

Articulation

English Work Book
for
First Year
Pre University Course

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Director's Message

Dear Students,

We at the Department of Pre-university Education, Karnataka strive to empower each student to dream big and equip them with the tools that enable them to reach new heights and successfully deal with the challenges of life. As Swami Vivekananda said, **"Real education is that which enables one to stand on one's own legs"**.

The course contents in this book are designed with the objective of equipping you well for the next level of study.

We wish you well on your journey and look forward to you becoming a responsible citizen of the nation and give back to the betterment of the society.

With best wishes,

Sd/-

C. Shikha, IAS

Director

Department of Pre University Education
Bengaluru

A Note on the Work Book

The Workbook is prepared keeping in view the objectives specified in the New Syllabus for I PU English Course. The aim of the Workbook is to provide opportunities for the learner to acquire various language skills.

The Workbook contains the following units.

- Unit – A : Exercises on language use
- Unit – B : Passages for reading comprehension
- Unit – C : Exercises on reference skills
- Unit – D : Exercises on writing skills
- Unit – E : Exercises on language functions

The above units are followed by an appendix in which some useful information is given.

With a view to equip learners with the skills of spoken language, some language functions are added in the Workbook. The list of these functions is not exhaustive. Only those functions thought to be introduced at I PU are included. It is to be noted that the material on these functions does not conform to the same format. Some language functions begin with a warm up activity and some others don't. It has been deliberately done to avoid monotony and bring in variety. The teachers can devise their own activities and make learners use English in its spoken form. A lot of warm up activity should precede each of these functions.

Language functions are to be dealt with in an effective manner. They should not be treated as only filling in the blanks with appropriate words, phrases or sentences. Learners should become aware of the expressions used in different contexts and should learn to use them orally. For this purpose, role plays can be employed in the Workbook class. No learner should be left out from this process.

While dealing with the Workbook, the teacher's role should be limited. The Workbook need not be taught as a grammar book. The

teacher's role is to act as a facilitator and encourage learners to work on their own in pairs and groups. Depending on the needs of the learners, explanations in respect of grammatical items can be provided.

The exercises included in Unit – A are meant for reinforcing what has already been taught or learnt in the previous classes. It has been suggested that the teachers should complete these exercises during the first week of the academic year before taking up the Course Book. It is also suggested that teachers should provide additional exercises from the lessons. It is hoped that the teachers make this Workbook learner-centred in every possible sense.

The suggested time frame for the Workbook is as follows:

Sl. No.	Name of the Unit	Suggested Time (in hours)
1.	Articles	03
2.	Prepositions	03
3.	Tense	05
4.	Subject Verb Agreement	03
5.	Word Order	02
6.	Question Forms	04
7.	Correction of Sentences	04
8.	Reading Comprehension	11
9.	Reference Skills	04
10.	Letter Writing	05
11.	Language Functions	16
Total		60

CONTENTS

UNIT – A : Language Use

1. Articles	1
2. Prepositions	4
3. Verbs	10
4. Subject Verb Agreement	15
5. Word Order	17
6. Correction of Sentences.....	20
7. Question Forms.....	24

UNIT-B : Reading Skills

8. Passages for Comprehension	28
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UNIT – C : Reference Skills

9. Dictionary Use	48
10. Sources of Information	52
11. Interpretation of advertisements and schedules	59

UNIT-D : Writing Skills

12. Letter Writing	62
13. E-mail Writing	68

UNIT –E : Speaking Skills

14. Language Functions	70
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APPENDICES

1. Punctuation Marks	110
2. Phonetic Symbols	112
3. Filling in Forms	114
4. The English Verbs: Forms and Functions..	118
5. List of Irregular Verbs	121

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UNIT - A

1. Articles

Note the use of underlined words in the following paragraph.

Once, an old hermit saw a kite catching a little mouse. He felt sorry for the mouse. He took an apple and threw it at the kite. The kite dropped the mouse in fear and flew away. Then the hermit picked up the mouse and by his holy power changed it into a young maiden.

Article 'a/an' is used

- before countable or singular nouns referring to people / things that have not already been mentioned.
- before uncountable nouns and those have an adjective in front of them or a phrase following them.
- to mean any / every.

Article 'the' is used

- to refer to somebody / something that has already been mentioned.
- to refer to somebody / something that is only one, normal one and obvious one.

A. Fill in the blanks with a/an or the:

1. He is ____ youngest son in the family.
2. Anu is looking for ____ job.
3. Could you close _____ door, please?
4. Anil is _____ optician.
5. Dr. Shankar is _____ dentist.
6. My friend is _____ M.L.A.
7. Raju is in _____ class.

8. Have you ever visited ____ Andaman Islands?
9. Please bring ____ kilogram of apples.
10. Mara did not have any teeth on _____ right side of his mouth.

B) Choose the correct option:

1. Do you enjoy listening to ____?
a) music b) the music
2. My brother speaks _____.
a) the French b) French
3. I spent my childhood in _____.
a) Bangalore b) the Bangalore
4. We are skiing in _____.
a) Alps b) the Alps
5. The sun rises in _____.
a) the east b) east

C) Fill in the blanks with *a*, *an*, or *the* wherever necessary. If no article is necessary put an 'X' in the blanks:

- i) ____old pilgrim was making his way to ____ Himalayan Mountains in the cold of winter. When it began to rain, he went to ____ inn. ____ innkeeper said to him, "How will you ever get there in this kind of weather, my good man?" ____old man answered cheerfully, "My heart got there first, so it's easy for ____ rest of me to follow.
- ii) Once upon ____ time ____ elephant made friends with ____ man. One day ____ heavy thunderstorm broke out. ____ elephant went to his friend who had ____ little hut at ____ edge of ____ forest and asked for ____ help.

iii) ____farmer owned ____ piece of land in ____ village. He grew paddy on it. He got some ____ bags of paddy. He took ten bags of paddy to ____ market in his bullock cart. On ____ way two bags fell on ____ road. ____farmer tried to put ____ bags into ____ cart. He could not lift ____ bags. ____elderly gentleman came that way. He helped the farmer to put ____ bags on ____ cart. ____farmer thanked ____ gentleman for his help.

D) Match the following:

1. Raghu is an	a. silk sari.
2. Sharada is in a	b. tennis.
3. That pop-star is playing the	c. a kilo.
4. Bopanna plays	d. honest man.
5. Fish sells at Rs. 10/-	e. violin now.
	f. the kilo.

‘The /ðə/ Ball’, The /ðɪ/ Elephant

Observe how the definite article is pronounced differently before nouns beginning with vowel and consonant sounds.

2. Prepositions

Observe the words in bold print:

- a) A coffee seed bed has to be protected **from** the sun **by** putting up a shade **over** it. Once we were erecting a bamboo frame **for** such a shade and we needed something **with** which we could tie the cane pieces placed **across** the frame. So, we sent Sanna to get some creepers **from** the forest. He brought a whole bundle. Mara opened the bundle and while sifting, he suddenly looked **at** one of the creepers and scolded Sanna, "Hey, why did you pluck this, you fool?"
- b) Raju's father is a mechanic. He works **in** a factory. He stays away **from** home **for** a whole week and comes home **on** Sundays. One Sunday he came home **in** the morning **at** 9 o' clock. He sneaked **into** the house **from** the back door. **After** breakfast he announced, "Raju I have brought you a watch. I have hidden it somewhere **in** the house." Raju and the members of his family were curious to know where the watch had been hidden.

- Raju : I think you have kept it **in** the table drawer.
- Raju's sister : Have you hidden it **under** the chair ?
- Raju's mother : You must have kept it **on** the shelf **in** the kitchen.
- Raju's brother : Most probably you have kept the watch **behind** the TV.
- Raju's granny : Why ask him where he has hidden it? I know the place. I saw him walking **into** the bedroom. He jumped **onto** the stool and kept it somewhere **above** the cupboard.

