS

Choose the right option:

1. Which one of the following is 'not' Mr. Shreedharan's project?
 - a. Delhi Metro Rail Project
 - b. Konkan Railways
 - c. Hyderabad Metro Rail Project

2. The Konkan project was the first railway project where we had to _____.
 - a. raise money from the market
 - b. build tunnels
 - c. build bridges
 - d. complete within a dead line

3. What is the biggest problem of Indian Railways?
 - a. political interventions
 - b. lazy employees
 - c. stagnant technology
 - d. lack of money

4. According to Mr. Shreedharan
 - a. Public sector should completely be closed down
 - b. Private sector should take up all industries and services
 - c. Private sector should get interested in service sector
 - d. Public sector should confine itself to areas not attractive to private sector

5. Shreedharan's advice to young generation:

- a. they should change jobs to get better pay
- b. they should become rich
- c. they should be ready to do whatever they can to serve the nation
- d. they should find opportunities abroad

Listening Comprehension

Listen to the audio of the interview and answer the questions below.

1. Where was Mr. Shreedharan born and what was his educational background?
2. How could Mr. Shreedharan complete his projects within deadlines and budget?
3. How did Mr. Shreedharan tackle political influence in his projects?
4. What are Mr. Shreedharan's suggestions to encourage public transport and discourage private transport?
5. How according to Mr. Shreedharan, can the system be changed by administrators?

Vocabulary

A. Match the words in the first column with its opposites in the second column.

- | | |
|----------------|-------------------|
| a) Extinct - | i. Insincere |
| b) Sincere – | ii. Alive |
| c) Retire – | iii. Incomplete |
| d) Complete – | iv. Enter |
| e) Normal – | v. Same |
| f) Different – | vi. Abnormal |
| g) Private – | vii. Disadvantage |
| h) Advantage – | viii. Public |
| i) Past- | ix. Pessimism |

j) Optimism – x. Present

B. Match the words in the first column with their meanings in the second.

- | | |
|-------------------|---------------------|
| a. Turbulent- | i. Quality |
| b. Autonomous- | ii. Improvement |
| c. Multi-pronged- | iii. Self- governed |
| d. Formidable- | iv. Shortage |
| e. Challenges- | v. Arousing fear |
| f. Reform- | vi. Many sided |
| g. Calibre - | vii. Disturbing |
| h. Crunch- | viii. Setbacks |

C. Sentence Completion using words in the first column of exercise B.

- i. The Mt. Everest loomed large and _____ in front of the mountaineer.
- ii. The Stella Maris College in Chennai is an _____ institution.
- iii. _____ were made in the Indian Marriage Act based on the reports submitted by the committee.
- iv. The Dark Ages were _____ times where blind faith ruled over reason.
- v. This pen is of superior _____.
- vi. Einstein had to face several _____ before becoming the world famous scientist that he is considered today.
- vii. _____ criticisms were levelled against the implementation of the new Bill.
- viii. Companies undergoing the financial _____ had to lay off their employees.

JAM and PPT

TEN TIPS FOR EFFECTIVE POWERPOINT PRESENTATIONS

While PowerPoint is an extremely popular program, many PowerPoint presentations are poorly constructed and delivered. These ineffective presentations often result from poor planning and neglect of some basics that go into creating any form of communication. To avoid putting your audience to sleep or just boring them with mind-numbing slides, consider the following tips.

1. Determine your purpose.

When preparing a presentation, first ask yourself what your general purpose is: is it to explain, instruct, persuade, or entertain? Then consider your specific purpose: is it to explain the history of a project, instruct clients on a new procedure, or persuade them to adopt your recommendations? Poor presentations often result when no clear purpose has been determined.

2. Identify your audience.

Your purpose, of course, is tied closely to the analysis of your audience. Who are these people? What is their background, and what do they know about your topic? How receptive are they to what you are presenting? These are just some of the many questions you need to ask before proceeding.

3. Outline and create a storyboard.

After you have determined your purpose and analyzed your audience, begin jotting down ideas. Then start outlining by listing major headers that you can translate into titles for individual slides. Divide these headers into sub-headers, but keep in mind that if you have only one sub-header under a header, you need to go back and change the header. Every header that you divide needs at least two sub-divisions. Since your presentation is a visual one, consider creating a storyboard by sketching a graphic next to each of the major headers in your outline. Use a separate page for each slide, and place the text on one side and the sketch or name of the graphic on the other. In your “story,” be sure to include an introduction, conclusion, and some transitional slides.

4. Limit the amount of your text, and chose appropriate graphics.

Limit the amount of text on a slide to 25-35 words (no more than six lines, if possible). Too many words will reduce the type size and make reading difficult. Also, you want fewer words so that you can elaborate on what you have written on your slide. In selecting graphics, consider the tone you want to convey: for a more formal tone, you might use only photos; whereas for an informal one, you might use cartoons.

5. Use a sans serif font.

Many presenters just convert text from their pages printed in Times Roman to their PowerPoint slides; and while this serif font is quite readable on the printed page, on a screen it is more difficult to read than sans serif fonts like Ariel or Impact. Select a font that has strong, delineated lines and can be read by everyone in the room.

6. Use colors with sufficient contrast.

You also might want also to change the color of your type, but keep in mind, that light colors like yellow or gold that look fine on your 15- or 17-inch computer screen can seem washed out and extremely difficult to read when they are projected on a larger screen. If you do use a light color, consider highlighting it with a “shadow,” so there is more contrast.

7. Use animated and transitional effects sparingly.

In Office 2003, there are numerous effects to choose from, but be wary of choosing too many and changing them too often. Having your words fly in from the left and slides change from one to the other like vertical blinds can work well. But if you decide to have the words fly in from the bottom, then from the top, and then from the left or have screens change as blinds and then dissolve and fade, your audience will become distracted and not focus on what you are saying.

After you have created these effects, check to see if they are working properly by clicking on the star icon in the lower left corner of each slide in “Slide Sorter.” If any transition is not functioning, then go to Slide Show Slide Transition and make the necessary changes.

8. Edit for accuracy, consistency, clarity, and concision.

In editing, you want to review the entire show first for accuracy in content and then for organization. Check first that all your facts are correct. Then check the overall arrangement of the slides. You can do so by going to “Slide Sorter” under the “View” pull-down box. If any slide seems out of place, just cut and paste where you want it to appear.

After reviewing the overall presentation, check your individual slides for accuracy and consistency with punctuation, capitalization, color, type font, and effects. Check also for clarity and conciseness. Make sure what you have written is clear, and see if you can eliminate any unnecessary words, condense phrases, or eliminate extra graphics.

9. In preparing your delivery, consider your appearance and voice.

Wear appropriate comfortable clothing, and assume a confident posture. Your body language and facial expression should convey both enthusiasm and assurance. Many a presentation has been helped and possibly saved by an enthusiastic and confident presenter. While speaking, you want to project your voice so that the people in the back of the room can hear it. You also want to practice beforehand pronouncing any words that you anticipate having difficulty saying. During delivery, modulate your speed—speaking

slowly at times, pausing, and at other times speaking quickly.

10. Interact with both your audience and your slides.

Maintain good eye contact. In a room of 20-25 people, you should be able to look at everyone and make eye contact at least once throughout the presentation. With a larger audience, you can look around as you speak, and try to make contact with as many people as possible. Finally, use the slides as part of your conversation with the audience –not reading word for word from them, but rather referring to and elaborating on parts of each. Point to the slides, commenting on individual terms, and interact with the audience by asking questions, whether or not you expect a reply.

- *JAM and PPT presentations depend on your Communication Skills and proper research on a particular topic*
- *Don't rely on only internet and other web related sources*
- *Read as many standard books as possible, then, try to make a presentation*
- *JAM needs spontaneity, time management, wit in using the words (Brevity is the soul of wit)*
- *Both JAM and PPT show your capability in a language*
- *Don't manage yourself with inefficient language.*

Lord of the Flies (1990)



Published: March 16, 1990

William Golding's "Lord of the Flies," long a fashionable novel with adolescent readers or others with a taste for broad allegory, is now a fashionable-looking film. Shot in lavish color (unlike Peter Brook's much more stark black-and-white 1963 version), and so thoroughly Americanized that its characters bring with them the kind of light-sword used in "Star Wars" and make reference to the television show "ALF," this

"Lord of the Flies" features a cast of young actors seemingly chosen on the basis of lean physique and languid good looks.

William Golding's "Lord of the Flies," long a fashionable novel with adolescent readers or others with a taste for broad allegory, is now a fashionable-looking film. Shot in lavish color (unlike Peter Brook's much more stark black-and-white 1963 version), and so thoroughly Americanized that its characters bring with them the kind of light-sword used in "Star Wars" and make reference to the television show "ALF," this "Lord of the Flies" features a cast of young actors seemingly chosen on the basis of lean physique and languid good looks. They could just as easily, and perhaps more productively, be modeling designer denim.

As directed by Harry Hook, the new "Lord of the Flies" offers much spectacle for the eye and almost nothing to keep the mind from wandering. Mr. Hook and the cinematographer Martin Fuhrer may be able to work orange flames, turquoise ocean and lush tropical foliage into a single pretty (if nonsensical) frame. But they can't get a toehold onto what Mr. Golding called his "attempt to trace the defects of society back to the defects of human nature."

The film's way of introducing specific and colloquial elements into the story diminish its power as a larger parable. ("What're you guys doing'?" asks the United States marine who functions as *deus ex machina* at the end of the movie.) In addition, Mr. Hook's direction and Sara Schiff's screenplay make the events of "Lord of the Flies" seem slight, obvious and literal. The spectacle of once-civilized schoolboys becoming able to express the most brutal aspects of their nature is reduced to a silly display of war paint, improvised loincloths and extreme cruelty to animals. The film's only real lesson - unless you count its suggestion that anyone about to be marooned on a desert island had better start off with a good haircut - is that boys will be boys.

The group stranded on this island paradise (the film was shot in Jamaica) has been cast as a careful ethnic mix, with one black boy, one boy wearing a cross, one wearing a Star of David and so on. In addition to being vacuously pretty, the film is also painfully fair. Only the plump, high-voiced Danuel Pipoly, who is a perfect visual representation of Mr. Golding's hapless Piggy, suggests originality of any kind. Balthazar Getty does a competent job as Ralph, the boy who becomes the story's voice of reason, but some of the other performances are weak even by amateur standards.

The film's editing is so listless that most scenes appear to have been strung together for no particular reason. The only detectable pattern is one of following a violent or turbulent episode with a shot of somebody looking pensive the next day. Some of the cutting is too abrupt, but other scenes go on much

longer than necessary, perhaps for the sake of the scenery. There is more than ample time to study the rain forest's many textures and shades of green.

LORD OF THE FLIES, directed and edited by Harry Hook; screenplay by Sara Schiff, based on the novel by William Golding; director of photography, Martin Fuhrer; music by Philippe Sarde; production designer, Jamie Leonard; produced by Ross Milloy; released by Castle Rock Entertainment. Running time: 87 minutes. This film is rated R.

An aircraft carrying 24 young military school cadets returning home crash lands into the sea near a remote, uninhabited, jungle island in the Pacific Ocean. Among the survivors is the pilot, Captain Benson (Michael Greene), the only other survivor, who is seriously injured and delirious. Meanwhile, on the beach, an overweight cadet, whose real name is never revealed, nicknamed “Piggy” (Danuel Pipoly), finds a conch seashell and takes it to the grouped cadets, who adopt it to signal the right to speak and be heard by the group. The senior cadet, and one of the elder boys, Cadet Colonel Ralph (Balthazar Getty), organizes a meeting to discuss surviving their predicament. Ralph and Jack (Chris Furrh) emerge dominant, with Ralph's seniority in rank making him the one in charge. They start a fire using Piggy's glasses to try and alert any passing craft. Tensions begin to grow between Ralph and Jack.

One night, as they sleep, the delusional Capt. Benson escapes from them into the jungle, eventually making his way to a cave deep inland. Jack brings all of his hunters to hunt in the jungle, leaving no one watching the fire. The fire goes out, preventing a passing plane from noticing them. Ralph blames Jack and Jack, tired of listening to Ralph and Piggy, leaves and forms his own camp, taking many of the boys with him. One of the younger boys, Larry, finds Capt. Benson in the cave, mistakes him for a monster and stabs him, and then tells the other boys. Jack goes to the cave's entrance, and mistakes Capt. Benson's dying groans for the sounds of a monster. Meanwhile, expecting to be rescued, Ralph's civilized leadership establishes a permanent signal-fire to alert passing ships of their presence on the island. Not expecting to be rescued, Jack's savage leadership adapts to circumstance; he establishes his camp as spear-bearing hunters who provide meat to both camps. They kill a wild pig and leave its head as an offering to "the monster" that they believe is in the cave. Eventually, identical twins Sam and Eric (Andrew Taft and Edward Taft), two of Ralph's friends, leave him to join Jack's tribe.

During the night, Jack and his savages steal a knife from Ralph so they can make more spears, but accidentally trample on Piggy's glasses in the process, breaking one lens.

One night, using a glow stick, cadet Simon (James Badge Dale) finds the pig's head on the stick. He then explores the cave and discovers the corpse of Capt. Benson. Simon realizes Capt. Benson was what the boys thought was the monster, and runs to the beach in an attempt to alert the boys of his discovery. In the ensuing hysteria, Simon's waving of the light frightens the other boys, who mistake him for the monster and stab him to death with their spears. The following morning, Ralph blames himself and Piggy for not stopping the hunters from killing Simon. Meanwhile, Jack tells his gang that the "monster" can come in any different form.

After Piggy's glasses are stolen by Jack one night so they could make fire, Piggy and Ralph travel to Jack's camp, attempting to call a meeting using the conch. Piggy insists that everyone be sensible and work together, but Jack's savages refuse to listen. As they jeer him, Roger (Gary Rule), the cruel torturer in Jack's tribe, pushes a boulder off a cliff and smashes Piggy's head, killing him. A distraught Ralph swears that Jack will not get away with the murders, but Jack declares that Ralph is now on his own. Jack and his savages throw stones at Ralph to drive him away. Ralph returns in the night, and is warned by Sam and Eric that the hunters will chase after him.

The following morning, Jack and his hunters begin setting the jungle on fire to force Ralph out of hiding so they can kill him. Just barely dodging the spreading fire and Jack's hunters, Ralph makes a desperate run to the sea, where he encounters a U.S. Marine Corps officer (Bob Peck) who has just landed on the island with other Marines to rescue the boys, and as he looks on in shame of how feral and savage the boys have become as Ralph cries. He later arrives with more military recruits to rescue the 22 boys, much to Jack's horror.

Ralph . . . Balthazar Getty
 Jack . . . Chris Furrh
 Piggy . . . Danuel Pipoly
 Simon . . . Badgett Dale
 The Twins . . . Edward and Andrew Taft
 Roger . . . Gary Rule
 Andy . . . Terry Wells
 Larry . . . Braden MacDonald
 Greg . . . Angus Burgin
 Marine Officer . . . Bob Peck

Unit 5

Wings of Fire

‘I am Completely Indigenous’
Missile Man Abdul Kalam



Dr. A. P. J. Abdul Kalam (/ˈabdʊl kəˈlɑːm/) 15 October 1931 – 27 July 2015) was the 11th President of India from 2002 to 2007. A career scientist turned politician, Kalam was born and raised in Rameswaram, Tamil Nadu, and studied physics and aerospace engineering. His father Jainulabudeen was a boat owner and imam of a local mosque; his mother Ashiamma was a housewife. His father owned a ferry that took Hindu pilgrims back and forth between Rameswaram and the now uninhabited Dhanushkodi. Kalam was the

youngest of four brothers and one sister in his family. His ancestors had been wealthy traders and landowners, with numerous properties and large tracts of land. Their business had involved trading groceries between the mainland and the island and to and from Sri Lanka, as well as ferrying pilgrims between the mainland and Pamban. As a result, the family acquired the title of "***Mara Kalam iyakkivar***" (wooden boat steerers), which over the years became shortened to "Marakier." With the opening of the Pamban Bridge to the mainland in 1914, however, the businesses failed and the family fortune and properties were lost over time, apart from the ancestral home. By his early childhood, Kalam's family had become poor; at an early age, he sold newspapers to supplement his family's income

Nobody could have put it better. Kalam was the embodiment of every Indian ideal. His rags-to-success story made him an achiever against insurmountable odds; contribution to Indian Defence and military gave him the aura of a nationalist; conduct in the Rashtrapati Bhawan turned him into a People's President-- a People's Prince type epithet that instantly gave the West a measure of his popularity; and his inspiring speeches and books made him a hero of the youth and children. As a son, student, scientist, President, teacher, preacher, poet, writer, aficionado of classical Indian music, inspiration for a film (I am Kalam) and the new Chacha of children of India, Kalam lived an all Indian dream.

"In recent history, only a few had endeared themselves to the young and old, poor and the rich, and to people belonging to different faiths," former finance minister P Chidambaram rightly summed up Kalam's enormous popularity. Kalam had many virtues that we hold close to our heart. Never give up, don't let failure destroy your dream, concentrate on your karma without thinking of the result, don't let success get to your head and put country above race and religion. Kalam practiced all of them.

As a student born in a humble family, he sold newspapers to support the family and finance his education. When Kalam was rejected for the job of a fighter pilot, a dream he had nourished since childhood, he took up an entry-level post at Hindustan Aeronautics Ltd. And there was no looking back. A man, who was considered not good enough to fly a plane, became the architect of India's missile programme. From somebody who was rejected as a fighter, Kalam went on to become the face of India's nuclear programme. Kalam showed the world that he had wings of steel and determination of iron.

President A.P.J. Abdul Kalam remains conscious that he is also a teacher and a scientist. Above all, he is a person who loves to make others happy. Excerpts from an interview he gave to The Hindu:

Book Review: Wings of Fire- APJ Abdul Kalam

Published: 18th May, 2017 **Last Edited:** 18th May, 2017

Keywords: wings of fire, review of wings of fire

Written by Dr. A.P.J Abdul Kalam, honorable President of India. 'Wings of Fire' is an autobiography capable of inspiring even a common man into becoming a technologist. A well composed novel which revolves around the life of Mr. Kalam a renowned scientist as he shares his experiences and the minutest of details of his life. I like the way the book has been put together along with the delicate facts of his personal life. His family background, the pain and suffering he went through and recollected himself is commendable. The day I finished reading this book, such an influential personality impacted me very deeply and it gave me a glimpse of how the power of positive thinking can help achieve all odds.

This autobiography comprises of a balance of details of the technological and political challenges faced to prosper in its aeronautical and space program. It is also a success story of Dr.Kalam's participative management practices.

Also, it gives an insight into the lives of Hindus and Muslims of India and their relationships among each other and among multi religious communities in India.

"Wings of Fire" is an account of a young boy who tries to achieve his dreams beating all odds. The story emphasizes the importance of family, relatives and friends in helping achieve each other's goals and turning dreams to reality. It teaches us to become a patriotic citizen of our country shown in the book as a determinant India and countless effort of its scientists in achieving superiority in aeronautical, space and rocket technology.

This book offers an important lesson of finding success from failures of Indian space and rocket infrastructural programs. A good presentation of the role of other renowned scientists moulding our country's future. This book is full of information and is a recommended choice for every student, because this book has the influence and power to motivate a person to stand out in life. "Wings of Fire" is a unique model of accomplishing one's goals, while fulfilling the promise to its country.

As I read through this book I felt the same humility that Mr.Kalam felt when he was engaged into the program. A friend recommended me this book and I am glad that he did.

This book is an auto-biography of India's president Abdul Kalam which has been co-authored with famous Arun Tiwari, who once had worked with Kalam in the field of military defense research. As from the book itself, "this is the story of Kalam who flourished from darkness into the bright sunlight, his personal and professional effort. This is also the narrative of independent India's struggle for technological self-adequacy & sovereignty in defense systems - a story as much regarding politics, as it is regarding science."

The story tells us about Kalam's rise from a humble lower-middle class family & his narrative of India's efforts in rocketry & space technology. Segregated into four sections, the book gradually reaches for the stars - Orientation, Creation, Propitiation & Contemplation. As a tribute to his mother and father, the book is dedicated to his parents.

The first segment relates to the early life of Avul Pakir Jainulabdeen Kalam. His recollections of the early days are very suggestive of good old Magudi set up. He remembers his parents, relatives and teachers his most influential characters in the book. Adding color to the section are pictures of that time. This segment covers all his early learning and travels.

The next segment is related to Kalam's further education and work experience and his involvement with projects of military defense and space, primarily the SLV3. This part has many scientific details and is an introduction to defense and space research organizations. Kalam is an 'aam aadmi' at heart, this is shown in the book in many of his narratives through his interaction with even the insignificant people in the hierarchy like Dr Brahm prakash, Prof Satish Dhawan and Prof Vikram Sarabhai.

The third segment covers the years from 80-91 when Kalam is posted from ISRO to military defense labs. Filled with many pictures, this section too keeps us entertained. And to imagine he worked mostly in government institutions where bureaucracy and red tapes are the order of the day.

We have all heard of SLV3, PSLV, Akaash, Naga, Agni, Trishul in the news and these technological achievements marks the success of what is now, one of the strongest and determined aeronautical and space organization of India.

The last segment is connected with the later years where Kalam is bestowed upon with series of awards, his thought and his visions for a proud India. It is almost impossible not to be inspired by the life of Mr.Kalam. This segment along with the conclusion also mentions of Kalams dream for the year 2020.

The book itself is written in simple English and it seems as if the author is speaking out to the reader directly. One must read this for the following reasons - India's greatest scientist Abdul Kalam's story, military and defense research, missile technology, India's vital space programs and general knowledge. Throughout the book there are morals that are for the grooming purposes for everyone, even for the administrators. Abdul Kalam tells us how the finest of people can be brought out. Abdul Kalam is referred to as 'spiritual scientist', his visions and contributions to his country.

As a young man, Abdul Kalam was inquisitive and keen to learn more and more about science. Kalam's mentors persuaded him to ponder onto the great opportunity into space science and by achieving this India will become self-sufficient in aeronautical and rocket science. He was the first one with a vision that India has great potential in its space and satellite development of launch vehicles. SLV's provide as the foundation for a range of state-of-the-art missile technology in India's military.

From an American viewpoint, 'when everyone is shouting bloody murder and weapon proliferation, Abdul Kalam's memories of France's taking away of support and fake accusations of German help serve as an alarming reminder that embargoing a country simply cannot work if the country's public is strong enough to control their own destiny. It's worrying that there is little debate on the ethics of an impoverished country developing nuclear weapons and deploying delivery systems. . . .But that's almost totally lost in the argument of self-reliance, a determination to never again surrender to foreign rule. '

Abdul Kalam, an optimist, made helped India become self-sufficient in its space and rocket technology. The book also inspires the youth of India living nationally and internationally that they appreciate the one marvel achieved by their nations hero, Abdul Kalam and strive themselves to become strong in every area of their profession and make India prosper for eternity.

Abdul Kalam, the man with many names. He is most trusted man in India according to survey, He is also known as 'the missile man' of India. Abdul Kalam will be cherished long after he is gone, the man whom India loves.

The book is a journey into Abdul Kalams life; the book however does not cover his presidency days that were published before he became the president of India. Abdul Kalam stayed in 'Ramesh Varam' which is famous for its 'Shiv' temple. The famous temple was few kilometers journey from Abdul Kalam's home, a Muslim dominated area.

Abdul Kalam use to sell newspapers to help his brother, was good friend of the priest of the temple and his father was respectable man whom people used to turn for advice. Abdul Kalam writes about his school

days, his brother in law's influence on him and his teachers in the initial chapters. He also writes about his financial challenges he faced during the time he was into education.

The later chapters are some of Vikram Sarabhai's immense contribution in establishment of space research center and opening up new feet's for coming scientists. Abdul kalam's efforts in association with other scientist would make ordinary Indian understand the zeal , the effort of human soul in making India , a well respected country in space science.

As a mentor of Abdul Kalam, Vikram Sarabhai had expert management skills and team building skills with which he groomed Abdul Kalam into becoming a scientist to remember for years to come.

In one of his meeting with Vikram Sarabhai at 3 a.m, Abdul Kalam worked hours at stretch with his colleague for presentation to defense minister and he forgets an important personal event to attend to, this shows Kalams determination for his work and his country to succeed.

ISRO, prithvi, agni, nag, trishul are some of the achievements which every Indian is proud of. It was a moment to cherish when India made its first journey to the moon and along with this journey to success was Abdul Kalams belief that nothing can stop India from reaching the stars and he certainly proved himself as one of the stars.

Considering that this book comes from a scientist, this book does have little scientific narration. SLV, Geo satellite, composite material, mechanical engineering and such things. The journey itself always has technical errors especially when it's scientific in nature. Abdul Kalam, like the man himself forced his will to victory over failures, fears and disappointments.

At the core, the book is about the great Indian dream. A wish that all the founding fathers of a country have, a wish fulfilled by Abdul Kalam.

A country which is divided by religion and caste. A country which has a corrupt political system and where money rules, Abdul Kalam still made millions of citizens of India a proud nation. Aftermath.

About the author: APJ Abdul Kalam is one of India’s most distinguished scientists. He served as the 11th President of India, between 2002 and 2007. He was fondly referred to as “The People’s President” during

his term. He has honorary doctorates from over thirty universities and is the recipient of the country's three highest civilian awards – the Padma Bhushan, the Padma Vibhushan and the Bharat Ratna.

My thoughts on the book:

The book *Wings of Fire*, the autobiography of A P J Abdul Kalam constitutes an extraordinary reading for all ages. There is something that everybody can extract from this book. In this book, the authors tell us the story of a young Muslim boy who has big dreams about his future and what inspires him to become an eminent scientist. **This real story tells us the role of family, relatives and friends in helping a person in achieving his goals.** Apart from the very indicative title, the chapters of the book are also touching – orientation, creation, propitiation, and contemplation.

