

Semester Two
Lesson-5
A Visit of Charity
Eudora Welty
Pre-reading questions

1. Have you ever tried to help someone in need? Why, or why not?
2. Describe your relationship with your grandparents.
3. Have you ever visited a Home for the Aged? If you have, how did you feel when you interacted with the elderly people there?

It was mid morning a very cold, bright day. Holding a potted plant before her, a girl of fourteen jumped off the bus in front of the Old Ladies' Home, on the outskirts of town. She wore a red coat, and her straight yellow hair was hanging down loose from the pointed white cap all the little girls were wearing that year. She stopped for a moment beside one of the prickly dark shrubs with which the city had beautified the Home, and then proceeded slowly toward the building, which was of whitewashed brick and reflected the winter sunlight like a block of ice. As she walked vaguely up the steps she shifted the small pot from hand to hand; then she had to set it down and remove her mittens before she could open the heavy door.

'I'm a Campfire Girl... I have to pay a visit to some old lady', she told the nurse at the desk. This was a woman in a white uniform who looked as if she were cold; she had close-cut hair which stood up on the very top of her head exactly like a sea wave. Marian, the little girl, did not tell her that this visit would give her a minimum of only three points in her score.

'Acquainted with any of our residents?' asked the nurse. She lifted one eyebrow and spoke like a man.

'With any old ladies? No but that is, any of them will do', Marian stammered. With her free hand she pushed her hair behind her ears, as she did when it was time to study Science.

The nurse shrugged and rose. 'You have a nice multiflora cineraria there', she remarked as she walked ahead down the hall of closed doors to pick out an old lady.

There was loose, bulging linoleum on the floor. Marian felt as if she were walking on the waves, but the nurse paid no attention to it. There was a smell in the hall like the interior of a clock. Everything was silent until, behind one of the doors, an old lady of some kind cleared her throat like a sheep bleating. This decided the nurse. Stopping in her tracks, she first extended her arm, bent her elbow, and leaned forward from the hips, all to examine the watch strapped to her wrist; then she gave a loud double-rap on the door.

‘There are two in each room’, the nurse remarked over her shoulder.

‘Two what?’ asked Marian without thinking. The sound like a sheep’s

bleating almost made her turn around and run back.

One old woman was pulling the door open in short, gradual jerks, and when she saw the nurse a strange smile forced her old face dangerously awry. Marian, suddenly propelled by the strong, impatient arm of the nurse, saw next the side-face of another woman, even older, who was lying flat in bed with a cap on and a counterpane drawn up to her chin.

‘Visitor’, said the nurse, and after one more shove she was off up the hall.

Marian stood tongue-tied; both hands held the potted plant. The old woman, still with that terrible, square smile (which was a smile of welcome) stamped on her bony face, was waiting ... Perhaps she said something. The old woman in bed said nothing at all, and she did not look around.

Suddenly Marian saw a hand, quick as a bird claw, reach up in the air and pluck the white cap off her head. At the same time, another claw to match drew her all the way into the room, and the next moment the door closed behind her.

‘My, my, my’, said the old lady at her side.

Marian stood enclosed by a bed, a washstand and a chair; the tiny room had altogether too much furniture. Everything smelled wet even the bare floor. She held on to the back of the chair, which was wicker and felt soft and damp. Her heart beat more and more slowly, her hands got colder and colder, and she could not hear whether the old women were saying anything or not. She could not see them very clearly. How dark it was! The window shade was down, and the only door was shut. Marian looked at the ceiling ... It was like being caught in a robbers’ cave, just before one was murdered.

‘Did you come to be our little girl for a while?’ the first robber asked.

Then something was snatched from Marian’s hand the little potted plant.

‘Flowers!’ screamed the old woman. She stood holding the pot in an undecided way. ‘Pretty flowers’, she added.

Then the old woman in bed cleared her throat and spoke. ‘They are not pretty’, she said, still without looking around, but very distinctly.

Marian suddenly pitched against the chair and sat down in it.

‘Pretty flowers’, the first woman insisted, ‘pretty pretty ...’

Marian wished she had the little pot back for just a moment she had forgotten to look at the plant herself before giving it away. What did it look like?

‘Stinkweeds’, said the other old woman sharply. She had a bunchy white forehead and red eyes like a sheep. Now she turned them toward Marian. The fogginess seemed to rise in her throat again, and she bleated, ‘Who are you?’

To her surprise, Marian could not remember her name. ‘I’m a Campfire Girl’, she said finally.

‘Watch out for the germs’, said the old woman like a sheep, not addressing anyone.

‘One came out last month to see us’, said the first old woman.

A sheep or a germ? wondered Marian dreamily, holding on to the chair.

‘Did not!’ cried the other old woman.

‘Did so! Read to us out of the Bible and we enjoyed it!’ screamed the first.

‘Who enjoyed it?’ said the woman in bed. Her mouth was unexpectedly

small and sorrowful, like a pet’s.

‘We enjoyed it’, insisted the other. ‘You enjoyed it I enjoyed it.’

‘We all enjoyed it’, said Marian, without realizing that she had said a word.

The first old woman had just finished putting the potted plant high, high up on top of the wardrobe, where it could hardly be seen from below. Marian wondered how she had ever succeeded in placing it there, how she could ever have reached so high.

‘You mustn’t pay any attention to old Addie’, she now said to the little girl. ‘She’s ailing today.’

‘Will you shut your mouth?’ said the woman in bed. ‘I am not.’

‘You’re a story.’

‘I can’t stay but a minute really I can’t’, said Marian suddenly. She looked down at the wet floor and thought that if she were sick in here they would have to let her go.

With much to-do the first old woman sat down in a rocking chair still another piece of furniture! and began to rock. With the fingers of one hand she touched a very dirty cameo pin on her chest. ‘What do you do at school?’ she asked.

‘I don’t know ...’ said Marian. She tried to think but she could not.

‘Oh, but the flowers are beautiful’, the old woman whispered. She seemed to rock faster and faster; Marian did not see how anyone could rock so fast.

‘Ugly’, said the woman in bed.

‘If we bring flowers ’ Marian began, then fell silent. She had almost said that if Campfire Girls brought flowers to the Old Ladies’ Home, the visit would count one extra point, and if they took a Bible with them on the bus and read it to the old ladies, it counted double. But the old woman had not listened, anyway; she was rocking and watching the other one, who watched back from the bed.

‘Poor Addie is ailing. She has to take medicine see?’ she said, pointing a horny finger at a row of bottles on the table, and rocking so high that her black comfort shoes lifted off the floor like a little child’s.

‘I am no more sick than you are’, said the woman in bed.

‘Oh, yes you are!’

‘I just got more sense than you have, that’s all’, said the other old woman, nodding her head.

‘That’s only the contrary way she talks when you all come’, said the first old lady with sudden intimacy. She stopped the rocker with a neat pat of her feet and leaned toward Marian. Her hand reached over it felt like a petunia leaf, clinging and just a little sticky.

‘Will you hush! Will you hush!’ cried the other one.

Marian leaned back rigidly in her chair.

‘When I was a little girl like you, I went to school and all’, said the old woman in the same intimate, menacing voice. ‘Not here another town..’

‘Hush!’ said the sick woman. ‘You never went to school. You never came and you never went. You never were anything only here. You never were born! You don’t know anything. Your head is empty, your heart and

hands and your old black purse are all empty you showed it to me. And yet you talk, talk, talk, talk, talk all the time until I think I'm losing my mind! Who are you? You're a stranger a perfect stranger! Don't you know you're a stranger? Is it possible that they have actually done a thing like this to anyone sent them in a stranger to talk, and rock, and tell away her whole long rigmarole? Do they seriously suppose that I'll be able to keep it up, day in, day out, night in, night out, living in the same room with a terrible old woman forever?'

Marian saw the old woman's eyes grow bright and turn toward her. This old woman was looking at her with despair and calculation in her face. Her small lips suddenly dropped apart, and exposed a half circle of false teeth with tan gums.

'Come here, I want to tell you something', she whispered. 'Come here!'

Marian was trembling, and her heart nearly stopped beating altogether for a moment.

'Now, now, Addie', said the first old woman. 'That's not polite. Do you know what's really the matter with old Addie today?' She, too, looked at Marian; one of her eyelids dropped low.

'The matter?' the child repeated stupidly. 'What's the matter with her?'

'Why, she's mad because it's her birthday!' said the first old woman, beginning to rock again and giving a little crow as though she had answered her own riddle.

'It is not, it is not!' screamed the old woman in bed. 'It is not my birthday, no one knows when that is but myself, and will you please be quiet and say nothing more, or I'll go straight out of my mind!' She turned her eyes toward Marian again, and presently she said in the soft, foggy voice, 'When the worst comes to the worst, I ring this bell, and the nurse comes.' One of her hands was drawn out from under the patched counterpane a thin little hand with enormous black freckles. With a finger which would not hold still she pointed to a little bell on the table among the bottles.

'How old are you?' Marian breathed. Now she could see the old woman in bed very closely and plainly, and very abruptly, from all sides, as in dreams. She wondered about her she wondered for a moment as though there was nothing else in the world to wonder about. It was the first time such a thing had happened to Marian.

'I won't tell!'

The old face on the pillow, where Marian was bending over it, slowly gathered and collapsed. Soft whimpers came out of the small open mouth. It was a sheep that she sounded like a little lamb. Marian's face drew very close, the yellow hair hung forward.

'She's crying!' She turned a bright, burning face up to the first old woman.

'That's Addie for you', the old woman said spitefully.

Marian jumped up and moved toward the door. For the second time, the claw almost touched her hair, but it was not quick enough. The little girl put her cap on.

'Well, it was a real visit', said the old woman, following Marian through the doorway and all the way out into the hall. Then from behind she suddenly clutched the child with her sharp little fingers. 'Oh, little girl, have you a penny to spare for an old woman that's not got anything of her own? We don't have thing in the world not a penny for Candy not a thing! Little girl, just a nickel a penny'

Marian pulled violently against the old hands for a moment before she was free. Then she ran down the hall, without looking behind her and without looking at the nurse, who was reading *Field & Stream* at her desk. The nurse, after another triple motion to consult her wrist watch, asked automatically the question put to visitors in all institutions: 'Won't you stay and have dinner with us?'

Marian never replied. She pushed the heavy door open into the cold air and ran down the steps.

Under the prickly shrub she stooped and quickly, without being seen, retrieved a red apple she had hidden there.

Her yellow hair under the white cap, her scarlet coat, her bare knees flashed in the sunlight as she ran to meet the big bus rocketing through the street.

'Wait for me!' she shouted. As though at an imperial command, the bus ground to a stop. She jumped on and took a big bite out of the apple.

Eudora Welty (1909-2001) was an American short story writer. Her literary career took off with the publication of her first story, 'Death of a Travelling Salesman', in a literary magazine. She was a prolific author and wrote stories in multiple genres. Her stories often portray relationships between individuals and their communities. Welty won numerous awards for her work, including the Pulitzer Prize in 1973 for her novel *The Optimists Daughter*.

'A Visit of Charity' tells the story of fourteen year old Mariam and her visit to an Old Ladies' Home. Marian is in a youth development organisation in America called Campfire, and one of her duties which will earn her extra points is to visit a home for the elderly. During her visit, she reluctantly spends time with two elderly, ailing women, and discovers they live in cold, uncomfortable rooms and suffer from extreme loneliness. Marian panics at the sight of their grief and instead of consoling them, flees. The story portrays how the meaning of 'charity' has changed from caring for and trying to help others, to trying to earn points or keeping up appearances. It makes readers contemplate the motives people have for performing acts of charity, as even the nurse who is expected to be compassionate is indifferent to the elderly women's suffering.

Glossary

acquaintance / e'kweintans / someone you have met a few times but do not know well

awry / e'rai / abnormal, something that is unexpected or unusual

bleat / bli:t / the weak cry that a sheep or goat makes

cameo pin / 'kaemieu pin / a type of decorative ornament or brooch that contains a carving

close cut hair (here) a hairstyle where the hair length is quite short

clutch / klatf / to hold something tightly

counterpane / 'kauntepein / a bedspread

crow / kreu / (here) to laugh or croak in a proud way; to gloat over someone else's misfortune

damp / daemp / slightly wet

double rap / 'dabl raep / (here) to knock on the door twice in quick succession

enormous / I'nc:mes / that which is very large in size or quantity

fogginess / 'fagines / (here) unclear, confused

imperial / im'pieriel / in an arrogant, domineering way

linoleum / li'neuljem / a type of floor covering used to make the floor harder and shinier

mitten / mitn / a type of glove worn in winter and used to keep your hands very warm

outskirts / 'autsk3:ts/ the outer parts of a city or town

petunia / pitju:nje / a flower with white, purple or red leaves

potted / 'patid / grown in a flowerpot

propel / pre'pel / to push someone or something forwards

retrieve / ri'tri:v / to bring or get something back from somewhere
rigmarole / 'rigmereul / a long, rambling story

shrug / frag / a gesture in which you raise your shoulders slightly
and drop them, used to express doubt, ignorance or
indifference

spitefully / 'spaitfuli / to act or speak in a manner cruel to others

tongue tied / 'tantaɪd / too shy, embarrassed or scared to speak

vague / veɪg / unclear, uncertain

whimper / 'wɪmpə / to weakly or softly cry

whitewashed / 'waɪtwaʃt / that which has been painted white using a
solution of lime and water

wicker / 'wɪkə / twigs that are flexible and can be woven together to
make furniture or baskets

Post-reading questions

Answer the following questions in about 50 to 100 words each.

1. Why does Marian bring a potted plant with her to the Old Ladies' Home?
2. Describe the character of the nurse.
3. Describe the two old ladies Marian meets.
4. Describe the condition of their room.
5. How does Marian feel when she enters their room? How does she feel when they talk to her?

Answer the following questions in about 250 words each.

1. Why does Marian hide the apple? Why does she eat it immediately after leaping onto the bus? Explain the symbolic significance of the apple.
2. Marian's motive for visiting the Old Ladies' Home are far from ompassionate. Explain.
3. Use examples from the text to examine how the old ladies behave with Marian. Why do you think they act the way they do?

Pronunciation

Plosive

You may recall from Lesson 1 that English has 24 consonant sounds. These sounds can be classified in different ways. One way of categorising consonant sounds is according to their manner of articulation, i.e., how they are produced.

In this lesson, we will look at a category of consonant sounds known as plosives. These sounds are produced when the flow of air is briefly stopped and then released suddenly. There are six plosives in English: /p/, /b/, /t/, /d/, /k/ and /g/.

A consonant sound can occur at the beginning of a word (i.e., in the initial position), at the end of the word (i.e., in the final position), or anywhere between the first and the last sound of a word (i.e., in a medial position).

The table below gives examples of words in which plosive sounds occur in the initial, medial, and final positions. Fill in the blank spaces in the table with two more examples for each position in which these plosive sounds occur.

Plosive	In initial position	In medial position	In final position
	peel	appoint	slip
/p/			
/h/	Wow	ribbon	crab
N	tree	kitten	goat
W	develop	wooden	held
/k/	complain	doctor	technique
/g/	glass	degree	big

The letter b is silent when it comes after m at the end of a word; e.g., comb.