Did you notice that the words in bold are prepositions? You know that they are used before a noun, a pronoun and a noun phrase to

connect it to another word. They show the spatial (space), temporal (time), or logical relationship of the object to the rest of the sentence.

A. I. Identify prepositions in the following sentences and underline them.

1. He threw the ball across the court.
2. They drove along the road.
3. Come and sit next to me.
4. Please don't be angry with me.

II. Fill in the blanks with appropriate prepositions from the brackets.

1. Revathi, go and sit (beside/besides) Shobha.
2. Has the train (through/from) Mysore arrived ?
3. Don't eat anything (in between / between) meals as it is bad for health.
4. Varun waited (for/since) an hour for his sister at the bus stop.
5. Vidya is not afraid (of/off) anything.

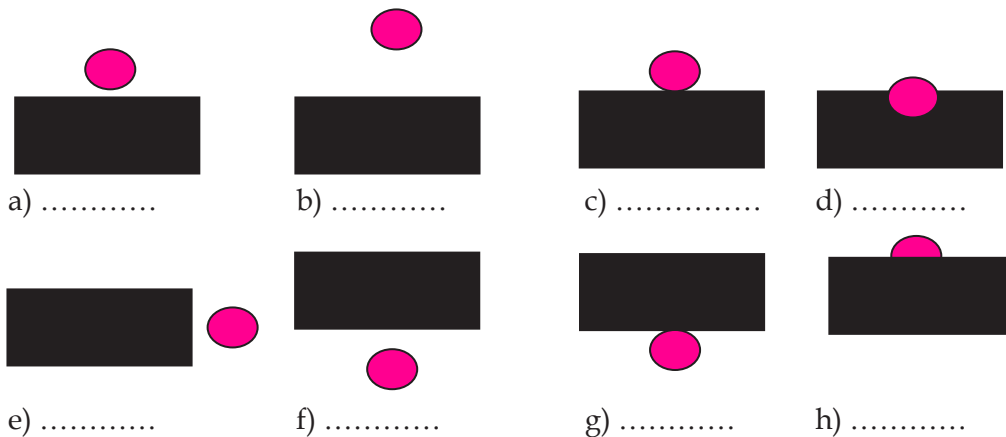
III. Correct the following sentences.

1. The shops in the city open on 9 o' clock.
2. He lives at Mumbai.
3. He cut an apple by a knife.
4. It has been raining since three hours.
5. Distribute the mangoes between all the students.

B. I Prepositions of Place

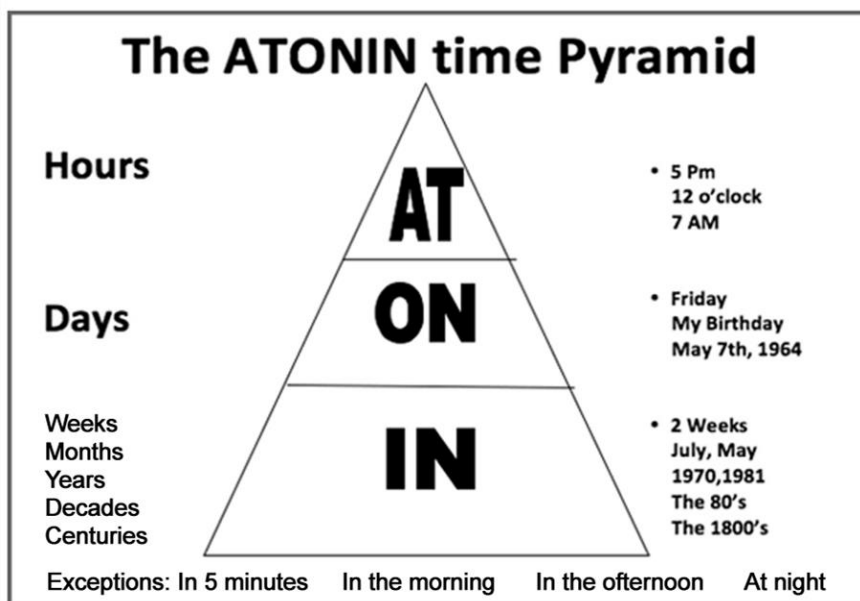
Look at these pictures. Below each of them write the appropriate preposition of place given in brackets.

(beside, below, behind, under, on, over, in front of, above)







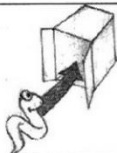






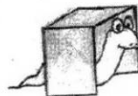

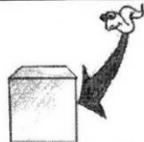
II Prepositions of Time

Refer to the picture given below and complete the sentences with *at*, *on*, *in*.





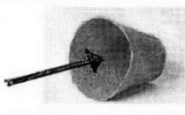
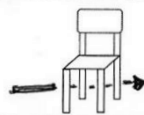





1. Columbus made his first voyage from Europe to America 1492.
2. Neil Armstrong was the first man to walk on the moon 21 July 1969.
3. I am just going out for shopping. I will be back about 20 minutes.
4. The course begins 7 January and ends sometime April.
5. If the sky is clear, you can see the stars night.
6. Shankar's brother is an engineer, but he doesn't have a job the moment.
7. The telephone and the door bell rang the same time.
8. My car is being repaired at the garage. It will be ready two hours.

III Prepositions of Movement

				
across	around	away from	down	into
				
off	onto	out	over	past
				
through	under	up	toward	

a) Refer to the pictures and correct the sentences.

		
1. Naga crawled across the house.	2. Naga fell over the table.	3. Naga slithered around the road.
		
4. Naga climbed through the hill.	5. Naga moved onto the huge pipe.	6. Naga passed down the chair.
		
7. Naga ran toward the tree.	8. Naga hurried out the car.	9. Naga dashed over the pot.

b) Fill in the blanks with appropriate prepositions given in brackets.

- The elephant walked _____ the forest and saw the man's hut. (through/ on /onto)
- Mr. Hyena ran _____ the man's hut and howled for a place. (into/onto/over)
- The ship sailed _____ the world. (around / through / over)
- The train went _____ the tunnel. (in / through / onto)
- The suitcase fell _____ the floor. (into / on / around)
- She broke her leg when she fell _____ the stairs. (off / in / down)
- The burglar made a mistake by running _____ the policeman. (towards / under / onto)

8. I was tired after climbing _____ the hill. (through / into / up)
9. When the train arrived at my destination I got _____.
(into / onto / off)
10. The horse jumped _____ the fence. (over / under / down)

C. Complete the following passages with appropriate prepositions given in brackets.

1. George Bernard was a man of taste. He liked to have beautiful things (about, around) him. He was of the firm opinion that literature and beauty were both equally necessary (in, on) life.

Once a visitor asked him, "You are a lover (of, on) everything beautiful. How is it that I do not see any flowers (in, of) your room, though your garden is full of them."

"You are absolutely right. But, I love children too. Is it necessary for me to show my love (with, for) them (by, from) cutting off their heads and displaying them (in, on) vases?"

The visitor was speechless.

2. A little girl, who had been told that Lincoln was not very good looking, was taken (by, with) her father to see the president (at, on) the White House. Lincoln chatted with her (with, for) a while in his gentle, humorous way. Suddenly the little girl called out, "Daddy! He is not ugly at all. He is just beautiful."

3. Verbs

Tense and Time

A verb is defined as a word which shows action or state of being. The verb plays an important role in a sentence. Every sentence or a clause must have a verb. Recognising the forms of a verb is often the most important step in understanding the meaning of a sentence.

Read the following sentences and identify the verbs.

1. I wake up early in the morning.
2. Shreyas is working on his project.
3. Mr. Lingaraj has bought a new car.
4. The dance programme will begin at 4.00 pm.
5. We went to the circus yesterday.
6. Harini was sleeping when the phone rang.