Orientation contains 32 years of his early life – days as a child, going through adolescence and getting into rocketry. His description of the people, who shaped his life, interweaving religion and education, is a charming part of the book that almost nobody would miss reading.

Chapter 2 entitled '**Creation**' describing the next seventeen years till 1980 covers his struggle at ISRO going from one-engineer-amongst-many to the successful project director of SLV bringing pride to the nation through the technological achievement of putting a satellite in the orbit.

The next ten years are set out in chapter 3. These constitute the outstanding accomplishments at DRDL. The way he transformed the laboratory from one which had a weak heart with little confidence to one which felt a sense of strong self-esteem and could feel proud by contributing developed missile systems to the services, is a remarkable saga.

The last chapter entitled '**Contemplation**' contains a condensation of ideas and thoughts arising out of his colourful life, the awards that he received (the highest honour, namely Bharata Ratna that he received does not find a mention in this book) and some messages for the future generation.

The author through this book and the various chapters builds a quick rapport with the reader, who is spellbound. It stresses on the point that the youth should not get disheartened by failures. According to him, source of hidden knowledge is within us, with whom we should communicate. It is an inspirational book for everyone, especially the youth, with a message not to get bogged down in life, due to personal tragedies and setbacks in professional life.

Curriculum Vitae/Résumé

Your Résumé often creates the **first impression** that you make with an employer. The information you include and the way you present it can determine whether you will have the opportunity to interview for a position. If the résumé is strongly written and presented attractively, it will often open the door to an interview.

So what makes a good CV?

- The CV is easy-to-read, well laid out, and not over-crowded.
- It's customised for the job you are applying to
- You highlight the relevant skills you have for the job
- It is a concise document with no grammar or spelling mistakes
- It is not exaggerated and reads honestly

At Infosys, which is the famous Software Company in south India, company received around 1.4 million resumes annually and we made around 55,000 offers. That's a conversion of 3-4%. Global stats says 98% of resumes hit the trash bin. Ouch! Each of us want to be in that 2% and none of us want to lose the chance before we even had it.

Here are 10 tips on what makes a CV hot:

- 1) We would recommend you stick to a maximum of two pages. Always remember the CV hotspot - the upper middle area of the first page is where the recruiter's eye will naturally fall, so make sure you include your most important information there.
- 2) It should be honest and must get the attention of the person scanning the CV. You can use two types of CVs - chronological or skill-based. For the former, use the last job as the starter and move to academic qualifications; for the latter, describe the skills earned from different work experience and education.
- 3) Always include your name, address, date of birth (in some countries this is not required due to age discrimination laws), contact details (telephone number and email). For educational qualifications, state your degree, subject and name of school, college, university, plus grades (if you were a topper)
- 4) Work experience: This is the most important part of the CV because most employers try to select for the current job opening as close as possible to the previous work experience of the candidate This should have two parts - name of employer, roles performed in the company, duration.
- 5) Be sure to highlight what you did - achievements which are quantifiable e.g. increased sales from 13% to 25% within a year, brought down attrition from 20% to 16%. Also, do mention promotions and awards.
- 6) Part of the Work Experience section should include the skills required for the job. The reason I highlight this separately is so you don't miss it. A finance job will involve numeracy, analytical and problem-solving skills, so focus on these, whereas for a marketing role, you would place a bit more emphasis on persuading and negotiating skills. Also add languages, computing skills, driving -

depending the role you are applying for.

7) Skip "Interests". Unless this in some way reflects the value you will bring to the job, I would suggest you skip this. However, if you insist, interests like "networking", being part of diverse clubs (golf, theatre), ski-diving, mountaineering (displays you move out of comfort zone), being captain of the hockey team (team skills, leadership) can be added to bring some colour into your CV.

8) References: Again, I would suggest you skip this until you have been called for the final interview. During your interviews, you will realise you need a reference who would be able to substantiate a certain aspect of your experience important to this role. You can then provide relevant names for reference. Usually a previous supervisor, direct reportee or peer is a good reference.

9) Covering letter: this should accompany your CV. The letter must be addressed to the Recruitment Manager/Hiring Manager/HR Head and should explain in a short para your career objectives and reason for applying to the company for the particular role.

10) While you may be applying to different companies at the same time, it's very important to avoid "Cut, Copy, Paste". Each covering letter and CV must be customized for the company and role that you are applying. If you expect to be selected amongst hundreds of other CVs, this investment is critical and worth it.

What are the common mistakes candidates make on their CV?

One survey of employers found the following mistakes were most common

Spelling and grammar: 56% of employers found this

Not tailored to the job: 21%

Length not right and poor work history: 16%

Poor format and no use of bullet points: 11%

No accomplishments highlighted: 9%

Contact and email problems: 8%

Objective/profile was too vague: 5%

Lying: 2%

Having a photo: 1%

Be positive. Your acceptance of CV is just the beginning. Soon it will be time to start getting ready for the interview. Good Luck!

CURRICULUM VITAE

XXXX YYYYyyyyyyyy
 xxxxxx_yyy@yahoo.com

512/B, 16th Main,
 xxxxxxxxxxx,xxxxxxx
 Indiranagar, Bangalore-69.

91-80-xxxxxxxx (R) 098xxxxxxxx (M)

Career Objective:

To secure a position where I can effectively contribute my skills as a Software Professional, possessing competent Technical Skills.

Educational Qualifications:

| Examination | Discipline/ Specialization | School/college | Board/ University | Year of Passing | % |
|--------------|-------------------------------|------------------------------|----------------------|--------------------|-----|
| B.Tech | Computer Engineering | xxxxx College, Bangalore | Bangalore University | 2005 | 83% |
| Intermediate | Science + Maths Stream | yyyy Vidyalaya, Bangalore | C.B.S.E. | 2001 | 83% |
| S. S. C | S.S.C | yyyy Vidyalaya, Bangalore | C.B.S.E. | 1999 | 79% |

Computer Skills:

Languages : C, C++.
 Database : SQL, ORACLE.
 Operating Systems : Windows 9X/2000/XP, DOS 6.0.

Achievements:

- Participated in National Level Annual NCC Republic day Camp and the Prime Minister's Rally held at New Delhi and received NCC 'A' certificate.
- Received best cadet award in NCC from Chief Minister of Andhra Pradesh.
- Got best student award in SSC.

Academic Project

Project1: Portable Compiler

Language of Implementation: C

Operating System: Windows95/98.

DESCRIPTION:

In this project P-compiler (Portable Compiler) reads the Pascal program and produces the Abstract stack machine code. It is one pass compiler i.e. source program reads only once and front end of compiler. Because of intermediate program we port the compiler easily, it only requires the change the back end of the compiler to port different machines. The P-compiler consists of the following different phases: - Lexical Analysis, Parsing, Semantic checking and Code generation.

Project2: Code generator for menu based interface

Language of Implementation: C

Operating System: Windows95/98.

DESCRIPTION:

The objective of this project is to generate the required code in 'C', needed to create menu-based interfaces. It automates the code generation. The project accepts the input from the user in the prescribed format and generates the required output code. The project is useful to develop menu-based interfaces in the text mode.

Personal Profile:

Name : xxxxxxxx yyyyyyyy
 Father's Name : yyyyyyyy
 Nationality : Indian
 Hobbies : Swimming, Cooking, Reading
 Phone No : 91-80 -1234567
 Date of Birth : 21-10-xxxxxx

Declaration:

I hereby declare that the above-mentioned information is correct up to my knowledge and I bear the responsibility for the correctness of the above-mentioned particulars.

Place: Bangalore

(XXXXXXXXXX)

UNIT – I

WhatsApp Messenger is a *proprietary* cross-platform instant messaging client for smartphones that operates under a subscription business model. It uses the Internet to send text messages, images, video, user location and audio media messages to other users using standard cellular mobile numbers. As of September 2015, WhatsApp had a user base of up to 900 million, making it the most globally popular messaging application.

WhatsApp Incorporated. Based in Mountain View, California, was acquired by Facebook Inc. on February 19, 2014, for approximately US\$16 billion in Indian currency.

WhatsApp Inc., was founded in 2009 by **Brian Acton and Jan Koum**, both former employees of Yahoo!. After Koum and Acton left *Yahoo!* in September 2007, the **duo** travelled to South America as a break from work. At one point they applied for a job at Facebook but were rejected. For the rest of the following years Koum **relied** on his \$400,000 savings from Yahoo. In January 2009, after purchasing an iPhone and realizing that the seven-month-old App Store was about to *spawn* a whole new industry of apps, he started visiting his friend, Alex Fishman in West San Jose where the three would discuss. Having *status*es next to individual names of the people, but this was not possible without an iPhone developer, so Fishman introduced Koum to Igor Solomennikov, a developer in Russia that he had found on RentACoder.com.

Koum almost immediately chose the name "WhatsApp" because it sounded like "**What's up**", and a week later on his birthday, on February 24, 2009, he incorporated WhatsApp Inc. in California. However, early WhatsApp kept crashing or getting stuck and at a particular point. Koum felt like giving up and looking for a new job, upon which Acton encouraged him to wait for a "few more months".

WhatsApp was switched from a free to paid service to avoid growing too fast, mainly because the primary cost was sending verification texts to users. In December 2009 WhatsApp for the iPhone was updated to send photos. By early 2011, WhatsApp was in the top 20 of all apps in Apple's U.S. App Store.

Acquisition by Facebook

On February 19, 2014, months after a venture capital financing round at a \$1.5 billion valuation, Facebook announced it was acquiring WhatsApp for US\$19 billion, its largest acquisition to date. Facebook, which was advised by Allen & Co, paid \$4 billion in cash, \$12 billion in Facebook shares, and an additional \$3 billion in restricted stock units granted to WhatsApp's founders (advised by Morgan Stanley), Koum and Acton. Employee stock was scheduled to vest over four years subsequent to closing. The transaction was the largest purchase of a company backed by venture capitalists to date. Days after the announcement, WhatsApp users experienced a loss of service, leading to anger across social media.

AN EXCERPT FROM THE TIMES OF INDIA

The global revolution in mobile-based applications that's made communication easier for the common man has spelt doom for intelligence agencies back home. Unable to 'break through' encrypted messages of terror operatives, increasingly taking to this medium for exchange of information, sleuths confess that nabbing these 'Hi-Tech' offenders has become a tough task.

The most used encrypted apps include WhatsApp and Viber that, officials say, transmit data in encrypted form so that the 'text' can be deciphered only by the sender and receiver of the message. That these platforms provide free-of-cost communication between people living in any corner of the globe is an added bonus.

"Local intelligence officials and other agencies are still struggling to find ways to penetrate through the walls of these messaging apps. Currently, even if the messages sent through these channels are successfully intercepted, it is impossible to break them down as they are in encrypted form - unlike in the case of e-mails and SMSes (Short Message Service) where the information is in plain text," explained an expert working in this area. To make matters, some terror outfits, sources say, are now taking to either lesser-known or customized apps available only to certified members of the 'gang'. Decoding them, cops admit, is even more difficult.

"If decrypting data transmitted through popular apps is difficult, analyzing information sent through tailor-made apps is next to impossible. Decrypting can be carried out only through software support provided by the particular service provider. But that, unfortunately, isn't happening at present," rued a cyber forensic expert with the Telangana police.

Cyber security expert-turned-entrepreneur Sainath Gupta put forth a similar explanation while highlighting how terror groups today have achieved expertise in establishing an undetectable line of communication. "WhatsApp introduced end-to-end encryption system only last year. Before that, the messages that the users exchanged could be easily accessed. Now, however, it works on an end-to-end device level making it difficult for outsiders to decrypt information without the company's help," Gupta said.

But the difficulties notwithstanding, some insist that decoding these messages isn't impossible, provided people have sufficient expertise. "Cross-platform instant messaging apps like WhatsApp appear to be secure on the outside as all messages are encrypted. However, nothing is 100% safe and every 'secure' app available on the internet has some loopholes. Anybody with an extensive knowledge of how the system operates can find their way around firewalls and access any information," said Rajat Shahi, founder of Hackmania that regularly organizes hackathons across the country.

This expertise, unfortunately, is missing from the current crop of investigating teams, sources claim. "Not only are they incompetent to decrypt these messages, even identifying the app through which a message is sent is a huge challenge for them. Only once the identification process is successfully completed can security agencies even attempt to hack the instrument and retrieve the information, right? Otherwise, how can they even hope to decode data," said a source airing serious concerns over the limitations in investigation that have been forcibly imposed by these popular apps.

Have a Discussion/GD on

- Smartphones are psychologically addictive, encourage narcissistic tendencies and should come with a health warning
- Is Technology Boon or Bane?
- The majority of participants said their smartphone use caused distraction from many aspects of their lives, including employment, hobbies and studies.

Using Capitalisation

Capitalisation in English

- **We need to use capital letter at the beginning of a every sentence**

E.g. I come to college every day.

I said, "I attend every class."

- **We also use a capital letter to begin the names of people, places, companies, etc.**

Ranjan Shiva David Saleem the Railway Station

Earth America University Moon the BHEL

- **People's titles,**

Colonel, Professor, the Prime Minister

- **Nouns and adjectives referring to nationalities and regions, languages, ethnic groups and religions**

He is an Indian, I speak French, Chinse Fast Food, He is a Sikh

- **We use a capital letter to begin the names of books, films, magazines, etc.**

Harry Potter, The Wings of Fire, Avatar, The Times of India, The India Today

- **We use a capital letter for days of the week, months of the year, holidays and festivals, historical times, nationalities and most abbreviations etc.**

Sunday, January, The Republic Day, The New Year,

Diwali, Easter, Ramzaaan USA,

Capitalize the first word of a sentence

Examples:

There is something wrong with this cheese.

Strange things have happened recently.

Capitalize the pronoun "I"

Examples:

He asked me where I had bought my jacket.

If I see her, I will give her your message.

Capitalize proper nouns**Examples:**

I visited California on my vacation.

She gave Peter a present for his birthday.

There are many special rules concerning proper nouns. Generally, Proper **nouns** refer to specific people, places, things, pets, organizations, etc.

Remember to always capitalize the **name** of someone or something. Here are some specific rules to follow:

- Capitalize North, South, East, and West when contained in the name of a place (state, country, etc.) but not when used for giving directions.

Correct Examples:

My friend lives in South India.

We are planning a vacation in South Africa.

- Capitalize the group name of members of an organization

Examples:

The Neighborhood Players are presenting a musical next week.

Some Washington Democrats would like to see the company up.

- Capitalize company trademarks (product names)

Examples:

My niece loves Converse shoes.

Do you prefer Siesta or Aloha products?

- Capitalize common names of periods of time in history

Examples:

The Psychedelic Sixties were pretty groovy baby!

The Dot Com Era lasted far shorter than many people expected.

- Capitalize specific events

Examples:

I went to the Tomato Growers Conference in Salinas last weekend.

Have you ever attended the Technoland Convergence Festival?

- Capitalize acronyms which refer to specific names

Examples:

I prefer to watch NDTV TV whenever possible.

The Committer commissioned Students' growth.

- Common nouns may be capitalized when used as names for the entire class of something.

Example:

Some feel that Man is destined for outer space!

- Names of gods are capitalized, including Allah, Vishnu, and God. The word god is generally not capitalized if it is used to refer to the generic idea of a deity, nor is it capitalized when it refers to multiple gods.

Examples:

Wotan is one of the gods in Wagner's Ring Cycle.

The Pastor/Priest prayed that God should deliver us from our Sins.

Capitalize days of the week, holidays, and months of the year. Do not capitalize seasons.

Correct Examples:

She flew to Dallas in September.

Do you have any time on Monday?

Incorrect Examples:

I love skiing in Winter. SHOULD BE I love skiing in winter.

They visited Bob last Summer. SHOULD BE They visited Bob last summer.

Capitalize countries, languages, and nationalities (adjective form of a specific country)

Examples:

I lived in Italy for over 10 years.

Have you ever had any really expensive French wine?

Do you speak Russian?

Capitalize family relationships when used in place of a name

Examples:

Have you given Mom her present yet?

I think Dad needs some time off work.

Capitalize titles that come before names. Do not capitalize titles that follow names.

Correct Examples:

The soldier wrote to General Smith and asked for advice.

Have you spoken to Vice Principal Smithers yet?

Incorrect Examples:

George Washington was the first President of the United States. SHOULD BE George Washington was the first president of the United States.

Peter Smith was elected Mayor in 1995. SHOULD BE Peter Smith was elected mayor in 1995.

Capitalize letter salutations (openings) and closings

Examples:

Dear Mr. Smith,

Best regards,

Special Capitalization Issues

Capitalize the first word in a quote.

This is true even if the quote occurs in the middle of a sentence.

Examples:

The last time I talked to Peter he said, "Study hard and get to bed early!"

Thaman was a simple man who said, "Give me life, liberty and a bottle of pure water!"

Capitalize content words in titles.

Remember that **content words** include nouns, pronouns, principal verbs, adjectives, and adverbs.

Examples:

Rainy Days and Mondays

How to Win Friends and Influence your Neighbors

Capitalize the first word in each line of poetry

Roses are red

Violets are blue

I think I said He's in love with you!

Punctuation

End Marks . ? !

Every sentence must end with an end mark. (Period, Question Mark, or Exclamation Mark)

Commas (,)

1. Use commas before the conjunction to separate two independent clauses in a compound sentence.
2. Use commas to separate items in a series.
3. Use commas to separate adjectives of equal rank.
4. Use commas after an introductory word, phrase, or clause.
 - Introductory words (No,)
 - Nouns of Direct Address (Jon,)
 - Common Expressions (Of course,)
 - Introductory Adverbs (Obviously,)
 - Prepositional Phrases – two or more
 - Participial Phrases (Jumping over the fence, the horse fell.)
 - Infinitive Phrases (To buy things on the Internet, a credit card is often required.)

- Adverb Clauses (When World War II ended, shopping centers became popular.)
5. Use commas to set off parenthetical expressions.
A parenthetical expression is a word or a phrase that is unrelated to the rest of the sentence and interrupts the general flow of the sentence.
*Names of people being addressed: Don, Judge Burke, my son
*Conjunctive Adverbs: also, besides, furthermore, however, indeed, instead, moreover, nevertheless, otherwise, therefore, thus
*Common Expressions: by the way, I feel, in my opinion, in the first place, of course, on the other hand, you know
*Contrasting Expressions: not that one, not there, not mine
 6. Use commas to set off nonessential expressions.
 7. Use a comma when a geographical name is made up of two or more parts.
 8. Use a comma when a date is made up of two or more parts.
 9. Use a comma when a name is followed by one or more titles.
 10. Use a comma after each item in an address of two or more parts.
 11. Use a comma after the salutation in a personal letter and after the closing in all letters.
 12. Use a comma with numbers of more than three digits after every third digit starting from the right.
 13. Use a comma to indicate the words left out of an elliptical sentence. EX. Developed countries buy food from the grocery store; undeveloped countries, the market.
 14. Use commas to set off a direct quotation from the rest of the sentence.

Quotation Marks (Direct Quotations) (“ ”)

1. Use quotation marks to set off direct quotes.
2. Use a comma or colon after an introductory expression.
3. Use a comma, a question mark, or an exclamation mark after a quotation followed by a concluding expression.
4. Use a comma after part of a quoted sentence followed by an interrupting expression. Use another comma after the expression.
5. Use a comma, a question mark, or an exclamation mark after a quoted sentence that comes before an interrupting expression. Use a period after the expression.
6. Use a comma or a period inside the final quotation mark.
7. Use a semicolon or colon outside the final quotation mark.
8. Use a question mark or exclamation mark inside the final quotation mark if the end mark is part of the quotation.
9. Use a question mark or exclamation mark outside the final quotation mark if the end mark is not part of the quotation.
10. When writing dialogue, begin a new paragraph with each change of speaker.
11. For quotations longer than a paragraph, put quotation marks at the beginning of each paragraph and at the end of the final paragraph.
12. Use single quotation marks for a quotation within a quotation.

Other uses of Quotation Marks (“ ”)

1. Use quotation marks around the titles of short written works: short stories, chapters from books, short poems, essays, articles, episodes, songs, parts of musical compositions.
2. DO NOT underline or place in quotation marks the name of the Bible, its books, divisions, or versions or the names of other holy scriptures, such as the Koran.

3. DO NOT underline or place in quotation marks the titles of government charters, alliances, treaties, acts, statutes, or reports.

Underlining (_____)

1. Underline the titles of long written works and the titles of publications that are published as a single work: books, plays, magazines, journals, pamphlets, newspapers, long poems
2. Underline the titles of movies, television and radio series, lengthy works of music, paintings, and sculpture.
3. Underline the names of individual air, sea, space, and land craft.
4. Underline foreign words not yet accepted into English.
5. Underline numbers, symbols, letter, and words used to name themselves.
E.g. Is that first letter a G or and S?

UNIT - II

Commonly Mispronounced Words in English

11. Career
12. University
13. Candidate
14. Institution
15. Engineering
16. Charisma
17. Pronunciation
18. Syllabi
19. Alumni
20. Machine
21. Cache
22. Examination, Application
23. Restaurant
24. Charles
25. Cliché
26. Camera
27. Subtle
28. Physicist
29. Dias
30. Résumé
31. Curriculum Vitaé
32. Etiquette
33. Walked
34. Tour
35. Tomb

36. Mustache
37. Women
38. Entrepreneurship
39. Demon
40. Debris
41. Genre
42. Chore
43. Conversation
44. Poignant
45. Teetotaller
46. Debut
47. Rendezvous
48. College
49. Sure
50. Discussion
51. Chair
52. Character
53. Teak
54. Xerox
55. Fridge
56. Zoo
57. Hospital
58. Hotel
59. Police
60. Capable
61. Data
62. Farmer
63. Former
64. Without
65. And
66. Hobbies
67. Decision
68. Ancient
69. Third
70. Born
71. Birthday
72. Iron
73. Position
74. Worm
75. Earth
76. Island

77. Equipment
 78. Honest
 79. Learn
 80. Food

PREFIXES AND SUFFIXES

A prefix is a group of letters that is placed at the beginning of a root word to change its meaning.

| Prefix | meaning | Examples |
|-------------|--------------------------|---|
| a, an | not, without | atheist, anarchy, anonymous apathy, aphasia, anemia, atypical, anesthesia. |
| ab | away, down, from, off | absent, abduction, aberrant, abstemious, abnormal, abstract, absorb. |
| act | do, move | action, activity, activation. |
| audi | to hear | audience, auditory, audible, auditorium, audio visual, audition, audio book. |
| Un- in- dis | not | unfair/incredible/dishonest |
| Mis | wrong/bad | misunderstand |
| Re | repeated action | rewrite |
| Ex | former | ex-soldier |
| E- | internet | e-book, e-commerce |
| Anti | against | anti-virus, social, war. |
| Auto | self | automatic, autobiography, automobile |
| Bi | two | bilingual, bicycle |
| Dis | not, opposite | disloyal, disappear, order. |
| Ex | former | ex-minister, ex-teacher, ex-serviceman |
| In | not, opposite | incomplete, insensitive |
| Inter | between | international |
| Mal | bad | malicious, malfunction. |
| Mis | wrong | misunderstand, mislead. |
| Multi | many | multilingual, multipurpose. |
| Over | too much | over confident |
| Semi | half | semi-circle, semi-urban |
| Socio | society | socio economic, |
| Sub | below | sub-inspector, sub-jail. |
| Super | more/special | super market, super numeric and superhero |
| Under | too little | underestimate, u |
| Mono | one | mono-action, monologue, monopoly |

| | | |
|-----|-------|-----------------------|
| Geo | earth | geophysics, geography |
|-----|-------|-----------------------|

Note: A word which starts with **R**, it takes prefix **IR**.

A word which starts with **L**, it takes prefix **IL**.

A word which starts with **B, M, P**, it takes prefix **IM**.

Form three new words for each of these prefixes.

1. un- _____
2. mis- _____
3. il- _____
4. re- _____
5. ir- _____
6. ex- _____
7. im- _____
8. in- _____
9. e- _____

A suffix is a group of letters that is placed at the end of a root word to change its meaning.

E.g. fore+ ward= forward

| Suffixes | meaning | Examples |
|----------|---------------------|--|
| Ed | having | gifted, talented, wretched, learned |
| En | made of | wooden, golden, woolen, earthen |
| Ful | full of | hopeful, fruitful, joyful |
| Ish | somewhat like | boorish, reddish, girlish |
| Less | free from | Fearless, shameless, hopeless, senseless, boundless |
| Ly | like | manly, godly, sprightly |
| Some | with the quality of | wholesome, gladsome, quarrelsome, |
| Y | with the quality of | wealthy, healthy, windy, slimy, greedy, needy, thirsty, dirty |
| En | causative | weaken, sweeten, gladden, deaden, strengthen etc... |
| Se | to make | rinse, cleanse |
| Er | intensive | chatter, glitter, glimmer, fritter, |
| Ly | like | boldly, wisely |
| Long | towards | along, |

| | | |
|------|------------|-------------------------------|
| Ward | turning to | homeward, backward, upwards |
| Way | to wards | straight away, anyway, always |

| <i>Cide</i> | <i>To kill</i> |
|-------------|----------------|
|-------------|----------------|

- [Murder-suicide](#) - a suicide committed immediately after one or more murders
- Filicide – the act of a parent killing his or her son or daughter. ("filius" being Latin for son)
- Fratricide – the act of killing a brother, also in military context death by friendly fire.
- Geronticide – the abandonment of the elderly to die, commit suicide or be killed.
- Infanticide – the act of killing a child within the first year of its life.
- Matricide – the act of killing one's mother.
- Parricide – (also Parenticide) the killing of one's mother or father or other close relative.
- Patricide – the act of killing of one's father.
- Sororicide – the act of killing one's sister.
- Uxoricide – the act of killing one's wife ("uxor" being Latin for wife)
- Regicide – the act of killing a king (Latin: *rex*, *Gen. regis* for "king")
- Tyrannicide – the act of killing a tyrant.
- Vaticide – the act of killing a prophet
- [Urbicide](#) – the destruction of a city or the stifling of an urbanisation. ("urbs" being Latin for city)

Form three new words using these suffixes.