Sometimes it is silent in the middle of a word too; e.g., debt.

Minimal pairs

A minimal pair consists of two words which are identical except for a single phoneme at a particular position. This phoneme can be either a vowel or a consonant sound. Examples of minimal pairs include pin and bin, hut and hat, alive and arrive.

Look at the table below. It contains two examples each of minimal pairs in which the differing sounds are (1) /p/ and /b/, (2) /t/ and /d/, and (3) /k/ and /g/. Fill in the blank spaces in the table with three more examples for each set.

/p/	/b/	/t/	/d/	/k/	/g/
pit	bit	train	drain	cot	got
pair	bear	tear	dare	come	gum

Grammar

Non-finite verbs

A verb is a word used to describe an action, e.g., jog. Verbs can be finite or non finite.

A finite verb is a verb that has a subject. In the sentence He jogs home, the pronoun he is the subject and jogs describes what the subject is doing. A finite verb

is affected by tense (jogs, jogging, jogged) and number (He jogs/They jog).

A non-finite verb is not affected by tense, person or number. There are three types of non-finite verbs: infinitives, gerunds and participles.

Infinitives are the most basic form of a verb, often preceded by the word 'to'. They may function as adverbs, nouns or adjectives.

- I struggle to understand, (functions as adverb)
- To exercise is good for the body, (functions as noun)
- I do not have time to enjoy dinner, (functions as adjective)

A gerund is a verb ending in 'ing' which functions as a noun.

- I love swimming. (In this sentence, ‘swimming’ is a non-finite verb. It is a gerund as a noun is formed from the verb ‘swim’ using the ing suffix.)
- Travelling is my favourite hobby.
- Are you interested in singing?

A participle is a verb ending in ‘ed’ or ‘ing’ and is used as an adjective.

- The movie was interesting, (present participle)
- Eating freshly picked fruits is good for health, (past participle)
- Ladakh is fascinating. We are all excited to be going there, (present and past participle)

Underline the non-finite verbs, if any, in each of the sentences below.

1. He gave me a pen to write with.
2. It was a sight to see.
3. I want to buy some vegetables.
4. Barking dogs do not bite.
5. She was wearing a designer outfit.
6. I had my car polished.
7. Finding the door open, my mother went inside.
8. Nitya is doing her homework at the moment
9. The proposal has been examined today.
10. Vardhan has finished his exams.

Vocabulary

Simile and metaphor

A simile is a literary device used to compare two different things in an attempt to make a description more interesting or vivid. Such comparisons are made through the use of the words ‘like’ or ‘as’. Look at the examples below.

- His hair is as black as coal. hair compared with coal
- She is as brave as a lion. a person compared with a lion
- Her eyes sparkled like diamonds, eyes compared with diamonds

Sometimes a simile may be used to connect an unfamiliar object or idea with something familiar.

Oh, how do I describe the birds in the forest? Well, their birdsong sounded very much like our bell at home. sounds made by birds compared with a bell

Here are a few more examples of similes

- The water was as black as night.
- She was as busy as a bee and had no time to relax.
- The room was so warm it was like a sauna.
- She moves with such grace, like a gazelle.
- My love is like a red rose.

A metaphor is another literary device, similar to a simile, used in descriptive writing. Unlike a simile, which compares two different things, a metaphor equates two different things without using the words 'like' or 'as'. Look at the examples below.

- This city is a concrete jungle. equating the city with a jungle
- Her words were poison. equating the horrid nature of someone's words with poison
- All the world's a stage. equating the world we live in with the idea of it being a stage on which we all perform

Here are a few more examples of metaphors

- You are the light of my life.
- How old are these computers? They're practically dinosaurs!
- They were covered in a blanket of flowers.
- London is a melting pot.
- The wheels of justice grind slow.

Read Eudora Welty's short story again, and this time list all the similes and metaphors used in the text. Discuss how the story's literary value has been enhanced by their usage.

Spelling

Use of ie and ei

A common error made by many English language learners is to misspell words which include the combination of letters ie or ei. Fortunately, there is a simple rule in the form of a rhyme which can help overcome this problem: I before E, except after C; or when sounding like 'ay'.

I before E	Except after C	Or when sounding like 'ay'
believe	ceiling	neighbour
chief	deceit	vein
priest	receipt	weight
friend	receive	Beige
Patient	transceiver	sleight

* The words are spelt ei because the words have an 'ay' sound.

Unfortunately, there are exceptions to this rule, and they can only be remembered by memorising their spelling. Here are a few exceptions

Seize being weird
 science either society

Fill in the blanks to correctly spell the words.

1. heirr
2. pier
3. seizure
4. financier
5. mischievous
6. achieve
7. shiek
8. surveillance
9. counterfeit
10. feint
11. protein
12. their
13. died
14. speceis
15. glacier
16. i...sure

Punctuation

Semicolon

A semicolon (;) is a punctuation mark that indicates a pause between two independent clauses. An independent clause is a complete sentence, so a semicolon is used to bridge two complete sentences without using a conjunction (such as 'and', 'but', 'if'). The two complete sentences must be linked by a common idea, with the first sentence introducing the idea, and the second sentence further exploring the idea. Look at the examples below.

- We wanted to read thirty pages; we only read twelve. (The two complete sentences, 'We wanted to read thirty pages,' and 'We only read twelve,' are linked by the common idea of reading.)
- He needed to see a doctor; he hurt himself while playing football.
- These trousers are ruined; hopefully your tailor can mend them. Semicolons can also be used in lists, only when the items in the list contain commas. They are used to make sure readers do not get confused. Look at the examples below:
 - I have four sisters: two in Hyderabad, India; one in London, England; and one in Paris, France.
 - Ram's favourite types of food are: chicken biryani, not mutton; masala dosa; and butter chicken.
 - There were three people I knew at the art exhibition: Miss John, our class teacher; Tara, my neighbour's daughter; and Mr Gopal from the bank.

When used correctly, semicolons can add a pleasing rhythm to your writing. In the sentences below, determine where the semicolon belongs.

1. The weather was terrible; it wouldn't stop raining.
2. Her fitness is poor; she will probably not do well in the physical education exam.
3. Some universities offer scholarships; others do not.
4. Oh, it's such a lovely day; I might go meet my friends at the park!

5. We have to stop at the petrol bunk; the car is low on fuel.

Now determine whether the sentences below require or do not require a semicolon. If they do, mark the semicolon's correct position. If you think a comma has been used incorrectly, change it to a semicolon.

1. She went swimming everyday while on holiday in Coorg.

2. He is not from Hyderabad; he is from Bangalore.

3. I want to go to the library; I think it might be closed today.

4. Are you okay travelling by bus; do you want to travel by train?

5. All of the art supplies are in that cabinet; we only take them out during art class.

Conversation

Asking for information

At some point, in an academic or work environment, you may find yourself struggling to understand how to complete a task. This may be due to a number of reasons, including being unfamiliar with equipment, not receiving proper training, or simply not knowing where things are kept. In such situations the best thing to do is to ask someone for help or information. Just as a student raises her/his hand to ask a teacher a question, you must remember to be polite and courteous when approaching someone for help. Listed below are a few sample sentences with questions you could ask when seeking assistance.

- Excuse me, I'm sorry to bother you, but can you help me with this? It just won't open!
- Pardon me, I was wondering if you could tell me the way to Meeting Room 4.
- Hello. Do you know how to use this programme? I'm afraid I've never used it before and am finding it quite difficult to operate.
- Hi. Have you any idea what the time is? Thanks.
- Please excuse me. I don't suppose you know how to turn this machine off? I'd really appreciate your help.
- Thank you for coming, everyone! I'm sorry to interrupt, but can anyone tell me where Amrit is?

- Sir? Do you know who has the keys to this room?
- Madam? Are you busy? I just wanted to ask you a few questions about the report and its deadline.

Imagine you are in the following situations.

1. You have a job interview with an organisation you admire, but when you arrive at their office you cannot remember in which room

the interview is taking place. You ask the receptionist for help. Write down what you would say.

2. You are working on your presentation but do not know how to insert a table into one of the slides. You call a colleague and ask for help. Write down what you would say.

3. While on vacation in Goa you get lost and separated from your friends. You do not have your phone with you and cannot remember your friends' phone numbers. You approach a shopkeeper to ask for directions back to your hotel. Write down what you would say.

4. You are unwell and miss your English class. The next day you meet your English teacher to discuss what you missed and what you need to study. Write down what you would say.

Now pair up and enact these situations with a partner. Each person should get the chance to play the role of the person asking for help.

Reading passage

The following passage should be read aloud in class by all students, with each student taking turns to read 5-10 sentences each.

Hyderabad: the heart of Telangana

The city of Hyderabad is located in the heart of Telangana. It is the twin city to Secunderabad and contains major tourist attractions such as Golconda Fort, Charminar, the Qutb Shahi tombs, Chowmahalla Palace, Salar Jung Museum, and the Nehru Zoological Park. Recent studies indicate it has a population of 6.7 million.

Once called the 'City of Pearls', the bustling metropolis of Hyderabad has a rich history beginning when it was first founded in 1591

by Muhammad Quli Qutb Shah, of the Qutb Shahi dynasty. In 1724, Mir Qamar-ud-Din Siddiqi of the Asaf Jahi dynasty was granted the title of Nizam-ul-Mulk (Administrator of the Realm) of the Hyderabad region. He was the first of seven Nizams to rule over Hyderabad for a period that lasted approximately two-and-a-half centuries. The city flourished under their reign, growing economically and culturally as the Nizams were great supporters of literature, art, architecture and food.

In 1947, when India gained its independence, the Nizam of Hyderabad declared his intention of making Hyderabad a separate independent territory, either by gaining dominion status from the British Empire or by sovereign rule. However, the newly established Indian government acted swiftly, initiating an operation code named Operation Polo in which the Indian army moved into the state of Hyderabad on 16 September 1948 in an attempt to contain and combat the Nizam's army. Five days later, the Nizam's army surrendered. The Nizam signed the Instrument of Accession, merging the state of Hyderabad into the Indian Union.

Over time the state of Hyderabad was dissolved, as part of the linguistic reorganisation of Indian states, and Andhra Pradesh was formed. On 2 June 2014, following a movement for separation, Telangana was awarded its own state and Hyderabad was declared the state capital.

Writing

Note-making

Making notes while listening to a lecture or while reading an article or a book is not only a very useful study skill but is also one that will help you at work. Besides helping you remember what you read or heard some time ago, making notes will enable you to organise your own thoughts better. This is because while making notes you will also be considering the importance of the different points in the matter you are reading or listening to and drawing your own conclusions about them.

Necessary skills for effective note-making

- Ability to read attentively
- Ability to comprehend what is read
- Ability to distinguish between important and unimportant ideas

Characteristic features of effective note-making

- Usually written in the form of points
- May also be written in the form of tables, charts and diagrams
- Lists all that is essential

Guidelines on making notes

- When making notes, take down the main or important points. You can do this by looking for special words that introduce new information or by picking up signals received from the speaker's tone.
- Use a clear layout with inter-lines spaces, subheads, bullets, etc., so that you will understand the notes later.
- Organise your notes so that they reflect how the ideas were connected in the original text.
- Write down important points that you identify in short form, using words, phrases and abbreviations. Underline important words. You can either use common symbols and standard abbreviations (such as 'e.g.', '&', 'etc.' and 'yr') or create your own (such as 'engg.' and 'tech.'). A list of common abbreviations is given at the end of this section.
- Drop all articles, prepositions, conjunctions and pronouns unless they are necessary in order to understand the notes. Use dashes to link ideas.
- Use diagrams and tables in your notes to summarise information and present it in a condensed form.

One can take notes quickly by using abbreviations. Some common abbreviations are listed below.

- &c or + and
- = equals, is the same as, results in
- ≠ does not equal, is not the same as, does not result in
- ≈ is approximately equal to, is similar to
- >> leads to, produces, causes
- ? uncertain, possibly, unproven

approx	approximately
argu	argument

btwn or b/w	between
cone	conclusion
contd	continued
dev	development
diff	difference
e.g.	for example
esp	especially
etc	and so on
i.e.	that is
imp	important
info	information
vs	against
w/	with
w/o	without

Sample note-making formats

Read the short passage below.

There are different forms of environmental pollution. Air pollution is caused by the burning of coal and oil. It can damage the earth's vegetation and cause respiratory problems in humans. A second type of pollution is noise pollution. It is the result of the noise of aircraft and heavy traffic. Further, loud music is also a cause of noise pollution, which has been seen to affect people's hearing and give them severe headaches and high blood pressure. Another source of pollution is radioactivity, which occurs when there is a leak from a nuclear power station. Radioactivity is a deadly pollutant, which kills and causes irreparable harm to those exposed to it. Land and water pollution is caused by the careless disposal of huge quantities of rubbish, sewage and chemical wastes. Pollution of rivers and seas kills fishes and other marine life and also becomes the cause of water

borne diseases. Land pollution, on the other hand, poisons the soil, making the food grown in it unfit for consumption.

Let us now make notes on the above passage. Different formats can be used when making notes. You can design a format of your own that suits you best. Here are some common ones.

Environmental Pollution

A.AIR

1. Cause: Burning of coal and oil
2. Effect: 1.damage to vegetation
2. respiratory problems in humans

B.NOISE

- 1.cause: 1.noise of aircraft and traffic
2. load noise
2. effect:1.effects earings
2. causes bad headache
3. high BP

C.RADIOACTIVITY

1. cause: leak from nuclear power station
2. effect: 1.causes injury
2. kills

D.LAND & WATER

- 1.cause: careless disposal of rubbish/sewage/chemical water
2. Effect: 1. water pollution-kills marine life
-causes water boxne diseases
2. land pollution: poison the soil
Makes food grown inedible

Now read the passage given below, and make notes using any format that you prefer.

The lion (panther leo) is one of four big cars in the genus panthers, and a member of the family felidae. With some males exceeding 250kg in weight, it is the second largest living cat after the tiger. Wild lions currently exist in sub Saharan Africa and in Asia, with a critically

endangered remnant population in northwest India, having disappeared from North Africa, the Middle East, and western Asia in historic times. Until the late Pleistocene, which was about 10,000 years ago the lion was the most widespread large land mammal after humans. They were found in most of Africa, much of Eurasia from Western Europe to India, and in the Americas from the Yukon to Peru.

Lions live for around 10-14 years in the wild, while in captivity they live over 20 years. In the wild, males seldom live longer than ten years as fights with rivals occasionally cause injuries. They typically inhabit savannah and grassland, although they may take to bush and forest. Lions are unusually social compared to other cats. A pride of lions consists of related females and offspring and a small number of adult males. Groups of female's lions typically hunt together, preying mostly on large ungulates. The lion is an apex and keystone predator, although they will scavenge if the opportunity arises. While lions do not typically hunt humans selectively, some have been known to become man eaters and seek human prey.