Note that the above sentences indicate simple present, present continuous, present perfect, simple past and future time of action. Try to match the tense forms and the verbs in the sentences given above.

Generally, future action is indicated using simple present / present continuous tense or modals.

1. Sameer goes to Hyderabad tomorrow.
2. Kavya is submitting her assignment by the end of this month.
3. They will announce the results tomorrow.

A. I. Fill in the blanks by choosing the appropriate answer.

1. Don't make noise. You me.
a. is disturbing b. are disturbing c. was disturbing
2. My friend goes to the gym.
He _____ to be fit.
a. is wanting b. has wanted c. wants

3. Generally they speak in Kannada. But now, they _____ in English.
a. are speaking b. is speaking c. were speaking
4. The sun _____ in the east.
a. is rising b. was rising c. rises

II. Complete the following conversation using appropriate form of the verb given in brackets.

- Hari : My parents _____ (be/plan) to go to America.
Anil : When _____ they _____ (be / leave)?
Hari : They _____ (leave) next month.
Anil : Are you going with them?
Hari : No, I can't _____ (go) with them, because I _____ (have) a project to complete.

III. Complete the sentences using the correct form of the verbs in brackets.

1. Salim Ali is an ecologist. He _____ (love) nature.
2. Flute is my father's favourite musical instrument. He (keep) listening to it all the time.
3. City life is very expensive. Even food items _____ (cost) a lot.

IV. Fill in the blanks with the appropriate form of the verb given in brackets.

In the Indian tradition, offering prayers is common in many activities. A dancer _____ (offer) prayers asking forgiveness to the Earth goddess before she ____ (begin) the dance. Chefs offer a prayer to the stove before they _____ (cook) for certain religious functions. There _____ (be) rituals at various stages of building a house.

V. Complete the sentences using for, since or ago.

1. I have been using this bike _____ the last ten years.
2. She spoke to him two years_____
3. He has been waiting _____ 2 o' clock.
4. My friend has been working _____ hours.
5. They have been working in this office _____ 1990.

VI. Complete the sentences by using past tense form of the verbs given in brackets.

1. My friend (be + drive) when the accident took place.
2. The priest (visit) my father last week.
3. They (speak) to me about the incident a few hours ago.

B. I. Write a paragraph using the information about John's routine given below.

Sl. No.	Routine	Time / duration
1.	Getting up	5 a.m.
2.	Taking a morning walk	15 minutes
3.	Studying	2 hours
4.	Taking bath	Around 7:30 a.m.
5.	Having breakfast	Around 8:30 a.m.
6.	Attending classes	10 a.m. to 4:30 p.m.
7.	Watching T.V.	An hour
8.	Helping parents	An hour
9.	Studying	Up to 10 p.m.
10.	Having dinner	After 10 p.m.
11.	Visiting relatives	Once in a week
12.	Watching movies with friends	Once in a month

II. With the above as a model, write a paragraph on your routine.

III. Complete the following sentences with the verbs from the list.

(like, likes, go, goes, have, has, live, lives)

1. She ____ many friends in the city.
2. My friend _____ in London. So I _____ there every year to meet him.
3. Many youngsters _____ to work in America.
4. He _____ to market every day.
5. She ____ many types of fruits but she doesn't _____ poovan banana.

IV. Vikas had been to Kuppali, last month. Below is an extract of how he spent his time there. Using this information, write a paragraph on his activities.

(reach) Kuppali yesterday at 8:30 pm - (stay) at the guest house - (get up) early in the morning - (go) to Navilugudda, a 30 minute drive - (watch) the sunrise - (be) a spectacular sight - (return) to Kuppali - (Visit) 'Kavi Shyla' - (pay) respect to the *Samadhis* of Kuvempu and Tejaswi - (take) photographs - some tourists from Mysore (have) arranged a campfire - (invite) me to join them - (join) the campfire - (have) a happy time with them - (be) a memorable trip

V. Complete the following paragraph choosing the correct form of the verbs given in brackets.

After hearing the Rt. Hon. Mr. Elephant's conclusive evidence , the commission _____ (call) Mr. Hyena and other elders of the jungle, who all _____ (support) what Mr. Elephant _____ (say). They then called the man, who _____ (begin) to give his own account of the dispute. But the commission _____ (cut) him short, saying: 'My good man, please _____ (confine) yourself to relevant issues. We _____ (have) already _____ (hear) the circumstances from various unbiased sources; all we _____ (wish) you to tell us _____ (be) whether the undeveloped space in your hut _____ (be) occupied by anyone else before Mr. Elephant _____ (assume) his position'.

VI. Complete the following sentences using simple past or past continuous forms of the verbs.

1. He _____ (meet) his teacher while he _____ (be / go) to the market.
2. When I _____ (be) at home this evening , it _____ (rain).
3. Last month, my friend _____ (be / stay) in Bangalore , and I _____ (go) to see him.
4. Yesterday, he _____ (forget) to call me as he _____ (be / do) his home work.
5. Rajanna _____ (be / work) in the office when Basavaraj _____ (meet) him.

4. Subject Verb Agreement

Read the following paragraph and observe the underlined words.

Last year, I had an opportunity to visit Mauritius by sea. We travelled in a big ship. There were other smaller ships going alongside. The whole fleet was in formation. The captain and pilot of our ship was very efficient. The journey was very comfortable. Bread and butter was given to us at breakfast. Each one of us was served food in plenty. I formed a useful friendship with one of the fellow passengers. We enjoyed the journey very much. Neither he nor I was in a hurry to reach Mauritius. In the evening we sat on the deck with other passengers. We had a lot of conversation on politics, mathematics, love and marriage. Someone said: 'Politics is a clever game.' Another said: 'Mathematics is fascinating.' Time passed pleasantly and we reached our destination. The captain with all his crew members has earned a permanent place in our memory.

Note that the underlined words in the above paragraph illustrate the agreement of the verb with the subject.

Exercises:

I. Fill in the blanks with the verbs given in brackets:

1. Every seat in this bus _____ a number. (has / have)
2. All seats in this bus _____ numbers. (have / has)
3. One of my friends _____ visiting (are / is) me this evening.
4. A number of questions _____ asked (were / was) in the interview.
5. The crowd _____ dispersed by the police. (was / were)

6. The Prime Minister with his cabinet colleagues _____ arrived.
(have / has)
7. The captain of the Indian team as well as the players _____
(is / are) here.
8. Either intelligence or hard work _____ required (is / are) to get
good marks.
9. Neither Gopal nor Suresh _____ (attend / attends) our
meetings.
10. Krishnamurthy or Narayan will _____ (serve / serves) food to
the guests.

II. Correct the following sentences:

1. Slow and steady win the race.
2. A stitch in time save nine.
3. Economics are an interesting subject.
4. A bunch of keys have been found.
5. Measles are a dangerous disease.

Points to Remember

If a plural number applies to distances, heights, weights or amount of money and represents a single figure or quantity, it is treated as singular.

Example: Five kilometers is not a great distance.

Every, Each, One, Either, Neither, Many a, One of, etc. take a singular verb.

5. Word Order

To make meaningful sentences words need to be arranged in a particular order.

A. I. Arrange the words to make affirmative sentences.

1. like / I / you
2. French / I / speak
3. hates / pigeons / he
4. The girls/ song / a / sing
5. sell / flowers / we
6. you / to see / me / he / wants
7. feed / you / my / cat / can
8. sister / has / my / got / a dog
9. must / the book / read / you
10. buy / milk / he / wants / to

II. Arrange the words to make negative sentences. Place time expressions at the end of the sentences.

1. our holiday / will / at home / we / not / spend / next year
2. did / I / him / see / not / last night / at the disco
3. to a party / not / we / tonight / going / are
4. will / the letter / not / next week / send / you / she
5. not / the truth / did / he / tell / you / yesterday
6. to the cinema / we / want / not / do / tonight / to go
7. play / did / he / on sunday / not / the piano
8. not / now / she / in England / is
9. eat / in winter / ice-cream / do / not / I
10. right now / have / not / we / time / do

III. Rearrange the segments to form questions.

1. accept the judgement / did the man / the jungle lords / of?
2. Mara tie / the creeper / to a tree / why did?