1. able _____
2. ful _____
3. ance _____
4. hood _____
5. ist _____
6. less _____
7. ment _____
8. ness _____
9. ous _____
10. ence _____
11. tion _____
12. sion _____
13. ary _____
14. ory _____
15. er _____

Word Roots

| ROOT | MEANING | EXAMPLES |
|------------------------------|-------------|-------------------------|
| -ast(er)-(G) | star | asteroid, astronomy |
| -audi- (L) | hear | audible, audience |
| -auto- (G) | self | automatic, autopsy |
| -bene- (L) | good | benefit, benign |
| -bio- (G) | life | biography, biology |
| -chrono- (G) | time | chronic, synchronize |
| -dict- (L) | say | dictate, diction |
| -duc- (L) | lead, make | deduce, produce |
| -gen- (L) | give birth | gene, generate |
| -geo- (G) | earth | geography, geology |
| -graph- (G) | write | autograph, graph |
| -jur-, -jus- (L) | law | jury, justice |
| -log-, -logue- (L) | thought | logic, obloquy |
| -luc- (L) | light | lucid, translucent |
| -man(u)- (L) | hand | manual, manure |
| -mand-, -mend- (L) | order | demand, recommend |
| -mis-, -mit- (L) | send | missile, transmission |
| -omni- (L) | all | omnivorous |
| -path- (G) | feel | empathy, pathetic |
| -phil- (G) | love | philosophy, bibliophile |
| -phon- (G) | sound | phonics, telephone |
| -photo- (G) | light | photograph, photon |
| -port- (L) | carry | export, portable |
| -qui(t)- (L) | quiet, rest | acquit, tranquil |
| -scrib-, -script- (L) | write | ascribe, script |
| -sens-, -sent- (L) | feel | resent, sensitive |
| -tele- (G) | far off | telecast, telephone |
| -terr- (L) | earth | terrain, territory |

| | | |
|-------------------------|-------|------------------|
| -vac- (L) | empty | evacuate, vacate |
| -vid-, -vis- (L) | see | visible, video |

Commonly Confused Words

- Affect, Effect:** *Affect* as a verb means “to influence.” *The drug did not affect the disease.*
Affect as a noun is often used in psychology and means “the conscious subjective aspect of an emotion apart from bodily changes.” *Her affect suggested that she was not engaged in the conversation.*
Effect is a noun meaning “result.” *The drug had adverse side effects.*
Effect can also be a verb meaning “to bring about.” *Only the president can effect such a dramatic change.*
- Advice, Advise:** *Advice* is a noun; *advise* is a verb. *We advise you to follow John’s advice.*
- Allusion, Illusion:** An *allusion* is an indirect reference. *Did you catch my allusion to Shakespeare?*
An *illusion* is a misconception or false impression. *Mirrors give the room an illusion of depth.*
- Amount, Number:** *Amount* is to be used with quantities that cannot be counted. *The recipe calls for a large amount of sugar.*
Number is to be used with quantities that can be counted. *We have a large number of toads in our garden.*
- Compliment, complement:** *compliment* is used to congrats or to appreciate something.
Best compliments on your great job.
Complement is used to add something.
The team needs players who complement each other.
- Capital, Capitol:** *Capital* refers to a city or to wealth or resources.
The residents of the state capital protested the development plans.
Capitol refers to a building where lawmakers meet.
The capitol has undergone extensive renovations.
- Criteria, Criterion:** *Criteria* is the plural of *criterion*, which means “a standard or rule or test on which a judgment or decision can be based.” *The only criterion for the scholarship is ability.*
- Council, Counsel:** A *council* is a deliberative body. *The council’s position paper was ready to be drafted.*
Counsel usually means advice.
The pastor offered wise counsel to the troubled teenager.
- e.g., i.e.:** *e.g.* is the Latin equivalent to the English phrase “for example.” *I can play quite a few musical instruments, e.g., the flute, the guitar, and the piano.*

i.e. is the Latin equivalent to the English phrase “that is.” *I’m going to the place where I work, i.e., the university.*

Farther, Further: *Farther* is used to describe distances. *Chicago is farther from Miami than I thought.*
Further is used to suggest quantity or degree. *You extended the curfew further than you should have.*

Its, It’s: *Its* is a possessive pronoun. *The dog licked its wound whenever its owner walked into the room.*

It’s is a contraction for it is. *It’s a perfect day to walk the twenty-mile trail.*

Lie, Lay: *Lie* means “to recline or rest on a surface.” It is not used with direct objects. Use *lie*, *lay*, or *lain* if this is what you mean. *She needed to lie down after her long day.*
Lay means “to put or place.” It is used with direct objects. Use *lay* or *laid* if this is what you mean. *Will you lay that pillow over there?*

Lead, Led: *Lead* is a metallic element. *Lead was once a major component of pencils.*
Led is the past tense of the verb “to lead.” *He led me to the treasure.*

Loose, Lose: *Loose* is an adjective meaning “not securely fastened.” *The seatbelt was loose on her thin body.*
Lose is a verb meaning “to misplace” or “to not win.” *Did you lose the binoculars?*

Principal, Principle: *Principal* is a noun meaning “the head of a school or organization” or “a sum of money.” *The principal expelled her for cheating on the exam.*
Principal is also an adjective meaning “most important.” *Honesty is the principal issue of the matter.*
Principle is a noun meaning “a basic truth or law.” *We believe in the principle of equal justice for all.*

Relation, Relationship: *Relation* describes a connection between things. *There is a relation between poverty and infant mortality.*
Relationship describes a connection between people. *Our business relationship has cooled over the years.*

Than, Then: *Than* is a conjunction used in comparisons. *That pizza is more than I can eat.*
Then is an adverb denoting time. *Tom laughed, and then we recognized him.*

That, Which: *That* is used with restrictive clauses (those essential to the meaning of the sentence, and not set off by commas). *For camp, the children need clothes that are washable.*

Which is used with non-restrictive clauses (those that are non-essential in understanding the meaning of the sentence, and must be set off by commas).
For camp the children need sturdy shoes, which are expensive.

There, Their, They’re: *There* is an adverb used to specify place. *Sylvia is lying there unconscious.*
There is also used as an expletive. *There are two plums left.*
Their is a possessive pronoun. *Fred and Jane finally washed their car.*
They’re is a contraction of they are. *They’re later than usual today.*

Weather, Whether: *Weather* is a noun that refers to the state of the atmosphere. *The weather is clear today.*

Whether refers to a choice between alternatives. *We wondered whether he would come.*

UNIT - III

Articles

Articles are also called demonstrate adjectives.

Usage of A: It is used before a word beginning with a consonant sound.

E.g. A business, a doctor, a cat, a university, a one rupee, a young man, a human being and a one eyed person.

My father is **a** business man.

I take **a** banana every day.

Usage of An: “An” is before a word beginning with a vowel sound.

E.g. An engineer, an economist, an electrician and hour.

My father is an engineer.

I take an egg every day.

Can I get an eraser?

Note: If you observe the sounds of the words “**h**our and **h**onourable”, you will come to know that we need to use articles according to sound of a letter not a letter alone.

Usage of THE

- **Unique things:** The Moon and the Sun.
- **Musical instruments:** The piano, the flute, the guitar and sitar.
- **Famous rivers:** The Krishna, the Godavari, the Penna and Ganga.
- **Comparison:** The more you watch it the more you feel to watch.
The more you go higher the less you get air.
- **Famous books:** The Ramayana, the Bible, and the Mahabaratham.
- **Particular things and persons:** The book that I gave yesterday.
 The Prime Minister of India.
- **Persons and things mentioned for the second time:**
E.g. When I was going in the forest, I saw a parrot the parrot was eating an apple.
- **Singular noun for the whole class:**
E.g. The teacher knows the sense of humour.
- **Superlative degree:**
E.g. She is the best student in that class.

Omission of the Articles

We shouldn't use articles sometimes. It is better not use articles before PALMTAG.

- **Proper nouns:** Ajay sir, Mahesh.

- **All subjects:** Maths and Science.
- **Languages:** Telugu and English.
- **Meals:** Lunch, dinner and brunch.
- **Timings:** 5 O'clock.
- **Abstract nouns:** honesty is the best policy.
- **Games:** Cricket and Tennis.

Fill in the blanks with 'a', 'an', 'the' or 'X'.

1. He told us that he would be back in _____ hour.
2. 'Will you be free on _____ Sunday?' Chutki asked Minnu.
3. Don't hesitate to ask him for _____ advice if you need it.
4. Her aunt lives in _____ Basar, doesn't she?
5. The ambulance men are attending to _____ injured.
6. There's _____ U-turn ahead.
7. Mrs. Sai has _____ 8-year-old daughter.
8. Nobody uses _____ one rupee note now-a-days.
9. Mrs Leela said to Lalli, 'I'm cooking the dinner. Please keep _____ eye on your little brother.'
10. I can't move this table. Will you please give me _____ hand?

Prepositions

A **preposition** is a word or group of words, such as *in, from, to, out of and on behalf of*, used before a noun or pronoun to show place, position, time or method.

- A **preposition** links nouns, pronouns and phrases to other words in a sentence.
- **Prepositions of time:** - until, before, after, during, at, by, in, on, from, since, and for.

E.g. Lydia comes to school by 8 am.

Prepositions of place and position: - at, upon, in, on, by, inside, under, below, above, over, between and among.

E.g. My dad is waiting for me at the bus stop.

Prepositions of directions and movement:- against, into, at, to, down, back, through, towards, across and around.

E.g. Cat is going into the kitchen.

Prepositions of cause, reason and purpose:- because, of , for, owing to, by, since, with a view to and according to.

E.g. Since it is raining, we can't attend the meeting.

Select correct prepositions in these sentences.

1. He went _____ (towards/for) the crowd.
2. She has been ill _____ (since/for) last month.
3. He found his keys _____ (under/behind) the pillow.
4. The boys ran _____ (a round/of) the playground.
5. Many cities are facing a problem owing _____ (to /for) a lack of drinking water.
6. The restaurant is _____ (to/above) the shop.
7. He has been busy _____ (because /above) of his examinations.
8. He was standing _____ (beside/at) the end of the queue.
9. The cat pounced _____ (upon/on) the rat.
10. I have penned a poem _____ (off/on) patriotism.
11. My fingers are numb _____ (with/both) cold.
12. India is rich _____ (in/with) minerals.
13. Keep your expenses _____ (in/within) your income.
14. He has got _____ (into/in) difficulties.
15. He asked me _____ (to/with) sit beside him.
16. The property was divided _____ (amongst/between) the two brothers.

Complete these sentences with the right prepositions.

1. My birthday is _____ Monday.
2. _____ summer, we have holidays.
3. She arrived _____ seven o'clock.
4. The plane flew _____ the mountains.

5. They used to live_____ Nagpur.
6. She went_____ the zoo with her class.
7. Parts of the world have very little rain_____ widespread destruction of rainforests.
8. The river ran_____ the village dividing it in two halves.

In each set, complete the sentences with the right words.

1. *Since / for*

- a. Emma has been very busy_____ she came back from holiday.
- b. She was on holiday_____ two whole weeks.

2. *Among / between/amongst*

- a. I saw a few familiar faces_____ the crowd.
- b. _____ the two houses ran a narrow path.
- c. We have to share the information _____ us.

3. *Besides / beside*

- a. I wanted to sit_____ my friend.
- b. _____ Asha, there were two other girls in the team.

Tenses in Brief

| Tense | Positive/Negative /Question | Usage | Clue Words |
|---|--|---|---|
| <u>Simple Present</u> | A: He speaks. N: He does not speak. Q: Does he speak? NQ: Doesn't he speak? | <ul style="list-style-type: none"> ✚ Habitual actions ✚ Facts ✚ Universal truths ✚ Fixed timetable or schedule | always, ever, never, normally, often, seldom, sometimes, usually if sentences type I (If I talk) |
| <u>Present continuous</u> | A: He is speaking. N: He is not speaking. Q: Is he speaking? NQ: Isn't he speaking? | <ul style="list-style-type: none"> ✚ action taking place in the moment of speaking ✚ action arranged for the future | at the moment, just, just now, Listen!, Look!, now, right now |
| <u>Simple Past</u> | A: He spoke. N: He did not speak. Q: Did he speak? NQ: Didn't he speak? | <ul style="list-style-type: none"> ✚ action in the past taking place once, never or several times ✚ actions taking place one after another ✚ action taking place in the middle of another action | yesterday, 2 minutes ago, in 1990, the other day, last Friday if sentence type II (If I talked, ...) |
| <u>Past continuous</u> | A: He was speaking. N: He was not speaking. Q: Was he speaking? NQ: Wasn't he speaking? | <ul style="list-style-type: none"> ✚ action going on at a certain time in the past ✚ actions taking place at the same time ✚ action in the past that is interrupted by another action | when, while, as long as |
| <u>Present Perfect</u> | A: He has spoken. N: He has not spoken. Q: Has he spoken? NQ: Hasn't he spoken? | <ul style="list-style-type: none"> ✚ action that stopped recently ✚ finished action that has an influence on the present | already, ever, just, never, not yet, so far, till now, up to now |
| <u>Present Perfect Continuous</u> | A: He has been speaking. N: He has not been speaking. Q: Has he been speaking? NQ: Hasn't he been speaking? | <ul style="list-style-type: none"> ✚ putting emphasis on the course or duration (not the result) ✚ action that recently stopped or is still going on ✚ finished action that influenced the present | all day, for 4 years, since 1993, how long?, the whole week |
| <u>Past Perfect</u> | A: He had spoken. N: He had not spoken. | ✚ An action that had already finished when another action | already, just, never, not yet, once, until that day |

| | | | |
|---|--|---|--|
| | Q: Had he spoken? NQ: Hadn't he spoken? | happened. ⚡ sometimes interchangeable with past continuous tense | if sentence type III (If I had talked, ...) |
| <u>Past Perfect Continuous</u> | A: He had been speaking. N: He had not been speaking. Q: Had he been speaking? NQ: Hadn't been b he spoken? | ⚡ Action had been taking place at a certain time in the past | for, since, the whole day, all day |
| <u>Future Simple Future</u> | A: He will speak. N: He will not speak. Q: Will he speak? NQ: Won't he speak? | ⚡ Action which will happen in the future. ⚡ assumption with regard to the future | In a year, next ..., tomorrow If- I Type I (If you ask her, she will help you.) assumption: I think, probably, perhaps |
| <u>Future continuous</u> | A: He will be speaking. N: He will not be speaking. Q: Will he be speaking? NQ: Won't he be speaking? | ⚡ action which will be going on at a certain time in the future ⚡ action that is sure to happen in the near future | in one year, next week, tomorrow |
| <u>Future Perfect</u> | A: He will have spoken. N: He will not have spoken. Q: Will he have spoken? NQ: Won't he have been spoken? | ⚡ action that will be finished at a certain time in the future | by Monday, in a week |
| <u>Future perfect Continuous</u> | A: He will have been speaking. N: He will not have been speaking. Q: Will he have been speaking? NQ: won't he have been speaking? | ⚡ action taking place before a certain time in the future ⚡ putting emphasis on the course of an action | for ..., the last couple of hours, all day long |

Complete these sentences with the right forms of the words from the box. Practise all given examples in a same manner.

- Affirmative/Positive:** I ran a race today.

Negative: I did not run a race today.

Interrogative: Did I run a race today?

Negative Interrogative: Didn't I run a race today?

2. *Affirmative:* _____

Negative: We were not / weren't at home yesterday.

3. *Affirmative:* They came on time.

Negative: _____

4. *Affirmative:* She bought that dress.

Negative: _____

Affirmative: _____

Negative interrogative: Wasn't she bought the dress.

5. *Affirmative:* They have come to class.

Negative: _____

Affirmative: _____

Negative interrogative: Haven't they come to class?

6. *Affirmative:* I speak good English.

Negative: _____

Affirmative: _____

Negative interrogative: Don't I speak good English?

7. They are playing cricket

8. They will be having dinner by this time

9. She never plays in the ground

10. You do speak English

UNIT – V

Changing Passive Voice to Active Voice

Rule: When writing, your sentences should be active. That means you should have the subject taking an action.

Passive/No: The material was shipped to Japan.

Active/Yes: *The company shipped the material to Japan.*

Directions: On your own paper, rewrite the following sentences in active voice. The subject should be performing the action. If there is no doer, add one.

1. The dishes were washed by Jane.
2. After the game we bought hamburgers for everyone.
3. During the intermission, our band played several numbers.
4. Alice broke her pen.
5. My computer was read by Miss Jones.
6. Jean broke her arm during a volleyball game.
7. Ruth washed and ironed her blouse.
8. The money was found under the floor.
9. Eleanor loves the Rolling Stones.
10. The officer did nothing about the accident.
11. John won the first-place tennis trophy.
12. Nancy baked and frosted the cake.
13. Jill lost the election.
14. Jean played tennis all morning.
15. My books were returned before class.
16. My window was broken by the storm.
17. Miniature elephants were collected by my sister.

18. Colette danced a tap dance in the variety show.
19. Nothing was accomplished by crying.
20. That video was seen three times.

Directions: The verbs in the following sentences are in the passive voice. On your own paper, rewrite each sentence in the active voice. If the sentence doesn't have a doer, supply one.

Example: The letter was sent earlier. *Jeannie sent the letter earlier.*

1. The trees were stripped last month.
2. The computers were shipped early in September.
3. The letter was written by my brother.
4. The old car was driven by my brother.
5. The school bell was repaired in September.
6. This man has been stabbed.
7. My shoes were taken to the shoemaker.
8. The trees were uprooted by the storm.
9. The bookcase was stained a dark walnut.
10. The flowers were planted in March.

Directions: The verbs in the following sentences are in the active voice. On your own paper, rewrite the sentences, changing the verbs to passive voice.

Example: My neighbor alerted the police. *The police were alerted by my neighbors.*

1. The janitor fixed the classroom door.
2. Mr. Smith took a photograph of me.
3. All the students passed the algebra test.
4. Our basketball team lost twenty percent of its games.
5. The contractor renovated our kitchen.
6. Jane Beard composed the school song.

7. She broke two keys on her typewriter.
8. My father took pictures at the picnic.
9. The zookeeper loves the animals.
10. The judge took Tom’s license.

Direct and Indirect Speech

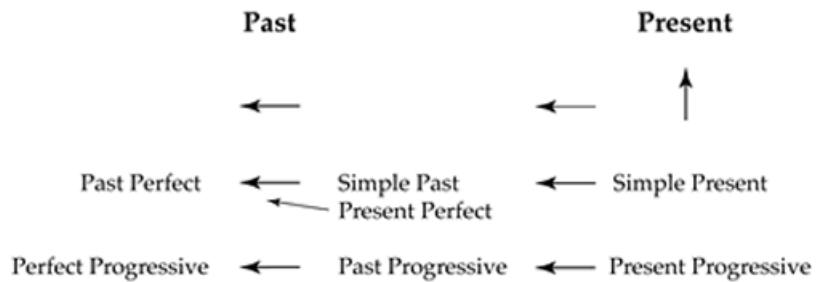
1. Abhi said, **“I am working hard for the examination.”**
2. Abhi said that he was working hard for the examination.

In the first sentence, the **actual words** of the speaker are quoted. This is called **DIRECT SPEECH**.

In the second sentence, we give the **substance** of what the speaker said without quoting his exact words. This is called **INDIRECT SPEECH**.

When using indirect or reported speech, the form changes. Usually indirect speech is introduced by the verb **said**, as in **I said**, **Nani said**, or **they said**. Using the verb **say** in this tense, indicates that something was said in the past. In these cases, the main verb in the reported sentence is put in the past.

If the main verb is already in a past tense, then the tense changes to another past tense; it can almost be seen as moving even further into the past.



Verb tense changes also characterize other situations using indirect speech. Note the changes shown in the chart and see the table below for examples. With indirect speech, the use of **that** is optional.

| Direct Speech | ⇒ | Indirect Speech |
|--|---|---|
| simple present <i>He said, “I go to school every day.”</i> | ⇒ | simple past <i>He said (that) he went to school every day.</i> |
| simple past <i>He said, “I went to school every day.”</i> | ⇒ | past perfect <i>He said (that) he had gone to school every day.</i> |
| present perfect | ⇒ | past perfect |

| | | |
|--|---|--|
| <i>He said, "I have gone to school every day."</i> | | <i>He said (that) he had gone to school every day.</i> |
| present progressive <i>He said, "I am going to school every day."</i> | ⇒ | past progressive <i>He said (that) he was going to school every day.</i> |
| past progressive <i>He said, "I was going to school every day."</i> | ⇒ | perfect progressive <i>He said (that) he had been going to school every day,</i> |
| future (will) <i>He said, "I will go to school every day."</i> | ⇒ | would + verb name <i>He said (that) he would go to school every day.</i> |
| future (going to) <i>He said, "I am going to school every day."</i> | ⇒ | present progressive <i>He said (that) he is going to school every day.</i> |
| | | past progressive <i>He said (that) he was going to school every day</i> |
| Direct Speech | ⇒ | Indirect Speech |
| auxiliary + verb name <i>He said, "Do you go to school every day?"</i> <i>He said, "Where do you go to school?"</i> | ⇒ | simple past <i>He asked me if I went to school every day.*</i> <i>He asked me where I went to school.</i> |
| imperative <i>He said, "Go to school every day."</i> | ⇒ | infinitive <i>He said to go to school every day.</i> |

Note: When a Yes/No question is being asked in direct speech, then a construction with **if** or **whether** is used. If a WH question is being asked, then use the WH to introduce the clause. Also note that with indirect speech, these are examples of embedded questions.

The situation changes if instead of the common **said** another part of the very **to say** is used. In that case the verb tenses usually remain the same. Some examples of this situation are given below.

| Direct Speech | ⇒ | Indirect Speech |
|--|---|--|
| simple present + simple present <i>He says, "I go to school every day."</i> | ⇒ | simple present + simple present <i>He says (that) he goes to school every day.</i> |
| present perfect + simple present <i>He has said, "I go to school every day."</i> | ⇒ | present perfect + simple present <i>He has said (that) he goes to school every day.</i> |
| past progressive + simple past <i>He was saying, "I went to school every day."</i> | ⇒ | past progressive + simple past <i>He was saying (that) he went to school every day.</i> |
| | | past progressive + past perfect <i>He was saying (that) he had gone to school every day.</i> |
| future + simple present <i>He will say, "I go to school every day."</i> | ⇒ | future + simple present <i>He will say (that) he goes to school every day.</i> |

Another situation is the one in which modal constructions are used. If the verb **said** is used, then the form of the modal, or another modal that has a past meaning is used.

| Direct Speech | ⇒ | Indirect Speech |
|--|---|---|
| can <i>He said, "I can go to school every day."</i> | ⇒ | could <i>He said (that) he could go to school every day.</i> |
| may <i>He said, "I may go to school every day."</i> | ⇒ | might <i>He said (that) he might go to school every day.</i> |
| might <i>He said, "I might go to school every day."</i> | | |
| must <i>He said, "I must go to school every day."</i> | ⇒ | had to <i>He said (that) he had to go to school every day.</i> |
| have to <i>He said, "I have to go to school every day."</i> | | |
| should <i>He said, "I should go to school every day."</i> | ⇒ | should <i>He said (that) he should go to school every day.</i> |
| ought to <i>He said, "I ought to go to school every day."</i> | ⇒ | ought to <i>He said (that) he ought to go to school every day.</i> |

Not all of the possibilities have been listed here, there are enough to provide examples of the main rules governing the use of indirect or reported speech. For other situations, try to extrapolate from the examples here, or better still, refer to a good grammar text or reference book.

Some other verbs that can be used to introduce direct speech are: ask, report, tell, announce, suggest, and inquire. They are not used interchangeably; check a grammar or usage book for further information.

INTRODUCTION**Self-Introduction – Formal**

We need to introduce ourselves when we meet a new person or a new group of people. When a new teacher comes to your class, you greet him/her.

He/She might introduce himself/herself as follows:

Good morning students. Let me introduce myself first. My name is

Good afternoon students. May I introduce myself? I'm

Both the above expressions are formal. If your teacher wants to be informal, he/she might say

Good morning students. I will introduce myself first. My name is.....

Other expressions one can use for introducing oneself are:

I'd better introduce myself. I'm Nadia.

May I introduce myself? Dheeraj. I'm the officer-in-charge here.

I don't think we have met before. Have we? I'm Dheeraj.

Going back to our classroom, after teacher introduces himself/herself, now it is your turn to introduce yourselves. Each one of you will get up from your seat and say

I am Mohan.

I am Ramesh.

My name is Naresh.

Remember it is an informal to say/ if someone says

Myself, Ravi

I Ravi

Me Ravi

Introducing Others – Formal

Let us imagine that your teacher has not come alone; she is escorted by the principal of your college. He introduces him/her to you. What might your principal say? Here are some possibilities.

Students, let me introduce to you your new teacher. Her name is

Students, I am very happy to introduce Ms. Rama to you. She is your new Teacher.

Students, I'd like to introduce Ms. Rama – your new class teacher.

Other possibilities

I would like you to meet

May I introduce Mr. Mallikarjun, the president of our college education society?

It gives me great pleasure to introduce to you our Minister for Education, Mr.

Introducing others – informal

During your lunch break, when you are eating along with your friends, a new boy/girl comes up to you and introduces himself/herself

Hi, I am Neha

Hi, I am Lokesh

You say

Hi, I am Harika. Meet my friends: (pointing at each of them) Ravalika, Mercy, Susmita, Soumya, Sindhu, Afeefa

You don't have to say, "This is Azeez, this is Prem.....". Just reel out the names.