The lion is a vulnerable species, having seen a possibly irreversible population decline of 30 to 50 percent over the past two decades in its African range. Lion populations are untenable outside of designated reserves and national parks. Although the cause of the decline is not fully understood, habitat loss and conflicts with humans are currently the greatest causes of concern. Lions have been kept in menageries since Roman times and have been a key species sought for exhibition in zoos the world over since the late eighteenth century. Zoos are cooperating worldwide in breeding programs for the endangered Asiatic subspecies

Soft skills

Time management

Whether we know it or not, our lives are dictated by time management, either arranged by ourselves or by others. Consider, for example, how a typical day is structured around three meals, or working from nine in the morning to five in the evening. Time management extends

beyond daily activities to years portioned off into seasons which may determine what we wear and where we travel, or financial years that range from the beginning of April to the end of March. Time is constantly being divided, both in our professional and our private lives.

For many individuals, the most efficient way to keep track of time (and thereby keep track of their progress and goals accomplished) is by having a daily, weekly or annual schedule. Some people use a planner to keep track of events in their day, while others use a calendar to plan in advance this is a matter of preference. A schedule must take into account all the factors of a person's life, be it work deadlines, family commitments, reunions with friends, or company meetings. Competently managing your private and professional obligations can maximise your efficiency and lead to a less stressful life.

If you use a schedule to plan your time, then your schedule should try to take into consideration the nature of the tasks to be completed, as well as variables that can influence your work output. This means you must consider when the work needs to be completed, how important the work is, and how long it will take to complete, while taking into account unforeseen circumstances (such as falling ill or power outages). This can help prioritise projects.

The following are a list of suggestions on how to manage your time better:

- Set goals: This can be either private (pursuing a hobby or taking a family vacation) or professional (completing a project or preparing a presentation for a meeting), but having goals encourages you to manage your time well so that on the day of an event you are prepared and not overwhelmed.
- Keep a to-do list: This will allow you to keep track of your goals and ensure you do not miss any deadlines.
- Manage your distractions: Nowadays it is remarkably easy to lose track of time by browsing the Internet, watching television, or messaging your friends. You must be responsible and make sure that while working you do not get distracted. Do not procrastinate.

- Remember to relax: Working long hours at a stretch can sometimes be unproductive. Set aside some time to relax, as a break can be refreshing, and might allow you to develop a new perspective on an old problem.

Value orientation

Time and tide wait for no one

The expression ‘time and tide wait for no man’ emphasises the idea that since people are incapable of stopping or slowing the passage of time, it makes sense they should use their time wisely to prioritise those tasks which are most important to them.

In a lesson that discusses the concept of time management, this is a particularly relevant expression. Opportunities do not always come by, and missing one might mean never getting the same chance again. Dr A.R.J. Abdul Kalam, former president of India, is credited with saying, ‘If you want to leave your footprints on the sands of time, do not drag your feet.’ The famous Roman Catholic nun and missionary, Mother Teresa, said, ‘Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin.’ Both emphasise the idea that time is valuable and should not be wasted.

Perhaps the best approach is to think of time as a resource. You can choose to take advantage of that resource and use it constructively to meet personal or professional goals, or you can waste it by procrastinating and doing something unproductive. In the world of business, pioneering entrepreneurs understand the importance of this statement. Steve Jobs, the co-founder and former CEO of Apple used to say, ‘Your time is limited, so don’t waste it living someone else’s life.’ No matter what, time will proceed.

Lesson-6

Benares

Aldous Huxley

Pre-reading questions

1. What is an eclipse? How does a solar eclipse occur?
2. What are the superstitions prevalent in India regarding a solar eclipse?
3. Can people watch a solar eclipse with a naked eye? What precautions does one need to take while watching an eclipse?

It was said that the eclipse of the sun would be visible from Benares. But it needed more than smoked glass to see it; the eye of faith was also indispensable. That, alas, we did not possess. Partial to the point of being non-existent, the eclipse remained, for us at least, unseen. Not that we minded. For it was not to look at the moon's silhouette that we had rowed out that morning on the Ganges; it was to look at the Hindus looking at it. The spectacle was vastly more extraordinary.

There were, at the lowest estimate, a million of them on the bathing ghats that morning. A million all the previous night and day they had been streaming into the town. We had met them on every road, trudging with bare feet through the dust, an endless and silent procession. In bundles balanced on their heads, they carried provisions and cooking utensils and dried dung for fuel, with the new clothes which it is incumbent on pious Hindus to put on after their bath in honour of the eclipsed sun. Many had come far. The old men leaned wearily on their bamboo staves. Their children astride of their hips, the burdens on their heads automatically balanced, the women walked in a trance of fatigue. Here and there we would see a little troop that had sat down to rest casually, as is the way of Indians, in the dust of the road and almost under the wheels of the passing vehicles.

And now the day and the hour had come. The serpent was about to swallow the sun. It was about to swallow him in Sumatra, at any rate. At Benares, it would do no more than nibble imperceptibly at the edge of his disk. The serpent, should one say, was going to try to swallow the sun. A

million men and women had come together at Benares to assist the Light of Heaven against his enemy.

The ghats go down in furlong-wide flights of steps to the river, which lies like a long arena at the foot of enormous tiers of seats. The tiers were thronged today. Floating on the Ganges, we looked up at acres upon sloping acres of humanity.

On the smaller and comparatively unsacred ghats, the crowd was a little less densely packed than on the holiest steps. It was at one of these less crowded ghats that we witnessed the embarkation on the sacred river of a princess. Canopied and curtained with glittering cloth of gold, a palanquin came staggering down through the crowd on the shoulders of six red-liveried attendants. A great barge, like a Noah's ark, its windows hung with scarlet curtains, floated at the water's edge. The major-domo shouted and shoved and hit out with his rod of office; a way was somehow cleared. Slowly and with frightful lurchings, the palanquin descended. It was set down, and in the twinkling of an eye a little passage-way of canvas had been erected between the litter and the door of the barge. There was a heaving of the cloth of gold, a flapping of the canvas; the lady the ladies, for there were several of them in the litter had entered the barge unobserved of any vulgar eye. Which did not prevent them, a few minutes later when the barge had been pushed out into mid stream, from lifting the scarlet curtains and peering out with naked faces and unabashed curiosity at the passing boats and our inquisitive camera. Poor princesses! They could not bathe with their plebeian and unimprisoned sisters in the open Ganges. Their dip was to be in the barge's bilge-water. The sacred stream is filthy enough under the sky. What must it be like after stagnating in darkness at the bottom of an ancient barge?

We rowed on towards the burning ghats. Stretched out on their neat little oblong pyres, two or three corpses were slowly smouldering. They lay on burning faggots, they were covered by them. Gruesomely and grotesquely, their bare feet projected, like the feet of those who sleep uneasily on a bed too short and under exiguous blankets.

A little further on, we saw a row of holy men, sitting like cormorants on a narrow ledge of masonry just above the water. Cross-legged, their hands dropped limply, palm upwards, on the ground beside them, they contemplated the brown and sweating tips of their noses. It was the Lord Krishna himself who, in the Bhagavad Gita, prescribed that mystic squint.

Lord Krishna, it is evident, knew all that there is to be known about the art of self-hypnotism. His simple method has never been improved on; it puts the mystical ecstasy a laportee de tous. The noise of an assembled million filled the air; but no sound could break the meditative sleep of the nose-gazers.

At a given moment, the eye of faith must have observed the nibblings of the demoniacal serpent. For suddenly and simultaneously all those on the lowest steps of the ghats threw themselves into the water and began to wash and gargle, to say their prayers and blow their noses, to spit and drink. A numerous band of police abbreviated their devotions and their bath in the interest of the crowds behind. The front of the waiting queue was a thousand yards wide; but a million people were waiting. The bathing must have gone on uninterruptedly the whole day.

Time passed. The serpent went on nibbling imperceptibly at the sun. The Hindus counted their beads and prayed, made ritual gestures, ducked under the sacred slime, drank, and were moved on by the police to make room for another instalment of the patient million. We rowed up and down, taking snapshots. West is West.

In spite of the serpent, the sun was uncommonly hot on our backs. After a couple of hours on the river, we decided that we had had enough, and landed. The narrow lanes that lead from the ghats to the open streets in the centre of the town were lined with beggars, more or less holy. They sat on the ground with their begging bowls before them; the charitable, as they passed, would throw a few grains of rice into each of the bowls. By the end of the day, the beggars might, with luck, have accumulated a square meal. We pushed our way slowly through the thronged alleys. From an archway in front of us emerged a sacred bull. The nearest beggar was dozing at his post those who eat little sleep much. The bull lowered its muzzle to the sleeping man's bowl, made a scouting movement with its black tongue, and a morning's charity had gone. The beggar still dozed; thoughtfully chewing, the Hindu totem turned back the way it had come and disappeared.

Being stupid and having no imagination, animals often behave far more sensibly than men. Efficiently and by instinct, they do the right, appropriate thing at the right moment, eat when they are hungry, look for water when they feel thirst, make love in the mating season, rest or play when they have leisure. Men are intelligent and imaginative; they look

backwards and ahead; they invent ingenious explanation for observed phenomena; they devise elaborate and roundabout means for the achievement of remote ends. Their intelligence, which has made them the masters of the world, often causes them to act like imbeciles. No animal, for example, is clever and imaginative enough to suppose that an eclipse is the work of a serpent devouring the sun. That is the sort of explanation that could occur only to the human mind, and only a human being would dream of making ritual gestures in the hope of influencing, for his own benefit, the outside world. While the animal, obedient to its instinct, goes quietly about its business, man, being endowed with reason and imagination, wastes half his time and energy in doing things that are completely idiotic. In time, it is true, experience teaches him that magic formulas and ceremonial gestures do not give him what he wants. But until experience has taught him and he takes a surprisingly long time to learn man's behaviour is in many respects far sillier than that of the animal.

So I reflected, as I watched the sacred bull lick up the rice from the dozing beggar's bowl. While a million people undertake long journeys, suffer fatigue, hunger, and discomfort in order to perform, in a certain stretch of very dirty water, certain antics for the benefit of a fixed star ninety million miles away, the bull goes about looking for food and fills its belly with whatever it can find. In this case, it is obvious, the bull's brainlessness causes it to act much more rationally than its masters.

To save the sun (which might, one feels, very safely be left to look after itself) a million of Hindus will assemble on the banks of the Ganges. How many, I wonder, would assemble to save India? An immense energy which, if it could be turned into political channels, might liberate and transform the country, is wasted in the name of imbecile superstitions. Religion is a luxury which India, in its present condition, cannot possibly afford. India will never be free until the Hindus and the Moslems are as tepidly enthusiastic about their religion as we are about the Church of England. If I were an Indian millionaire, I would leave all my money for the endowment of an Atheist Mission.

Aldous Huxley (1894-1963) was an English writer, novelist, and philosopher. He was best known for novels such as *Brave New World*, *Point Counter Point*, *Eyeless in Gaza*, and *Ape and Essence*, for non-fiction books such as *The Doors of Perception*; and for his essays on diverse subjects. He also produced poetry, drama, film screenplays, and works of

criticism. Huxley was considered one of the great minds of his time, and was nominated for the Nobel Prize in Literature seven times.

In the essay 'Benares', Huxley describes what he observes at the ghats on the day of a solar eclipse. He uses this as a launch pad for his reflections on mankind's irrationality. His conclusion is that animals, though lacking intelligence, often behave in more sensible ways than man, who has been endowed with reason. Huxley remarks on the irony that it is humankind's capacity for thought and imagination that has led to belief in superstitions. He concludes the essay by advising Indians of all religious persuasions to assemble to save India rather than assembling and wasting their energies over superstitions. Despite his derisive tone, Huxley's fascination for the place and the rituals is very apparent.

Glossary

a la portee de tons (French) accessible to all

abbreviated / e'bri:vieitid / shortened

antic /'aentik/ a silly act

astride / es'traid / with one leg on each side

barge / ba:dʒ / a large flat-bottomed boat for carrying goods and people on rivers, lakes, etc.

bilge water / bildʒ 'wc:te / water that collects in the almost flat part of a ship's bottom

canopied / 'kaenepid / covered with a cloth roof

cormorant / 'kaimarant / large long-necked sea birds

ecstasy / 'tkstasi / a state of being carried away by overwhelming emotion

embarkation / ,Emba:'keifen / the act of passengers and crew getting aboard a ship or aircraft

endowed / in'daud / provided or supplied or equipped with

estimate / 'Estimit / an approximate calculation

exiguous / Eg'zigjues / scanty, insufficient

eye of faith from the point of view of faith; not sceptical

faggot / 'faeget / a bundle of sticks bound together as fuel

furlong / 'fɜ:lən / a unit of length equal to 660 feet

fatigue / fe'ti:g / extreme tiredness resulting from mental or physical exertion or illness ghat stairway leading down to a landing on the water

grotesque / greu'tEsk / abnormal and ugly

gruesome / 'gru:sem / inspiring horror
heaving / 'hi:vin / (here) the act of lifting something with great effort
imbecile / 'imbisi:l / a stupid person
imperceptibly / .impe'septebli / in so slight or gradual a manner, that
it cannot be seen
incumbent / in'kAmbent / necessary for (someone) as a duty or
responsibility
indispensable / .indis'pensebl / essential
ingenious / in'dʒi:mjes / showing inventiveness and skill
inquisitive / in'kwizitiv / curious
in the twinkling of an eye very quickly
ledge / Iedʒ / narrow horizontal shelf affixed a wall
litter / 'lite / conveyance consisting of a chair or bed carried on two
poles by bearers
liveried / 'liverid / wearing a livery (a uniform for male servants)
lurching / 'lɜ:tʃin / move abruptly and unsteadily
major domo / 'meidʒe 'deu.meu / head steward in a great household
masonry / 'meisnri / structure built of stone or brick
muzzle / 'mAzI / in certain animals, the part of the head comprising
the jaws and nose
nibble / 'nibl / take small bites out of
Noah's ark refers to the Biblical story of Noah, who saved his family
and the animals of the world by building an ark (a very
large ship) in which they survived a great flood sent by
God to destroy the world
oblong / 'oblan) / a rectangular object or flat figure with unequal
adjacent sides
palanquin / .paelen'ki:n / a closed means of personal transportation
carried on the shoulders of four bearers
phenomena / fi'nomine / plural of phenomenon: that which can be
seen to exist or happen
plebeian / pli'bi(:)en / associated with ordinary, common people
provisions / pre'vizenz / a stock or supply of food
pyre / 'paie / wood heaped for burning a dead body as a funeral rite
silhouette / ,silu(:)'et / picture in solid black showing only the outline
slime / slaim / any thick, viscous matter (here, the muddy water of
the Ganges)

smoked glass / seaukt gla:s / glass that has been treated such that it
 can be used as a filter to look at bright
 objects without damaging one's eyesight

smouldering / 'smeulderin/ burn slowly and without a flame

squint / skwint / look at someone or something with one or both eyes
 partly closed in an attempt to see more clearly or as
 a reaction to strong light

staves / steivz / plural of staff: a strong rod or stick

Sumatra a mountainous island in western Indonesia

tepidly / 'tepidli / lacking in emotional warmth or enthusiasm;
 halfhearted

thronged / orand / filled with a great number of people crowded
 together

totem / 'teutem / a natural object or animal that is believed by a
 particular society to have spiritual significance and
 that is adopted by the society as an emblem

trance /tra:ns / a half-conscious state characterised by an absence of
 response to external sensations

trudge / trAdʒ / walk slowly and with heavy steps, typically because
 of exhaustion or harsh conditions

unabashed / ,Ane'baeft / not embarrassed

vulgar / 'vAlʒ / associated with ordinary, common people

Post-reading questions

Answer the following questions in about 50 to 100 words each.