3. was the thief / his attitude/ really humane/in /?
4. does technology / in contrast /to religion /stand?
5. treated as /a /was Mara / mad man?
6. retain / did Douglass /his /self confidence?
7. why did /the farmer /suicide /commit?
8. the narrator / how does /go /to Verona?
9. what did / do /during the German invasion/ the boys?
10. the crude realities of life /is love /of any value /before?
11. who / the window / broke ?
12. How / your grandmother / is ?
13. did / she / her homework / in my room /do ?
14. Talaguppa Station / does /leave / the train / when ?
15. conduct / classes / where / Babar Ali / does?
16. has been cursed / which / a sage /creeper / by ?

B. I. Rewrite the following sentences using the word / words in brackets.

1. No one knows about this. It's a secret. (really)
2. She told him once. (only)
3. I eat a lot. (always)
4. *Are you going to try?* (*hard*)
5. He called you this morning. (many times)
6. I have been to Mumbai. I met my friend. (there)
7. I'm not going to tell this story. (again)
8. Have you been to Chennai? (*ever*)
9. I have never tried this method. (before)
10. We saw a film. (last Wednesday)
11. The cat is playing? (in the garden)
12. They can remember. (never)
13. The old man waited for us. (eagerly)
14. Shake before use. (well)
15. We do not understand. (still)

II. Rearrange the jumbled segments to form meaningful sentences.

1. we/ some interesting books/ found/ in the library

2. Shyam/ play football/ does/ every weekend
_____?
3. are building/ opposite the park / a new hotel / they

4. his name / I / remembered/ after a few minutes

5. please write your name / at / beginning / of / page / the / the

6. go to/ I/ every Friday / the mosque

7. so late/ did/ come home / why/ you
_____?
8. London/ I am going/ to/ next week/ for / a few days

9. on/ at/ Saturday evening / you/ didn't see/ I/ the temple

10. around / the procession / the Church / went

Compare:

Only he lent me fifty rupees.

(He and nobody else lent me fifty rupees.)

He **only** lent me fifty rupees.

(He only lent me the money, he didn't do anything else.)

He lent me **only** fifty rupees.

(He didn't lend me more than fifty rupees.)

He lent **only** me fifty rupees.

(i.e. to nobody else)

6. Correction of Sentences

Many of us tend to commit mistakes while framing sentences. Generally, these mistakes are committed in the following areas.

- using appropriate articles and prepositions
- using correct form of the verb
- placing words in the right order
- fixing subject verb agreement
- using unnecessary and wrong words

Identify the mistakes in the following sentences and correct them. One is done for you.

I. Articles:

Example:

Once upon a time **a** elephant made friendship with a man.

Once upon a time **an** elephant made friendship with a man.

1. This is a best thing to do.
2. You can fool some people all a time, but not everyone.
3. The huts were already occupied by a jungle lords.
4. The old woman reduced a self esteem of the speaker.
5. An European came to visit India.
6. This is the story of a unusual medicinal creeper.

II. Prepositions:

Example:

I am here ~~for~~ teach you English.

I am here **to** teach you English.

1. The pinheaded duck is the resident in the swampy forest.
2. I have another piece of work to you.

3. The huts are already occupied from the jungle lords.
4. I am protecting my delicate skin by the hailstorm.

III. Subject verb agreement:

Example:

“My dear good friend, your skin ~~are~~ harder than mine,” said the elephant.

“My dear good friend, your skin **is** harder than mine,” said the elephant.

1. Children is still sleeping in the hut.
2. On the face of it, this does not seems an impossible task.
3. Habitat destruction are the primary reason for the disappearance of our wild life.
4. This were the result of large -scale clearing of the forests.
5. The world have more evil than good.
6. You is wandering around far away from home.
7. Someone have picked my pocket and taken away my wallet.

(Refer to the unit on “Subject-Verb Agreement” for more examples.)

IV. Word order:

Example :

Why ~~you are~~ so late, Nicola?

Why **are you** so late, Nicola?

1. When he had met his friend?
2. Where the fruits are ?

3. Why he has taken my book?
4. I have not told you to keep away from here?
5. Which way he did go?
6. Where he is now?
7. What your command is?
8. You are jealous that the Goddess comes to me rather than you in dream?
9. Where you did come from?
10. Where you were all this time?
11. Were where the animals living?

V. Redundancy :

Example:

~~Suppose if~~ you go late, you will miss the train.

If you go late, you will miss the train.

1. The cricket team returned back to India yesterday.
2. I get up at 6.a. m. in the morning.
3. Man is more better than animals.
4. He is my most best friend.

VI. Wrong use of words:

Example:

The ~~furnitures~~ cost ten thousand rupees.

The furniture costs ten thousand rupees.

1. I am reading a new poetry.
2. My hairs are black.
3. He took his sheeps to graze.

4. The teacher gave me good advise.
5. The thieves escaped before the police arrived.
6. The childrens were weeping. There mothers pacified them.

VII. Tense:

Example: I ~~am liking~~ Kannada very much.

I like Kannada very much.

1. I am thanking you for your help.
2. The pen is belonging to me.
3. The lady is resembling her mother.
4. She is liking sweets.
5. My friend drunk milk.

7. Question Forms

How do we frame questions in English? Do we just invert the word order or use some other devices for this purpose? Let us recall.

I. Write 'Yes' or 'No' questions using the statements given below. One is done for you.

Example : Jayanth has bought a note book.
Has Jayanth bought a note book?
Hasn't Jayanth bought a note book?

1. The whites have made us slaves.
2. The restaurant keeper had asked him to take off his shirt.
3. Laxmi is working in a multinational company.
4. Rajesh was a carpenter.
5. Industries were the symbols of development.
6. He can speak English fluently.
7. My mother reads 'Prajavani' every day.
8. My sisters too read 'Prajavani' every day.
9. The teacher gave us home work.
10. Some delegates won't attend the seminar.

II. Rearrange the jumbled segments into 'Yes or No' questions. One is done for you.

Example : Indians /English/speak/do
Do Indians speak English?

1. Ramanagara /a big/is/city
.....?
2. your /friends/does/visit/she
.....?
3. you/write/did/a letter/ the principal/ to

-?
4. the slaves/seldom/birthday /had /known/their
.....?
5. fruits/will/you/get/better/in/Verona
.....?
6. told/the narrator/his driver/had/to go on leave
.....?
7. their/make/Lucia's brothers/payment/do
.....?
8. glaring/was/Nicola/at/his younger brother
.....?

III. Frame 'Wh' questions so as to get the underlined word/s as answer. One is done for you.

Example: Shashirekha spends the weekends with her family.
Who spends the weekends with her family?

1. Man has failed to understand the nature and her ways.
.....?
2. Nicola and Jacopo sold wild strawberries on the outskirts of Verona.
.....?
3. The commission was appointed to look into the matter.
.....?
4. There were five members in the commission.
.....?
5. The elephant put his trunk inside the hut slowly.
.....?
6. The lion wanted to have peace and tranquility in his kingdom.
.....?
7. The people around him looked like hungry wolves.
.....?
8. The big city was situated in the valley of a mountain.
.....?
9. Mara met the king at his palace at midnight.
.....?
10. Udyan Express leaves Bangalore at 8 pm for Mumbai.
.....?

IV. Complete the 'Wh' questions with the help of the statements given below. One is done for you.

Example: Why do you want to learn English?
I want to learn English to go abroad.