In other situations, you may have to use other expressions:

When introducing to unknown people

Neha this is Hari; Hari this is Neha.

Neha I don't think you met Hari.

Peter I don't think you know Ravi.

Situation 1: How to Check In at a Hotel:

A: Hi miss, **how are you today?** Are you checking in?

B: Yes, I had a room reserved under the name "—"

A: Oh ok, **let me check.** Oh great I found your reservation, you are in room 207.

B: Great so here are your keys and we have a complimentary continental breakfast between 7am and 10am in the college canteen.

A: **Sure, that would be great.**

B: **Enjoy your stay with us.**

Situation 2: How to Introduce Yourself to an Outsider in Your Home Place:

A: **Hi, what's your name?**

B: I'm Jhonny. You?

A: Oh I'm Akhila. It's great to meet you. **So where are you from?**

B: I'm from Suryapet. I am in Basar for a 10-day work trip.

A: How do you like Basar **so far?**

B: The food is delicious.

A: **Cool!** Are you getting a lot of time to explore outside of work?

B: Yeah, I am in the office during the day, we have TCS office but I get out around 5pm every evening so I have been going all around the city on my own.

A: Well some friends and I are having a cherry blossom party this weekend at Indira Park. **Would you be interested in** joining us?

B: **That sounds awesome. Do you want to** send me a text later in the week and let me know the time and the address?

A: **Will do.** See you this weekend!

Asking for and giving permission:

When you ask for permission to use something that belongs to someone else you have to do your best to be polite. It is desirable to use the word "**please.**"

Asking for Permission:

- **Can** I go out, please?
- **May** I open the window, please?
- Please, **can** I have a look at your photo album?
- Please, **may** I taste that hot spicy chicken dish?
- **Do you mind if** I use your pen drive?
- **Would you mind if** I asked you something?
- **Is it okay if** I sit here?
- **Would it be all right if** I borrowed your mobile Phone?

Giving Permission:

- Yes, please do.
- Sure, go ahead.
- Sure.
- No problem.
- Please feel free

How to Express Your Opinion

Expressing opinion

I think...

As far as I'm concerned,..

To my mind,...

According to me,...

As I see it, ...

It seems to me that...

In my point of view / my opinion,....

From my point of view...

I am of the opinion that...

I take the view that. ..

My personal view is that...

In my experience...

As far as I understand / can see/see it,...

Agreeing or disagreeing : Agreeing with an opinion:

I agree with this opinion.

I completely agree with this view.

This is absolutely right.

I couldn't / can't agree more.

Telephone conversations

It is common that English speakers **make phone calls** either for business reasons or personal affairs. These are expressions you can use in your conversations on the phone.

- You 've reached company/department.
- How can I help you?
- Can I speak to Mr/Mrs.....?
- Could I speak to, please?
- Who shall I say is calling?
- Who's calling, please?
- Who's speaking?
- It's Mr/Mrs... here.
- It's Mr/Mrs... speaking.
- Mr/Mrs... speaking.
- Please hold and I'll put you through.
- Just a second. I'll see if s/he is in.
- Hang on for a moment.

Interrupting People politely

Sometimes, when you don't understand what your interlocutors are saying or you don't agree with them, you want to interrupt them to ask for clarification or to disagree with the point they are making. Here are some useful expressions for interrupting people.

Useful expressions to interrupt people

- Excuse me for interrupting, but...
- Do you mind if I interrupt you, ...
- Sorry to interrupt you, but may I just...
- Before we move on to the next point, may I add...?
- Excuse me, may I add to that...?
- Do you mind if I jump in here?
- I don't mean to intrude, but...
- Pardon me, but...
- Excuse me, but...
- Just a minute! ...

Expressing thanks and gratitude

Here are different ways to say thank you and to show your appreciation for something done or given to you.

Examples:

- Thanks.
- Sincere thanks.
- Thank you.
- I am indebted to you.
- I appreciate what you've done for me.
- I am grateful.
- You've been very helpful.
- I thank you from the bottom of my heart.
- If anyone deserves thanks, it's you.
- Thanks for being thoughtful.
- What you've done means a lot to me.
- How can I ever thank you enough for all you've done?
- You have been extremely supportive through this difficult time.
- I want to thank you for all the support and concern.
- That was very kind of you.
- Thank you for being there for me.

Agreement, partial agreement and disagreement

The way people agree or disagree in an argument or discussion varies in different languages.

Agreement:

It is worthwhile saying that silence is not understood as agreement. If you agree with an opinion or an idea, you are expected to say so.

Expressions

There is no doubt about it that...

I completely / absolutely agree with you.

I agree with you entirely.

I totally agree with you.

I simply must agree with that.

I am of the same opinion.

I am of the same opinion.

That's exactly what I think.

Disagreement:

Expressing disagreement is always respected as honest, and sometimes as courageous.

Expressions

I don't agree with you.

I'm sorry, but I disagree.

I'm afraid, I can't agree with you.

The problem is that...

I (very much) doubt whether...

This is in complete contradiction to...

With all due respect,...

I am of a different opinion because ...

I cannot share this / that / the view.

I cannot agree with this idea.

What I object to is...

I have my own thoughts about that.

Partial agreement: Expressions

It is only partly true that...

That's true, but...

I can agree with that only with reservations.

That seems obvious, but...

That is not necessarily so.

It is not as simple as it seems.

I agree with you in principle, but...

I agree with you in part, but...

Well, you could be right.

About Malala:

Malala Yousafzai (born 12 July 1997) is a Pakistani activist for female education and the youngest-ever Nobel Prize laureate. She is known mainly for human rights advocacy for education and for women in her native Swat Valley in the Khyber Pakhtunkhwa province of northwest Pakistan, where the local Taliban had at times banned girls from attending school. Yousafzai's advocacy has since grown into an international movement.

Her family runs a chain of schools in the region. In early 2009, when she was 11–12, Yousafzai wrote a blog under a pseudonym for the BBC detailing her life under Taliban occupation, their attempts to take control of the valley, and her views on promoting education for girls in the Swat Valley. The following summer, journalist Adam B. Ellice made a *New York Times* documentary about her life as the Pakistani military intervened in the region. Yousafzai rose in prominence, giving interviews in print and on television, and she was nominated for the International Children's Peace Prize by South African activist Desmond Tutu.

On the afternoon of 9 October 2012, Yousafzai boarded her school bus in the northwest Pakistani district of Swat. A gunman asked for her by name, then pointed a pistol at her and fired three shots. One bullet hit the left side of Yousafzai's forehead, travelled under her skin through the length of her face, and then went into her shoulder. In the days immediately following the attack, she remained unconscious and in critical condition, but later her condition improved enough for her to be sent to the Queen Elizabeth Hospital in Birmingham, England, for intensive rehabilitation. On 12 October, a group of 50 Islamic clerics in Pakistan issued a fatwa against those who tried to kill her, but the Taliban reiterated their intent to kill Yousafzai and her father, Zia Uddin Yousafzai.

The assassination attempt sparked a national and international outpouring of support for Yousafzai. *Deutsche Welle* wrote in January 2013 that Yousafzai may have become "the most famous teenager in the world." United Nations Special Envoy for Global Education Gordon Brown launched a UN petition in Yousafzai's name, demanding that all children worldwide be in school by the end of 2015; it helped lead to the ratification of Pakistan's first Right to Education Bill.

A 2013 issue of *Time* magazine featured Yousafzai as one of "The 100 Most Influential People in the World". She was the winner of Pakistan's first National Youth Peace Prize, and the recipient of the 2013 Sakharov Prize. In July that year, she spoke at the headquarters of the United Nations to call for worldwide access to education, and in October the Government of Canada announced its intention that its parliament confer Honorary Canadian citizenship upon Yousafzai. Even though she is fighting for women's and children's rights, she did not describe herself as feminist when asked on Forbes under 30 Summit. In February 2014, she was nominated for the World Children's Prize in Sweden. In May, Yousafzai was granted an honorary doctorate by the University of King's College in Halifax. Later in 2014, Yousafzai was announced as the co-recipient of the 2014 Nobel Peace Prize for her struggle against the suppression of

children and young people and for the right of all children to education. At age 17, Yousafzai is the youngest-ever Nobel Prize laureate.

Binomials joined by *and*

Neat and tidy: clean, organised, tidy – not messy or untidy (also *clean and tidy*)

example: *Her house is always very neat and tidy: there's never anything out of place.*

Sick and tired: annoyed or frustrated with something / someone and at the point of getting angry or losing your patience

example: *I'm sick and tired of our neighbours making such a noise – I'm gonna call the police.*

Short and sweet: when something is very quick and to-the-point; of minimum length and no longer than it needs to be

example: *His speech was short and*

Wine and dine: wine and dine someone – entertain someone with a good quality meal

example: *The bosses of the advertising agency always wine and dine their top clients.*

Up and down: moving between the same two points repeatedly

example: *We drove up and down the same street ten times looking for the restaurant.*

Odds and ends: various items of different types, usually small, often of little value and importance

example: *There's nothing important in those cupboards, just a few odds and ends.*

Skin and bone: to be very thin; to look underfed

example: *That dog is all skin and bone. I don't think anyone ever feeds it.*

Loud and clear: very clear and very easy to understand

examples: *You don't have to shout – I can hear you loud and clear.*

The two pilots could hear each other loud and clear.

Back and forth: moving first in one direction then in another

examples: *The taxi driver's job consists mainly of going back and forth between the hotel and the airport all day.*

We rocked the baby back and forth in the chair until she fell asleep.

2. Binomials joined by *or*

Make or break: the result will be either success or failure, nothing between

examples: *The next match is make or break for us. If we lose we'll have no chance of winning the league.*

Take it or leave it: (of a negotiation) your last offer: you are not going to negotiation further or allow the other person to negotiate

example: *Eight hundred dollars is my final offer for your car – take it or leave it!*

Sooner or later: that something will definitely happen, although it is not known when

examples: *We're all going to die sooner or later.*

If you lie, people will find you out sooner or later.

More or less: approximately; almost

examples: *The repairs to the car will take a week, more or less.*

Just give me another minute – I've more or less finished.

By and large: on the whole

example: *Not all the food in that restaurant is fantastic, but by and large it's very good.*

Far and wide: a large number of places, across a large geographical area; often used with *from*

example: *People travel from far and wide to see the birthplaces of the Beatles.*

3. Binomials joined by alliteration

Some binomials are based on alliteration, i.e. the two words begin with the same sound:

Part and parcel: that something is always an essential part of something and is never missing from it

examples: *Long hours of training and a lot of travelling are part and parcel of being a professional footballer.*

For some old people loneliness is part and parcel of everyday life.

Safe and sound: not in danger and not injured in any way

examples: *The missing boy returned to his family safe and sound.*

The soldier—thought to be dead—was found safe and sound in the forest.

Rules and regulation: laws, rules, legislation

examples: *The rules and regulations in prisons are very strict.*

There are different rules and regulations for commercial vehicles than for ordinary passenger cars.

Live and learn: to learn from the experiences that life gives us (often *you live and learn*), said when you hear or discover something which is surprising

example: *You mean I can get a discount because I'm under 26? Well, you live and learn – I never knew that!*

4. Rhyming binomials

Other binomials have two words with a rhyming sound:

Hustle and bustle: a lot of noisy activity caused by people, usually in cities

example: *There's always lots of hustle and bustle at the market on Wednesdays.*

Wear and tear: the decrease in value and/or quality of something because of its age and a lot of use

example: *The wear and tear on his knees means he can no longer play football at the top level.*

I paid 3000 euros for my car but because of wear and tear I sold it for just 1500 a year later.

Willy-nilly: haphazardly, randomly, and without much planning and organisation; without order

example: *The product sold badly because the salesmen travelled to customer's will-silly without any*

strategy or plan.

She's so untidy – when she gets undressed she simply throws her clothes around the room willy-nilly.

5. Binomial pairs joined by other words

Back to front: when the back of something faces the front, and vice-versa

example: *You've got your t-shirt on back to front! Take it off and turn it around.*

Reading Comprehension

A comprehension exercise consists of a passage, upon which questions are set to test the student's ability to understand the content of the given text and to infer information and meanings from it.

Here are a few hints:-

1. Read the passage fairly quickly to get the general idea.
2. Read again, a little slowly, so as to know the details.
3. Study the questions thoroughly. Turn to the relevant portions of the passage, read them again, and then rewrite them in your own words, neatly and precisely
4. Use complete sentences.
5. If you are asked to give the meaning of any words or phrases, you should express the idea as clearly as possible in your own words. Certain words require the kind of definition that is given in a dictionary. Take care to frame the definition in conformity with the part of speech.

The New Wave of Liberal Arts

Untill a few years ago, mixing the humanities and the sciences was practically unheard of. Now, the tide is slowly turning.

Science, engineering, medicine, commerce, arts... for a long, long time, higher education in India implied degrees in relatively rigid disciplines. The idea of a course where a student could study biology and classical literature as part of the same curriculum seemed absurd. However, a bunch of universities across the country are challenging this notion with their courses in liberal arts.

1. *What is meant by absurd?*
2. *What are rigid disciplines?*
3. *What are course in Liberal Arts?*

What is liberal arts? It is a multidisciplinary course that includes an eclectic mix of subjects from different disciplines such as the humanities, science and commerce. It allows students to study an array of subjects before choosing one they wish to major in. Sanskriti Singh, a first-year student of liberal arts at the O.P. Jindal Global University, reveals, “Some of the subjects in my first semester are history, ancient Indian literature, sociology, mathematics, and philosophy and communication skills. For me, the best part is learning subjects I might not have voluntarily selected, for example philosophy and math, but I’ve learnt so much [because of this.]”

1. *What is Liberal Arts?*
2. *What is meant by Philosophy?*
3. *What sort subjects comes under Humanities?*

Education and career counsellor Viral Doshi emphasises that the multidisciplinary approach of a liberal arts programme and the interactive manner in which classes are conducted, develop in students a spirit of inquiry, critical thinking and analysis as well as verbal and written communication skills. In-class discussions, field trips, presentations, movies and hands-on assignments are some of the ways in which students are exposed to multiple facets of an issue and encouraged to explore. Mohini Gupta, a Young India Fellow from Ashoka University, recalls, “As a graduate in English literature, I thought I had learnt

enough Shakespeare. However, during the postgraduate fellowship I saw his works from a new perspective and gained insights that I hadn't thought of during my undergraduate years.”

1. *What subjects develop critical thinking in Students?*
2. *Where does exploration need?*
3. *What is Literature?*

Ground realities

Liberal arts is most commonly offered as a three-year undergraduate degree in India. However, some universities do offer an optional fourth year. Students need to enquire about the course duration and fourth-year options with individual universities. The admission process to such programmes often includes a personal interview and entrance exam in addition to the careful consideration of academic and extra-curricular records and an admission essay.

Also, a course in liberal arts will not typically lead to a degree in liberal arts. Instead, students will graduate in the subject they major in, for example a B.A. in history or a B.Sc. in mathematics. Hence, students should carefully consider the different majors offered by universities. It is also important to note that while some universities may have a dedicated school for liberal arts, others may not. Instead, the curricula will be built into the courses they offer.

Although a liberal arts curriculum is popularly offered by private universities in India, it is also available at a number of public universities. Students should research both options. The fee at private universities ranges from Rs 4 lakh to Rs 8 lakh per annum, but many private players also offer attractive scholarships.

1. **What is correct spelling of the word Programme?**
2. **What are the Majors in a Degree?**
3. **Plural form for the word Curricula?**

Career prospects

Despite its merits, Doshi admits that career prospects are a concern, especially among parents. “In the traditional Indian mindset, liberal arts does not offer the same security as a course in engineering or medicine. However, this way of thinking is slowly changing. Some of the biggest names in Indian industry such as Anand Mahindra have come out in support of liberal arts and a number of universities offering this curriculum are backed by reputed industry names.”

Fields such as consulting, banking, media, advertising, public relations, research, teaching, civil services and the social sector offer promising prospects for liberal arts graduates. Entrepreneurship is also a great possibility.

Growing popularity

Awareness and affluence are merited as the major reasons behind a wave of emerging education options in India and liberal arts courses are no exception. From 2005 to 2015, the number of universities offering this programme has grown exponentially, as has the number of applicants.

Traditionally, the U.S. was the first port of call for liberal arts aspirants. However, the appearance of quality education institutions offering the curricula on local shores at much lower cost is drawing attention and many students are opting to stay back. Many also feel that unlike overseas, the career prospects in India after graduation are better. C. Raj Kumar, vice chancellor at the O.P. Jindal Global University, observes, “Historically, Indian universities such as Nalanda and Shantiniketan also encouraged a broad-

ranging education aimed at holistic development. However, over time our education system has evolved in a manner which takes away the opportunity for students to discover their interests and passion.

The new wave of liberal arts education in India addresses this key need among today's increasingly knowledgeable students who have high expectations from their academic life."

IT IS EPIGENETICS THAT MAKES US DIFFERENT

One of the misused words in contemporary Indian political and social scenes is "DNA". The acronym DNA stands for deoxyribonucleic acid, which is the molecule of our genes, the material each one of us is born with, inherited from our parents. In everyday parlance, it has become fashionable to use it to characterize the whole personality of the individual. One worthy recently boasted that "tolerance is in India's DNA", while a worthier one described the people of an entire state (10 crores of them) as backward and underdeveloped because of their DNA. Expectedly, this statement was roundly criticized as an unfair description of a helpless lot.

1. *What is a DNA?*
2. *What is in Indian DNA?*
3. *Do you agree with that boasted statement?*

It is time we remind them, and ourselves why the use of the acronym DNA in these contexts is incorrect. All of us Indians, indeed all of us humans on this planet, have arisen from primates such as chimpanzees, bonobos and gorillas. That we have evolved from them, and they from 'lower' and earlier mammals, is established when we study and compare the sequence of the alphabets that go make the entire DNA chain of the set of the genes (the entire collection in the whole body is referred to as the genome), that we are born with. In-depth study of the genome of humans, and comparing it with those of the primates offers a fundamentally biological way of constructing our family tree and who our ancestors have been.

1. *What is a Genome?*
2. *What are primates of Human beings?*
3. *What are lower mammals?*

What is striking when such a comparison and analysis was done during the last decade and a half is (a) that we share over 98 per cent of our genomic DNA with chimps, and (b) even more strikingly, all humans on earth, regardless of community, race, color and continent, share 99.9 per cent of DNA. What this teaches us is that biologically, genetically, DNA-wise, all humans are the same! Community, caste, creed, and other ways in which we divide ourselves are thus sociological constructs, and not biological. Evolutionary biology, which our DNA reads out for us, makes no distinction at all between any of us. The often-parroted Sanskrit phrase *Vasudaiva Kutumbakam* (the world is a single family) is literally proven by the results of the Human Genome Project.

1. *How percent of our genomic DNA with Chimps?*
2. *What does paragraph say finally?*
3. *What does it mean Vaudaika Kutumbakam?*

Yet, despite this we find even identical twins (born of a single zygote) differ in their personality and their habits. How does this happen, despite the fact that they are endowed with identical DNA or genes? As early as in 1940, the British scientist Charles Waddington, studying the development of wings in fruit flies, noted such differences and suggested that during development of the body (from the single fertilized egg

cell), the expression of genes can change, leading to changes in the “phenotype” during development of the body. We now call this epigenetics (“on top of genetics”).

A classic study of how epigenetics leads to differences between 80 identical human twins was by a group of scientists from Europe, UK and U.S. (*M. F. Fraga et al. PNAS 102, 10604, 2005*). They found that despite sharing the same genotype, identical twins are not identical; several types of phenotypic differences were seen. Many twins differed in the shape and size of bodies. Some were susceptible to diseases while their twins were not. When the scientists isolated the DNA from the subjects and compared their sequences, they found differences in the overall content with time. DNA is made of a sequence of 4 basic alphabets termed A, G, C and T. Differences were seen particularly in the alphabet C. Several of the C residues were chemically modified, with methyl groups added to them. In addition, changes were also seen in the protein histone, which helps the DNA chain to pack neatly into the nucleus of the cells.

That C-methylation and histone modification are hallmarks of epigenetic modification of the DNA chain was suggested as early as 1975. How they occur and what factors are responsible for them has been summarized by Jaenisch and Bird (*Nature Genetics Supplement 33, 245, March 2003*, also free on the web). Such changes can occur due to environmental factors such as heat, high altitudes, humidity and others. Likewise, diet (or the food we eat) can alter the DNA methylation profile, thus altering the phenotype of the baby (as was shown in mice where the coat color of the body was different from the mother’s. Also, as an organism ages, its epigenetic profile changes, leading to visible changes in the appearance, metabolism, vulnerability to diseases and other features.

Importantly, when the mother is ready to conceive, and her egg cell forms, just about all the epigenetic changes she acquired (methylation, histone modification etc) are erased and her genome becomes modification-free. Likewise, when the father’s sperm cells are made, his genome too is cleared. Thus the child does not inherit the epigenetic changes, only the bare DNAs of the parents’ genomes. The child acquires its own epigenetic changes depending on the environment, diet, living conditions and such other factors. Thus, people in poorer environments, inadequate nutrition, and economic deprivation tend to have epigenetic features different from those who are better fed, live in better environment and are well to do. They are not cursed by the DNA they are born with. The difference is not in their DNA, but how it is epigenetically modified. If we can improve their living conditions through economic and political means, there need be no “bimaru” people or states at all.

Read the passage below and then answer the questions which follow it.

It has been part of Nelson's prayer that the British fleet might be distinguished by humanity in the victory which he expected. Setting an example himself, he twice gave orders to cease firing upon the Redoubtable, supposing that she had struck because her great guns were silent; for as she carried no flag, there was no means of scantily ascertaining the fact. From this ship, which he had thus twice spared, he received his death. A ball fired from her mizzen-top which, in the then situation of the two vessels was not more than fifteen yards from that part of the deck where he was standing, struck the epaulette on his left shoulder about a quarter after one, just in the heat of action. He fell upon his face on the spot which was covered with his poor secretary's blood. Hardy who was a few steps from him turning round, saw three men raising him up. “They have done for me at last Hardy!” said he. “I hope not!” cried Hardy. “Yes,” he replied; “my backbone is shot through!” Yet even now not for a moment losing his presence of mind, he observed as they were carrying him down the ladder, that the tiller-ropes which had been shot away, were not yet

replaced and ordered that new ones should be roped immediately. Then that he might not be seen by the crew,
 he took out his handkerchief and covered his face and his stars. Had he but concealed these badges of honour from the enemy, England perhaps would not have had cause to receive with sorrow the news of the battle of Trafalgar. The cockpit was crowded with wounded and dying men; over whose bodies he was with some difficulty conveyed, and
 laid upon a pallet in the midshipmen's berth. It was soon perceived, upon examination, that the wound was mortal. This, however, was concealed from all, except Captain Hardy, the chaplain, and the medical attendants. He himself being certain, from the sensation in his back, and the gush of blood he felt momentarily within his breast, that no human care could avail him, insisted that the surgeon should leave him and attend to those to whom he might be useful.

Questions

1. What is meant by 'supposing that she had struck'?
2. How can Nelson be said to have been partly responsible for his own death?
3. What do you understand by the 'mizzen-top' ?
4. Why did Nelson insist that the surgeon should leave him and attend to others?
5. What qualities in Nelson's character are revealed by this passage?

Answers

1. 'Supposing that she had struck means 'thinking that the men in the ship had surrendered'.
2. Nelson ordered his men two times to cease firing on the Redoubtable. From the same ship a ball was fired at him and brought about his death. He was thus partly responsible for his death.
3. The 'mizzen-top' is the platform round the lower part of the mast nearest the stern.
4. Nelson was certain that it would be impossible to save his life. He, there fore, insisted that the surgeon should leave him and attend to others.
5. His patriotism, his humanity and his powers of endurance are revealed by this passage.

Read the passages carefully and answer briefly the questions appended below:-

The Voice had to be listened to, not only on account of its form but for the matter which it delivered. It gave a message to the country that it needed greatly. It brought to the common people a realization of their duty to concern themselves with their affairs. The common, people were made to take an interest in the manner in which they were governed in the taxes they paid in the return they got from those taxes. This interest in public affairs - politics as you may call it - was to be the concern no longer of the highly educated few but of the many - the poor, the propertyless, the workingmen in town and country. Politics was not to be the concern of a

small aristocracy of intellect property of the masses. And with the change in the subjects of politics that Voice bought about also a change in the objects of politics'. Till then politics had busied itself mainly with the machinery of Government towards making its personnel more and more native, with proposals for a better distribution of political power, with protests against the sins of omission and of commission of the administration. This Voice switched politics on to concern for the needs of the common people. The improvement of the lot of the poor was to be the main concern of politics and the politician. The improvement, especially of the lives of the people of the neglected villages, was to be Placed before Governments and political organizations as the goal of all political endeavour. The raising of the standard of living of the people of the villages, the finding of subsidiary occupations which would give the agricultural poor work for their enforced leisure during the off season and an addition to (heir exiguous income, the improvement of the housing of the poor, the sanitation, of the villages – these were to be the objectives to be kept in view. In the towns, the slums and cheries were to receive especial attention. There was especially a class of the poor for which that compassionate Voice pleaded and protested. This was for the so-called depressed class, the outcastes of Hindu society. The denial of elementary human rights to this class of people it considered the greatest blot on Hindu society and history. It raised itself in passionate protest against the age-old wrongs of this class and forced those that listened to it to endeavour to remove the most outrageous of them like untouchability. It caused a revolution in Hindu religious practice by having Hindu temples thrown open to these people. It made the care of them a religious duty of the Hindus by re-naming them Harijans.