1. What, according to Aldous Huxley, is the Hindu explanation for a solar eclipse?
2. Was the author disappointed at not being able to catch the eclipse? Why?
3. What did the author see on one of the burning ghats? How did he react to this?
4. What did the people do when it was time for the eclipse?
5. What are the various beliefs/actions which the author consider as superstitious?
6. Narrate the incident of the bull and the beggar in your own words.

Answer the following questions in about 250 words each.

1. How does Huxley connect the incident of the bull and the beggar

to the rest of his essay? Expand your answer by elaborating on Huxley's reflections.

2. Describe the arrival of the princess in your own words.

3. What, according to Huxley, should be our attitude toward religion? Why?

4. What does the author propose for the betterment of India? Do you agree with his views? Give reasons for your answer.

Pronunciation

Fricative

As, you have learnt, consonants in English can be classified according to their manner of articulation. The fricative is a type of consonant sound made when air escapes from a narrow passage in the mouth, causing friction and a hissing sound. There are nine fricatives in English. They are /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/.

Transcribe the following words using IPA symbols and underline the common fricative in each set.

1. feather, graph, hefty ...

2. volume, active, never...

3. thermal, author, faith ...

4. that, bother, clothe...

5. scent, coast, glance...

6. zoom, desire, bruise ...

7. ship, machine, blush...

8. collage, fusion, closure...

9. harsh, abhor, behave...

Grammar

Adjective

An adjective describes some aspect of a noun or a pronoun. When an adjective is describing a noun, we say it is 'modifying' it.

Adjectives of quality describe feelings or qualities; state nationality or origin; tell us about a noun's characteristics, age, size, shape, or colour; indicate what something is made of; and express judgments or values. They can be used in the following ways

- a. large, beautiful, leather-bound
 - b. leather-bound, large, beautiful
 - c. beautiful, large, leather-bound
4. His clown costume consists of a red nose, oversized shoes, and a ...jacket.
- a. tight, polka-dotted, satin
 - b. polka-dotted, satin, tight
 - c. polka dotted, tight, satin
5. My sister has a dog.
- a. black, big, scary, Alsatian
 - b. big, black, scary, Alsatian
 - c. scary, big, black, Alsatian

Present and past participles of verbs can also be used as adjectives.

participle	Ending	Adjective function	Example
past	-ed	describes how people feel	I was amused by the article.
present	-ing	describes what causes a feeling	It was an amusing article.

Fill in the blanks with adjectives formed using the present and past participles of the verbs in brackets.

1. It was a boring book. I was bored by the book, (bore)
2. This film is frightening. I was frightened while watching it. (frighten)
3. I felt annoying after I ran into him. That man is very annoyed(annoy)
4. It is an interesting topic. I am interested in learning more about it. (interest)
5. I am tired because I've had a tiring day. (tire)

Adjectives of quantity indicate the amount or number of the noun. There are four apples in the basket. We need many more.

Choose the appropriate word as adjective from the options provided.

1. There isn't much sugar in the pot. (much / many)
2. Tanya has very few options left, (little / few)
3. Rohan brought some food with him. (some / many)
4. I have little faith in Amar. (little / less)
5. People buy less newspapers these days, (fewer / less)
6. Do you have any further plans? (further / farther)
7. I ran pretty far yesterday, but I ran even farther today, (farther/ further)
8. Of the two shirts, I prefer the latter (later / latter)
9. Sonia arrived at the party later than Srinivas did. (later / latter)
10. The people in the photo are Raju, Sonu, and Manu. The last is my brother.(last / latter)

When we compare two people, places, etc., and say that a quality is not present equally in the two, we use the comparative degree of the adjective. The comparative form is always followed by 'than' (except in some cases such as inferior to and superior to).

Your pencil is longer than mine.

The flower is more beautiful than its picture in the book.

When three or more things, animals, etc., are compared, and they have a particular quality in unequal measure, we use the superlative degree of the adjective. The superlative form always has the definite article 'the' before it.

Your pencil is the longest of the three in the box.

That flower is the most beautiful of all those found in the region.

Write the comparative and the superlative forms for the given adjectives.

Adjective	Comparative	Superlative
good / well	Better	Best
bad/ill	Worse	Worst
little	les	Least

much /many	More	Most
far	Farther	Farthest
simple	Simpler	Simplest
important	More important	Most important
small	Smaller	Smallest

Fill in the blanks with adjectives formed from the words given in the brackets.

1. This is the most fascinating story I have ever read, (fascination)
2. Non-smokers usually live longer than smokers, (long)
3. A holiday by the sea is better than a holiday in the mountains, (good)
4. Today was the worst day of my life, (bad)
5. This is the least of the two evils, (less)

Fill in the blanks with the comparative and superlative forms of the adjectives given in the brackets.

1. My bungalow is larger than hers. My bungalow is the largest in my colony, (large)
2. I am the fastest runner in my school. But my sister can run faster than me. (fast)
3. Not only is her handwriting better now, it is in fact the best in her class, (good)
4. This task is very important to me. It is the most important task I'll do this week. (important)
5. I thought the green ones would cost the least, but the red ones cost less (little)

Vocabulary

Oxymoron and hyperbole

An oxymoron is a figure of speech that juxtaposes elements that appear to be contradictory. It combines words that have opposite or very different meanings.

She let out a quiet scream.

The design is composed of an irregular pattern.

Hyperbole is a figure of speech in which exaggeration is used for emphasis or effect.

The suitcase weighed a ton. She is as skinny as a toothpick.

Underline hyperbolic expressions in the sentences given below.

1. We had to wait forever for the bus.
2. I have a million things to do.
3. I could sleep for a year.
4. It was the most amazing sight ever.
5. I am so hungry I could eat a horse.
6. I've told you a hundred times to wash the dishes.

Underline the oxymorons in the sentences given below.

1. The room was filled with a deafening silence.
2. The clown was seriously funny.
3. You are clearly confused by the explanation.
4. Did you bring the original copy?
5. She is deeply superficial.
6. That dog is pretty ugly.

Spelling

Words ending in able or ible

Words ending with able and ible are usually adjectives and mean 'capable of' or 'suitable for'.

enjoyable	able to be enjoyed	edible	suitable for eating
readable	capable of being read	reversible	capable of being reversed

The base word in words ending in able is generally easily identifiable, such as the word 'adapt' in adaptable and 'bear' in bearable, although there may be exceptions. If the base word ends with an 'e', it is usually dropped before adding the suffix, such as in the words debatable (from 'debate') and adorable (from 'adore').

The base word in words ending in ible may not be easily identifiable, as in the case of words such as horrible and feasible. However, there are many exceptions to this principle, such as accessible (from 'access') and flexible (from 'flex').

Complete the following words using the suffixes able or ible.

1. permissible
2. bearable
3. breakable
4. audible
5. collapsible
6. movable
7. illegible
8. advisable
9. acceptable
10. responsible
11. inflatable
12. eligible
13. incredible
14. navigable
15. reversible
16. preferable
17. justifiable
18. invincible
19. capable
20. negligible

Punctuation

Colon and em dash

A colon is used to introduce

- a list: This is what I need: chart paper, marker pens, some glue, and coloured ribbons.
- an explanation: The reason he gave was this: he had not listened to the instructions carefully.
- a quotation: The host made an announcement: ‘The party is over.’

While a semicolon links two balanced statements, a colon leads from one statement to the other.

Punctuate the following sentences by using, wherever necessary, capitals and all the punctuation marks you have learnt so far.

1. YOU MAY BE REQUIRED TO BRING MANY THINGS: SLEEPING BAGS, PANS, UTENSILS, AND WARM CLOTHING.
2. I WANT THE FOLLOWING ITEMS: BUTTER, SUGAR, AND FLOUR.
3. I NEED AN ASSISTANT; WHO CAN DO THE FOLLOWING: INPUT DATA, WRITE REPORTS AND COMPLETE TAX FORMS.
4. HE GOT WHAT HE WORKED FOR; A PROMOTION.
5. I AM SOAKING WET; I FORGOT MY UMBRELLA.

An em dash is used

- in pairs within a sentence, to mark off parenthetical information or ideas: Thousands of children like the girl in this photograph need your help to survive.
- to break off a statement without completing it: I think it would have been better if
- to show other kinds of breaks in a sentence, usually represented by a comma, semicolon, or colon: One thing’s for sure he doesn’t want to face the truth.

Dashes are more informal, relaxed and conversational in style. They are common in informal writing, such as in personal e-mails or blogs; but it is best to use them sparingly in formal writing.

Punctuate the following sentences by using, wherever necessary, capitals and all the punctuation marks you have learnt so far.

1. my son where has he gone
2. things have changed a lot in the last year mainly for the better
3. all four of them vani, kusum, anu, and priya did well in college.
4. 'how many times have i asked you not to' pavan suddenly stopped talking and stood up.
5. chocolate, strawberry, vanilla all ice cream tastes good, especially on a hot summer's day

Conversation

Requests

When we are asking someone for something, we need to be polite and courteous. In the English language requests are made in the form of questions, and we use modal auxiliaries (such as can, could, will, would, may, might) to frame them. We also use the words please, sorry and thank you when we make or respond to requests.

- Making a request
- May I borrow your pen, please?
- Could I borrow your pen, please?
- Would you mind lending me your pen, please?
- Would you be so kind as to lend me your pen, please?
- Could you please do me a favour?
- Can you do me a favour, please?
- I was wondering if you could do me a favour.
- Will you please come with me to the doctor?
- Do you think you could possibly come with me to the doctor?

Note

- Would you ... and could you ... are more polite and formal than will you ... and can you....

- Indirect requests such as I wonder if you could lend me your pen are more formal than direct requests such as Could you lend me your pen.
- Adding expressions such as I'm sorry to bother you, but... to a request makes them more polite.

Agreeing to a request

- (May I borrow your pen, please?) Yes, of course. / Yes, please do. / Certainly. / Sure, no problem.
- (Would you mind lending me your pen, please?) Not at all.
- (Can you do me a favour, please?) Of course, by all means.
- (Will you please come with me to the doctor?) Sure; I'd be glad to help.

Declining a request

- (May I borrow your pen, please?) No, I'm sorry. I need it.
- (Could you lend me your pen, please?) I wish I could have, but I don't have it with me.
- (Would you mind lending me your pen, please?) I'm afraid I can't.
- (Could you please tell me the way to the station?) I'm afraid I don't know. I'm sorry.
- (Will you please come with me to the doctor?) I'm sorry, I can't. I'm very busy today.

Note

- If a request is framed as Would you mind ..., you can respond positively using the expression not at all, which means 'I do not mind'.
- When refusing a request (No, I'm sorry), it is considered polite to give a short explanation for denying the request (/ need it / I don't have it with me / I'm very busy today).
- I'm afraid is an expression used to politely introduce bad news or disagreement.

Based on the hints given, frame a polite request, as well as a polite response (either positive or negative, as indicated).

1. A: could you help me with my homework?
B: (negative) no not at all.
2. A: would mind helping me with my homework?
B: (positive) yes sure
3. A: Will... your car?
B: (negative)...
4. A: Do you... lend me your car,
B: (positive)...
5. A: These boxes are too heavy...
B: (negative)...

Reading passage

The following passage should be read aloud in class by all students, with each student taking turns to read 5-10 sentences each.

Burrakatha: an oral narrative performance

Burrakatha is an art form in which stories are told by performers on a stage. It is part of the katha tradition (katha refers to the story that an artist narrates), and is so named because of the use of a burra, which is short for tambura, a stringed instrument shaped like a skull and made out of baked clay, copper, or dried pumpkin.

This art form is found in the villages of Telangana, as well as in Rayalaseema and other areas of the former state of Andhra Pradesh. Its name varies from region to region. In Telangana, it can also be called Tamburakatha or Saradakatha (since many Telangana artists consider their stringed instruments to be manifestations of the goddess Sarada). In the coastal areas of Andhra Pradesh, it is called Jangamkatha. In Rayalaseema, it can be called Tandanakatha or Suddulu.

Burrakatha began in the form of songs sung by tribal people. Nomadic folklore, or kulapuraanam, suggests the ancestors of one such tribe were cursed by the goddess Parvati to live a difficult life, constantly moving from place to place like nomads. Since then, this tribe has been known as the Jangam (nomadic) tribe. In the twelfth century, they were

greatly influenced by a saint called Basava of Karnataka, and eventually adopted Virashaivism as their religion. Because they often relied on the charity of others for their livelihood, they created burrakatha as a means by which they could earn a living retelling the stories of Lord Shiva.

A performance consists of a story told by a team of two or three people who are often from the same family. The main storyteller of the performance is known as the kathakudu, and that person narrates the story to the accompaniment of music produced by the tambura. Additionally, the kathakudu wears anklets (andelu) and metal rings on their fingers to produce music as they dance. The other performers assist in telling the story, playing small drums called gummata or budike, and playing the role of either humourists (hasyakas) or political commentators (rajakiyas). At times they might interrupt the story to crack jokes or ask questions/and to which the kathakudu responds.

Burrakatha is mostly performed during Dussehra and Sankranti, with performances taking place in the evenings. They begin with devotional songs before the kathakudu introduces the story. The hasyakas and rajakiyas help in emphasising the main points of the story so that the audience does not lose track of the narrative. The stories performed tend to be based on history or mythology, particularly of the great epics the Ramayana and the Mahabharata.

Writing

Informal letters

Informal letters are written to friends, family and relatives. These letters have an informal tone. The style of language used in these letters is casual and conversational. Due to faster modes of communication such as telephone, instant messaging, and video chat, the practice of writing informal letters has decreased to a great extent. They are generally only written when something has to be described elaborately, or when it is not possible to convey news or information through other modes. However, a few people still enjoy writing informal letters and those who receive such letters treasure them.

The block format is the preferred modern style for writing both formal and informal letters. All entries are aligned to the left margin. The various parts of an informal letter are as follows

- **Sender's address:** The complete address of the letter-writer must be given if the letter is written to a person for the first time, or if there is a change in the address of the writer. The country has to be mentioned if the letter is written to someone living in a different country. The address is not punctuated in current practice.
- **Date:** The date follows the sender's address after a line space, and is written in the sequence date, month, and year, as in '5 September 2016'.
- **Salutation:** The most common salutation in an informal letter is 'Dear... '. Sometimes, the salutation could be 'My dear ...' or 'Hi!'. This conveys the writer's intimacy with the person addressed in the letter.
- **Body:** The body of an informal letter is usually longer than that of a formal letter, and is written in as many paragraphs as required by the content. The first paragraph contains greetings and general enquiries. The actual content of the letter is covered in the following paragraphs in free and spontaneous language, following the rules of grammar and punctuation, and using appropriate vocabulary. In the block style of letter writing, the paragraphs are not indented, but are separated with one line space between them.
- **Complimentary close:** The complimentary close is placed after the body of the letter and written as 'Yours affectionately', 'Yours lovingly', or 'Lots of love'. If the letter is written to someone whom you are not intimate with, 'Yours sincerely' is preferred. Remember there is no apostrophe in 'Yours'.
- **Signature:** The signature comes below the complimentary close, and the first name of the person is written instead of the complete name. At times, the name by which the writer is

known to the addressee can be written; for example, 'Jo' instead of 'Jyotsna'.