1. When _____ Vidya complete her home work?
Vidya completed her home work yesterday.
2. _____ do the birds live?
The birds live in the nest.
3. Where _____ Harish worked with his father?
Harish has worked with his father in the field.
4. Why ____ they come to school together?
They will come to school together to attend the 'Annual Day Function'.
5. _____ were honoured by the Teachers' Association?
Five top scorers were honoured by the Teachers Association.
6. Who _____ two farms and 30 slaves?
Anthony owned two farms and 30 slaves.
7. _____ did the wind rock Mara's hut?
At midnight the wind rocked Mara's hut.
8. _____ was the restaurant keeper asking him?
The restaurant keeper was asking him to take off his shirt.

**V. Supply suitable tag to the following statements.
One is done for you.**

Example : I am her child, aren't I?

1. Mother was everything for us, _____
2. We are her children , _____

3. She made her lap our bed,_____
4. She helped us to walk,_____
5. She never grumbled,_____
6. Our hunger had led her to skip her meals,_____
7. She will never curse her children,_____
8. They don't have any love for their old mother,_____
9. They can seldom feel for their mother,_____
10. We should love and respect our mothers,_____

VI. Match the following sentences in column 'A' with their suitable question tag in column 'B'.

A	B
1. The members had heard sufficient evidence.	could we?
2. The Goddess stood before me.	aren't they?
3. I do not know what to do.	isn't it?
4. I will be very angry if you miss another worship.	does he?
5. We create our own tradition.	do I?
6. I have given a suggestion.	hadn't they?
7. The narrator doesn't know anything.	haven't I?
8. Verona is a lovely city.	don't we?
9. Romeo and Juliet are reputed to have lived in Verona.	didn't she?
10. We couldn't think of troubling you.	won't I?

Did you know?

The question tag for 'I am' is 'aren't I?'
But for 'I am not' is 'am I?'

UNIT - B

8. Reading Comprehension

What is Reading Comprehension?

"I took a speed reading course and read 'War and Peace' in twenty minutes. It involves Russia."

- Woody Allen, US movie actor, comedian and director

Saying the book involved Russia, as Woody Allen did, is not a demonstration of comprehension. It is a demonstration of memorisation. Asking one to only recall facts demonstrates the lowest level of assessing a reader's degree of comprehension.

Comprehension is a learning process. It is the ability to understand and gain meaning from what has been read and being able to communicate this information to others. It is the reason for reading.

One must Learn To Read in order to Read To Learn - Learning to Read involves well-known sequentially taught skills:

1. **Phonemic Awareness** - The ability to hear and identify units of sounds in spoken words
2. **Phonics** - The relationship between the letters of written language and the sounds of spoken language
3. **Vocabulary** - Words one must know to communicate effectively
4. **Comprehension** - The ability to understand and gain meaning from what is read

Strategies that can help students read more quickly and effectively include

- a) **Previewing**: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- b) **Predicting**: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge

about the author to make predictions about writing style, vocabulary, and content.

- c) **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- d) **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- e) **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Remember, the more you read, the more your vocabulary will grow.

Read the following passages and answer the questions set on them.

i. Shellfish in Oman

The diverse riches of the sea have always played a significant role in Oman's economy and lifestyle of her people. The nation's fishing industry continues to increase in importance as research into its marine life grows stronger.

An animal that is of enormous importance to the south-eastern coast of Omanis, the abalone, a shellfish has become the centre of a multi-million dollar industry.

Once, abalone shellfish were brought to the surface in the hope that the soft tissue contained beautiful pearls. Today, the shellfish are caught for a different reason—restaurant menus! The fresh white shellfish has a distinctive and much admired flavour and it is the most highly valued product from Omani waters. It is fished exclusively along the shores of Dhofar.

This distinctive shellfish has only one shell, unlike other shellfish which have two. The shell is extremely beautiful. Light is diffracted by geometrically arranged crystals within the shell, creating a

wonderful shine. The shells of several abalone can be used for decorative purposes, and to make jewellery and buttons.

Abalone live in shallow marine waters with rocky bottom conditions. Young abalone shelter in small groups, holding onto the underside of medium-sized boulders, whereas the adults live grouped up to a dozen together in rocky cracks. They can only survive successfully in areas where cold, nutritious water rises from the sea bed. There, in the shallow, brightly lit conditions, the abalone shellfish live.

The environmental requirements for cool water conditions are rarely met, and, as a result, the geographical occurrence and extent of abalone fisheries worldwide is extremely restricted.

The coast of Dhofar in Oman is one of the special environments that supports abalone populations. The southern shore of Oman experiences monsoon winds across the surface of the sea from April to September. As these winds skim the surface, the rich cold water from the depths of the Arabian sea can easily rise and move towards the shore.

Abalone are harvested after the monsoon period, between October and March. Fishermen dive to a depth of ten metres assisted only by a face mask and, perhaps, fins. Groups of up to ten men search the sea bed for abalone encrusted boulders and deftly remove the shells using a knife, before coming up for air. A good diver searches for large adults and will collect up to 600 specimens per day. In order to do this, the diver may have to cover an area of 100 square metres.

1. Why is Oman's fishing industry continuing to expand?
2. Why was abalone shellfish originally important?
3. How is the abalone different from other shellfish?
4. State the three uses of abalone shells
5. Mention one of the factors contributing to Oman's growing economy.

6. The abalone is fished in _____.
7. When are abalone harvested?
8. Which part of the year is best suited for harvesting abalone?
9. Bring out the difference between the life of the young and adult abalone.
10. How are abalone fished under sea?
11. Give the meaning of the phrase 'multi-million dollar' in the context of the passage.
12. Why does a diver use a knife?

ii. Good twin, Bad twins

My first encounter with the myth that twins come packaged as a pair—one good and one bad—came more than 20 years ago in my local supermarket. As I pushed my shopping trolley with my ten-month-old twin daughters towards a woman, she said, 'Which one's the good one and which one's the bad one?' I was speechless and hurried past.

Twins are up against the human enthusiasm for comparing, contrasting and labelling people. Since twins are born a 'matched set', they are often seen as symbols of the good and bad in all of us. Ancient myths and modern movies are full of situations where twins are made to represent polar opposites.

Unfortunately, most people have more familiarity with twin myths than with living, breathing twins, who are, after all, just two little kids. As one mother of adult twin sons puts it, 'I was amazed at how good both my twin were. From an early age there was so much care and compassion between them. If I offered one a biscuit, he wouldn't take it until he made sure that his brother was going to get one too. I tried, but I could never get my single-born kids to be as thoughtful of each other.' She says she protected her boys from intrusive public scrutiny and twin myths while they were growing up by giving them

distinctly different names. She never dressed them alike and avoided emphasizing on their twinship.

Parents have the job of ensuring that their multiples have a chance to fulfil themselves, and to grow up to develop their individual potential. To do that, parents need to get rid of any myths in the back of their minds, and to resist any impulse to favour one over the other. The key is to encourage each child to develop their strengths and abilities, whether or not they are the same as the other twin's.

While few parents believe the myth of good twin/bad twin, some fall into the trap of contrasting their twins' personality traits and abilities: easy and difficult, pretty and smart. Of course, there are times when any parent becomes disenchanted with one over the other. Wise parents keep these feelings to themselves. When they speak of differences between their twin children, they translate them into positive points, and avoid negative labels. However, bad behaviour should always be disapproved of, as long as it is the behaviour, and not the child, which is the focus of the disapproval.

Within the family, parents can control the behaviour of relatives who may believe in the twin myth. But there is no easy way to protect multiples from inappropriate questions and comments which they may meet outside the family circle. The best defence is the attitude towards twinship and about any differences between children. Perhaps you may never experience the twin myth, but if you do, be ready with a positive mind.