Questions

1. Why had people to listen to "The Voice" of Mahatma Gandhi?
2. Why had people to take an interest in politics?
3. What was the change brought about in the objects of politics?
4. What improvements were made for the common man?
5. Explain:-
 - (a) Sins of omission and of commission of the administration.
 - (b) No longer the monopoly of the classes, but the property of the masses

Mother Tongue

First language, also known as mother tongue, is generally the language a person learns first. However, one can have two or more native languages thus being a native bilingual or indeed multilingual. The order in which these languages are learned is not necessarily the order of proficiency. Incomplete first language skills often make learning other languages difficult. Often a child learns the basics of his or her first language or languages from his or her family.

The term mother tongue, however, should not be interpreted to mean that it is the language of one's mother. For instance, in some paternal societies, the wife moves in with the husband and thus may have a different first language or dialect than the local language of the husband. Yet their children usually only speak their local language.

1. According to the passage, first language skills ----.

- A) take a very long time to develop
- B) play an important role in learning a new language

- C) are not transferable to the second language
- D) can also have negative effects in foreign language acquisition
- E) can aid children only in the beginning stages of learning a second language

2. We understand from the passage that ----.

- A) most bilinguals don't have a dominant language
- B) the acquisition of a first language is the most complex skill anyone ever learns
- C) most children have learning difficulties in acquiring their first language
- D) one's mother tongue might not be the language of the parents
- E) it is very rare for bilinguals to have equal competence in both their languages

3. One can infer from the reading that ----.

- A) one cannot be a native speaker of more than two languages
- B) very few children throughout the world learn to speak two languages
- C) it is possible for a bilingual to become more competent in his second language
- D) bilinguals use their two languages for different purposes and functions
- E) only a few people learn to speak his or her mother's language like a native

UNIT – VIII

Synonyms and Antonyms

To learn a new word is great effort to fail to recall is human tendency. It is a real challenge; how to learn words and not forget them? We can devise several methods in accordance with our habits, living conditions and time availability. However, the basic factor that remains germane in every case is repetition or recalling of words at short intervals, so that they are etched deep in our memory. It is advisable to learn words from newspapers, speeches, debates, magazines and good books because through sentences you can have an idea of their use and variations rather than simple denotations. Words change their nuances according to the context.

1. Card system

Make cards of a manageable size. Learn 15 words every day from newspapers and magazines and write them on the card along with their meanings. Gradually, cards will pile up. Keep them on your reading table. Spare five minutes every day anytime during the day. Shuffle them, give a look at the top card and revise the words. Next time another card will be on the top. Thus you will go on adding and revising. More and more words will become your possession.

2. Room Board/Calendar System

Select a small card board which can be erasable and try to write everyday five to ten words so that you can remember all the words without any special effort to gain the vocabulary (or) old calendar with as many pages as possible. Hang it on the wall of your reading room from the reverse side. Write fifty good selected words on each page. Look at the page everyday anytime during the day whenever you feel free. Change the page after a week. Looking at the same page for a week means deepening your acquaintance with the same set of words without strain.

Words will etch themselves deep into your memory.

3. Word Profile

Making a word profile may work as a powerful and enduring technique to master words. Make a separate profile of every important word on a separate card. Write its meaning, its synonyms, its antonyms, its other parts of speech, its usage and its differences from other synonyms. We may use some private symbols for our understanding.

| Synonyms | | | |
|-----------------|-----------------------|-------------|--|
| 1 | Affluent | prosperous | |
| 2 | limp | falter | |
| 3 | infrequent | sometimes | |
| 4 | Massacre | slaughter | |
| 5 | Disparage | belittle | |
| 6 | Revise | alter | |
| 7 | differentiate | distinguish | |
| 8 | accuse | impeach | |
| 9 | recover | recoup | |
| 10 | admonish | threaten | |
| 11 | gratify | indulge | |
| 12 | penchant | like | |
| 13 | barter | exchange | |
| 14 | unconscionable | excessive | |
| 15 | terminate | end | |

| | | | |
|----|---------------------|----------------------|--|
| 16 | Dank | damp | |
| 17 | bounty | gift | |
| 18 | Divvy | pioneer | |
| 19 | Object | disapprove | |
| 20 | Range | grade | |
| 21 | Bash | strike | |
| 22 | haggle | bargain | |
| 23 | abstruse | profound | |
| 24 | Antagonistic | aggressive | |
| 25 | apogee | climax | |
| 26 | morose | gloomy | |
| 27 | adversity | misfortune | |
| 28 | candid | frank | |
| 29 | ephemeral | short living | |
| 30 | stubborn | obstinate | |
| 31 | prognosis | forecast | |
| 32 | engender | beget | |
| 33 | Glib | smooth | |
| 34 | taciturnity | reserve | |
| 35 | apparel | clothing | |
| 36 | doleful | mournful | |
| 37 | efface | wipe out | |
| 38 | blithe | joyous | |
| 39 | errand | mission | |
| 40 | ribald | vulgar | |
| 41 | pertinacious | determined | |
| 42 | admit | accept | |
| 43 | staid | sedate | |
| 44 | perilous | dangerous | |
| 45 | lavish | profuse | |
| 46 | elicit | extract, enkindle | |
| 47 | grave | solemn | |
| 48 | dud | failure | |
| 49 | portray | draw | |
| 50 | invidious | unpopular | |

Antonyms

An antonym is a word which has the opposite, or nearly the opposite meaning of the given word.

| Correct Antonyms | | | |
|------------------|---------------------|--------------|--|
| 1 | Receded | advanced | |
| 2 | Anger | Joy | |
| 3 | Ruthless | Merciful | |
| 4 | Erudite | Ignorant | |
| 5 | Malevolent | kindly | |
| 6 | Brazen | Shy | |
| 7 | Exhume | Enter | |
| 8 | Euphoria | Lethargy | |
| 9 | Fervent | Original | |
| 10 | Glossy | Dull | |
| 11 | Virtuous | vicious | |
| 12 | Hybrid | Purebred | |
| 13 | Swear | Deny | |
| 14 | Bawdy | Decent | |
| 15 | Avidity | Stupidity | |
| 16 | Mundane | heavenly | |
| 17 | Objective | Personal | |
| 18 | Impeccable | Faulty | |
| 19 | Gratify | Frustrate | |
| 20 | Dogmatic | Unscrupulous | |
| 21 | Dilettante | Stupid | |
| 22 | Synchronized | Discordant | |
| 23 | Deserter | Loyalist | |
| 24 | Relinquish | Stick to | |
| 25 | Wholesome | Weak | |
| 26 | Vivacious | Languid | |
| 27 | adversity | fortune | |
| 28 | Blanch | Darken | |
| 29 | Laconic | Verbose | |
| 30 | Chaffing | Serious | |

| | | | |
|----|---------------------|----------------|--|
| 31 | Gaucherie | Clumsy | |
| 32 | Gnome | Giant | |
| 33 | Glib | smooth | |
| 34 | Moot | Not disputable | |
| 35 | Demure | Indecorous | |
| 36 | Derogatory | Praising | |
| 37 | Peer | Unequal | |
| 38 | Hibernal | Regular | |
| 39 | Probity | Corruption | |
| 40 | Rueful | Impertinent | |
| 41 | pertinacious | determined | |
| 42 | Dank | Dry | |
| 43 | Vanguard | Rear | |
| 44 | Tyro | Virtuoso | |
| 45 | lavish | Poor | |
| 46 | Deleterious | Nourishing | |
| 47 | Laudable | Blameful | |
| 48 | Gullible | Rigid | |
| 49 | Mitigate | Worsen | |
| 50 | Expurgate | Admit | |

Spotting Errors in English

1. *Your over-dependent on* (a) / others even for (b) / trivial matters may (c) / prove disadvantageous. (d) / No error (e)
2. Gulliver's Travels' (a) / *are indeed* (b) / an interesting book. (c) / No Error (d)
3. Our vacation is (a) / *are between 12 May* (b) / to 12 June. (c) / No Error (d)
4. The streets (a) / are so wet (b) / *it should have rained last night.* (c) / No Error (d)
5. The Indians are genetically (a) / incapable of (b) / being good or outstanding sportsmen. (c) / *No Error* (d)
6. *Equator* (a) / divides the earth (b) / into two hemispheres. (c) / No Error (d)
7. The social activist (a) / *was murder* (b) / in cold blood. (c) / No Error (d)
8. *As I am suffering from fever since morning* (a) / I shall not be able to attend the function (b) / you are going to organize this evening. (c) / No error (d)

9. *Sigmund Freud had published (a) / his groundbreaking book, The Interpretation of Dreams, (b) / in 1899, after years (c) / of studying the brain as a neurologist (d). / No error (e)*
10. I would ask him (a) / to leave our house (b) / immediately (c) *if my father should not have been at home.* (d) / No error (e)
11. While has was walking (a) / along the road (b) /, a speeding car (c) / *knocked down to him* (d). / No error (e)
12. Though none of his well-wishers (a) / *forwarded to help him* (b) / I helped him (c) / by lending him \$100 dollars (d). / No error (e)
13. The new dish (a) / that I ordered (b) / *is tasting good* (c) // No error. (d)
14. Increasing racism and hate crimes (a) / *casted a shadow* (b) / over elections (c) // No error. (d)
15. People living in low-lying areas (a) / find it difficult (b) / *to cope up with the floods* (c) // No error. (d)

Principles of Effective Decision-Making For Group Problem Solving

The following approaches to decision-making are both a means for negotiating good decisions and a process for effectively dealing with conflict in a group.

- **Separate the people from the problem by being hard-headed and soft-hearted**

The essence here is to be decent to people and to be tough on the problem. The people-problem separation is enhanced when group members focus on listening and being understood and when group members state their own feelings on an issue as opposed to saying to another group member, "You seem to be uncomfortable about this issue." When a relationship between group members gets out of line, this needs to be dealt with separately from the decisions in which the group is addressing.



- **Make efforts to keep the process friendly**

Participants need to be sure that feedback and criticism are offered in a constructive and non-judgmental fashion. Rather than blaming, calling names or trying to prove that the opposition is wrong, all are encouraged to own their feelings and opinions by using such phrases as "I feel...," "I believe...," and "My personal experience has been..." If individuals state their position in a way that acknowledges the role of their own experiences and perceptions, and if they try to understand the context and experiences of the others participating in the process, the resulting environment of mutual trust and appreciation will often contribute to effective communication and the resolution of sticky issues.

- **Use techniques of active listening as a good companion to "I" statements**

Learning to restate an opposing point of view is often a way of overcoming an intense situation. If the other person knows that they have been heard, they are often willing to cooperate more fully in finding a resolution that also addresses your concerns.

- **Acknowledge another person's situation**

There is a respectful, graceful way to share that you have had a different experience, or perhaps are familiar with information that they have yet to become aware of, that might encourage them to modify their position.

- **Focus on the interests behind each member's stated position, not the position itself**

This step assists in separating the people from the problem and avoids having group members get locked into their positions. Getting to the underlying interests may also open up alternative solutions, which have not been previously considered. When considering the underlying interests, make sure not to avoid the basic interests like economic well-being, recognition, and security.

- **Look at the issue from someone else's perspective**

A very useful metaphor is to encourage all participants to look for the "grain of truth" in each point of view. Try to make the best case for someone else's point of view which may differ from your own or try to make a case against the position which represents your particular bias. This is excellent training in the process of moving a group toward agreement. By acknowledging that collectively we are smarter than any one of us individually, it becomes easier to identify and support points of agreement. And by identifying the progress we have already made in reaching partial agreement, we can foster a sense of accomplishment and teamwork that gives us the confidence and willingness to work toward the resolution of those few remaining areas where we lack unity.

- **Broaden the scope of the debate by generating a range of options**

Try not to make decisions immediately. Choose the best options that result in mutual gain, rather than coming to a quick decision on the first good option that is identified.

- **Insist on the principle of fairness -- that the final decision be based on objective criteria that are mutually acceptable to all group members**

Objective criteria also help to maintain the separation of people and problems. Avoid tactics such as the use of threats that are counterproductive to maintaining positive relationships.

Appendix – I

Parts of Speech

Noun: Noun is a naming word. It indicates name of a person, place or thing.

E.g. Seema, Suryapet and Computer.

Pronoun: Pronoun is used instead of a noun.

E.g. I, We, you, you, she, he and it.

Verb: Verb indicates an action.

E.g. She **came** to school yesterday.

Adverb: Adverb describes a verb.

E.g. She is running **slowly**.

Adjective: Adjective describes a noun.

E.g. He is a **good** teacher.

Preposition: Prepositions are placed before a noun or a pronoun to show in what relation those stand with other words.

E.g. She is sitting on/in the chair.

Conjunction; Conjunctions are used to join two words, phrases, clauses and sentences.

E.g. Hari **and** Anil are going to school.

Interjection: words are expressing sudden feelings.

E.g. Oh!, Alas!, Wow! and Hurry!

Appendix – II

Tenses with Complete Usage

Simple Present Tense :

Structure: Subject + V1[s,es] + object.

Usages:

1. To express likes and dislikes.

E.g. I like computer. She likes teaching Grammar.

2. To express habitual actions.

E.g. She goes to school every day. They play chess every day.

3. To express universal truths.

E.g. The sun rises in the East.

4. To express news headlines.

E.g. India wins the match. The chief minister addresses the press.

5. To express fixed timings.

E.g. Our School starts at 5 o'clock. India celebrates The Republic day on 26th Jan.

6. To introduce famous quotations.

E.g. Time is gold. Hasty makes waste.
Aristotle says, "Man is social animal." A friend in need is a friend indeed.

7. To indicate possessions in the present.

E.g. She has a pen. They have a good computer.

8. To indicate states.

E.g. I am Navin. I am a student.
I am from Suryapet. My father is a teacher.

Note: In using of He, She, It and any Name, we need to add s, es to the verb.

E.g. She sings well. He comes to school every day
It runs nicely Ganesh likes computer games.

| Subject | verb | object |
|-------------------------|--------------|---------------|
| I/we/you/they | don't sing | songs. |
| He/she/it | doesn't sing | songs. |
| Everyone | doesn't sing | songs. |
| Each one | doesn't sing | songs. |
| All | don't sing | songs. |
| Someone | doesn't sing | songs. |
| Either Naresh or Sarala | doesn't sing | songs. |

| 'Wh' word | helping verb | subject | verb-1 |
|--------------|--------------|---------|-----------|
| What | do | I | speak? |
| What else | do | we | tell? |
| At what time | do | they | come/go? |
| What for | do | you | wait/ask? |
| Why | do | you | shout? |
| With whom | do | you | work? |
| Whom | do | they | call? |

Positive: He comes to school.

Negative: He doesn't come to school.

Interrogative: Does she come to school?

Negative interrogative: Doesn't she come to school?

Note: Here, negative interrogative and question tag of the sentences are same.

Exercise:

1. Does he.....[tell/tells] you everything?
2. [do/does] She like it?
3. [don't/doesn't] they know how to talk with others?
4. Everyone..... [comes/come] to school.
5. All [like/likes] her.

Present Continuous Tense :

Structure: Subject + is/am/are +V4 + object.

Usages:

1. An action going on at the time of speaking.

E.g. I am taking notes We are talking to each other.

2. A planned activity which is going to take place in the immediate future.

E.g. We are going to Hyderabad tomorrow I am going to sing a song.

Positive: They are working.

Negative: They are not working.

Interrogative: Are they working?

Negative interrogative: Aren't they working?

Note: Here, negative interrogative and question tag of the sentences are same. If you want make more sentences, you can.

| 'Wh' word | helping verb | subject | verb-4 |
|--------------|--------------|---------|-----------|
| What | am | I | speaking? |
| What else | are | we | telling? |
| At what time | are | they | coming? |
| What for | am | I | waiting? |
| Why | are | you | shouting? |
| With whom | are | you | working? |
| Whom | are | they | calling? |

Present Perfect Tense:**Structure:** Subject + has/have + V3 + object.**Usages:**

1. To express actions which are completed just now. [With the adverbs of present]

E.g. I have watched a good movie. They have got much information.

2. To express past actions when the time is indefinite.

E.g. Have you ever been to a good hotel? Have you ever met that person?

3. To express impact of the actions:

E.g. My brother has finished all the snacks. [Now no more left over]

I have cut my finger. [Now it is bleeding]

Positive: They have worked for me.

Negative: They haven't worked for me.

Interrogative: Have they worked for me?

Negative interrogative: Haven't they worked?

Note: Here, negative interrogative and question tag of the sentences are same. If you want make more sentences, you can.

| “Wh” word | helping verb | subject | verb-4 | |
|--------------|--------------|---------|--------|----------|
| What | Have | I | | Spoken? |
| What else | have | we | | told? |
| At what time | have | they | | come? |
| What for | have | I | | waited? |
| Why | have | you | | shouted? |
| With whom | have | you | | worked? |
| Whom | have | they | | called? |

Present perfect continuous tense:**Structure:** Subject + has/have + been + V4 + object.**Usages:**

1. An action which began at some time in the past and it is still going on.

E.g. I have been talking to them since one O'clock.

We have been enjoying the Grammar topics.

Note: **For** is used for period of time.

Since is used for point of time.

For = plural. E.g. two years **Since** = singular. E.g. one minute, year.

Positive: I have been watching that movie.

Negative: I have been watching that movie.

Interrogative: Have I been watching that movie?

Negative interrogative: Haven't I been watching that movie?

Note: Here, negative interrogative and question tag of the sentences are same. If you want to make more sentences, you can.

| ‘Wh’ word | helping verb | subject | verb-4 |
|------------------|---------------------|----------------|----------------|
| What | have | I | been speaking? |
| What else | have | we | been telling? |
| At what time | have | they | been coming? |
| What for | have | I | been waiting? |
| Why | have | you | been shouting? |
| With whom | have | you | been working? |
| Whom | have | they | been calling? |

Simple past tense

Structure: Subject + V2 + object.

Usages:

1. An action which was completed in the past [Adverb of time].

E.g. We went a trip on 25th December 2009 I was in Vijay Wada on 26th January.

2. Habitual action in the past.

E.g. She used to sing so many songs They used to play chess.

3. To describe state quality and quantity in the past.

E.g. She was a great teacher The trees in the garden were very tall.

Note: With the combination of Past continuous tense

E.g. When I was going on the road I saw a beautiful girl.

When she was playing chess her father came and shouted at her.

Positive: I was there.

Negative: I was not there.

Interrogative: Was I there?

Negative interrogative: Wasn't I there?

Note: Here, negative interrogative and question tag of the sentences are same. If you want to make more sentences, you can.

| ‘Wh’ word | helping verb | subject | verb-1 |
|------------------|---------------------|----------------|---------------|
| What | did | I | speak? |
| What else | did | we | tell? |
| At what time | did | they | come/go? |
| What for | did | you | wait/ask? |
| Why | did | you | shout? |
| With whom | did | you | work? |
| Whom | did | they | call? |

Past continuous tense

Structure: Subject + was/were + V4 + object.

Usages:

1. An action which was going on at some time in the past.

E.g. When I was going to school, I saw an accident. We were watching the game.

We can use the past continuous to talk about an activity that was happening at a particular time in the past.

E.g. When I called her, she was talking on the phone.

Simple past

Past continuous

We use the past simple to talk about events that happened at a particular time in the past.

E.g. They left the class ten minutes ago.

Particular time of speaking

Note: When an action was taking place the other action takes place

Positive: They were working.

Negative: They were not working.

Interrogative: Were they working?

Negative interrogative: Weren't they working?

Note: Here, negative interrogative and question tag of the sentences are same. If you want make more sentences, you can.

| 'Wh' word | helping verb | subject | verb-4 |
|--------------|--------------|---------|-----------|
| What | was | I | speaking? |
| What else | were | we | telling? |
| At what time | were | they | coming? |
| What for | was | I | waiting? |
| Why | were | you | shouting? |
| With whom | were | you | working? |
| Whom | were | they | calling? |

Past perfect tense:

Structure: Subject + had + V3 + object.

Usage:

1. An action which was completed before a particular moment in the past.

E.g. I had seen a wonderful Grammar CD. They had got much information.

2. To express first completed action.

E.g. When I went to the station the bus had left the place.

Simple past**past perfect tense**

Positive: I had watched that movie.

Negative: I had not watched that movie.

Interrogative: Had I watched that movie?

Negative interrogative: Hadn't I watched that movie?

Note: Here, negative interrogative and question tag of the sentences are same. If you want to make more sentences, you can.

| 'Wh' word | helping verb | subject | verb |
|--------------|--------------|---------|----------|
| What | had | I | spoken? |
| What else | had | we | told? |
| At what time | had | they | come? |
| What for | had | I | waited? |
| Why | had | you | shouted? |

| | | | |
|-----------|-----|------|---------|
| With whom | had | you | worked? |
| Whom | had | they | called? |

Past perfect continuous tense:**Structure:** Subject + had + been + V4 + object.**Usage:**

1. An action which stated before a particular time in the past and continued up to another time.

E.g. I had been watching Television for two hours.

| 'Wh' word | helping verb | subject | verb-4 |
|--------------|--------------|---------|----------------|
| What | had | I | been speaking? |
| What else | had | we | been telling? |
| At what time | had | they | been coming? |
| What for | had | I | been waiting? |
| Why | had | you | been shouting? |
| With whom | had | you | been working? |
| Whom | had | they | been calling? |

Positive: I had been watching that movie.

Negative: I had been watching that movie.

Interrogative: Had I been watching that movie?

Negative interrogative: Hadn't I been watching that movie?

Note: Here, negative interrogative and question tag of the sentences are same. If you want to make more sentences, you can.

Simple Future tense**Structure:** Subject + Will/ Shall + object.**Usage:**

- It expresses future activities which may not be controlled.

E.g. We will go there.

If you come, I will give money. [In conditionals with the combination of simple present tense.]

- We use this tense to talk about what we think or believe will happen in the future.

E.g. I think India will win the match.

I am sure you will enjoy these Grammar lessons.

Positive: I will there.

Negative: I won't be there.

Interrogative: Will I be there?

Negative interrogative: Won't I be there?

Note: Here, negative interrogative and question tags of the sentences are same. If you want to make more sentences, you can.

| 'Wh' word | helping verb | subject | verb-1 |
|--------------|--------------|---------|-----------|
| What | will | I | speak? |
| What else | shall | we | tell? |
| At what time | will | they | come/go? |
| What for | will | you | wait/ask? |

| | | | |
|-------------------------|-------------|---------------|--------|
| Why | will | you | shout? |
| With whom | will | you | work? |
| Whom | will | they | call? |
| Subject | verb | object | |
| I/we/you/they | won't sing | songs. | |
| He/she/it | won't sing | songs. | |
| Everyone | won't sing | songs. | |
| Each one | won't sing | songs. | |
| All | won't sing | songs. | |
| Someone | won't sing | songs. | |
| Either Naresh or Sarala | won't sing | songs. | |

Future Continuous Tense

Structure: Subject + will/shall+ be + V4 + object.

Usage:

1. For an action going on in future.

E.g. When I go home, she will be waiting for me. We will be discussing the topic.

2. For future planned actions.

E.g. We will be going to open a spoken English centre.

I will be getting married this June.

| Subject | verb | object |
|-------------------------|-----------------|---------------|
| I/we/you/they | will be taking | sweets. |
| He/she/it | shall be taking | sweets. |
| Everyone | will be taking | sweets. |
| Each one | will be taking | sweets. |
| All | shall be taking | sweets. |
| Someone | shall be taking | sweets. |
| Either Naresh or Sarala | will be taking | sweets. |

Positive: I will be taking sweets.

Negative: I will not be taking sweets.

Interrogative: Will I be taking sweets?

Nega/into: Won't I be taking sweets?

Future Perfect Tense:

Structure: Subject + will + have + V3 + object.

Usage:

An action which will be completed by a particular time in the future.

E.g. By this time tomorrow, I will have completed the exam.

You will have eaten those apples.

We will have watched that movie.

Clue words: By this time, next year, month.

| 'Wh' word | helping verb | subject | verb |
|------------------|---------------------|----------------|-------------|
| What | will/ have | I | spoken? |

| | | | |
|--------------|------------|------|----------|
| What else | will/ have | we | told? |
| At what time | will/ have | they | come? |
| What for | will/ have | I | waited? |
| Why | will/ have | you | shouted? |
| With whom | will/ have | you | worked? |
| Who | will/ have | they | called? |

Positive: I will have completed that work.

Negative: I won't have completed that work.

Interrogative: Will I have completed that work?

Negative interrogative: Won't have I completed that work?

Note: Here, negative interrogative and question tag of the sentences are same. If you want make more sentences, you can.

Future Perfect Continuous Tense:

Structure: Subject + will have + been + V4 + object.

Usage:

An action which will be going on over a period of time in the future and end in future.

E.g. By next June, I will have been educating at University.

We will have been watching TV.

| 'Wh' word | helping verb | subject | verb-4 |
|--------------|--------------|---------|----------------|
| What | will have | I | been speaking? |
| What else | will have | we | been telling? |
| At what time | will have | they | been coming? |
| What for | will have | I | been waiting? |
| Why | will have | you | been shouting? |
| With whom | will have | you | been working? |
| Whom | will have | they | been calling? |

Positive: I will have been watching that movie.

Negative: I won't have been watching that movie.

Interrogative: Will I have been watching that movie?

Negative interrogative: Won't I have been watching movie?

Note: Here, negative interrogative and question tag of the sentences are same. If you want make more sentences, you can.

Appendix - III

ONE WORD SUBSTITUTES

To enhance students' vocabulary with a selected list of one word substitutes.