Read the sample informal letter given below.

Anita Shinde

Flat No. 301, Bluebird Apts

Bannerghatta Bengaluru 580023

15 September 2016

My dear Jo,

I'm so glad to hear that you have joined a new company in Bangalore as Head of Human Resources. You were looking for a change and I'm sure that the new company you're working for now will give you the mileage you were looking for.

Your daughter must be excited, too, as educational opportunities in Bangalore are better than those in the town you were in earlier. I think your husband has to make some adjustments with his work to join you.

How about planning a get-together in Hyderabad during a weekend next month? We could meet our other college friends. Once you get comfortable with your relocation, let me know the dates convenient for you. I'll take up the responsibility of coordinating with the others. We will certainly have a blast!

Convey my regards to your husband and love to your daughter.

Yours affectionately,

Anita

Now, let us try some exercises in letter writing.

1. You have decided to start organic farming in your hometown after acquiring a prestigious MBA degree from a reputed university. Your best friend is unsure if the choice you are making is a good one.

Write a letter to him/her justifying your decision and also underlining the dignity one can derive from getting into an occupation like agriculture.

2. Write a letter to your cousin who lives in another town, inviting her/him to stay with you during Dussehra.

3. Write a letter to your parents who do not believe in your decision of having an alternative career option and want you to get into the

family business immediately after your graduation.

Soft skills

Leadership

Leadership skills are the skills required to effectively motivate and lead a group of people or an organisation. Employers are constantly on the lookout for those exhibiting such skills. Listed below are a few key leadership skills you should attempt to hone.

- **Communication:** Only through open communication can a leader coordinate with his or her co workers and delegate tasks, monitor progress, address issues, help, inspire, and ensure deadlines are met.
- **Self-confidence:** Leaders are often expected to make difficult decisions. In order to do so they must have faith in their choices and must be confident in their own skills to such an extent that they can motivate those they supervise.
- **Honesty:** In order to maintain a company's integrity, leaders must be honest and ethical, ensuring co-workers never have to do things they might be uncomfortable doing.
- **Fairness:** A leader will have to assign projects to co-workers. This means that she/ he must understand the strengths and weakness of her/his co-workers and then delegate tasks fairly, in a diplomatic and objective manner. Doing so will help resolve any potential work issues.
- **Positivity:** Focusing on the positive and always looking for solutions can result in a leader inspiring co-workers. Leaders must thus strive to be good role models.

Activities

1. Split into groups of four. Take turns sharing stories of potential leaders you have met, and what skills they exhibited that made you believe they were worthy of being a leader.
2. In addition to the skills already discussed, list five more skills that

you believe a leader should possess. Share your answers with the class and explain why you think they are important.

Value orientation

The pen is mightier than the sword

In Act II Scene 2 of the play *Richelieu: or, the Conspiracy*, by Edward Bulwer-Lytton, a character utters the lines: 'Beneath the rule of men entirely great / The pen is mightier than the sword.' The line grew to become a common expression which meant that communication is far more effective, influential and powerful than weapons or violence. This idea is clearly illustrated by the Treaty of Versailles, which was one of the major peace treaties signed at the end of World War I. The signing of that treaty changed the courses of several countries and ushered in an era of peace—something weapons and force could not have accomplished.

Writing can instil a number of emotions within a reader; joy, grief, love, anger, jealousy, etc. This is a powerful means by which many who have wielded a pen have been able to connect with a large audience and trigger massive changes. The French Revolution is an example of writers, including Rousseau, tapping into the emotions of the people and instilling a fierce desire for change. Unlike the sword, a pen can be wielded by anyone, and the power it wields is far greater than that of any weapon.

Stanzas Written in Dejection,
Near Naples

Percy Bysshe Shelley

Pre-reading questions

1. What events or things make you unhappy or depressed?
2. What cheers you up when you are sad?
3. Does being in a naturally beautiful location have any effect on your mood?-

The sun is warm, the sky is clear,
The waves are dancing fast and bright,
Blue isles and snowy mountains wear
The purple noon's transparent might,
The breath of the moist earth is light,
Around its unexpanded buds;
Like many a voice of one delight,
The winds, the birds, the ocean floods,
The City's voice itself, is soft like Solitude's.
I see the Deep's untrampled floor
With green and purple seaweeds strown;
I see the waves upon the shore,
Like light dissolved in star-showers, thrown:
I sit upon the sands alone,
The lightning of the noontide ocean
Is flashing round me, and a tone
Arises from its measured motion,
How sweet! did any heart now share in my emotion.
Alas! I have nor hope nor health,
Nor peace within nor calm around,
Nor that content surpassing wealth
The sage in meditation found,

And walked with inward glory crowned
Nor fame, nor power, nor love, nor leisure.
Others I see whom these surround
Smiling they live, and call life pleasure;
To me that cup has been dealt in another measure.
Yet now despair itself is mild,
Even as the winds and waters are;
I could lie down like a tired child,
And weep away the life of care
Which I have borne and yet must bear,
Till death like sleep might steal on me,
And I might feel in the warm air
My cheek grow cold, and hear the sea
Breathe o'er my dying brain its last monotony.
Some might lament that I were cold,
As I, when this sweet day is gone,
Which my lost heart, too soon grown old,
Insults with this untimely moan;
They might lament for I am one
Whom men love not, and yet regret,
Unlike this day, which, when the sun
Shall on its stainless glory set,
Will linger, though enjoyed, like joy in memory yet.

Percy Bysshe Shelley (1792-1822) was an English poet. Born to a wealthy upper class family, he detested tyranny and institutionalised servitude. He was expelled from Oxford for publishing a tract entitled *The Necessity of Atheism*. Conservative English society, unable to tolerate his radicalism, forced him to leave England permanently in 1818. Shelley's poetry shows a remarkably fine blending of idealistic message, precision of imagery and captivating melody. His works express his ardent faith in the progress and perfectibility of man. As a master of lyric poetry, he is unfailingly musical. The stamp of his poetic genius is clearly visible in lyrics like 'Alastor', 'To a Skylark', 'Adonais', and in verse dramas like *Prometheus Unbound*. The present poem was written when Shelley and his

wife Mary visited Naples during winter from November 1818 to February 1819, when the climate was pleasantly warm. It is a description of the way that the poet felt at the time of its composition. The title states that he was writing these stanzas in a state of dejection; however, the poem does not state the reason for his melancholy mood. Although this poem begins with beautiful, uplifting descriptions of nature, it ends on a rather sorrow-filled note. Shelley is able to see the beauty of nature, is able to describe it with love and vigour, but when it comes to his own life, he is unable to find even a glimmer of hope.

Shelley was suffering from depression due to a number of reasons: his first wife had committed suicide; the courts had taken from him the custody of his two children; his poetry was neglected by the public and condemned by the critics; he was plagued by financial problems; he suffered from poor health; and his wife, Mary Shelley, was estranged from him following the death of their daughter. In this poem, the poet's state of dejection is artistically placed in a sharply contrasting setting that effectively emphasises the dejection.

Glossary

City (line 9) refers to the town of Naples (the poet comments that
the town seems almost as quiet as solitude is)

cold (line 37) dead

Deep (line 10) refers to the sea

dejection / di'dʒekʃən / a state of depression

despair / dis'peɪə / lose hope that a situation will improve

dissolve / di'zɒlv / (here) fade away

I see the waves ... thrown the waves of the sea seem to dissolve into
light when they strike the shore

lament / le'mənt / to express sorrow or unhappiness about something

linger / 'lɪŋɡ / (here) to take a long time to disappear or die

measured / 'meʒəd / (here) regular, rhythmic

moan / meʊn / a cry expressing pain or disapproval

monotony / me'nɒtni/ boring and repetitive

Naples / 'neɪp(e)lz / a port and tourist centre in southwestern Italy

purple noon colour symbolism: purple is traditionally associated

with something spiritual or something pure and ideal
solitude /'sɒlɪtju:d/ the state or situation of being alone
star-showers meteor showers
steal / sti:l / (line 33) to move in a quiet, secretive manner
surpass / S3:'pɑ:s / to become better or stronger than something
To me that cup ... measure the poet moans that his lot in life is
different from that of others
unexpanded buds flower buds that are ready to blossom

Post-reading questions

Answer the following questions in about 50 to 100 words each.

1. What is the tone and mood of the speaker of the poem? Pick out the words that support your answer.
2. List the images of nature in the poem.
3. Discuss Shelley as a poet of nature with reference to this poem.
4. What does the poet lament in the poem?
5. Comment on the speaker's complaints, hopes and fears. How has the poet tied the end of the poem to its beginning?

Annotate the following lines in about 250 words each.

1. Like many a voice of one delight,
The winds, the birds, the ocean floods,
The City's voice itself, is soft like Solitude's.
2. Yet now despair itself is mild,
Even as the winds and waters are;
I could lie down like a tired child,
And weep away the life of care
3. Some might lament that I were cold,
As I, when this sweet day is gone,
Which my lost heart, too soon grown old,
Insults with this untimely moan;
4. ... this day, which, when the sun Shall on its stainless glory set,
Will linger, though enjoyed, like joy in memory yet

Pronunciation

Affricate

You have already learnt about plosives and fricatives. The affricate is a type of consonant sound which combines a plosive with an immediately following fricative articulated at the same point. The English affricates are /tʃ/ and /dʒ/ .

Affricate	In initial position	In medial position	In final position
/tʃ/	champion, check	matching, bachelor	preach, snatch
/dʒ/	jug, just	adjust, subject	ridge, badge

Nasal

A nasal consonant sound is produced when there is a complete closure of the air passage in the mouth and the air escapes through the nose. The English nasals are /m/, /n /, and /ŋ/.

Nasal	In initial position	In medial position	In final position
/m /	man, must	grammar, smooth	game, fame
/n/	next, now	manage, answer	ban, cane
/ŋ/	—	finger, uncle	ring, bang

Write three words of your own for each of the five sounds listed above and pronounce them aloud in the class.

Grammar

Article

Articles are used before nouns to define their use in the context of the sentence. There are two kinds of articles.

- indefinite articles: a, an
- definite article: the

Take a look at how indefinite articles are used.

- A is used before singular, countable nouns which begin with consonant sounds.

He is a teacher.

- A is used before words such as ‘European’ or ‘university’ where the initial vowel is pronounced like a consonant. Remember, it is the sound and not the spelling which is important.

She has a one-rupee coin.

- An is used before singular, countable nouns which begin with vowel sounds.

He is an actor.

- An is used before a word beginning with a silent /h/.

He was late by an hour.

- In English, some nouns are uncountable (e.g., information, air, advice, salt, water, paper, milk, coffee, rice, cloth, wood, etc.). Do not use a or an before these uncountable nouns.

I drink coffee every morning. I also have bread and butter.

Now let us see how the definite article is used.

- The is used when talking about something which is already known to the listener or which has been previously mentioned, introduced, or discussed.

I have a pen. The pen is blue.

- The is used before the names of oceans, seas, coasts, rivers, mountain ranges, groups of islands, planets, gulfs, newspapers, magazines, musical instruments, directions, deserts, names of trains, hotels, holy books, ordinal numbers and superlative degrees.

While waiting for a ferry to take him cross the Godavari, Amit read the Times of India and listened to Gita practise the sitar.

- The is used before proper nouns for the sake of comparison.

Kalidas was regarded as the Shakespeare of India.

Fill in the blanks with indefinite articles where necessary.

1. She doesn't own... car.
2. He came from... humble beginnings.
3. I saw... bears at the zoo.
4. He asked for... milk

5. She didn't get... invitation.
6. I saw... eagle fly by.
7. She was... English teacher. She taught at... European university.
8. He bought... milk,... butter, and... loaf of bread.
9. The table is made of... wood.
10. Dr Abdul Kalam was... honest man.

Correct the following sentences by inserting articles wherever necessary.

1. There is book in my backpack. Book is very heavy.
2. Do you know where I left car keys?
3. I enjoy reading detective novels, especially ones by famous author Arthur Conan Doyle.
4. French drink wine, while Americans drink beer.
5. Group of MBA students from university of Mumbai visited Harvard University in United States.
6. Bible was first book to be printed by Gutenberg in fifteenth century.
7. I am fond of music of Mozart. My grandfather owns antique piano.
8. Cloth is sold by metre. Metre of this fabric cost me moon.
9. Sun is at highest point in sky at noon.
10. After humans, chimpanzee is most intelligent among animals.

Vocabulary

Portmanteau words

A portmanteau is a new word formed by joining two (or multiple) words and combining their meanings. A portmanteau word fuses both the sounds of the original words and the meanings of its components. Here are some examples

advertorial	advertisement + editorial	malware	malicious + software
biopic	biography + picture	multiplex	multiple + complex
blog	web + log	motel	motor + hotel
edutainment	education + entertainment	pixel	picture + element

nt

emoticon emotion + icon romcom romantic + comedy
internet international + network smog smoke + fog

Add six more words to the list above. Use these words in sentences of your own. Loanwords

A loanword is a word taken from a foreign language with little or no change. Here are some examples—

Loanword	Borrowed from	Present English meaning
avatar	Sanskrit	manifestation, personification
guru	Hindi	a spiritual teacher or recognised leader
cafe	French	a small restaurant selling drinks and snacks
kindergarten	German	a preschool for children aged 4 to 6
cigar	Spanish	a roll of tobacco for smoking
vodka	Russian	a distilled alcoholic beverage

Add six more words to the list above. Learn their origin and their present meaning in English. Use these words in sentences of your own.

Spelling

Words ending in al, ance, ence, ic, ity and ive

The following suffixes are used to form new words

Suffix	Meaning	Words
al	of, belonging to, pertaining to	acoustical, ancestral, medical
anee	quality, action, state or process	appearance, assurance, performance
ence	quality, action, state or process	independence, innocence, difference
ic	having the nature of, like	antibiotic, logarithmic, stylistic
ity	quality, state	ability, maturity, toxicity

ive	tending to, performing	addictive, defective, supportive
-----	------------------------	----------------------------------

Complete the following words using the suffixes -al, -ance, -ence, -ic, -ity or -ive.

1. iconic
2. confidence
3. dominance
4. avoidance
5. poetic
6. productivity
7. capacity
8. acceptance
9. classic
10. insurgence
11. curiosity
12. reactive
13. parental
14. futile
15. rhythmic
16. kinetic
17. national
18. vindictive
19. opacity
20. ambulance

Punctuation

Hyphen

A hyphen is used to

- combine compound-adjectives: well-known writer, two-year-old child, state-of-the-art
- indicate numbers, fractions, measurements when written out: inch-long nail, two-kilometre walk, thirty-five, one-third

- separate certain prefixes from root words: trans-American, ex-colleague, mid-forties, re-elect
- remove ambiguity: little used boat (little used boat could mean a small boat that has been used a lot), man eating shark

note

- Do not use a hyphen between an adverb ending in ly and a verb ending in ed: finely tuned poorly received smartly dressed
- Never use a hyphen after very: very well dressed
- Beware of mistakenly using hyphens in phrases that are not compound adjectives: He was a well known writer (well known=compound adjective) BUT the writer was well known.