1. Where did the author come across the first twin myth?
2. What difference did the mother of the twin sons find between these two and the other children?
3. Why are twins often classified as good and bad?
4. What advice does the writer give about bad behaviour?
5. What trap do some parents fall into?
6. How do wise parents overcome the twin Myth?

7. Why do you think myths in general float around?
8. 'Twins are not up against the human enthusiasm for comparing, contrasting and labelling people'. Draw conclusions from your reading of the passage.

iii. The man who conquered every peak in Europe

During a daring two-month climbing expedition in some of Europe's most volatile regions, Rod Baber, a 29-year-old former telecom salesman, has survived rock falls and avalanches, sidestepped landmines and climbed one peak at midnight to avoid armed mountain patrols. He has spent a night on a treacherous one-metre ice ledge, battled altitude sickness and used Cuban cigars to bribe the shadowy figures who control mountain access.

For his troubles, he will enter the Guinness Book of World Records as the climber who has conquered the highest peak in each of the 47 European countries in the least time, saving four years off the record of seven years that had been set two years previously. It seems an extreme way to earn a place in the history books. The idea of doing the record started in 1997. When Baber, who became a climbing fanatic in his teens after being sent on an adventure weekend, was spending an evening with some work colleagues.

The conversation got around to climbing mountains and, from then on, he was hooked, and spent hours on the telephone to potential sponsors, trying to get them to agree to give him financial support for his venture.

Once he had received the first promise of money, Baber went into serious training. A panel of professional climbers was called in to draw up a list of the 47 peaks, which included Mt. Elberus in Russia (5,642m), the tallest mountain in Europe, and the highest point in Monaco, just 162 m, both of which he climbed along with 44 others during five months in 1998.

Frustratingly, weather and politics slowed him down. There were three left to do: 2,656 m Mt. Daravica in Kosovo, whose slopes were studded with mines: Mt. Shkhara in Georgia, whose steep sides make the 5,068 m ascent difficult and dangerous: and Mt Ararat in Turkey, whose summit is nearly 5 km above sea level.

Through a combination of support from local people, bribing officials, luck and sheer determination to achieve the record, Baber has done it. He does not see anything pointless or strange about his record. 'Work isn't challenging enough, and we all love a challenge. The most important thing is happiness, and I just love climbing,' says Baber, whose efforts raised several thousand pounds for various charities. He plans next to conquer the highest peak in every country in the world. He reckons he will be able to complete the remaining 199 peaks at the rate of a continent a year. 'I'd like to lead a normal life,' he says, 'but I'm on the mountain wagon now.'

1. How was Baber employed before he began making records?
2. Name the problem Baber faced during his attempt.
3. Baber entered the Guinness Book of World records because _____.
4. What started Baber's interest in mountaineering?
5. What qualities in Baber made his achievement possible?
6. What does Baber mean by "I'd like to lead a normal life, but I'm on the mountain wagon now"?
7. The word Summit means _____.
(sum total, peak, surface)
8. List some of the European mountain peaks mentioned in the passage.

_____	_____
_____	_____
_____	_____

iv. Plants that Heal

Many of the plants that are poisonous in large quantities are useful medically if taken in very small quantities. Foxgloves are poisonous if eaten, but the drug digitalis is extracted from the plants, and this is used to treat people with heart diseases. The Deadly Night Shades gives belladonna which is used as a sedative and Nux Vomica tree supplies strychnine which can increase appetite. However, both of these medicines must be taken in small doses; they are poisonous if that dose is exceeded. Before men could manufacture drugs, plants were their only source. The Chinese were using opium, from poppies and the South American Indians chewing cocoa leaves as painkillers long before the presence of drugs called cocaine and heroin. Now that these drugs are distilled from the plants and used at greater strengths, they have become addictive drugs causing as much distress as relief from pain. Other drugs are not as dangerous. Quinine which helps to bring down fever, extracted from the bark of the Cinchona tree, which grows in South America—Camphor, Caster beans and cloves all give oils with medicinal uses, and these are only a few of the many plants used to ease the illness. Another fungus must be included here, the Penicillium fungus, which gives penicillin, an invaluable antibiotic.

1. How are foxgloves medically helpful?

2. The drug that is extracted from foxgloves is _____.
a) belladonna. b) strychnine.
c) Nux Vomica. d) digitalis.
3. What happens if belladonna and strychnine are given in small doses?

4. Before man could manufacture drugs, plants were not the only source of medicine. True/False.

5. What was used as painkillers by the Chinese and the South American Indians?

6. Which plants produce oils of medicinal value?

7. Which fungus proves a good antibiotic?

8. Match the following.

A

- a) Penicillin
- b) Quinine
- c) Opium

B

- i) castor
- ii) poppies
- iii) Penicillium fungus
- iv) Cinchona

9. Complete the table given below.

Name of the plant	Part of the plant used as medicine	Illness/disease cured

v. Jane Goodall

Jane Goodall's great passion for life was animals. She had dozens of books about them. The walls of her bedroom were covered with pictures of animals, just as other girls of her age had posters of pop stars.

She used to keep animals in garden and, if she could, brought them into the house too. Usually, however, her mother caught her.

"Get those animals out of here!" she used to shout. "If you must keep them, use the shed at the end of the garden!"

Most of Jane's animals were quite small: rabbits, mice, birds- that sort of thing. But one day something quite big came her way.

Jane's mother noticed that she was spending quite a lot of time in the shed. She also noticed that food was disappearing from the house- especially bread and fruit. One evening she decided to go down to the shed to see for herself.

As she stood outside the door of the shed, she could hear Jane talking to someone inside. "She's got a friend in there with her," she thought. She opened the door and looked in. At first she could only see Jane sitting on the ground. Then she made out the shape of an animal sitting beside Jane. Two huge eyes stared up at her. She nearly screamed. It was a gorilla!

"Jane! Where on earth.....?" she started to say. But then she remembered. A few days before, a young gorilla escaped from the zoo and, in spite of every effort to find it, the animal simply vanished.

"I found it wandering through the park," Jane explained. "It seemed so lonely! I talked to it and we became friends at once. And then it followed me back here...."

"Well, you know you can't keep it," her mother said. "You'd better phone the police and explain."

Not long after, the police came and also a van from the zoo. Nobody was even angry with Jane when she told her story. The police knew all about Jane and her animals. And the zoo keeper said: "I can see that Gor likes you. But we need him back at zoo! But you can come and see him as often as you like. We'll send you a free pass!"

These days Jane has almost given up collecting small animals- but you can often find her talking to her friend Gor at the zoo!

1. What did Jane's mother notice?
2. Who was sitting with Jane in the shed?

3. Where had the gorilla come from?
4. Where had Jane found the gorilla?
5. Whom did the mother want Jane to inform about the gorilla?
6. Why weren't the police angry with Jane?
7. What did the zoo keeper offer Jane?
8. The Gorilla belonged to the
 - a. zoo.
 - b. park.
 - c. police.
9. Jane's mother went to the shed because she wanted to find
 - a. animals.
 - b. food.
 - c. Jane's friends.
10. Match the actions in column A with the reasons in B.

A	B
<ol style="list-style-type: none"> 1. Jane took food from the house. 2. Jane began to spend a lot of time in the shed. 3. Jane's mother used to shout at her. 4. The gorilla vanished. 5. Jane phoned the police. 	<ol style="list-style-type: none"> a. It was in Jane's shed. b. She tried to bring animals into the house. c. She needed it for the gorilla. d. She had to tell them about the gorilla. e. She had a gorilla there.

vi. Flying Saucers

Rod always used to laugh at the idea of flying saucers. "If there are people in outer space," he used to say, "they won't want to come here, will they?"

But that was before Rod had a very strange experience.....

One summer evening, just as he was getting ready to go to bed Rod heard a low humming noise outside, like thousands of bees. He looked out of his bedroom window. In the field at the end of the garden he saw a number of bright objects coming down. As they

landed their lights went out and the field became dark. Rod decided to take a closer look from the wall at the end of his garden.