1. **Abdicate** – To give up a throne voluntarily
2. **Autobiography** – Life story of a man written by himself.
3. **Aggressor** – A person who attacks first
4. **Amateur** – One who pursues some art or sport as hobby
5. **Arbitrator** – A person appointed by parties to settle the disputes between them
6. **Adolescence** – The period between childhood and adulthood
7. **Bibliophile** – A great lover of books
8. **Botany** – The branch of biology dealing with plant life
9. **Bilingual** – A person who speaks two languages
10. **Catalogue** – A list of books
11. **Centenary** – Celebration of a hundredth year, once –a-century
12. **Colleague** – A co-worker or a fellow-worker in the same institution
13. **Contemporaries** – Persons living in the same age
14. **Credulous** – A person who readily believes whatever is told to him/her.
15. **Callous** – A man devoid of kind feeling and sympathy
16. **Cosmopolitan** – A man with a broad and international outlook
17. **Celibacy** – Abstinence from sex
18. **Deteriorate** – To go from bad to worse
19. **Democracy** – Government of the people, for the people, by the people
20. **Monarchy** – A political system in which a state is ruled by one person
21. **Draw** – A game in which neither party wins
22. **Egotist** – A person who always thinks of himself; somebody who is selfish or self-centered
23. **Epidemic** – A contagious disease which spreads over a huge area
24. **Extempore** – A speech or a presentation made without previous preparation
25. **Etiquette** – Established rules of conduct; rules of acceptable behavior
26. **Epicure** – Somebody who has refined taste for food; somebody who loves sensual pleasure and luxury
27. **Exonerate** – Free somebody from blame or guilt; free somebody from an obligation
28. **Eradicate** – Destroy or get rid of something completely; root out an evil or bad practice
29. **Fastidious** – A person difficult to please
30. **Fatalist** – A person who believes that all events are pre-determined

31. **Honorary** – A post which doesn't carry any salary
32. **Illegal** – That which is against law
33. **Illiterate** – A person who cannot read or write
34. **Hostility** – Intense aggression or anger; state of antagonism
35. **Incorrigible** – Impossible to change
36. **Irritable** – A man who is easily irritated
37. **Irrelevant** – Not applicable
38. **Invisible** – That which cannot be seen
39. **Inaudible** – That which cannot be heard
40. **Incredible** – That which cannot be believed
41. **Impracticable** – That which cannot be practiced
42. **Invincible** – That which cannot be conquered
43. **Indispensable** – Something that is essential and cannot be dispensed with
44. **Inevitable** – That which cannot be avoided
45. **Irrevocable** – That which cannot be changed
46. **Illicit** – That which is considered wrong or unacceptable by prevailing social standards
47. **Insoluble** – Incapable of being dissolved in a liquid
48. **Inflammable** – Something that quickly catches fire
49. **Infanticide** – The act of killing an infant
50. **Matricide** – Killing of one's own mother; killer of one's own mother
51. **Patricide** – Killing of one's own father; killer of one's own father
52. **Kidnap** - To take somebody away by force and hold him or her prisoner, usually for ransom
53. **Medieval** – Belonging to the Middle Ages
54. **Matinee** – A cinema show which is held in the afternoon
55. **Notorious** – A person with an evil reputation
56. **Manuscript** – Handwritten book
57. **Namesake** – Somebody or something with the same name as somebody or something else
58. **Novice** – One who is new to a trade or profession
59. **Omnipotent** – All-powerful; possessing complete power and authority
60. **Omnipresent** – One who is present everywhere
61. **Optimist** – One who looks at the bright side of things; somebody positive
62. **Panacea** – A supposed cure for all diseases or problems
63. **Polyandry** – The custom of having more than one husband at a time
64. **Polygamy** – The custom of having more than one wife at a time

65. **Postmortem** – Medical examination of a dead body
66. **Pessimist** – Very negative person; somebody who always expects the worst to happen
67. **Postscript** – A short message added on to the end of a letter after the signature
68. **Synonyms** – Words which have the same meaning
69. **Smuggler** – A person who imports or exports goods into or from a country secretly because they are illegal or in order to avoid paying duty on them
70. **Vegetarian** – Somebody who doesn't eat meat or fish
71. **Venial** – A pardonable offense
72. **Veteran** – Somebody who is considerably experienced in something
73. **Zoology** – The branch of biology dealing with the study of animals

List – II

1. **Anarchist:** a person who rejects the need for a system of government in society and proposes its abolition
2. **Ambidextrous:** a person who is able to use both hands with equal skill
3. **Alimony:** financial support to ex-wife
4. **Amateur:** a person who does something for pleasure rather than for pay
5. **Aborigines:** original inhabitants of a place
6. **Arbitrator:** somebody designated to hear both sides of a dispute and make a judgment
7. **Autocracy:** rule by one person who holds unlimited power
8. **Aristocracy:** people of noble families or the highest social class. Also, government of a country by a small group of people, especially hereditary nobility
9. **Atheist:** a person who does not believe in God or deities
10. **Amphibian:** a land animal that breeds in water
11. **Ambiguity:** an expression or statement that has more than one meaning
12. **Autobiography:** an account of somebody's life written by that person
13. **Biography:** an account of somebody's life written by another person
14. **Belligerents:** nations engaged in war
15. **Cannibal:** somebody who eats human flesh
16. **Circumlocution:** the indirect way of saying something
17. **Convalescence:** the gradual return to good health after a period of illness or medical treatment
18. **Egoist** (also **Egotist**): a person who is selfish, self-absorbed and self-centered
19. **Epitaph:** inscription on a tombstone
20. **Epicure:** somebody who is dedicated to sensual pleasure and luxury

21. **Epidemic:** an outbreak of a disease that spreads among a group of people quickly and extensively
22. **Endemic:** a disease that occurs within a specified area, region or locale
23. **Edible:** fit for eating
24. **Fanatic:** somebody who has extreme and sometimes irrational enthusiasms or beliefs, especially in religion or politics
25. **Feminist:** a believer in women's rights
26. **Fratricide:** the crime in which somebody kills his or her own brother
27. **Fatalist:** one who believes in the philosophical doctrine of fatalism
28. **Fastidious:** a person who is concerned that even the smallest details should be just right
29. **Herbivorous:** an animal that eats only grass or other plants
30. **Honorary:** holding an office awarded as an honour and receiving no payment for services provided in that office
31. **Impervious:** a person who remains unmoved and unaffected by other people's opinions, arguments or suggestions
32. **Illiterate:** a person who cannot read or write
33. **Infallible:** incapable of making a mistake
34. **Infanticide:** the killing of an infant
35. **Idolatry:** the worship of idols or false gods
36. **Inflammable:** something that is quickly and easily set on fire and burned
37. **Mercenary:** somebody who works or serves only for personal profit. Also, a professional soldier paid to fight for an army other than that of his or her country
38. **Misogynist:** a person who hates women
39. **Misogamist:** a person who does not believe in the institution of marriage
40. **Matricide:** the act of murdering one's own mother
41. **Omniscient:** a person who knows everything
42. **Omnivorous:** an animal or a human being that eats any kind of food
43. **Omnipotent:** a person who has power over all
44. **Panacea:** a supposed cure for all diseases or problems
45. **Parasite:** a person supported by another and giving him/her nothing in return
46. **Patricide:** the act of murdering one's own father
47. **Potable:** fit for drinking
48. **Polygamy:** the custom of having more than one spouse at the same time
49. **Polyandry:** the custom of having more than one husband at the same time
50. **Prosecute:** take legal action against somebody

51. **Pugnacity:** inclined to fight or be aggressive
52. **Philanthropist:** a person who helps others, especially those who are poor and in trouble
53. **Plutocracy:** the rule of a society by its wealthiest people
54. **Somnambulism:** sleepwalking
55. **Stoic:** a person who is unaffected by emotions
56. **Soporific:** a drug or other substance that induces sleep
57. **Triennial:** taking place once every three years
58. **Theist:** a person who believes in the existence of God
59. **Transparent:** a substance that allows light to pass through with little or no interruption so that objects on the other side can be clearly seen
60. **Usurer:** somebody who loans money to other people and charges them exorbitant or unlawful interest on it
61. **Usurper:** a person who seize something without the right to do so
62. **Verbatim:** corresponding word for word translation
63. **Valetudinarian:** somebody who is excessively concerned with his or her own health
64. **Widower:** a man whose wife has died
65. **Widow:** a woman whose husband has died

Appendix – IV

Common Errors in English

26. **Incorrect:** My scooter is more expensive than my brother.
Correct: My scooter is more expensive than my brother's.
27. **Incorrect:** Ram is intelligenter than shyam.
Correct: Ram is more intelligent than shyam.
28. **Incorrect:** Aruna is more prettiest girl in the class.
Correct: Aruna is the prettiest girl in the class.
29. **Incorrect:** Vasanta is elder than Uma.
Correct: Vasanta is elder to Uma.
30. **Incorrect:** Ramagundam is the most hottest place in A.P.
Correct: Ramagundam is the hottest place in A.P.
31. **Incorrect:** Krishna district is more fertile than Nalgonda district.
Correct: Krishna district is more fertile than Nalgonda district.
32. **Incorrect:** This is the most worst film I have ever seen.
Correct: This is the worst film I have ever seen.
33. **Incorrect:** Parthasarathy is more cleverer than Suryanarayana.
Correct: Parthasarathy is cleverer than Suryanarayana.
34. **Incorrect:** This sari is the prettiest of the two.
Correct: This sari is the prettier of the two.
35. **Incorrect:** The giraffe is taller than any animal.
Correct: The giraffe is taller than any other animal
36. **Incorrect:** These all books are interesting.
Correct: All these books are interesting.
37. **Incorrect:** The wickeds should be punished.
Correct: The wicked should be punished.
38. **Incorrect:** Anil lent Surya twenty rupees.
Correct: Anil lent Surya twenty rupees.
39. **Incorrect:** The streets of Nellore are narrower than vijaywada.
Correct: The streets of Nellore are narrower than those of vijaywada.
40. **Incorrect:** Sunanda was wearing a pink, pretty sari.
Correct: Sunanda was wearing a pretty, pink sari.

- 41. Incorrect:** There is a silver, heavy plate on the table.
Correct: There is a heavy, silver plate on the table.
- 42. Incorrect:** The three first stanzas of the poem are confusing.
Correct: The first three stanzas of the poem are confusing.
- 43. Incorrect:** The platinum is a very expensive metal.
Correct: Platinum is a very expensive metal.
- 44. Incorrect:** Robert frost is a American poet.
Correct: Robert frost is an American poet.
- 45. Incorrect:** The Mona Lisa is an unique painting.
Correct: The Mona Lisa is a unique painting.
- 46. Incorrect:** Ram Gopal studied in an university in France.
Correct: Ram Gopal studied in a university in France.
- 47. Incorrect:** The driver of the car was a honest man.
Correct: The driver of the car was an honest man.
- 48. Incorrect:** Waseem waited in the park for a hour.
Correct: Waseem waited in the park for an hour.
- 49. Incorrect:** Muralidhar is a M.L.A who is liked by all.
Correct: Muralidhar is an M.L.A who is liked by all.
- 50. Incorrect:** My grandmother reads Ramayana everyday.
Correct: My grandmother reads the Ramayana everyday.
- 51. Incorrect:** Sitara served the dinner at 8p.m.
Correct: Sitara served dinner at 8p.m.
- 52. Incorrect:** Naresh does not believe in the God.
Correct: Naresh does not believe in God.
- 53. Incorrect:** The customer waited to speak to manager.
Correct: The customer waited to speak to the manager.
- 54. Incorrect:** Hari found an one- rupee coin on the road.
Correct: Hari found a one- rupee coin on the road.
- 55. Incorrect:** Neela has eaten the mango yesterday.
Correct: Neela ate the mango yesterday.
- 56. Incorrect:** Indu is hating Physics.
Correct: Indu hates Physics.
- 57. Incorrect:** When you saw the movie?
Correct: When did you see the movie?

58. Incorrect: One of my class-mates are in Germany.

Correct: One of my class-mates is in Germany.

59. Incorrect: The principal and the clerk is coming for the meeting.

Correct: The principal and the clerk are coming for the meeting.

60. Incorrect: My uncle and well-wisher live in Anantpur.

Correct: My uncle and well-wisher lives in Anantpur.

61. Incorrect: Sharavan asked me what I am doing.

Correct: Sharavan asked me what I was doing.

62. Incorrect: Sita asked Geetha that how she was.

Correct: Sita asked Geetha how she was.

63. Incorrect: Mallesh asked his wife when she will wash the clothes.

Correct: Mallesh asked his wife when she would wash the clothes.

64. Incorrect: Ganesh lives here since 1990.

Correct: Ganesh has been living here since 1990.

65. Incorrect: Mr Narahari is a lawyer, isn't it?

Correct: Mr Narahari is a lawyer, isn't he?

66. Incorrect: Aishwarya can drive a car, isn't she?

Correct: Aishwarya can drive a car, can't she?

67. Incorrect: Nagesh will not go away, won't he?

Correct: Nagesh will not go away, will he?.

68. Incorrect: I am good, amn't I?

Correct: I am good, aren't I?

69. Incorrect: If I was a bird, I would fly.

Correct: If I were a bird, I would fly.

70. Incorrect: The teacher said the boy to complete the work.

Correct: The teacher told the boy to complete the work.

71. Incorrect: Why you are laughing me?

Correct: Why are you laughing at me?

72. Incorrect: Sudhir is having two computers.

Correct: Sudhir has two computers.

73. Incorrect: To swim is a pleasant exercise.

Correct: Swimming is a pleasant exercise.

74. Incorrect: Sudha knows to make idilis.

Correct: Sudha knows how to make idilis.

- 75. Incorrect:** The teacher will come when the bell will ring.
Correct: The teacher will come when the bell rings.
- 76. Incorrect:** Being a hot day, we ate ice-cream.
Correct: As it is a hot day, we ate ice-cream.
- 77. Incorrect:** Kishore is not understanding the lesson.
Correct: Kishore does not understand the lesson.
- 78. Incorrect:** The workers gone home in the evening.
Correct: The workers went home in the evening.
- 79. Incorrect:** The guard prevented the man to enter the office.
Correct: The guard prevented the man from entering the office.
- 80. Incorrect:** Shakuntala does not has any problems.
Correct: Shakuntala does not have any problems.
- 81. Incorrect:** Jacob saw a peacock driving the car.
Correct: While driving the car, Jacob saw a peacock
- 82. Incorrect:** Priya was too angry with her friend.
Correct: Priya was very angry with her friend.
- 83. Incorrect:** The minister returned back this evening from Ongole.
Correct: The minister returned this evening from Ongole.
- 84. Incorrect:** Sarma does not know nothing about Economics.
Correct: Sarma does not know anything about Economics.
- 85. Incorrect:** Ravi looked for the book anywhere.
Correct: Ravi looked for the book everywhere.
- 86. Incorrect:** Sharmila cooks very good, doesn't she?
Correct: Sharmila cooks very well, doesn't she?
- 87. Incorrect:** The dog followed the master faithful.
Correct: The dog followed the master faithfully.
- 88. Incorrect:** The youngsters played the music loud.
Correct: The youngsters played the music loudly.
- 89. Incorrect:** Vikram prefers coffee for tea.
Correct: Vikram prefers coffee to tea.
- 90. Incorrect:** Parvati suffered of fever for four days.
Correct: Parvati suffered from fever for four days.
- 91. Incorrect:** Why are you angry on me?
Correct: Why are you angry at/with me?

92. Incorrect: All the members of the team shared the biscuits between themselves.

Correct: All the members of the team shared the biscuits among themselves.

93. Incorrect: Dhenu’s house is besides the temple.

Correct: Dhenu’s house is beside the temple

94. Incorrect: The stranger entered into the building.

Correct: The stranger entered the building.

95. Incorrect: Although Prema was lazy, but she managed to pass

Correct: Although Prema was lazy, she managed to pass

96. Incorrect: Laxman is not only Rich and also popular.

Correct: Laxman is not only Rich but and also popular.

97. Incorrect: As Rekha worked hard so she passed.

Correct: Rekha worked hard so she passed.

98. Incorrect: No sooner had we completed this excercie when the teacher held a test.

Correct: No sooner had we completed this excercie than the teacher held a test.

99. Incorrect: Slow and steady win the race.

Correct: Slow and steady wins the race.

100. Incorrect: The long and short of the matter are this.

Correct: The long and short of the matter is this.

| Don't say/write it | Say /write it |
|---------------------------------------|-------------------------------------|
| 1. Look - it rains. | Look - it's raining |
| 2. It's often raining here. | It often rains here. |
| 3. When I was 20 I was smoking. | When I was 20 I smoked. |
| 4. I have seen Louis yesterday. | I saw Louis yesterday. |
| 5. We're living here since April. | We've been living here since April. |
| 6. I'll phone you when I will arrive. | I'll phone you when I arrive. |
| 7. I'm not believing him. | I don't believe him. |
| 8. I am born in Hyderabad. | I was born in Hyderabad. |
| 9. My sister has 15 years. | My sister is 15 (years old). |
| 10. I have cold in this house. | I am cold in this house. |
| 11. I can to swim. | I can swim. |
| 12. I must see the dentist yesterday. | I had to see the dentist yesterday. |
| 13. I want go home. | I want to go home. |

| | |
|--|--|
| 14. I came here for study English. | I came here to study English. |
| 15. I drove there without to stop. | I drove there without stopping. |
| 16. Where I can buy stamps? | Where can I buy stamps? |
| 17. Is ready my new office? | Is my new office ready? |
| 18. I'm no asleep. | I'm not asleep. |
| 19. She looked, but she didn't nothing. | ... she didn't see anything. / ... she saw nothing. |
| 20. Where is station? | Where is the station? |
| 21. My sister is photographer. | My sister is a photographer. |
| 22. You speak a very good English. | You speak very good English. |
| 23. The life is difficult. | Life is difficult. |
| 24. I haven't got some free time today | I haven't got any free time today. |
| 25. Everybody were late. | Everybody was late. |
| 26. It is more cold today. | It is colder today. |
| 27. It's too much hot in this house. | It's too hot in this house. |
| 28. The man which lives here is from Greece. | The man who lives here is from Greece. |
| 29. The people in this town is very friendly. | The people in this town are very friendly. |
| 30. She never listens me. | She never listens to me. |
| 31. We went at the seaside on Sunday. | We went to the seaside on 80 Sunday. |
| 32. I like very much skiing. | I very much like skiing. skiing very much. |
| 33. This soup isn't enough hot. | This soup isn't hot enough. |
| 34. I gave to her my address. | I gave her my address. |
| 35. I have done a mistake. | I have made a mistake. |

Appendix – IV

| |
|------------------------------|
| Roots and Derivatives |
|------------------------------|

| | |
|---|---|
| <p>1. Ego (I): a) Ego = self-concept b) Egoist = one who believes in self-advancement c) Egotist = one who talks about his accomplishments d) Egocentric = devotedly self-centered e) Ego mania = self-madness f) Alter ego = A very close and trusted friend who seems almost a part of yourself</p> <p>[In the rating of egoism: egomaniacal > egocentric > egotist > egoist]</p> | <p>2. Dexter (right hand): a) Dexterous = skillful/ adroit b) Dextral = of or on the right; clockwise c) Ambidextrous = equally skillful with each hand d) Dextrorse = Spiraling upward from left to right e) Dextrocardia = Abnormal condition where the heart is located toward the right side of the chest [In Latin, Dexter = right hand and Sinister = Left hand. In English, Sinister = evil/ dangerous In French, droit = right hand and Gauche = Left hand. In English, Gauche = clumsy/ tactless]</p> |
| <p>3. Anthropos (mankind): a) Anthropology = study of mankind b) Philanthropy = love for mankind c) Misanthrope = one who hates his fellow mortals</p> | <p>4. Gyne (woman): a) Misogynist = one who hates women b) Gynecologist = doctor specializing in female disorders</p> |
| <p>5. Gamos (marriage): a) Monogamy = system of having one mate at a time b) Polygamy = social custom of plurality of marriages c) Bigamy = legal crime of having more than one spouse d) Misogamy = hatred of marriage</p> | <p>6. Misen (to hate): a) Misanthropy = hatred of mankind b) Misogyny = hatred of women c) Misogamy = hatred of marriage</p> |
| <p>7. Iatreia (healing): a) Pediatrics = the healing of a child b) Psychiatrist = a doctor who heals sick minds</p> | <p>8. Verto (to turn): a) Introvert = one who turns his mind inward b) Extrovert = one who turns his mind outward c) Ambivert = one who turns his mind both inward and outward</p> |
| <p>9. Ped (foot): a) Pedestal = A support or foundation b) Pedal = A lever that is operated with the foot c) Pedestrian = A person who travels by foot; prosaic/ commonplace/ hackneyed/ banal/ trite</p> | <p>10. Paidos (child): a) Pediatrician = baby doctor b) Pedagogy = the leading of a child c) Orthopedist = the doctor who straightens bone deformities, in children primarily</p> |
| <p>11. Agogos (Leader): a) Pedagogue = a narrow-minded, strait-laced, old-fashioned, dogmatic teacher b) Demagogue = one who stirs up discontent among</p> | <p>12. Demos (people): a) Democracy = the political orientation of those who favor government by the people or by their elected representatives</p> |

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| the masses so he can gain political power | <p>b) Demography = the branch of sociology that studies the characteristics of human populations</p> <p>c) Demagogy = Leading the hoi polloi</p> |
| <p>13. Derma (skin):</p> <p>a) Dermatologist = skin specialist doctor</p> <p>b) Hypodermic = penetrating under the skin</p> <p>c) Epidermis = outer layer of skin</p> <p>d) Taxidermist = one who prepares, stuffs, and mounts the skins of animals</p> <p>e) Pachyderm = animal with unusually thick skin</p> <p>f) Dermatitis = skin inflammation, irritation, infection</p> | <p>14. Oculus (eye):</p> <p>a) Oculist = eye specialist</p> <p>b) monocle = one-lens eyeglass</p> <p>c) binocular = field glasses which increase the range of our two eyes</p> <p>d) inoculate = immunize/ vaccinate</p> |
| <p>15. Obstetrix (to stand before):</p> <p>Obstetrics = midwifery/ OB/ tocology</p> <p>[Off-topic: as an old English root, Glib = slippery. Literally, Glib = Artfully persuasive in speech. Derogatorily, it means “Marked by lack of intellectual depth”]</p> | <p>16. Ortho (change):</p> <p>a) Orthopedist = the doctor who straightens bone deformities, in children primarily</p> <p>b) Orthodontist = Doctor specializing in straightening of teeth</p> <p>c) Orthography = A method of representing the sounds of a language by written or printed symbols</p> |
| <p>17. Card (heart):</p> <p>a) Cardiologist = heart specialist</p> <p>b) Cardiac = of or relating to heart</p> <p>c) Cardiogram = electrically produced record of the beats of the heart</p> <p>d) Cardiograph = instrument which produces cardiogram</p> | <p>18. Neuron (nerve):</p> <p>a) Neurologist = doctor specializing in nerves</p> <p>b) Neuralgia = acute pain along the nerves and their branches</p> <p>c) Neuritis = inflammation of the nerves</p> <p>d) Neurasthenia = depression and emotional exhaustion</p> <p>e) Neurosis = emotional disturbance</p> |
| <p>19. Alter (other):</p> <p>a) Altruism = philosophy of putting another’s welfare above one’s own</p> <p>b) Altercation = argument</p> <p>c) To Alternate = to skip one</p> <p>d) To Alter = to change</p> <p>e) Alternative = a choice</p> <p>f) Alter ego = A very close and trusted friend who seems almost a part of yourself</p> <p>g) Alternate (adj) = other</p> <p>h) Alteration = a change</p> <p>[off-topic: Adulation > flattery > Compliment]</p> | <p>20. Psyche (mind):</p> <p>a) Psychiatrist = a doctor who heals sick minds</p> <p>b) Psychosis = personality disorder</p> <p>c) Psychologist = one who studies the human mind</p> <p>d) Psychotherapy = treatment of the mind</p> <p>e) Psychoanalysis = one who delves into the unconscious mind of the patient</p> <p>f) Psyche = mental, spiritual or nonphysical aspect of one’s existence</p> <p>g) Psychic = Phenomena or qualities that cannot be explained in purely physical terms</p> <p>h) Psychopathic = mentally suffered</p> <p>i) Psychosomatic = pertaining to relationships between mind and body</p> <p>j) Psychogenic = which originates emotionally</p> |
| <p>21. Metr (measure):</p> <p>a) Sphygmomanometer = blood pressure measuring</p> | <p>22. Optikos (eye):</p> <p>a) Optic = Of or relating to or resembling the eye</p> |

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| <p>device</p> <p>b) Optometrist = one who measures the vision of the eye</p> <p>c) Thermometer = measure of heat</p> <p>d) Taximeter = measure of taxicab miles</p> <p>e) Metric system = system of measurement</p> <p>f) Barometer = measure of atmospheric pressure</p> | <p>b) Optician = one who grinds lenses</p> <p>c) Optometrist = one who measures the vision of the eye</p> |
| <p>23. Osteon (bone):</p> <p>a) Osteopathy = treatment based on skeleton and muscles</p> <p>b) Osteomyelitis = Inflammation of the bones</p> | <p>24. Chiros (hand):</p> <p>a) Chirography = Beautiful handwriting</p> <p>b) Chiropractic = use of hands in the curing of ailments</p> <p>c) Chiropody = treatment of the surface ailments of hand and foot</p> |
| <p>25. Pod (foot):</p> <p>a) Podium = speaker's stand</p> <p>b) Tripod = three legged stand</p> <p>c) Podiatry = treatment of minor ailments of foot</p> | <p>26. Graph (writing):</p> <p>a) Graphology = study & analysis of handwriting</p> <p>b) Chirography = Beautiful handwriting</p> <p>c) Telegraph = writing from afar</p> <p>d) Stenograph = writing in short form</p> <p>e) Autograph = writing of one's own name</p> |
| <p>27. Phrenos (brain):</p> <p>a) Phrenology = analysis of skull contours</p> <p>b) Phrenic vein = Either of two veins that drain the diaphragm</p> | <p>28. Conscience (scruples/ moral sense):</p> <p>a) Conscionable = Just</p> <p>b) Unconscionable = Lacking a conscience</p> <p>c) Conscientious = scrupulous; painstaking</p> |
| <p>29. Ology (the study of) or Logos (word):</p> <p>a) Phrenology = analysis of skull contours</p> <p>b) Graphology = study & analysis of handwriting</p> <p>c) Psychology = study of human mind</p> <p>d) Ophthalmology = The branch of medicine concerned with the eye and its diseases</p> <p>e) Astrology = Pseudoscience which claims it can foretell the future by a study of the stars</p> | <p>30. astron (star):</p> <p>a) Astronomy = study of celestial phenomena</p> <p>b) Astrology = Pseudoscience which claims it can foretell the future by a study of the stars</p> <p>c) Astronomical = tremendously big</p> <p>d) Aster = a star-shaped flower</p> <p>e) Asterisk = a star-shaped symbol</p> <p>f) Disaster = calamity/ cataclysm/ catastrophe</p> |
| <p>31. dont (tooth):</p> <p>Orthodontist = Doctor specializing in straightening of teeth</p> | <p>32. itis (inflammation):</p> <p>Osteomyelitis = Inflammation of the bones</p> |
| <p>33. Nomos (arrangement/ Law/ Order):</p> <p>a) Astronomy = arrangement of stars & other celestial bodies</p> <p>b) Autonomy = self-law, self-rule, self-government</p> <p>c) Metronome = musical time measurer</p> | <p>34. Opsi (sight or viewing):</p> <p>a) Biopsy = medical examination of living tissue</p> <p>b) Autopsy = medical examination of a corpse</p> |
| <p>35. Geos (earth):</p> <p>a) Geology = study of the composition of earth</p> <p>b) Geometry = measurement of figures</p> | <p>36. Bios (life):</p> <p>a) Biology = study of all life</p> <p>b) Biography = story of someone's life</p> |