Rules for hyphenation can occasionally be confusing, and it may take a lot of practice to be able to use hyphens correctly. When in doubt, always look up a good learner's dictionary.

Punctuate the following sentences by using, wherever necessary, capital and all the punctuation marks you have learnt so far.

1. sushil kumar my mathematics teacher is an absent minded person the day before yesterday he walked into the biology class and started teaching algebra.
2. Sandya balasubramaniam was not only a world famous bharatnatyam dancer but also a leading Carnatic music vocalist
3. hansif abbas a Kenyan born runner of indian origin won the 100 metre bronze at the London olympics
4. mount fuji with its beautiful snow capped peak is a well known Japanese icon
5. dr b r ambedkar is regarded as the chief architect of the constitution of india with the adoption of the constitution the union of india officially became the republic of india the indian constitution came into force on 26 january 1950 an event that is celebrated each year as republic day

Conversation

Conducting a meeting

Very often, organizations conduct weekly, monthly, quarterly, or special meetings to discuss certain issues and make decisions and/or plans. The steps below are useful guidelines for conducting an effective meeting

Purpose

- Identify the purpose and expected results of the meeting.
- Identify whether the meeting is conducted for delivering information, sharing information, or collecting information.

Agenda

- The agenda is a list of the items/issues that are to be discussed in a meeting.
- Limit the number of items/issues, keeping in mind the time available.

Participants

- Identify and invite only those participants necessary for the meeting.
- Make sure that every participant has something to contribute with regard to the agenda of the meeting.

Preparation

- Decide the date, venue and time of the meeting.
- Communicate the agenda to the participants at least 24 hours prior to the meeting.

Meeting principles

- Request all participants to turn their mobiles off or to keep them in silent or vibrate mode.
- Disallow any sort of electronic communication during the meeting.
- Respect the opinion of each participant. Encourage openness among participants.
- Ask questions to clarify doubts during discussions.

Meeting facilitator

- Designate a skilled facilitator who is aware of the meeting principles and the agenda.

This will ensure that the meeting is conducted in a smooth manner.

- Rotate facilitators regularly during scheduled meetings.

Time

- Designate a timekeeper who works with the meeting facilitator to restrict discussions to the time limit
- Start and end every section of the meeting on time,. Check the time periodically to see whether you are following the time limit scheduled for each item.
- Allow flexibility in the schedule when the occasion demands

Conducting the meeting

- Open the meeting by announcing the ground rules and the agenda
- Cover one item/issue at a time.
- Invite and encourage everyone to participate and contribute his or her ideas.
- Do not stray from the planned agenda
- Summarise the discussion and recommendation at the end of each planned section.

Minutes

- The minutes of the meeting are a written accounts of what transpired at a meeting
- Designate a member to write the minutes of the meeting while discussion go on.
- Make detailed minutes since this record is important for further follow up on key issues.
- Highlight key points for each item and identify the items that are to be discussed in future meetings.

Concluding a meeting

- Review the items/issues discussed at the meeting and the resolutions taken.
- Decide timeframes for taking action with those who are responsible for the execution of action plans.
- Announce the agenda, time and venue for the next meeting.

- Thank the attendees for their participation.

Evaluation

- Ask each attendee to evaluate the meeting, either in writing or by using the open discussion approach.
- Pose questions such as ‘What can we do better next time?’ and ‘What parts of the meeting worked well, or did not work well?’ as feedback for conducting the next meeting.

Try the following activity. Form groups of 5-10 students each.

Within your groups, enact a meeting in the class which discusses and finalises plans for a class project.

Reading passage

The following passage should be read aloud in class by all students, with each student taking turns to read 5-10 sentences each.

Flower-boat

Sunkara Ramesh

Bathukamma, the golden pattern
Of chosen blooms piled, cone-shaped!
Gowamma on the
Platform of pumpkin petals!
On the flower-hillock
Golden blossoms offer boons
A fortune line for children.
Different may be the hues
Dissimilar may be the scents
Yet the ripples of soft floral steps
Offer a new kinship
A celebratory gathering of flowers!
And the broken ties getting
Reunited by flower ceremonies!
The flowers kiss the fingertips
Of maidens with glee.
To prepare a Bathukamma,

The damsels become
Arched rainbows of prime youth.
The thangedu flowers vying with
The golden lustre of damsels' bodies
Bow with humility
In the hands of young dames!
Tender lips are Bougainvilleas
Pearls of smiles are Cunugu flowers
Collyrium lines of eyes are Ipomoeas
Descended moonlights are beera blooms
Marigolds mount palanquins of young maidens
Kanakambarams deck decoratively
The plants of young ladies!
Bathukamma is the bloomy veneer
On the body of waters.
Beauties perched on palanquins
Emanate glorious lustre touching the sky.
Bathukamma is a flower-boat
Flipping inside our eyes!

Writing

Formal letters

You learnt how to write informal letters in the previous lesson. We shall now take a look at the formal letter. These deal with affairs of official and public nature; for instance, a letter to a government official, a newspaper editor, a college principal, and so on.

The block format is the preferred modern style for writing formal letters. All entries are aligned to the left margin. The various parts of a formal letter are as follows

Sender's address: The address of the sender is placed on the top-left corner of the page. The address is not punctuated in current practice. The sender's address is omitted when official letters are written on company letterheads.

Date: The date is placed below the sender's address.

Inside address: This is the address of the receiver and it is placed on the left, below the line of the date. The inside address is not punctuated, and each line of the address begins on the left margin.

Reference number

Sender's address

...

...

...

Date

Inside address

...

...

...

Attention:...

Salutation,

Subject: ...

Complimentary close,

Signature

Full name

Designation

Enclosed: 1...

2...

cc:...

Salutation: The most common forms of salutation in an official letter are 'Dear Sir' (or 'Dear Sirs' if an organisation and not a specific individual is being addressed) and 'Dear Madam'. In case you do not know whether the person to whom the letter is being sent is a man or a woman, the salutation 'Dear Sir / Madam' can be used. If you know the name of the person you are writing to, you can address the person by his or her name accompanied by a title, as in, 'Dear Ms Uma Verma' or 'Dear Dr Krishnan'.

Subject: This part is a feature of all kinds of official letters. It is a brief statement of the subject of the letter (what it is about) and it is placed below the salutation.

Body: This is the main part of any letter. The contents of an official letter should be brief, clear, precise and complete with respect to the information being conveyed. What is equally important is that your letter must be polite, even when refusing an offer or saying something difficult for the receiver to accept. Although official letters are written in a formal style, it is best to avoid using outdated fixed expressions such as ‘Yours of even date to hand’.

Complimentary close: The expression usually used to close official letters that begin with the salutation ‘Dear sir’ (and others of the same kind) is ‘Yours faithfully’. But in cases where the receiver is addressed by his/her title and name, the complimentary close used is ‘Yours sincerely’. Note that forms like ‘Yours respectfully’, ‘Yours obediently’ and ‘Your obedient servant’ are now considered old-fashioned.

Signature: Official letters must have the full signature, with the person’s name and designation in two separate lines below it. If the name of the company is mentioned, it appears below the signature of its representative who writes the letter. If an employee signs a letter on behalf of a senior colleague, the name and designation of the senior colleague is given below the signature and name of the person signing the letter.

In addition to these eight parts, some official letters have all or some of the following.

Reference numbers: Official letters sent from organisations are assigned numbers that help in having the letters filed according to their subject. The reference number is placed above the sender’s address.

Attention line: This sometimes appears above the salutation. It contains the name of the person to whom the letter is to be directed, especially in large organisations.

Enclosures: This is placed on the left-hand margin, below the signature line. You can list in this part of the official letter the papers you may want to enclose. For example: encl. 1. budget for 2016-2017
auditor’s report

Copies: If copies of the letter are going to other persons, their names are mentioned below the list of enclosures.

Let us now look at some examples of formal letters.

A letter to a college principal
M. Sharath
III BSc (MPC), Roll 238-011
Government Degree College
Wanaparthy
15 April 2016
The Principal
Government Degree College
Wanaparthy

Dear Sir,

Sub: Request for the issue of Transfer Certificate, Bonafide Certificate, and Memorandum of Marks

With reference to the subject cited, I would like to bring to your kind notice that I completed my BSc (MPC) from our college during the academic years 2013- 2016, and passed in the first division. I require my Transfer Certificate, Bonafide Certificate, and Memorandum of Marks for further studies.

May I request you to please issue the above certificates to me at the earliest. I enclosed the necessary challans and no-dues certificate for your reference.

Thank you.

Yours faithfully,

M. Sharath

A letter to the Inspector of Police, Railways
129 Neeti Apartments Kasturba Nagar Warangal 506 009
15 October 2016

The Inspector of Police Warangal Railway Station Warangal 506
009

Dear Sir,

Sub: Request to trace missing laptop

On the night of 14 October 2016, I was travelling from secunderabad to Warangal by the Charminar Superfast Express with a lot of luggage in Coach S4, Seat 16. The train departed at 7 p.m. from

Secunderabad station. There was a huge crowd of passengers due to the Sankranthi festival. I reached Warangal station by 9 p.m.

To my shock, I found my laptop missing when I checked my luggage. It might have been taken by fellow travellers in the train, as I am certain I did not misplace it.

I therefore request you to please take necessary action to trace it. Please treat this as a formal complaint. I hope you will be good enough to make enquiries into the missing laptop.

Thank you very much for your help.

Yours faithfully,

Pallavi M.

The ability to write good letters improves with practice. Try your hand at the following exercises. You may use the letters printed above as models.

1. Write a letter to the GHMC Corporator of your locality, complaining about the delay in garbage collection.
2. Write a letter to the editor of a local newspaper, suggesting that news items of national and global significance should be given greater importance than celebrity gossip and news of a sensational nature.
3. Write a letter giving positive feedback to the coordinator of a personality development course you attended.

Soft skills

Stress management

Stress is the overwhelming feeling you get when you are under a lot of mental or emotional pressure (because of work responsibilities, studies, financial worries, or any of life's other demands). Since stress affects your hormones and body chemistry, it can make you anxious, irritable, angry, depressed, low in self-confidence, lethargic or drained of energy, or sleepy. These are but a few symptoms it can trigger, and so learning to manage stress is a necessary element of our lives.

There is no predictable pattern to stress. For some, giving a presentation to a group of co-workers can be stressful, while for others,

tight deadlines can be a source of tremendous worry. This is why it is important you try to recognise and avoid your stress triggers. If you're not sure what causes your stress, perhaps the best way to identify the trigger would be through mindfulness and a journal writing down information about stressful events to work out what triggered your stress. You can use that information to develop a better coping mechanism. Things you might want to write down in your journal could include the following:

- What you were doing at the time of the stressful event
- How you felt (mentally and physically)
- What you were thinking
- What was going on around you
- Where it took place
- A stress rating (from 0 to 10) to determine how stressed you felt

Sadly, there is no quick-fix for stress. Nor does one single method work for everyone; again, you will have to determine what helps you manage your stress best. Listed below are common practices that can potentially alleviate tension:

- **Exercising:** It can be easy to worry endlessly about a problem. Sometimes, going for a run or playing a sport with your friends clears your mind and helps relieve stress. Any kind of manageable physical activity will help you relax.
- **Connecting with loved ones:** Sharing how you feel with your friends and family can relieve you of some of the burden of anxiety. Additionally, talking to others might lead to brainstorming and solutions to your problem.
- **Relaxing.** Taking time off from work to socialise or indulge in a hobby can make a huge difference in your mental well-being. Getting a solid eight hours of sleep will recharge the body and the mind.
- **Meditation:** Breathing exercises like pranayama or meditation have been known to help.

- Avoid unhealthy habits: Many people use alcohol or smoking to cope; but in the long run, these habits will only hurt you as they will not make your problems disappear and will further deteriorate your health.
- Find help: Talking about your problems is considered to be a key way to tackling stress. Talk to your general physician if you fear that stress is overwhelming your life, as they will be able to put you in touch with experts who are familiar with stress and capable of alleviating your tension.

Value orientation

Practice makes perfect

‘Practice makes perfect’ is a popular expression that emphasises the importance of doing something again and again until you are capable of completing the task in the best manner possible. If you learn from your mistakes you will steadily improve.

A violinist does not learn to play the instrument after one lesson, but keeps at it, working hard and practicing daily until they master the art. Even then, in order to maintain their fluency, they must practice. The same holds true for sportspeople as well. Tendulkar became the ‘Little Master’ only through perseverance, practising in the nets day in and day out for many years.

‘Practice makes perfect’ is applicable in the world of academics as well; merit-holders in board examinations achieve such high marks by studying and revising every day so that they have a thorough understanding of the subject. Only through regular practice can you become perfect or proficient in something.

Lesson 8

Shakespeare Retold: Julius Caesar

(an EXTRACT FROM ACT III, SCENE 2)

Pre-reading questions

1. Are you familiar with the works of Shakespeare? Have you read or seen a performance of any of his plays? Have you seen any film or television adaptation of Shakespeare?
2. Do you know who Julius Caesar was? Do you know where he was from, or which period in history he belonged to?
3. Have you ever heard a speech that moved or inspired you? Do you know of any famous speeches?

The following is a prose adaptation of a short extract from Act III, Scene 2 of William Shakespeare's play Julius Caesar. Turn to page 156 to read Shakespeare's original lines from the play.

Characters

Brutus: a Roman politician who helped murder Caesar

Antony: a Roman general and close friend of Caesar

Citizens: the common people of Rome

BRUTUS Be patient until I have explained everything. Romans, countrymen and dear friends! Be silent so that you can hear my reasons for killing Caesar. Believe me, for I am an honourable man; and keep in mind the respect that I have earned so that you can trust what I say. Criticise me wisely, and be attentive so that you can judge me correctly. If there is any friend of Caesar's present here, I assure him that my love for Caesar was no less than his. If he demands to know why I opposed Caesar, here is the reason: it is not that I loved Caesar less than anyone else, but that I loved Rome more than everything else. Which would you prefer? That Caesar were alive and all of us die as slaves, or that Caesar were dead and we live as free men? I weep for Caesar because he loved me. I rejoiced in his good fortune. I respected his bravery. But I killed him because of his ambition. There are tears for his love, joy for his fortune, honour for his valour, and

death for his ambition. Is there anyone present here who is so degraded, that he would like to be a slave? If there is such a person, let him speak up, for I have hurt him by killing Caesar. Is there anyone present here who is so uncivilised, that he would not like to be a Roman citizen? If there is such a person, let him speak up, for I have hurt him by killing Caesar. Is there anyone present here who is so wicked, that he does not love his own country? If there is such a person, let him speak up, for I have hurt him by killing Caesar. I will wait for that person to reply.

ALL There is no such person here, Brutus.

BRUTUS Then, I have hurt no one. I have not done anything to Caesar than you yourself would not do to me. The details and justification of his death are all recorded in the Capitol. The praise he deserved has not become less, nor have his flaws for which he was punished by death been overemphasised.

(ANTONY enters, with Caesar's body.)

BRUTUS Here comes Caesar's dead body, mourned by Mark Antony, who, although not involved in the murder, will receive the benefits of it he will receive an equal share in the commonwealth, just like all of you. Having said this, I now leave. Just as I thought it fit to kill my best friend for the good of Rome, so will I not hesitate to kill myself, when my country requires me to sacrifice my life.