From there he could see the mysterious objects quite clearly. There were twelve of them in all and they were long and thin, like enormous cigars. In the centre of the machines he could just make out a group of figures, all wearing space suits. They appeared to be having a meeting.

As he stood there, Rod felt sure that these men were from outer space. Their machines were the famous flying saucers. Rod also felt sure that they came from a quiet, peaceful planet, quite unlike the world he lived in. And he wanted to join them!

At that moment the figures began to move back towards their machines. They went inside and the low humming noise began again. One by one the machines lit up. Then the first machine rose into the air, spinning like a wheel. A second one followed it, and then a third....

Rod felt terribly sad. The machines were leaving without him! He jumped over the low wall. "Wait!" he shouted. "Take me with you! Please!". But as he rushed forward, a wave of hot air pushed him back and he fell to the ground. When he opened his eyes, the field was empty.

Did he really see flying saucers or was it all a dream? Rod is not sure. But these days, when anyone mentions flying saucers, Rod keeps quiet. And he feels very sad, remembering the happy peaceful planet he wanted to go to.

1. What did Rod always use to laugh at?
2. What did Rod hear as he was getting ready to go to bed?
3. In the field at the end of the garden Rod saw some
 - a. people.
 - b. humming bees.
 - c. strange objects.
4. Where could Rod view the mysterious objects clearly from ?

5. What was Rod sure of ?
6. What did Rod imagine about the outer space?
7. How many machines did Rod see moving?
8. Why was Rod sad?
9. Where did Rod find himself when he was pushed back?
10. Why does Rod feel sad when there is a mention of flying saucers?

vii. Robert

It was a cold winter's afternoon. Robert paused for a moment as he crossed the bridge and looked down at the river below. There were hardly any boats on the river. Near the bridge, however, almost directly below, there was one small one, a canoe, with a boy in it. He was not even wearing many clothes, Robert noticed. He shivered and walked on.

Just then he heard a cry. Help! Help! The cry definitely came from the river. Robert looked down. The boy was in the water and his canoe was floating away. "Help! Help!" he called again.

Robert was a good swimmer and he hesitated for only a moment. Taking off his coat, he dived into the river. The icy water almost took his breath away, but in a matter of seconds he reached the boy. "Don't panic!" he said as he caught hold of him. "Just relax – and I'll soon get you out of the water." But the boy began to struggle and shout something at him. Robert could not make out his words. "Don't panic," he said again and started to swim towards the bank, dragging the boy with him. But at that moment he noticed a large motor boat under the bridge. There were several people on board, all looking in his direction. Robert decided to swim towards the boat. "Give me a hand," he shouted as he got near the boat. He looked up into a row of faces. "It's funny," he thought. "They look angry." Silently the people on the boat helped the boy aboard and wrapped him in a blanket. But they made no move to help Robert.

“Aren’t you going to pull me out too?” Robert asked.

“You!” said one of the men. Robert noticed that he was standing next to a large camera. “You! Why, we were making a film and you spoilt a whole afternoon’s work! You can stay in the water!”

1. What was the weather like?
2. Who was in the canoe?
3. When Robert heard the cry for help, he was
 - a) still on the bridge.
 - b) looking at the river.
 - c) taking off his jacket.
4. What did the boy do when Robert caught hold of him?
5. The people on the boat
 - a) laughed at Robert.
 - b) did not speak to Robert.
 - c) left Robert in the water.
6. What had the people on the boat been doing?
7. Pick out the synonyms from the passage for the following words.
 - a. Did not try _____
 - b. Pulling _____
 - c. Ruined _____
8. Fill in the table with appropriate information given below:

Time of Day	
Time of Year	
Places	
People	
Events	

a motor boat / film people/winter / Robert /a boy /a bridge/
afternoon/ Robert saved a boy./ a river/He spoilt a film.

viii. Useful Microbes

Bacteria and fungi decompose dead organisms and thus enable nutrients to go back to the soil. This prevents accumulation of dead organic matter in the soil. Therefore, these microbes are called decomposers. The bacteria and fungi act upon the dung of farm animals, straw, vegetable wastes, grass cuttings and other degradable wastes. As they rot, nitrates and other inorganic nutrients are given out into the soil, thus making it rich. These compost and manure act as natural fertilizers. In plants, such as the legumes (beans, peas, soya bean etc) the roots have several swollen parts called nodules. Different species of the *Rhizobium* bacterium live in these swellings and convert nitrogen to nitrates. This process is called nitrogen fixation. This helps to make the soil rich in nitrates which are essential for the growth of plants. It takes an active part in the nitrogen cycle.

Raw sewage like faeces and urine is a health hazard. Bacteria breakdown raw sewage wastes such as faeces and urine into harmless and even useful substances. These can be used as landfills or to renovate the soil by providing nitrates and phosphates and improving its water retention capacity.

In India, China and some other countries, village communities use biogas fermenters to produce methane. Human and animal faeces and leafy waste from crops are broken down by bacteria in the absence of oxygen (anaerobic conditions) to produce methane (biogas), a valuable fuel for cooking and lighting.

Some algae are used in space flights to purify the air in spaceships.

Alcohol and alcoholic drinks are made by fermentation using yeast. Yeast is used to ferment sugars in grapes to make wine. Sugars in rice and barley are fermented to produce beer.

Yeast is also added to dough to produce carbon-di-oxide which makes the dough rise. The bread or cake made from the dough becomes soft and fluffy due to the gas. So yeast is used in bakeries to make bread and cake.

1. Name various natural fertilizers.
2. Which is the bacterium that lives in the swollen parts of legumes?
3. The phrase 'anaerobic conditions' in the passage means
 - a) absence of aerobics.
 - b) absence of oxygen.
 - c) excess of oxygen.
4. What is the component used for fermentation?
5. What are nodules?
6. Name any two degradable wastes.
7. How is biogas produced? Why is biogas a valuable fuel?
8. Explain the process of nitrogen fixation?
9. How is raw sewage, a health hazard turned into a harmless and useful substance?
10. How does the bread or cake turn soft?

ix. Kamaladevi Chattopadhyay

The uncanny thing about Kamaladevi Chattopadhyay, a woman described as "the supremely romantic figure of the freedom struggle", is how relevant her mission seems today - a hundred years after she was born. Whether it is her free-thinking feminism, her egalitarian politics, her driving interest in theatre, her belief in the cooperative movement or Indian handicrafts, she was one of that rare breed of people whose ideas seem relevant even now.

Kamaladevi was a feminist long before feminism became fashionable. She critiqued what she saw as the excesses of Western feminism that cast women in eternal victim roles and pitted them

against men, instead of patriarchal institutions. Born into a liberal Saraswat Brahmin family in Mangalore, she inherited her mother's independent streak. Her exposure to politics came from icons of the freedom struggle like Gopalakrishna Gokhale, Ranade and Annie Besant, who were friends of her family. After her meeting with Margaret Cousins, a key figure in the Suffragist movement in the West, Kamaladevi joined active politics and became the first woman to contest a seat in the Legislative Assembly (in 1926, from the Madras State Provincial Legislature). She headed the All India Women's Conference for several years, campaigning for legislative changes to further women's rights. She pressed for a uniform civil code as a means to promote gender justice and worked hard for the prevention of child marriage.

Many of her ideas that seemed radical are accepted as given today, like the right to maternity leave and child care and the need to consider women's unpaid household labour an economic activity.

Kamaladevi's *swadeshi* convictions were also largely fuelled by her feminist agenda. She linked the Western system of mass production as a deathblow to women who formed the bulk of the work force in unorganised sectors such as traditional crafts. Similarly, according to her, traditional and indigenous knowledge, which passed on from mother to daughter (like herbal cures), was also threatened by Western systems of medicine. Her study on the abject situation of women in the mining industry led to her deep association with labour unions. She traced the crucial link between class and gender in a 1948 report of the United Nations Educational, Scientific and Cultural Organisation. It was subtitled 'The Basis of Feminism'.