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| <p>c) Geography = Study of the earth's surface; includes topography, climate, soil and vegetation d) Apogee = Apoapsis in Earth orbit e) Perigee = Periapsis in Earth orbit</p> | <p>c) Autobiography = A biography of yourself d) Biopsy = medical examination of living tissue</p> |
| <p>37. botane (plant): Botany = The branch of biology that studies plants</p> | <p>38. zoon (animal): Zoology = The branch of biology that studies animals</p> |
| <p>39. Temnein (to cut): a) Appendectomy = a cutting out of the appendix b) Tonsillectomy = a cutting out of the tonsils c) Entomology = branch of zoology that studies insects, forms of life that seem, in appearance, as if they are almost cut in two d) Atom = the smallest particle that can't be cut any more e) Anatomy = cutting up of a living body to determine its structure (The branch of morphology that deals with the structure of animals) f) Tome = a part cut from the whole (a large boring book) g) Epitome = part which represents the whole h) Dichotomy = splitting in two (duality)</p> | <p>40. Philos (Love): a) Philology = Love of words (study of Linguistics) b) Philanthropist = altruist c) Philanderer = one who makes Love triflingly d) Philatelist = one who loves to collect stamps e) Anglophile = An admirer of British customs f) Bibliophile = Lover & collector of rare books g) Philadelphia = City of Brotherly Love h) Philosophy = Love of wisdom i) Philharmonic = Love of harmonies or music j) Philtre = love-potion</p> |
| <p>41. Insect (cut): a) Insects = forms of life that seem, in appearance, as if they are almost cut in two b) Dissection = Cutting so as to separate into pieces c) Sectile = Capable of being cut d) Sector = A group that forms part of society or economy</p> | <p>42. Semantikos (significant meaning): a) Semantics = The study of language meaning b) Semantic memory = Your memory for meanings and general (impersonal) facts c) Semantic error = An error in logic or arithmetic that must be detected at run time</p> |
| <p>43. Notus (known): a) Noted = Widely known and esteemed b) Notorious = widely but unfavorably Known [off-topic: Childlike = Exhibiting childlike simplicity and credulity; but, Childish = Indicating a lack of maturity]</p> | <p>44. Summa (total/ highest amount): a) Summit = The top or extreme point of something b) Sum = The final aggregate c) Consummate = Perfect and complete in every respect; having all necessary qualities</p> |
| <p>45. Corr (correction): a) Corrigible = amendable/ redeemable/ reformable b) Incurable = Impervious to correction by punishment c) corrigendum = A printer's error; to be corrected</p> | <p>46. Vetus (old): a) Veteran = Rendered competent through trial and experience; Seasoned b) Inveterate = Habitual (derogatory implication)</p> |
| <p>47. Gen (to give birth to/ to be born):</p> | <p>48. Chronos (Time):</p> |

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| <p>a) Genetics = The branch of biology that studies heredity and variation in organisms</p> <p>b) Gene = segment of DNA considered as unit of heredity</p> <p>c) Genealogy = The study of ancestry and family history</p> <p>d) Eugene/ Eugenia = well-born</p> <p>e) Eugenics = The study of methods of improving genetic qualities by selective breeding</p> <p>f) Genital = venereal (relating to the external sex-organs)</p> <p>g) Genesis = The beginning, birth or origin of anything</p> <p>h) Psychogenic = born of the mind or emotions</p> <p>i) Congenital = Present at birth but not necessarily hereditary; acquired during fetal development (don't confuse Congenital with Congenial, means friendly)</p> <p>j) Genocide = killing of a whole race or nation</p> | <p>a) Chronic = going on for a long time</p> <p>b) Anachronism = something out of time</p> <p>c) Chronological = Relating to or arranged according to temporal order</p> <p>d) Chronometer = An accurate clock (especially used in navigation)</p> <p>e) Chronicle = A record or narrative description of past events that happened at one time</p> <p>f) Synchronize = Happen at the same time; contemporize</p> <p>g) Synchronoscope = An instrument that indicates whether two periodic motions are synchronous</p> |
| <p>49. Path (suffering/ disease/ feeling):</p> <p>a) Psychopathic = mentally suffered</p> <p>b) Osteopathy = treatment based on skeleton and muscles</p> <p>c) Sympathetic = same feeling as someone else</p> <p>d) Antipathy = Dislike/ Aversion/ Grudge</p> <p>e) Apathy = Lack of feeling or interest</p> <p>f) Pathology = Study of disease (Pathological = diseased)</p> <p>g) Pathetic = Deserving or inciting pity</p> <p>h) Pathos = A quality that arouses emotions (especially pity or sorrow); poignancy</p> <p>i) Telepathy = Apparent communication from one mind to another without using sensory perceptions</p> <p>j) Homeopathy = A method of treating disease with small amounts of remedies that, in large amounts in healthy people, produce symptoms similar to those being treated</p> <p>k) Allopathy = The usual method of treating disease with remedies that produce effects differing from those produced by the disease itself</p> | <p>50. Par (equal):</p> <p>a) Par = (golf) the standard number of strokes set for each hole on a golf course, or for the entire course; A state of being essentially equal or equivalent</p> <p>b) Parity = Functional equality (used in Obstetrics, Mathematics, Physics & Computer Science with slight difference)</p> <p>c) Disparity = Inequality or difference in some respect</p> <p>d) Disparage = Express a negative opinion of someone's achievements, accomplishments, attempts, etc.</p> <p>e) Compare = Examine and note the similarities or differences of</p> <p>f) Peer = A person who is of equal standing with another in a group</p> |
| <p>51. Tele (afar):</p> <p>a) Telepathy = feeling each other's thoughts from afar</p> | <p>52. Greg (Herd):</p> <p>a) Congregation = a religious Herd</p> <p>b) Segregation = separation from the Herd</p> |

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| <p>b) Telephone = sound from afar c) Telegraph = writing from afar</p> | <p>c) Gregarious = who likes to be with the Herd d) Egregious = so vicious that it actually stands out from the herd</p> |
| <p>53. Voc/ vox/ vok (voice or call): a) Equivocal = mugwumps/ fencesitters (not ambiguous) b) Equivocate = prevaricate/ tergiversate (purposely) c) Magnavox = (radio) Large voice d) Vox populi = public opinion e) Vocation = calling f) Avocation = hobby; something not one's actual calling g) Vociferous = in a loud voice h) Revoke = call back; cancel i) Convoke = call together</p> | <p>54. Equi (equal): a) Equivocal = purposely vague, ambiguous, susceptible b) Equality = par c) Equidistant = The same distance apart at every point d) Equinox = Either of two times of the year when the sun crosses the plane of the earth's equator and day and night are of equal length e) Equanimity = composure/ calmness f) Equilibrium = A stable situation in which forces cancel one another</p> |
| <p>55. Ambi (both): a) Ambidextrous = equally skillful with each hand; deceitful b) Ambivert = one who turns his mind both inward and outward c) Ambiguity = accidentally double-entendre d) Ambivalent = Uncertain or unable to decide about what course to follow e) Ambit = An area in which something acts or operates or has power or control f) Ambience = A particular environment or surrounding influence</p> | <p>56. Scrib/ Scrip (write): a) Scribe = Score a line on with a pointed instrument b) Scribble = Write carelessly/ scrawl c) Inscribe = enroll; engrave; encrypt; autograph d) Proscribe = forbid or prohibit the use of any food or drug that might prove harmful to the patient e) Prescribe = opposite to Proscribe f) Scriptures = Any writing that is regarded as sacred by a religious group g) Script = Something written by hand h) Conscription = Compulsory military service i) Circumscribe = Restrict or confine</p> |
| <p>57. Via (road): a) Via = By way of/ thru b) Obvious = Conspicuous/ apparent/ evident/ overt c) Obviate = Prevent from happening</p> | <p>58. Militaris (pertaining to a fighting man): a) Militate = Fight against; act upon b) Militant = Belligerent/ disposed to Fight c) Military = armed services</p> |
| <p>59. Male (bad): a) Malign = Evil; Harmful; Hateful b) Malignant = cancerous c) Malediction = Curse/ Imprecation / Bane (bad saying) d) Maleficent = causing harm (doing badly) e) Malevolent = ill-disposed (wishing badly) f) Maladroit = awkward (having a bad right hand)</p> | <p>60. Bene (good): a) Benign = benignant/ kind/ gracious b) Benediction = a blessing/ Boon (good saying) c) Beneficent = causing good (doing well) d) Benevolent = well-disposed (wishing well) e) Benefactor = helpful/ favorable (a good doer) f) Benefit = Gain/ profit; welfare</p> |

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| g) Malaise = illness (bad ease) | |
| 61. Dict (to say): a) Malediction = Curse/ Imprecation / Bane b) Benediction = a blessing/ Boon c) Dictaphone = tape recorder d) Predict = anticipate/ forebode/ prognosticate e) Dictation = An authoritative direction or instruction to do something | 62. Fac or fic (to do): a) Maleficent = causing harm (doing badly) b) Beneficent = causing good (doing well) c) Factory = a place where things are done d) Fact = something which was done/ something true e) Malefactor = a criminal (a bad doer) |
| 63. Volent (to wish): a) Malevolent = ill-disposed (wishing badly) b) Benevolent = well-disposed (wishing well) c) Voluntary = Of your own free will or design d) Involuntary = Not subject to the control of the will e) Volunteer = do, tell or agree freely f) Volition = will | 64. Plac (to please): a) Placate = Lenify/ assuage/ conciliate/ mollify/ pacify b) Placid = tranquil/ serene c) Implacable = inexorable/ relentless/ grim/ stern d) Complacent = self-satisfied (mild insult) e) Placebo = An innocuous or inert medication; given as a pacifier or to the control group in experiments on the efficacy of a drug |
| 65. Donare (to give): a) Condone = Excuse, overlook, or make allowances for b) Donation = gift [Donee & Donor] | 66. Taceo (to be silent): a) Taciturn = Reticent/ Reserved/ secretive b) Tacit = not verbalized/ unsaid/ unspoken |
| 67. Garrulous (chattering): Garrulity = constant talking, usually aimless and meaningless, about trifles | 68. Volvere (to roll): a) Volubility = Rolling out the words b) Revolve = to roll around |
| 69. Verbum (word): a) Verbal = using words b) Verbose = using too many words than necessary c) Verbatim = In precisely the same words used by a writer or speaker d) Verb = A content word that denotes an action, occurrence, or state of existence e) Verborrhea = an incessant, over-whelming cascade of words | 70. Loquor (to speak): a) Loquacious = Full of trivial conversation b) Eloquent = speaking expressively c) Grandiloquent = Magniloquent = pompous d) Soliloquy = speech made to oneself e) Ventriloquist = A performer who projects the voice into a wooden dummy f) Colloquial = Informal spoken language g) Circumlocution = An indirect way of expressing |
| 71. Soli (alone): a) Soliloquy = speech made to oneself b) Solitude = The state or situation of being alone c) Solitary = Being the only one; single and isolate d) Solo = Any activity that is performed alone | 72. Ventri (stomach): a) Ventriloquist = A performer who acts as he is speaking from his stomach, instead of his mouth b) Ventral = Toward or on the belly; front of a primate or lower surface of a lower animal [antonym = dorsal] |
| 73. Con (together): a) Conformity = Correspondence in form or appearance | 74. Somnus (sleep): a) Somnolent = Sleepy b) Insomnia = inability to fall asleep |

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| <p>b) Congruity = The quality of agreeing c) Consonance = The property of sounding harmonious d) Concord = Go together; be in accord e) Consensus = Agreement in the judgment or opinion reached by a group as a whole f) Consign = Commit forever; commit irrevocably g) Concert = A performance of music by players or singers not involving theatrical staging h) Consolidate = Bring together into a single whole or system; Form into a solid mass or whole i) Contiguous = conterminous; neighboring/ adjacent</p> | <p>c) Somnambulism = Sleep-walking d) Somniferous = sleep-inducing/ soporific/ Somnific e) Somniloquy = Uttering speech while asleep f) Somnolescent = drowsy g) Hypersomnia = An inability to stay awake</p> <p>[“somnus” is the Roman god of Sleep, while “hypnos” is the Greek God of sleep!]</p> |
| <p>75. Fer (to bear): a) Somniferous = bearing sleep b) Vociferous = bearing loud voice c) Odoriferous = Emitting an odor</p> | <p>76. Laconia: Laconic = Brief and to the point; effectively cut short (named after ancient Sparta, which was originally known as Laconia, its citizens were stoical)</p> |
| <p>77. Cogere (to drive together/ compel/ force): a) Cogent = Powerfully persuasive b) Cogency = The quality of being valid and rigorous c) Cogently = In a cogent manner; forcibly; convincingly; conclusively</p> | <p>78. ambul (to walk): a) Ambulatory = Able to walk about (verb: Amble) b) Ambulance = vehicle that takes people to and from hospitals c) Perambulator = A small vehicle with four wheels in which a baby or child is pushed around</p> |
| <p>79. Martinet: Martinet = Someone who demands exact conformity to rules and forms [according to the name of the Inspector General of Infantry of France during the reign of King Louis 14, who was excessively disciplined]</p> | <p>80. Phanein (to show): a) Sycophant = A person who tries to please someone in order to gain a personal advantage/ ass-kisser/ boot-licker/ stoolpigeon [root “sykon” means “fig”] b) Diaphanous = So thin as to transmit light [root “dia” means “through”]</p> |
| <p>81. Dilettare (to delight): Dilettante = Showing frivolous or superficial interest; amateurish (don’t confuse it with “tyro”)</p> | <p>82. Vir (man): Virago = Far from being traditionally Feminine; Termagant/ Harridan/ Battle-ax/ Shrew/ Harpy</p> |
| <p>83. Chauvinist: Chauvinist = an exaggerated & blatant patriot/ jingoist [according to the name of a French soldier, Nicholas Chauvin, during the reign of Napoleon Bonaparte]</p> | <p>84. Icon (a religious image): Iconoclast = someone who sneers at convention & tradition (it does not of course have to be restricted to religion) [root word “clast” means “to break”]</p> |
| <p>85. Pater (father): a) Patriot = One who loves and defends his or her country b) Patrioteer = Chauvinist/ jingoist</p> | <p>86. Mater (mother): a) Matriarch = The female head of family or tribe b) Maternity = Motherhood c) Maternal = Motherly</p> |

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| <p>c) Patrimony = an inheritance from one's father d) Patronymic = a name formed on the father's name e) Paternity = Fatherhood f) Patriarch = The male head of family or tribe g) Patricide = killing of one's father h) Patrician = Aristocrat/ Blue-blood/ of noble origin i) Patron = Frequenter/ Sponsor/ Supporter j) Padre = A chaplain in one of the military services</p> | <p>d) Matron = A married woman (middle-aged with children) who is staid and dignified; Nurse; wardress e) Alma Mater = school you graduated from (one's intellectual mother) f) Matrimony = The ceremony or sacrament of marriage g) Matronymic = a name formed on the mother's name h) Matrisib = enate/ matrikin/ matrilineal kin</p> |
| <p>87. <u>Money/ mon:</u> a) Money = medium of exchange (it comes from the name of the Roman Goddess, Juno Moneta, who guarded the temples of Finance) b) Patrimony = an inheritance from one's father c) Monetary = Relating to or involving money; Pecuniary d) Moneyer = A skilled worker who coins or stamps money</p> | <p>88. Nym (Name or meanings): a) synonym = words of same meaning b) antonym = words of opposite meaning c) homonym = words of similar sounding d) acronym = abbreviated form of several words e) Pseudonym = nom de plume/ Penname [not "alias"] f) Anonymous = having no name g) Eponym = The person for whom something is named</p> |
| <p>89. Caedo/ Cide (to cut down/ kill): a) Suicide = killing oneself b) Fratricide = killing of one's brother c) Sororicide = killing of one's sister d) Homicide = killing a human being (general term for slaying; if proves, it is called "murder") e) Regicide = killing of king, president, etc. f) Uxoricide = killing of one's wife g) Infanticide = killing of a newborn child h) Genocide = killing of a whole race or nation i) Virucide = An agent (physical or chemical) that inactivates or destroys viruses</p> | <p>90. Mania (madness/ morbid attraction): a) Monomania = A mania restricted to one thing or idea b) Dipsomania = alcoholism/ potomania/ inebriation c) Kleptomania = cacoethes to steal in the absence of any economic motive d) Pyromania = morbid compulsion to set fire to things [Pyromaniac sets fire for the thrill, Incendiary for revenge & arsonist for money] e) Megalomania = A psychological state characterized by delusions of grandeur f) Nymphomania = Abnormally intense sexual desire in women; concupiscence/ Eros</p> |
| <p>91. Frater (brother): a) Fraternalize = Be on brotherly terms with someone b) Fraternal = brotherly c) Fraternity = Frat/ Sodality/ Brotherhood d) Fratricide = killing of one's brother</p> | <p>92. Reg (King/ Rule): a) Regal = Imperial/ majestic/ royal b) Regent = Someone who rules during the absence or incapacity or minority of the country's monarch c) Regulate = Bring into conformity with rules or principles or usage</p> |
| <p>93. Homo (mankind): Homo sapiens = The only surviving hominid; species</p> | <p>94. Soror (sister): a) Sorority = A social club for female</p> |

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| <p>to which modern man belongs; bipedal primate having language and ability to make and use complex tools</p> | <p>undergraduates b) Sororal = Sister like c) Sororicide = killing of one's sister</p> |
| <p>95. Uxor (wife): a) Uxor = (legal terminology) the Latin word for wife b) Uxoricide = killing of one's wife c) Uxorious = excessively devoted to one's wife</p> | <p>96. Infans (baby): a) Infantile = childish b) Infantilism = Infantile behavior in mature persons c) Infantry = Foot soldiery</p> |
| <p>97. Phobia (morbid repulsion): a) Claustrophobia = A morbid fear of being closed in a confined space b) Agoraphobia = A morbid fear of open spaces (as fear of being caught alone in some public place) c) Acrophobia = A morbid fear of great heights d) Pistanthrophobia = common fear of trusting people due to past experiences with relationships gone bad e) Hydrophobia = A morbid fear of water f) Xenophobia = A morbid fear of Foreigners g) Photophobia = A morbid fear of Light</p> | <p>98. Mono (one): a) Monk = A male religious living in a cloister and devoting himself to contemplation and prayer and work b) Monastery = cloister c) Monotonous = humdrum d) Monoplane = An airplane with a single wing e) Monopoly = Exclusive control of something f) Monarchy = autocracy g) Monocarpic = Dying after bearing fruit only once h) Monologue = A (usually long) dramatic speech by a single actor</p> |
| <p>99. Theos (god): a) Theism = Belief in the existence of God b) Atheism = Belief that there is no God (not Agnosticism, Cynicism or Skepticism, these means "only Doubt") c) Monotheism = Belief in a single God d) Polytheism = Belief in multiple Gods e) Pantheism = worship that admits all Gods f) Theocracy = government ruled by religious Leader g) Theological = pertaining to the study of Religion h) Apotheosis = Elevation of a person to the status of God</p> | <p>100. Crac (Rule): a) Gerontocracy = Gov. ruled by old people b) Plutocracy = Gov. ruled by wealthy people c) Technocracy = Gov. ruled by Scientists & Engineers d) Bureaucracy = Gov. ruled by Bureaus e) Democracy = Gov. ruled by the People f) Autocracy = Gov. ruled by an absolute Dictator/ Absolutism/ Totalitarianism</p> |
| <p>101. Poly (many): a) Polygon = a geometric figure of many sides b) Polyglot = speaking many Languages c) Polyamory = having multiple sexual relationships d) Polyclinic = clinic in which many diseases are treated e) Polychromic = Having or exhibiting many colors f) Polydipsia = Excessive thirst g) Polysemy = lexical ambiguity h) Polyptoton = Repetition of a word in a different case or inflection in the same sentence</p> | <p>102. Lechier (to Lick): Lecherous = Sexy, as a derogatory implication Libidinous → from Libido (pleasure) Lascivious → from Lascivia (wantonness) Lubricious → from Lubricus (slippery) Licentious → from Licere (to be permitted) Lewd → from Lewed (Vile) Lustful → from an Anglo-Saxon word, meaning Desire Prurient → from a Latin verb, meaning "to itch"</p> |

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| <p>i) Polysomy = Congenital defect of having one or more extra chromosomes in somatic cells</p> <p>j) Polygraph = A medical instrument that records several physiological processes simultaneously (e.g., pulse rate and blood pressure and respiration and perspiration)</p> | <p>Salacious = Characterized by lust</p> <p>Amorous = Expressive of or exciting sexual love</p> <p>Incontinent = uncontrolled in sexual matters</p> |
| <p>103. Gnos (to know):</p> <p>a) Agnostic = who doesn't know about the God</p> <p>b) Diagnosis = Identifying the cause of some phenomenon</p> <p>c) Prognosis = A prediction about how something (the course of a disease) will develop</p> | <p>104. Pan (all):</p> <p>a) Pandemonium = A state of extreme disorder</p> <p>b) Panorama = a view all around/ cyclorama/ diorama</p> <p>c) Panacea = Hypothetical remedy for all ills or diseases/ catholicon/ Elixir</p> |
| <p>105. Hypo (under/ Less):</p> <p>a) Hypochondriac = A patient with imaginary symptoms and ailments [chondria → Cartilage of the Breastbone]</p> <p>b) Hypothyroidism = An underactive thyroid gland</p> <p>c) Hypothetic = Based primarily on surmise rather than adequate evidence</p> <p>d) Hypoactive = Abnormally inactive</p> <p>e) Hypocritical = Professing feelings one does not have</p> <p>f) Hyponym = A word that is more specific than a given word</p> | <p>106. Hyper (over/ above):</p> <p>a) Hypercritical = Inclined to judge too severely</p> <p>b) Hypertension = high blood pressure</p> <p>c) Hypersensitive = allergic</p> <p>d) Hypermedia = interactive multimedia system</p> <p>e) Hypertext = machine-readable text</p> <p>f) Hypertrophy = Abnormal enlargement of a body part or organ; dysplasia [antonym → Atrophy; root word “trephein” means “to nourish”]</p> |
| <p>107. Vivere (to Live):</p> <p>a) Convivial = fond of the pleasures of good company</p> <p>b) Vivacious = full of the joy of living; animated/ peppy</p> <p>c) Vivid = Possessing the freshness of life; strong/ sharp</p> <p>d) Revive = bring back to life</p> <p>e) Vivisection = Operating on a live animal</p> <p>f) Viviparous = producing young from the living body</p> <p>g) Oviparous = producing young from eggs</p> <p>h) bon vivant = A person devoted to refined sensuous enjoyment, especially good food and drink [a high Liver]</p> <p>i) joie de vivre = an effervescent keenness for all the daily activities (joy of Living) (antonym → “Ennui”)</p> | <p>108. Vita (Life):</p> <p>a) Vital = Essential to Life; of crucial importance</p> <p>b) Vitality = Life & strength</p> <p>c) Vitamin = One of the many elements, on which life is dependent (A, B, C, D, E, G, H, K, M, P)</p> <p>d) Vitalize = to impart vigor or life to</p> <p>e) Devitalize = to rob of vigor or life</p> <p>f) Vitellus = yolk</p> <p>[off-topic: in complimentary sense, Gourmet > Gourmand > Glutton]</p> |
| <p>109. Tonic (minded):</p> | <p>110. Ovum (Egg):</p> |