ALL Live, Brutus, live, live!

FIRST CITIZEN We'll accompany Brutus to his house, like a grand hero!

SECOND CITIZEN We will make a statue of him, and place it near those of his ancestors!

THIRD CITIZEN Let Brutus become our ruler!

FOURTH CITIZEN Yes, let's make Brutus our king, as he has all the good qualities of Caesar!

FIRST CITIZEN We'll bring Brutus to his house with shouts of joy and victory!

BRUTUS My countrymen

SECOND CITIZEN Quiet, everyone! Silence! Brutus is speaking!

FIRST CITIZEN Quiet! Listen!

BRUTUS My good countrymen, allow me to go home alone. And, because I ask you, stay here and pay your respects to Caesar. I have given Mark Antony my permission to say a few kind words about Caesar. I request that no one leave, except me, until Antony has spoken.

(BRUTUS leaves the scene.)

FIRST CITIZEN Everyone remain here! Let's listen to Mark Antony.

THIRD CITIZEN Let him climb onto the platform. We will listen. Noble Antony, climb up.

ANTONY Because of Brutus, I am indebted to you. (He climbs onto the platform.)

FOURTH CITIZEN What did he say about Brutus?

THIRD CITIZEN He says that because of Brutus, he is indebted to all of us.

FOURTH CITIZEN It's best if he does not speak badly of Brutus.

FIRST CITIZEN This Caesar was a tyrant.

THIRD CITIZEN That's true for sure. We are blessed that Rome is rid of him. FOURTH CITIZEN Silence! Let's hear what Antony has to say.

ANTONY Kind Romans

ALL Silence, everyone! Let's hear Antony speak!

ANTONY Friends, Romans, countrymen, please pay attention. I've come here to bury Caesar, not to praise him. The memory of the wrong things that men do lives long after their deaths; but the good gets buried along with them. Let this be the case with Caesar as well. The noble Brutus said that Caesar was ambitious. If, indeed, this was true, then it was a serious flaw. And Caesar has paid the price for this fault. With Brutus's permission for Brutus is an honourable man; as are all the rest of them the murderers, all of them are honourable I've come to speak at Caesar's funeral. He was my friend, loyal and fair to me. But Brutus says he was ambitious, and Brutus is an honourable man. Caesar brought many captives of war back to Rome, whose riches made this city wealthy. Did this accomplishment cause Caesar to seem ambitious? When the poor were sad, Caesar wept with them. Ambition should be tougher than that. Yet,

Brutus says he was ambitious and Brutus is an honourable man. Every one of you saw that on the day of the Lupercal festival, I offered Caesar a royal crown thrice, but he refused it all three times. Would you call this ambition? Yet, Brutus says he was ambitious, and, surely, he is an honourable man. I'm not here to contradict Brutus: I'm here only to speak about what I know. All of you loved Caesar at one time, and with very good reason. So what is stopping you from mourning his death now? Oh, Reason! Animals behave more sensibly these days, while men have lost their power to think rationally! Forgive me. My heart is buried in the coffin with Caesar, I need to pause until I can control my emotions. (Goes a little distance aside.)

FIRST CITIZEN I think there's a lot of sense in what he says.

SECOND CITIZEN If you think about it, Caesar has suffered a great injustice.

THIRD CITIZEN He has, hasn't he? I'm worried he will be succeeded by someone worse.

FOURTH CITIZEN Did you hear Antony? Caesar wouldn't accept the crown. Therefore it is certain that he wasn't ambitious.

FIRST CITIZEN If that's true, certain people are going to pay dearly for what they have done.

SECOND CITIZEN Poor Antony! His eyes are red as fire because of how much he is crying for the death of Caesar.

THIRD CITIZEN There isn't a more noble man than Antony in all of Rome.

William Shakespeare (1564-1616) is considered the greatest dramatist and poet of the English language. In Shakespeare's hands, English drama achieved a matchless brilliance that first shone forth in his early history plays, such as those based on the reigns of Henry VI, Richard II and Richard III; maturing into the romantic comedy of *As You Like It* and *A Midsummer's Night Dream*; and finally reaching its zenith in the great tragedies, *Hamlet*, *King Lear*, and *Macbeth*, and in romances such as *The Tempest* Shakespeare is also remembered for his many sonnets, the beauty and lyricism of which are admired even today.

Julius Caesar is one of Shakespeare's great tragic plays. It opens with great celebration in the streets of Rome. The Roman general and statesman Julius Caesar has returned from a battle after defeating his political rivals. Rome is a republic, governed by elected noblemen. Some of them fear that Caesar (who is popular among the common citizens and has the support of the army) could seize power and declare himself a king. Many Roman politicians including Cassius and Brutus watch Caesar's rise to political power with suspicion. While Cassius is outright jealous, Brutus has the larger interests of Rome's people at heart. Cassius, Casca and other politicians persuade Brutus that Caesar must be killed in order to save Rome. The thought troubles Brutus because Caesar has been a friend to him, but he agrees to join the conspiracy because he thinks it is best for the country. During a Senate meeting at the Capitol Rome's legislative assembly, the conspirators brutally stab Caesar to death. The people of Rome are confused and agitated by the murder of a popular leader, and demand answers.

The text you have just read is a prose paraphrase of an extract from Act III, Scene 2 of Shakespeare's play. (The original extract may be found in Appendix I, after this lesson.) Here, Brutus calms the restless crowd of commoners. He explains to the Roman citizens his fears concerning Caesar's ambition, and why it was necessary to kill him. After listening to his speech, the crowd is convinced that Brutus and the conspirators did the right thing. They praise him for assassinating Caesar and delivering Rome from the evils of a dictatorship. Caesar's friend Mark Antony then addresses the crowd, as it is a tradition to speak at the funeral of a leader. Antony has been warned by the conspirators not to say anything against them. Antony does not say anything directly against the conspirators; instead, he reminds the crowd of Caesar's many services to Rome. His praise of Caesar sways the crowd, who now turn against the conspirators.

This scene shows the power of oratory, which is the art of formal speaking (oration) in public. We see two men speak at cross purposes, each using rhetorical devices to persuade the audience. Brutus attempts to justify the assassination of Julius Caesar.

He appeals to the crowd's wisdom and sense of honour, and requests them to give him a fair hearing. He says that his love for Caesar was great, but his love for a free Rome was greater. He claims that Caesar was growing ambitious, and that under the latter's dictatorship Romans would live as slaves. He concludes that he has offended no one by killing Caesar, but has instead rendered the citizens of Rome a great service. The commoners call for various honours to be bestowed upon Brutus. They are so impressed that they even talk of making Brutus their king the very thing that prompted Brutus and the other conspirators to kill Caesar.

When Caesar's friend Antony comes to the pulpit to address the crowd, public opinion is very much in favour of the conspirators. Antony cannot condemn the conspirators without harm to himself. He claims he has no intention of praising his dead friend; he praises the murderers instead as 'honourable men'. He says that if Caesar was ambitious as described by Brutus, then his murder was indeed justified. However, he presents many arguments to prove that Caesar was not ambitious, while at the same time enumerating Caesar's good qualities. He uses emotional appeals to stir the crowd. Not once does he say anything against the conspirators, but his clever speech hits its mark. The crowd reasons that if Caesar was not ambitious as claimed by Brutus, then his murder was a grave injustice. The mood of the commoners changes sharply once again, and they now cry out for the blood of the murderers.

This short extract demonstrates two instances of the power of words. Through the skilful use of well-chosen language, both Brutus and Antony manage to persuade their audience of the correctness of their respective thoughts and deeds. Shakespeare shows us the importance of mastering the ability to communicate effectively, a skill that you should practise and perfect for success in your personal and professional lives.

The play continues after this scene in the following manner. The common people of Rome riot and kill the conspirators they manage to catch. Brutus and Cassius flee the city. Antony and his supporters gather an army to defeat Brutus and his supporters. Suspicion, mistrust, and a series of misunderstandings lead to the deaths of Brutus and Cassius, and

Antony's army emerges triumphant. Antony praises Brutus as the 'noblest Roman' of all, and orders a proper formal funeral for him.

Glossary

ancestor / aensiste / someone from whom you are descended (who came much before your grandparents)

Capitol / kaepitl / the building in which the Roman state legislature met

commonwealth / kamenwelo / a political system in which the supreme power lies in a body of citizens who can elect people to represent them

degraded / di'greidid / unrestrained by convention or morality

indebted / in'dstid / owing gratitude or recognition to another for help or favours
Lupercal an ancient Roman festival of health and fertility, celebrated in mid-February

noble / 'neubl / (here) having high moral principles

rationality / 'raefneli / wisely, logically

reason / 'ri:zn / (1) an explanation of the cause of something; (2) the ability to think clearly and logically

tyrant / 'taierent / a cruel and oppressive dictator

valour / 'vaela / bravery, courage, heroism

Post-reading questions

Answer the following questions in about 50 to 100 words each.

1. How does Brutus justify his assassination of Caesar?
2. In his speech, Brutus makes several references to the crowd's wisdom and rationality. Do you think they actually possess these qualities? Justify your answer.
3. Describe how Antony employs irony in his speech.
4. What are the similarities in the two orations you have read in this lesson?
5. What was the effect of Antony's oration on the crowd?

Annotate the following lines in about 250 words.

1. It is not that I loved Caesar less than anyone else, but that I loved Rome more than everything else.

2. Let Brutus become our ruler!
3. I'm not here to contradict Brutus, but only to speak about what I do know.
4. If that's true, certain people are going to pay dearly for what they have done.

Pronunciation

Approximant

Approximants are consonant sounds that are produced by bringing one speech organ (such as the tongue or lips) close to another without actually touching it. This group of sounds includes /l/, /r/, /j/, and /w/.

Approximant	In initial position	In medial position	In final position
/l/	lamp, lid	flower, silly	call, feel
/r/	rain, ribbon	stream, carrot	—
/j/	yellow, union	beauty, pupil	—
/w/	water, one	always, squeeze	—

Note the following with regard to these sounds and the letters than are often used to represent them in words.

- The letter 'l' is silent in certain words like 'talk', 'half', 'calm', 'should', 'would', i.e., there is no /l/ sound in these words.
- When the letter 'r' is followed by a consonant, its /r/ sound is unheard; e.g., 'bark', 'curd', 'port', 'interview'.
- When the letter 'r' comes at the end of a word, its /r/ sound is not pronounced in British English; e.g., 'better', 'car', 'fur', 'singer'.
- In British English, the sound of the phoneme /r/ is heard only when the letter 'r' is followed by a vowel sound; e.g., 'break', 'drive', 'hundred', 'rat'.
- When the letter 'w' is followed by the letter 'r', the /w/ sound is unheard; e.g., 'write', 'wrong', 'wren', 'wriggle'.

Write down the approximant consonant sound represented by the underlined letters in the given words.

1. twig ...
2. badly ...
3. greeting ...
4. student ...
5. new...
6. crazy ...
7. healthy...
8. rupees...
9. young...
- 10.wine ...

Do the following words contain any approximant consonant sounds? If yes, which one? If no, put a cross against the word.

1. queen...
2. card...
3. future...
4. apple...
5. half ...
6. heart...
7. wrist ...
8. balm...
9. whom...
10. yolk...
11. never...
12. wallet...
13. traffic...
14. colonel...
15. two...
16. cow...
17. palm...
18. answer...
19. chalk...
20. Sword...

Grammar

Adverb

Adverbs are words used to modify verbs, adjectives, and other adverbs. They add meaning to the word they modify.

The old man walks slowly. Adverb slowly modifies the verb walks

This place is very peaceful. Adverb very modifies the adjective peaceful

The news came quite suddenly. adverb quite modifies the adverb suddenly

There are different types of adverbs.

Adverb Type	Tell us	Example
Manner	how something happens	She came in quickly.
Frequency	how often something happens	He goes to the market daily.
Time	when something happens	Students have a farewell party today.
Place	where something happens	He wants us to wait outside his room.
Degree	the intensity or degree of something	The new shop is too far.

Fill in the blanks with suitable adverbs, using the adjectives in brackets as clues. In the space provided after it, write down what kind of adverb it is.

1. Come... before it finishes! (quick)

[Adverb of...]

2. Although he is a good Student, he did not do... in the exam, (good)

[Adverb of...]

3. Telugu is my mother tongue. I speak it.... (fluent)

[Adverb of...]

4. He did not complete the course as... as he thought he would, (easy)

[Adverb of...]

5. I reached on time because I left home... (early)

[Adverb of ...]

Correct the error in the use of adverbs in each of the following sentences. If there is no error in the sentence, put a tick mark in the space provided.

1. My sister always worked hardly.

...

2. He is driving too fastly.

...

3. He is dressed casually.

...

4. The plane flew highly in the sky.

...

5. The pan is really hot.

...

Fill in each blank with the correct adverb from the choices given below.

happily	quickly	daily	often
happy	quick	quiet	severe
sadly	never	loud	severely
early	sometimes	quietly	yesterday
lately	every	inside	today

1. Mrs Reddy had begun the class... I had been late...,and was punished...for it. I decided to sneak into class. I tiptoed in...from the back door and slid into my seat...before she noticed.
2. I go to the park...evening. I ... run into my neighbor, Tara. Her pet dog wags its tail...when it sees me.

Vocabulary

Palindromes

A palindrome is a word, phrase, number, or other sequence of symbols that reads the same backward as forward.

bib	madam	radar	civic
peep	refer	eve	noon
tot	level	nun	wow

Fill in each blank with a palindrome based on the given clue.

1. When both hands of a clock are on 12, and the sun is overhead...
2. A part of the body...
3. A male member of the family...
4. A female member of the family...
5. The smallest palindromic number greater than 9...

6. The next palindromic number after the one above...
7. The smallest palindromic number greater than 99...
8. The greatest palindromic number less than 99...

Spelling

Derived forms of words

A word may exist in several forms noun, verb, adjective, adverb. For example, the noun carefulness has the adjective careful and the adverb carefully as its derived forms. It is important to note the spellings of these various forms.

Complete the following table with the derived forms of the words already in the table.

Noun	Verb	Adjective	Adverb
attraction	Attracting	Attractive	
	reduce		
		worshipful	
			securely
power			
	collect		
		active	
			gloriously

Punctuation

Inverted comma

The inverted comma (also called a quotation mark) is a punctuation mark used in pairs to set off a speech, a quotation, a phrase, or a word.

Shakespeare said: ‘All the world’s a stage.’

‘What do you mean?’ Justin asked.

The ‘rambutan’ is a kind of fruit.

Inverted commas may be used singly (‘ ’) or doubly (“ ”). Single inverted commas are preferred in British English, while American English uses double inverted commas.

Inverted commas are used to

- mark off direct speech: Kumar said, 'All employees must attend the meeting.'
- quote someone word for word: He told us that we 'must attend' the meeting.
- enclose titles of articles, short poems, and short stories: 'A Psalm of Life' by Longfellow
- enclose definitions: The abbreviation GMT stands for 'Greenwich Mean Time'.
- indicate irony, inaccuracy, or unusual use: Your 'friend' Danny stole your money.

Identify the sentence that has been punctuated correctly.

1. Aman told me that he was going to Paris next week.
Aman told me 'that he was going to Paris next week'.
Aman told me, that he was going to Paris next week.
2. Ali said I'm giving up smoking from tomorrow.
Ali said 'I'm giving up smoking from tomorrow'.
Ali said, 'I'm giving up smoking from tomorrow.'
3. 'Yes', said Laila, 'I'll be happy to cover your shift.'
'Yes, said Laila', 'I'll be happy to cover your shift.'
'Yes', said Laila, I'll be happy to cover your shift.
4. 'Come.' said Darshan, 'let's go.'
'Come', said Darshan, 'let's go.'
'Come' said Darshan. 'let's go.'

Punctuate the following sentences by using, wherever necessary, capitals and all the punctuation marks you have learnt so far.

1. mary is trying hard to complete the project her friend said
2. no the man answered curtly i don't care
3. invictus is a short Victorian poem by the english poet william ernest henley
4. my father told me that he won't give me pocket money anymore.
5. yes of course she replied i'll take care of it

Conversation

Interview skills

Preparing for an interview

Preparing for an interview helps you face the panel of interviewers with confidence. Remember the following points when you are preparing for an interview.

- Brush up on the subject or the area related to the interview and update yourself on recent developments.
- Prepare answers to some general questions you think the interviewers will ask; e.g., Tell us a little about yourself; Why do you want to be with us?; What are your strengths and weaknesses?
- Arrange the papers and certificates that you may be asked to produce neatly in a folder.
- Wear something formal and comfortable for the occasion.
- Plan to reach the place of the interview a little early as this will give you time to familiarise yourself with your surroundings and to relax.
- Think positive, pleasant thoughts and try to regulate your breathing to remain calm.

Facing an interview

- Wait for your name to be announced, and knock or seek permission before you enter.
- Greet the people in the room formally, but in a pleasant manner.
- Do not sit down until you are asked to.
- Look at the interviewers. Be conscious about making eye contact with the person speaking to you and of maintaining a proper and relaxed body posture and a steady tone of voice, which should not be either too loud or too soft.
- Remember not to interrupt the interviewer and allow him/her to finish speaking before you respond.

- Listen carefully to the interviewers' questions and comments, and speak clearly and at a moderate pace to avoid having anyone repeat themselves.
- In case you do not hear a question you are asked, or if you do not understand it, you could politely ask for it to be repeated or explained. For example: I'm sorry, but could you repeat the question, please; or I'm afraid I'm not sure what you mean. Are you asking me if I...?; or Could you clarify the question, please.
- Avoid answering questions with just 'Yes' or 'No'. Even in the case of yes-no questions, the interviewer will find it more satisfying if you add to your reply or explain it briefly. Thus, in reply to Is your mother tongue Telugu?, you could say, No, it's Urdu. But I can speak Telugu fluently.
- Do not feel embarrassed to say that you do not know the answer to a question. Use expressions such as I'm afraid I don't know ... and I'm sorry, but I'm not really certain
- Do not get into arguments or speak negatively or criticise former teachers, colleagues or employers.
- Do not boast or display your knowledge, skills and experience, but if asked, state your achievements simply and honestly.
- Wait for the interviewer to invite you to ask questions in case you have queries. If this does not happen, wait until you sense that the interviewers are done before asking them politely if they could clarify something for you. Examples of the questions you may want to ask the interviewer are Could you tell me whether the position involves travelling, please and Could I know when I can expect to hear from you, please.
- Wait for the interviewer to tell you that the interview has ended before you get up from your chair. Thank all the people in the room before walking out of the door and closing it softly behind you.

Sample interview

Candidate: May I come in, please ma'am

Manager: Yes, please come in. Good meaning.

Candidate: Good morning, ma'am. Good morning, sir.

Assistant manager: Please sit down.

Candidate: Thank you, sir.

Manager: Could you begin by telling us something about yourself.

Candidate: Ma'am, I'm from Vizag, but I grew up in Hyderabad, where my father worked until he retired. I'm married, and I have a baby daughter, who is a year old.

Assistant manager: I assume you speak both Telugu and Hindi Am I right?

Candidate: Yes sir, absolutely, I also speak Tamil.

Manager: why do you want to join our company?

Candidate: you're one of the leading publishers of law books in the country. With my background and work experience, I hope to be able to contribute to the company and also find the opportunity to grow further.

Manager: Actually, the vacancy we have is for Bangalore. Would you be open to being based there?

Candidate: Yes, ma'am I'm willing to relocate from Hyderabad to any part of the country.

Assistant manager: Could you tell us what kind of salary you expect, please.

Candidate: I am earning Rs 22,000 set in my present job. I think anything a little over that should be okay.

Manager: Well, thank you, Mr Kumar. We'll get back to you in a

Candidate: Thank you ma'am.

Reading passage

The following passage should be read aloud in class by all students, with each student taking turns to read 5-10 sentences each.

The handicrafts of Telangana

The arts and crafts of Telangana have always occupied a place of distinction in India. Listed below are examples from the handicrafts industry that communities across the state of Telangana have embraced and practice as a means of earning a livelihood.

- **Banjara needle crafts:** Made by the gypsy tribes of Telangana, these are traditional handmade fabrics famous for their colourful, rich embroidery and mirror work.
- **Bidriware:** Regarded as the pride of the state, it is a metal handicraft which makes use of zinc and copper alloys decorated with thin sheets of silver flowers, vines and geometric patterns are commonly found on bidriware, which are typically showpiece items like hookahs, vases, jewellery boxes, paper weights, earrings, and trays. It is an important handicraft of India and symbolises wealth.
- **Bronze castings:** Telangana artists are known for their amazing bronze castings. They learn their art by carefully studying the Shilpa Shastram.
- **Dokra metal crafts:** Another tribal art form, known also as 'bell metal craft', it is a specialty of the Adilabad district of Telangana, where a number of artists from Ushegaon and Chittalbori have settled. Using a technique called lost-wax casting, sculptors are able to create figures of gods, animals (especially horses, elephants, and peacocks), folk motifs, etc.
- **Lacquerware:** A craft in which objects are decoratively covered with lacquer, it can be traced to the Etikoppaka town of Telangana, where objects of remarkable design are created. Lac bangles are a popular form of lacquerware.
- **Nirmal artwork:** Artisans from the Nirmal town of the Adilabad district are famous for their dazzling oil paintings which depict scenes from Indian mythology. The art originated from the period of the Kakatiya dynasty and follows Indian and

Mughal schools of art. It is not restricted to paintings, but can also include lacquered furniture, wall hangings, decorative boxes, etc.

Writing

Formal letters

Leave application letter

You might need to take leave from college or from work for various reasons. The format of a leave application letter is the same as that of a formal letter (see Lesson 7). When applying for leave from college, be sure to include details such as your roll number, department, and other personal details related to the college. Some institutes require you to submit a medical certificate if the leave is for more than three days due to illness.

Michelle Johnson
III BTech (IT)
ID no.: IT270934
8 March 2016
The Principal
Sarabah College of Technology
Arasampatti
Chennai 635201

Dear Madam,

Sub: Request for two weeks' leave

I am Michelle Johnson, studying in III-year Information Technology. My student ID number is IT270934. I am writing to inform you that I am going to undergo a small surgery on 12 March 2016 to remove kidney stones. Doctors have advised me to take complete bed rest for one week after the surgery.

I request you to kindly grant me leave for two weeks from 10 March 2016. If I am forced to extend my leave, I shall inform you well in advance.

Thank you.

Yours faithfully,

Michelle Johnson Parent's signature

Enclosure: Medical certificate dated 6 March 2016

Banking correspondence

Banks need to exchange various kinds letters with their different stakeholders. As all of us use banking facilities, it is a good idea to practise writing such types of letters. The following letter is an application for an account statement.

Neha Kumari

3-6-342 Himayatnagar

Hyderabad 500029

E-mail: neha.kumari@gmail.com

Phone: 09398817523

30 October 2016

The Branch Manager

HBL Bank Pvt Ltd

65A Bank Street, Koti

Hyderabad 500095

Dear Sir,

Subject: Request for account statement

I hold an account in the Koti branch of HBL Bank since 2012. My account details are as follows:

A/c type: Savings bank

A/c number: HBLO133956480

A/c name: Neha Kumari

I am a student and am applying for an internship abroad. The visa application requires a bank statement for the last three months. May I request you to please issue an account statement for the period 01 August 2016 to 31 October 2016.

I would greatly appreciate it if you could please send the statement to me as soon as possible, as I need to submit my documents to the concerned embassy in a week's time.

Thank you very much.

Yours faithfully,

Neha Kumari

Now try your hand at the following letters.

1. Imagine that you are the proprietor of Garuda Traders, Hyderabad. You would like to open a current account in a bank. Write a letter to the Branch Manager of ABC Bank, making this request.
2. Write a letter to the principal of your college requesting him/her to grant you permission to leave early everyday for a month, so that you can attend an evening course that you have joined.

Soft skills

Etiquette and grooming

Etiquette refers to polite and courteous behaviour that is considered acceptable in work or social situations. If you behave well and exhibit good manners, then people are likely to remember you in a positive way. Listed below are a few examples of good work etiquette.

- Be punctual.
- Greet colleagues with a smile and a handshake. Remember to be friendly.
- Keep your workspace neat and tidy.
- Do not invade your colleagues' office space without permission.
- Do not speak loudly or disturb others when answering phone calls.
- Be honest and fair when trying to resolve issues.
- Listen to others and try to help them with their problems.
- Do not try to avoid responsibilities or shirk duties.
- Respect other people's feelings.
- Do not damage office property.

Grooming refers to your cleanliness and how appropriately you dress. It plays an important role in a work environment and with regard to

how we interact with people in both social and professional settings. Here are some guidelines for being well groomed.

- Pay special attention to personal hygiene and cleanliness.
- Dress in clothes that fit you well and reflect your age and personality. In a working environment, you must take care to dress professionally.
- Dress neatly, in clothes that are clean and ironed.
- If you wish to use perfume or aftershave, use one sparingly so that you do not overwhelm those around you.
- Try to maintain a good posture by sitting straight and walking confidently.

Value orientation

Necessity is the mother of invention

The English proverb 'necessity is the mother of invention' means that when you have to complete a task, and you have absolutely no choice but to complete the task, then you will think in radical, new, out-of-the-box ways to attempt to solve your problem. Because of necessity, you are forced into finding or creating solutions.

It is particularly applicable when working on projects that may seem impossible to complete. Under such circumstances, necessity can motivate you into thinking of ways in which you can increase efficiency. Put simply, if you must do something, then you will think of a way to do it.

Appendix I

Julius Caesar

(an EXTRACT FROM ACT III, SCENE 2)

William Shakespeare

BRUTUS

Be patient till the last. Romans, countrymen, and lovers! hear me for my cause, and be silent, that you may hear: believe me for mine honour, and have respect to mine honour, that you may believe: censure me in your wisdom, and awake your senses, that you may the better judge. If there be any in this assembly, any dear friend of Caesar's, to him I say, that Brutus' love to Caesar was no less than his. If then that friend demand why Brutus rose against Caesar, this is my answer: Not that I loved Caesar less, but that I loved Rome more. Had you rather Caesar were living and die all slaves, than that Caesar were dead, to live all free men? As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him: but, as he was ambitious, I slew him. There is tears for his love; joy for his fortune; honour for his valour; and death for his ambition. Who is here so base that would be a bondman? If any, speak; for him have I offended. Who is here so rude that would not be a Roman? If any, speak; for him have I offended. Who is here so vile that will not love his country? If any, speak; for him have I offended. I pause for a reply.

All

None, Brutus, none.

BRUTUS

Then none have I offended. I have done no more to Caesar than you shall do to Brutus. The question of his death is enrolled in the Capitol; his glory not extenuated, wherein he was worthy, nor his offences enforced, for which he suffered death.

Enter ANTONY and others, with CAESAR's body

Here comes his body, mourned by Mark Antony: who, though he had no hand in his death, shall receive the benefit of his dying, a place in the commonwealth; as which of you shall not? With this I depart, that, as I slew my best lover for the good of Rome, I have the same dagger for myself, when it shall please my country to need my death.

All

Live, Brutus! live, live!

First Citizen

Bring him with triumph home unto his house.

Second Citizen

Give him a statue with his ancestors.

Third Citizen

Let him be Caesar.

Fourth Citizen

Caesar's better parts Shall be crown'd in Brutus.

First Citizen

We'll bring him to his house With shouts and clamours.

BRUTUS

My countrymen,

Second Citizen

Peace, silence! Brutus speaks.

First Citizen

Peace, ho!

BRUTUS

Good countrymen, let me depart alone,
And, for my sake, stay here with Antony:
Do grace to Caesar's corpse, and grace his speech
Tending to Caesar's glories; which Mark Antony,
By our permission, is allow'd to make.
I do entreat you, not a man depart,
Save I alone, till Antony have spoke.
Exit

First Citizen

Stay, ho! and let us hear Mark Antony.

Third Citizen

Let him go up into the public chair;
We'll hear him. Noble Antony, go up.

ANTONY

For Brutus' sake, I am beholding to you.
Goes into the pulpit

Fourth Citizen

What does he say of Brutus?

Third Citizen

He says, for Brutus' sake,
He finds himself beholding to us all.

Fourth Citizen

'Twere best he speak no harm of Brutus here.

First Citizen

This Caesar was a tyrant.

Third Citizen

Nay, that's certain:
We are blest that Rome is rid of him.

Second Citizen

Peace! let us hear what Antony can say.

ANTONY

You gentle Romans,

Citizens

Peace, ho! let us hear him.

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.

First Citizen

Methinks there is much reason in his sayings.

Second Citizen

If thou consider rightly of the matter,
Caesar has had great wrong.

Third Citizen

Has he, masters?
I fear there will a worse come in his place.

Fourth Citizen

Mark'd ye his words? He would not take the crown;
Therefore 'tis certain he was not ambitious.

First Citizen

If it be found so, some will dear abide it.

Second Citizen

Poor soul! his eyes are red as fire with weeping.

Third Citizen

There's not a nobler man in Rome than Antony.

Appendix 2

Question Paper pattern

Osmania university

UG General English

Continuous evaluation by college: lab work, listening comprehension, oral presentation, group discussion, etc
Semester examination

Semester Examination Model

Question 1. Answer the following in about 250-300 words each

(a) 1 Question from short fiction text (internal choice: 1 out of 2)

(b) 1 Question from prose passage (internal choice: 1 out of 2)

Question 2. Annotate the following

(a) 3-4 lines or a small passage from prescribed poem
(internal choice: 1 out of 2)

(b) 3-4 lines or a small dialogue from prescribed play
(internal choice: 1 out of 2)

Question 3. Language exercises

a. Grammar

b. Pronunciation

c. Vocabulary

d. Spelling

e. Punctuation

Question 4. Reading and conversation (internal choice)

Either summarise the reading passage or complete a conversation based on a given outline

Question 5. Writing

2 varieties of writing to be set; student has to do any one

Question 6. Soft skills and value orientation (internal choice)

(a) Either theory of a skill or case study of a skill

(b) Either explanation of value embedded in a proverb or recounting an experience with value orientation