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| <p>a) Visceratonic = Stomach-minded people (interested in food & companionship)</p> <p>b) Cerebratonic = Brain-minded people (interested in intellectual pursuits)</p> <p>c) Somatotonic = Body-minded people (interested in movement & action)</p> | <p>a) Oval = egg-shaped/ Ovate/ Oviform/ Ovoid/ Prolate</p> <p>b) Oviparous = producing young from eggs</p> <p>c) Ovalbumin = The white part of an egg</p> <p>d) Ovaritis = Inflammation of the ovaries</p> <p>c) Ovulation = The expulsion of an ovum from the ovary (usually midway in the menstrual cycle)</p> |
| <p>111. Credo (believe):</p> <p>a) Credo = Principles by which someone guides his action</p> <p>b) Creed = a religious belief</p> <p>c) Credence = mental attitude that something is believable</p> <p>d) Credentials = bona fides/ attestation/ Certificate</p> <p>e) Credulous = willing to believe</p> <p>f) Credible = Capable of being believed</p> <p>g) Credit = Have trust in; trust in the truth or veracity of</p> <p>h) Cred = Credibility among young fashionable urban individuals</p> <p>i) Credenza = A kind of sideboard or buffet (!!)</p> | <p>112. Specto/ Specere/ Spic (to look):</p> <p>a) Spectacle = Something to Look at</p> <p>b) Spectacles = eyeglasses</p> <p>c) Inspect = to look into something</p> <p>d) Retrospect = looking back</p> <p>e) Prospect = looking ahead</p> <p>f) Conspicuous = easily seen or looked at</p> <p>g) Perspicacious = penetratingly discerning</p> <p>h) Perspicuous = (of language) transparently clear</p> <p>i) Introspection = self-contemplation</p> <p>j) Circumspection = Look around carefully</p> <p>k) Specious = Plausible but false; Spurious</p> |
| <p>113. Anima (Soul or Spirit or Mind):</p> <p>a) Animal = A living organism</p> <p>b) Animate = Give new life or energy to; vivify</p> <p>c) Inanimate = Not endowed with life</p> <p>d) Animated = Having life or vigor or spirit</p> <p>e) Animation = Liveliness/ Life/ Vitality</p> <p>f) Magnanimous = Noble and generous in spirit</p> <p>g) Pusillanimous = Lacking in courage and manly strength and resolution; contemptibly fearful [Pusil→very small]</p> <p>h) Unanimous = of one mind; in complete agreement</p> <p>i) Equanimity = Steadiness of mind under stress</p> <p>j) Animus = Hostility/ ill will/ malevolence/ Animosity</p> | <p>114. Circum (around):</p> <p>a) circumambient = Surrounding/ encompassing</p> <p>b) circumambulate = Walk around something</p> <p>c) circumcission = surgical removal of foreskin of males</p> <p>d) circumduction = circular movement of a limb or eye</p> <p>e) circumflex = diacritical mark</p> <p>f) circumfuse = Spread something around something</p> <p>g) circumfluous = Flowing round</p> <p>h) circumstantial = Fully detailed and specific</p> <p>i) circumvallation = act of surrounding with a wall</p> <p>j) circumvent = Surround so as to force to give up</p> <p>h) circumvolute = Wind or turn in volutions</p> |
| <p>115. Stoicism:</p> <p>Stoic = Seeming unaffected by pleasure or pain; impassive</p> <p>(Stoicism is the philosophical system of the Stoics following the teachings of the ancient Greek philosopher Zeno, who would stand on a porch or</p> | <p>116. Trepido (to be alarmed):</p> <p>a) Intrepid = Invulnerable to fear or intimidation</p> <p>b) Trepidation = A feeling of alarm or dread</p> |

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| “stoa”) | |
| <p>117. Scintilla (quick/ bright/ spark): a) Scintilla = A tiny or scarcely detectable amount; A sparkling glittering particle b) Scintillate = Be lively or brilliant or exhibit virtuosity; Emit or reflect light in a flickering manner</p> | <p>118. Rus/ Ruris (Country/ Village): a) Rural = pertaining to the country [antonym = Urban] b) Rustic = Awkwardly simple [antonym = Urbane] c) rusticate = Send to the country</p> |
| <p>119. Penuria (want): a) Penury = dire, abject poverty; Destitution b) Penuriousness = Stinginess/ Excessive Frugality (Parsimony = Niggardliness) [in the rating of Poverty, Penury > Indigence In the rating of Frugality, Penuriousness > Parsimony] [Opulence > Affluence]</p> | <p>120. Vicarious: Vicarious = Experienced at secondhand; Occurring in an abnormal part of the body instead of the usual site involved in that function; Suffered or done by one person as a substitute for another</p> |
| <p>121. Esce (beginning to): a) Adolescent = beginning to grow up b) Evanescent = Ephemeral/ beginning to vanish c) Convalescent = beginning to get well d) Putrescent = becoming Putrid/ beginning to rot</p> | <p>122. Eu (good): a) Eugenics = methods of improving genetic qualities b) Euphemism = Good or inoffensive saying c) Euphony = pleasant Lilt or rhythm d) Eulogy = formal speech of praise e) Euphoria = sense of mental buoyancy f) Euthanasia = mercy killing/ good death</p> |
| <p>123. Badinage: Badinage = a half-teasing, non-malicious, frivolous Banter, intended to amuse rather than wound [its closest synonym is “Persiflage”]</p> | <p>124. Cliché: Cliché = it is a pattern of words which was once new & fresh, but which now is so old, worn & threadbare that only banal, unimaginative speakers & writers ever use it [its closer synonyms are “Bromide” & “Platitude”]</p> |
| <p>125. Algia (pain): a) Analgesic = Anodyne/ Pain-killer b) Neuralgia = Acute spasmodic pain along nerves c) Nostalgia = Longing for something past (“nostos” means “a return to home”)</p> | <p>126. Phone (sound): a) Cacophony = Clamor (kakos = bad) b) Telephone = sound traveling from afar c) Euphony = pleasant sound d) Phonograph = record-player e) Saxophone = Musical instrument invented by A. Sax f) Xylophone = A percussion instrument/ marimba g) Phonetics = acoustics</p> |
| <p>127. Vorare (to devour): a) Carnivorous = Feeding only on animals b) Herbivorous = Feeding only on plants c) Omnivorous = all-devouring d) Voracious = Devouring/ edacious/ Rapacious/ ravenous</p> | <p>128. Clandestine: Clandestine = secrecy or concealment in the working out of a plan which is evil or illegal [Surreptitious = Stealthy, Sneaky, Furtive, generally because of fear of detection]</p> |

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| <p>129. Omni (all): a) Omnivorous = all-eating b) Omnipotent = all-powerful c) Omniscient = all-knowing d) Omnipresent = present in all places at once e) Omnibus = for all; including all</p> | <p>130. Carnis (Flesh): a) Carnelian = Color of red flesh b) Carnival = festival of merrymaking and processions c) Carnal = Marked by appetites and passions of body d) Carnage = great destruction of Life e) Reincarnation = Return to another body after death</p> |
| <p>131. Enervis (weak): Enervate = Weaken mentally or morally</p> | <p>132. Castigare (to correct): Castigate = Censure severely</p> |
| <p>133. Negare (to deny): a) Self- abnegation = self-renunciation b) Negate = Refuse/ Deny b) Negative = Expressing or consisting of a negation</p> | <p>134. Caput (head): a) Recapitulate = Summarize briefly b) Capital = seat of the head of the government c) Decapitate = behead d) Captain = the head of a group</p> |
| <p>135. Vegetare (to grow/ to live): Vegetation = Inactivity that is passive and monotonous, comparable to the inactivity of plant life</p> | <p>136. Similis (similar): a) Simulate = Create a representation or model of b) Dissimilar = unlike c) Simile = A figure of speech that expresses a resemblance between things of different kinds</p> |
| <p>137. Intimus (inmost): Intimate = informal; familiar; inner; versed; adumbrate/ insinuate; suggest; confidant</p> | <p>138. Vacillare (move to and fro): Vacillate = Be undecided about something; waver between conflicting positions or courses of action</p> |
| <p>139. Levis (light): a) Levity = Feeling an inappropriate lack of seriousness b) Levitation = The act of raising (a body) from the ground by presumably spiritualistic means c) Alleviate = palliate/ relieve/ assuage</p> | <p>140. Miser (miserable/ wretched): a) Miser = stingy hoarder of money and possessions b) Misery = A state of ill-being due to affliction c) Commiserate = To feel or express sympathy or compassion</p> |
| <p>141. Sequi (to follow): a) Sequence = The action of following in order b) Sequel = Something that follows something else c) Subsequent = Following in time or order d) Obsequies = Funeral rite e) Obsequious = Attempting to win favor from influential people by flattery</p> | <p>142. Cheval (horse) or Caballus (an inferior horse): a) Chivalrous = Being attentive to women like an ideal knight; Gallant b) Cavalcade = A procession of people traveling on horseback c) Cavalier = Given to haughty disregard of others d) Cavalry = Troops trained to fight on horseback</p> |
| <p>143. Equus (Horse): a) Equestrienne = a horse-woman b) Equine = Horse-like</p> | <p>144. Queri (to complain): a) Querulous = Habitually complaining/ whiny b) Query = inquiry</p> |

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| <p>145. Cilium (eyelid): Supercilious = Having or showing arrogant superiority to and disdain of those one views as unworthy</p> | <p>146. Strepere (to make a noise): Obstreperous = aggressive/ defiant/ non-compliant/ unruly/ Boisterous</p> |
| <p>147. Pecus (cattle): a) Impecunious = Habitually being short of cash (it isn't a synonym of Poverty/ Destitute/ Indigence) b) Pecuniary = pertaining to money</p> | <p>148. Nocere (to injure): a) Innocent = Free from evil or guilt b) Innocuous = Harmless to physical or mental health c) Noxious = Harmful to physical or mental health</p> |
| <p>149. Bibere (to drink): a) Imbibe = (Liquor) Take in liquids/ soak up b) Bibulous = boozy/ drunken/ sottish</p> | <p>150. Cadere (to fall): a) Cadaver = corpse b) Cadaverous = Very thin from disease/ hunger/ cold c) Decadent = Marked by excessive self-indulgence and moral decay; effete</p> |
| <p>151. Dolere (to suffer): a) Dolor = (poetry) painful grief b) Dolorous = Showing sorrow/ lachrymose c) Doleful = Mournful</p> | <p>152. Esthet (feeling): a) Esthetic = Appealing to the feelings b) Anesthetic = no feeling c) Anesthesia = insensibility to feeling</p> |
| <p>153. Bovis (ox or cow): Bovine = Dull and slow-moving and stolid; like an ox</p> | <p>154. Homalos (even / regular): Anomalous = Aberrant/ Abnormal/ Unnatural</p> |
| <p>155. an/ ana (not/ no): a) Anemia = Lack of important elements in blood b) Anarchy = Lack of Law c) Analgesia = Lack of Pain d) Anomaly = Something not according to rule e) Anathema = bête noire/ A detested person</p> | <p>156. Arch (rule): a) Monarchy = Gov. ruled by Single Ruler b) Oligarchy = Gov. ruled by few privileged people c) Anarchist = one opposed to government d) Hierarchy = Higher echelons of Government, church, Business, etc.</p> |
| <p>157. Omen (a sign of coming Catastrophe): Ominous = foreshadowing evil or tragic developments</p> | <p>158. Scurra (Buffoon or Jester): Scurrilous = Expressing offensive reproach; abusive</p> |
| <p>159. Homos (same): a) Homogeneity = Same kind b) Homosexual = pertaining to the same sex c) Homeopathy = Treatment to produce same symptoms</p> | <p>160. Heteros (other/ different): a) Heterogeneity = different kind b) Heterosexual = pertaining to the other sex</p> |
| <p>161. Post (after): a) Posterior = Back/ bottom/ afterpart/ Stern b) Posthumous = after burial c) Post-mortem = autopsy/ necropsy</p> | <p>162. Ante (before): a) Anterior = Forepart/ front/ stem b) Antecedent = coming before c) Antediluvian = Before the flood; ancient</p> |

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| <p>163. Anti (against):</p> <p>a) Antiseptic = against contamination b) Antipathy = a feeling against c) Antonym = words of opposite meanings</p> | <p>164. Tenuis (thin):</p> <p>a) Tenuous = very thin b) Attenuate = Become weaker, in strength or value c) Extenuating = mitigating/ palliating</p> |
| <p>165. Gratus (agreeable or pleasing):</p> <p>a) Gratuitous = Costing nothing; without cause b) Gratis = free; without payment c) Gratuity = a tip d) Gratitude = thankfulness e) Ingrate = A person who shows no gratitude f) Ingratiate = Gain favor with other by deliberate efforts g) Congratulate = felicitate h) Gratify = satisfy</p> | <p>166. Nomen/ Nominis (name):</p> <p>a) Nomenclature = a system of names b) Nominate = Propose as a candidate for some honor c) Nom de plume = pen-name d) Nominal = in name only e) Ignominy = disgrace to one's name f) Cognomen = soubriquet/ surname g) Nominee = candidate</p> |

Appendix – VI

Some Useful Expressions

There is something wrong with + (noun)

You are informing someone that there is something not right or out of the ordinary.

Here are some examples:

"There is something wrong with my laptop."

"There is something wrong with my car."

How about + (verb-ing)

You're asking someone their opinion on something or if they would like to do something.

Here are some examples:

"How about singing?"

"How about hanging out tonight?"

"How about folding the laundry for me?"

What if + (subject + verb)

Here you are asking a question about 'in the event of' or 'in the event that.' Usually you are looking for an answer at the time of the question that is being asked.

Here are some examples:

"What if I miss the bus?"

"What if I were late to dinner?"

How much does it cost +

You are simply asking how much you would need to pay to do something.

Here are some examples:

"How much does it cost to order it through online?"

"How much does it cost to own a house?"

"How much does it cost to conduct a tournament?"

How come + (subject + verb)

When using 'how come' you are asking why a particular thing has or had to take place.

Here are some examples:

"How come parents worry so much?"

"How come people carpool to work?"

"How come you are so upset?"

What are the chances of + (verb-ing)

By asking 'what are the chances of' you are wondering how often or in what case would a particular thing happen.

Here are some examples:

"What are the chances of getting tickets?"

"What are the chances of that happening?"

There is something wrong with + (noun)

You are informing someone that there is something not right or out of the ordinary.

Here are some examples:

"There is something wrong with my laptop."

"There is something wrong with my car."

"There is something wrong with my cell phone."

Let's not + (verb)

The word 'let's' is formed from the words 'let us.' Here you are requesting that something not take place at this moment or that what is happening needs to be contained or lessened.

Here are some examples:

"Let's not discuss this now."

"Let's not stay here too long."

That's why + (subject + verb)

'That's' is short for 'that is.' Here you are telling someone 'because of this' or 'therefore.'

Here are some examples:

"That's why people admire you."

"That's why she appears so happy."

"That's why babies crawl before they can walk."

How often do you

When asking this question you are inquiring how often or how frequent someone does a particular thing.

Here are some examples:

"How often do you exercise?"

"How often do you change your password?"

Do you want me to + (verb)

To 'want' is to feel or have a desire for. When saying 'Do you want me to' you're asking someone if there is anything you can do for them or assist them with.

Here are some examples:

"Do you want me to pick up the kids?"

"Do you want me to fix your flat tire?"

Why don't we + (verb)

'Don't' is a contraction of 'do not.' When using 'why' you are asking a question that involves yourself and the person you are talking to.

Here are some examples:

"Why don't we go cook tonight?"

"Why don't we pick some fresh flowers?"

You could have + (past participle)

Using 'could have' you are speaking about something that was, should be or would be. You are stating that they had other options that could have been chosen.

Here are some examples:

"You could have completed it sooner."

"You could have blown your chance."

"You could have done better on your exam."

It's too bad that or (too-to)

'Too bad' means regrettable or unfortunate. When using it in a sentence you are expressing a concern or regret for what has taken place. The topic being discussed could have happened to you, the person you are talking to, or someone or something else.

Here are some examples:

"It's too bad that she lost her job."

"It's too bad to eat."

If I were you, I would + (verb)

Here you are giving an example of what decision YOU would do given the circumstances. This can be in past tense or in a conditional present.

Here are some examples:

"If I were you, I would enjoy my vacation."

"If I were you, I would explain what happened."

It's gonna be + (adjective)

You're informing someone what something is going to be like. This could be something you are going to do, see or feel.

Here are some examples:

"It's gonna be easy."

"It's going to be exciting."

It looks like + (noun)

You could be describing how something is similar or appears to be by the way it looks.

Here are some examples:

"It looks like a balloon."

"It looks like a jellyfish."

The point is that + if you..

By stating 'the point is' you are stating in your opinion the meaning about what is actually happening.

Here are some examples:

"The point is that if you study you will do well in school."

"The point is that she does not understand."

It's very kind of you to + (verb)

When saying it is 'kind of you' you are saying that what someone has done or said was very appreciated or welcomed.

Here are some examples:

"It's very kind of you to offer me the job."

"It's very kind of you to listen to me."

Interview Skills

How to stay calm at the time of an interview?

An Interview is an important event that could lead to your dream job or career, but worrying too much about it will only make you more nervous and hamper your performance. Tell yourself that it is just an interview and do not put too much pressure on yourself by thinking about the importance of the interview. Also, tell yourself that you will be fine no matter what the outcome. Don't worry too much about success or failure, instead, concentrate on doing your best.

Do remember that the interviewer is not a monster. He is not there to trick you, or terrify you, instead, he is trying to find out whether you are the right candidate for the job. If you keep that in mind, you will find yourself a lot more relaxed and confident.

What kind of body language is appropriate for interviews?

To do well at a job interview

- Look calm and confident and not tense and confused.
- Sport a smile and don't be too serious.
- Through your facial expressions, give the impression that you have come to discuss things about yourself and not to be grilled by the interviewers.
- Be energetic and enthusiastic and not dull and docile.

How to Face Interviews Confidently?

Here are some useful tips to help you face a job interview confidently.

Before the interview

Know the organisation

Do some research on the organisation, know who their customers are and what the organisation's objectives are. Once you have this information, make a list of what skills and knowledge you have that would be valuable to them.

Know the position

Learn as much as you can about the position you have applied for. Access a copy of job description. Talk to someone employed in the same position.

Keep your papers ready

You must be ready with all the documents that are to be produced at the interview.

- Copies of your resume, originals (and copies) of your qualification papers.
- Copies of references, samples of your work (if applicable).

Organise and arrange your papers. Don't take a pile of paper work that you have to sift through to find something. This will give the impression that you are a disorganized person.

Dress well

Physical appearance does matter. But don't be unduly worried about appearance during the interview. It will only make you nervous you will quickly lose confidence. You have to dress well for job

interviews. What is important is that you feel comfortable in whatever you are wearing. Keep these points in mind while you deciding on what you wear.

- Don't wear anything too flashy.
- Avoid wearing a new unusual dress.
- Wear neat and clean clothes but not fashionable ones.
- Look professional without overdoing it.

Reach early

Reaching the venue early for the interview will give you enough time to collect your thoughts and calm yourself down before the big event. So make sure that you there at least 15-20 minutes ahead of your scheduled interview time.

Learn to say the right things the right way

Get savvy and train your mind and body to say the right things. Rehearse the Frequently Asked Questions (FAQs) and learn to use your body language effectively.

Study your own resume

Taking a close look at your resume before the interview helps you anticipate the questions it may generate.

Anticipate questions

Your efforts to know the organisation and details of the position you are applying for should help you anticipate the questions that may be asked.

Prepare answers for the questions.

Prepare a list of questions

Generally, in a job interview you will also be given an opportunity to ask questions related organisation, the nature work and position applied for. So be ready with a few points/questions on which you would want clarifications from the interviewers.

Gather information about the venue

You should

Know the exact location

Estimate the required time for travel

Find out the right mode of transport to reach there.

During the Interview

May I come in sir, or can I come in, Sir?

Yes, please come in, take your seat.

1. How are you?

Ans: I am fine thank you

2. Tell us something about yourself.

Ans:

- I am
- I am from IIIT Basar or Native town or famous place

- I was selected to this RGUKT University on the basis of my SSC merit in 20.....
- I am going to finish my B.Tech in Software Engineering
- I have worked for 10 months as an assistant manager in Hyderabad Infosys/Wipro
- I play cricket/Badminton in my free time
- I am an extrovert and believe in honesty/punctuality and hard work

3. What type of position are you looking for?

Ans: I am looking for a suitable position in an innovative software company where I will be able to use my experience in the areas of product and system architecture with expertise in enterprise applications.

4. Could you please tell me about your Internship experience/previous job?

Ans: As a Supervisor (Sales and Marketing) at Wipro Projects Limited, Hyderabad, I was involved in the sales and marketing of Software products, mainly Windows/Microsoft Products. I was responsible for creating and building up a strong dealer/distribution network within the country.

5. What are your career goals?

Ans: I want to work as a system manager in a leading IT company where I will have opportunities to use my experience with VB, XML and SQL Server.

6. What are your greatest strengths?

Ans: My greatest strength is my ability to work under pressure. Whatever may be the circumstances, I always complete my projects on time. Last month the Director of company asked me to prepare the Annual Sales Report of our division of the company. We had to submit the report to the headquarters within three days, prepared the report in a record time of two days.

7. Why do you want to work with our organisation?

Ans: I have watched/come to know the growth of Wipro from the beginning, a well-recognized name in Software technologies. With the addition of new facilities and continuous expansion, I am convinced that the company is becoming one of the market leaders and I would like to be part of the team. Moreover, as a seasoned professional with proven track record in quality assurance systems, I am sure this is the company that will give me a long term career with immense opportunities to grow.

Note: All these questions and answers cannot help anybody to get a complete command over the English Language, but it can give you how to present yourself in an interview. It is one of the roles that you need to act during the Interview. Do not give a chance to present any negative kind of your personality. Subject Knowledge with proper English can get success in your life. Be patient, try to listen politely and answer cleverly.

Be friendly and courteous

You must appear friendly and pleasant. Use polite expressions.

Be assertive

When you first meet the interviewer be assertive and extend your hand. Shake hand with a firm and warm smile.

Language suitable for interviews

Use of past tense

Use past tense to talk about your studies and academic record.

For example,

I did my schooling from a government school at Khammam, A.P.

I graduated from SKV College in 2002.

When talking about past employers use past tense to show that you are no longer working for that organisation.

For example, I was employed by HMT from 2000-2003 as a sales representative.

I worked as receptionist at Taj during my last summer vacation.

Use of present tense

Use present tense to talk about what you are pursuing currently.

For example, I am currently doing a degree in mechanical Engineering.

I am also doing a course in communication Skills at centre for English Language Training (CELT), OU, and Hyderabad.

Use of present perfect tense and present perfect continuous tense

While talking about current employment, you should be using the present perfect continuous tense. This shows that you are still performing your tasks at the current job.

For example, *I have been working as a front office executive at PNR Pvt Ltd.*

Appendix – VII

Verb Forms

| Present[V1] | Past[V2] | Past Parti [V3] | V1+ing |
|-------------|----------|-----------------|------------|
| Is/am/are | was/were | been | being |
| Beat | beat | beaten | beating |
| Bite | bit | bitten | biting |
| Break | broke | broken | breaking |
| Choose | chose | chosen | choosing |
| Do | did | done | doing |
| Draw | drew | drawn | drawing |
| Drive | drove | driven | driving |
| Eat | ate | eaten | eating |
| Fall | fell | fallen | falling |
| Fly | flew | flown | flying |
| Forbid | forbade | forbidden | forbidding |
| Forget | forgot | forgotten | forgetting |
| Freeze | froze | frozen | freezing |
| Give | gave | given | giving |
| Go | went | gone | going |
| Grow | grew | grown | growing |
| Hide | hid | hidden | hiding |
| Know | knew | known | knowing |
| Lie | lied | lied | lying |
| Lay | lain | lain | lying |
| Ride | rode | rode | ridden |
| Rise | rose | risen | rising |
| Ride | rode | rode | ridden |
| See | saw | seen | seeing |
| Shake | shook | shaken | shaking |
| Show | showed | showed | showing |
| Speak | spoke | spoken | speaking |
| Steal | stole | stolen | stealing |
| Swear | swore | sworn | swearing |

| | | | |
|--------|----------|----------|-----------|
| Take | took | taken | taking |
| Tear | tore | torn | tearing |
| Throw | threw | thrown | throwing |
| Wake | woke | woken | waking |
| Wear | wore | worn | wearing |
| Write | wrote | written | writing |
| Become | became | become | becoming |
| Begin | began | begun | beginning |
| Come | came | come | coming |
| Dig | dug | dug | digging |
| Feed | fed | fed | feeding |
| Get | got | got | getting |
| Hang | hung | hung | hanging |
| Light | lit | lit | lighting |
| Meet | met | met | meeting |
| Rear | reared | reared | rearing |
| Ring | rang | rung | ringing |
| Run | ran | run | running |
| Shine | shone | shone | shining |
| Shoot | shot | shot | shooting |
| Shrink | shrank | shrank | shrunk |
| Sing | sang | sung | singing |
| Sink | sank | sunk | sinking |
| Sell | sold | sold | selling |
| Spring | sprang | sprung | springing |
| Meet | met | met | meeting |
| Read | read | read | reading |
| Ring | rang | rung | ringing |
| Run | ran | run | running |
| Shine | shone | shone | shining |
| Shoot | shot | shot | shooting |
| Shrink | shrank | shrank | shrunk |
| Seed | seeded | seeded | seeding |
| Seem | seemed | seemed | seeming |
| Stich | stitched | stitched | stitching |
| Stand | stood | stood | standing |
| Stick | stuck | stuck | sticking |

| | | | |
|--------|--------|--------|-----------|
| Swim | swam | swum | swimming |
| Swing | swung | swung | swinging |
| Win | won | won | winning |
| Bend | bent | bent | bending |
| Build | built | built | building |
| Deal | dealt | dealt | dealing |
| Feel | felt | felt | feeling |
| Keep | kept | kept | keeping |
| Learn | learnt | learnt | learning |
| Leave | left | left | leaving |
| Lose | lost | lost | losing |
| Mean | meant | meant | meaning |
| Send | sent | sent | sent |
| Sleep | slept | slept | sleeping |
| Bet | bet | bet | betting |
| Burst | burst | burst | bursting |
| Cost | cost | cost | costing |
| Cut | cut | cut | cutting |
| Hit | hit | hit | hitting |
| Hurt | hurt | hurt | hurting |
| Put | put | put | putting |
| Set | set | set | setting |
| Shut | shut | shut | shutting |
| Split | split | split | splitting |
| Spread | spread | spread | spread |
| Yawn | yawned | yawned | yawning |

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