1. Kamaladevi is remembered even today because
 - a. she was a romantic figure of the freedom struggle.
 - b. her ideas are still relevant.
 - c. she believed in egalitarian politics.

2. Kamaladevi was a feminist at a time when feminism had already become fashionable. True/ False.
3. Mention the name of any two freedom fighters who initiated her to politics.
4. Why did Kamaladevi demand for a uniform civil code?
5. She considered _____ system of mass production as a deathblow to traditional crafts.
6. Match suitable words to the word 'union' and use in sentences of your own.
(labourers, judge, trade, student, food)
 - a) _____
 - b) _____
 - c) _____
7. Refer to a dictionary and find the meaning of the word 'deathblow'.
8. Choose a synonym from the passage for the word 'swadeshi'.
9. Why did Kamaladevi have a deep association with labour unions?

x. Yakshagana

In South India, particularly in Karnataka, there is one form of dance theatre that defies most rules of popular art, perhaps even societal norms; where the hero is just one among many actors on stage; where the villain looks so much grander and has so much more fun that he ends up overshadowing the hero. This is where no two performances, no two series of dialogue, are ever the same, and shows are typically debated for days after the performance; where an actor can become so famous that he (all roles are played by men) is identified by his role, and where the entangled web of the caste system is surprisingly absent. We call this Yakshagana.

Karnataka has full claim to this art form, which originated in its villages, in open grounds or under shoddily put-up canvas tents covering dirty mats and creaky folding chairs. Indeed, Yakshagana is recognised as one of the traditional art forms of Karnataka, just like the Odissi dance of Odhisha or the Mohiniattam in Kerala. Apart from the *bhajans* and religious discourses, Yakshagana, literally meaning the song of the Yakshas, or demi-gods, offered a fun way to learn Hindu epics and their thousand and more stories. Yakshagana is a mix of folk theatre, dance, theatre and music, a pantomime of sorts. Today, it constitutes an art form that thrives amidst the general decline of traditional arts elsewhere in India and the region at large.

Interestingly, Yakshagana exists with an almost complete lack of caste and its trappings. For instance, there is no preference whatsoever given to artists due to their castes, says Govinda Prasad, an amateur artiste for nearly 20 years and a doctor in Dakshina Kannada district. Between managing his family estate and his medical practice, he finds time to do about ten performances in a year. 'The money is not important to me, I do it for the passion,' he says. 'There may be individual animosity among the artistes in some cases, but caste never benefits or hinders a person from getting a particular role.' However, almost all artistes, professional or otherwise, are usually Hindu. In addition, all are men, including those playing the female characters. In a society of male dominance, it was not considered respectable for a woman to be seen on stage before an audience, and this tradition has continued.

At the very core of Yakshagana is the *himmela*. This entourage of musicians includes a narrator, singers (*bhagawatha*) and musicians playing the *chande* and *maddale* drums, and the harmonium. The *mummela* is a team of actors who interpret and act out the songs from a section of a particular myth. Their performance, usually touching on just one main story and a few sub-stories, is called the *prasanga*. Performances usually begin just after dusk with elaborate beating of drums in what is called the *peetike*, during which the narrator sets the background to the play with songs and music, before the actors come on stage to roar and dance until dawn.

1. In Yakshagana, the one who looks grander than others is the
 - a. hero.
 - b. villain.
 - c. bhagawatha.
2. All roles in Yakshagana are played by women. (True / False)
3. What system is absent in Yakshagana?
4. What does 'mohiniattam' mentioned in the passage, refer to?
5. What does the word 'Yaksha' literally mean?
6. Besides being an amateur Yakshagana artiste, Govinda Prasad is
 - a) a teacher.
 - b) a mechanic.
 - c) a doctor.
7. In Govinda Prasad's view, caste a person from getting a particular role in Yakshagana.
 - a) benefits
 - b) hinders
 - c) neither benefits nor hinders
8. What does the word 'myth' mean? Refer to a dictionary and find out.
9. Match the words in column A with their synonyms in B.

A	B
defy	develop
typical	specific
thrive	characteristic
particular	deny

10. Choose the correct noun form of the verb.

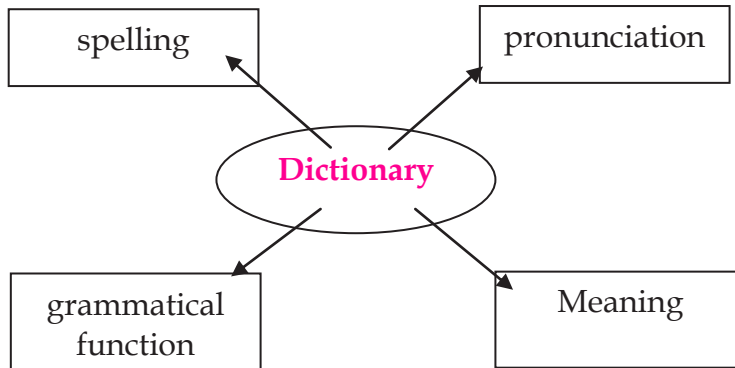
perform	perform	show	showed	add	add
	performed		showing		added
	performance		show		addition

UNIT - C

Reference Skills

9. Dictionary Use

Primary Uses of a Dictionary



How to refer a word?

- Alphabetical Arrangement
- Guide Words

Alphabetical Arrangement

- Note that all entries are arranged in alphabetical order. Words are arranged according to their first letter. Words beginning with the same letter are arranged according to their second letter.
Example: able, action
- On the top of every page, you will find two words in bold type. The word on the left is found as the first word on the page. The word on the right is the last word on the page. These two words are called 'Guide Words'. They guide you to the word you are looking for.
- Each word defined in a dictionary is called an entry word. The entry word is printed in dark type.
- The spelling of the word comes right after the entry. This special spelling shows the word's pronunciation, or how to say it aloud.

- The letter or letters after the pronunciation tell the part of speech. Most dictionaries use abbreviations.
- The definition tells the meaning of the word. When a word has more than one meaning, the definitions are numbered.
- Some dictionaries show the inflected forms of the word.
- Some definitions have an example sentence that shows how the word is used.

Rearrange the following words as they would appear in dictionary.

starvation fatty calories vegetarian nutrition dairy

protein pumpkin preserve pepper peel potato

a) Find the guide words which will help you to look up each of the following words. You can refer any dictionary.

Word	Guide Words	
buffalo		
Element		
forest		
Language		
Persuade		

b) Write the full form of the following abbreviations used in the dictionary.

- | | | | |
|---------|---------|----------|----------|
| 1. pl | 2. pp | 3. ~ | 4. fml |
| 5. v | 6. adj | 7. N [U] | 8. N [C] |
| 9. prep | 10. sth | 11. sb | 12. Adv |

c) Read the following sentences and use the dictionary entry on the word “collapse” in different contexts and complete the table below.

1. All the buildings in the town **collapsed** in the earthquake.
2. He had pneumonia and one of his lungs **collapsed**.
3. The terrorists caused a **collapse** of communications in the fishing village.
4. The children **collapsed** with laughter as they watched the clown’s antics.
5. The **collapse** of the rupee caused an economic crisis in the country.

Sentence No.	Part of Speech for ‘collapse’	The sentence talks about	Dictionary meaning and number for collapse
1.	Verb	buildings	to fall down or fall in suddenly (1)
2.			
3.			
4.			
5.			

col·lapse 0 **AW** /kə'læps/ verb, noun

■ verb

- ▶ **OF BUILDING 1** 0 [I] to fall down or fall in suddenly, often after breaking apart **SYN** **give way**: *The roof collapsed under the weight of snow.*
- ▶ **OF SICK PERSON 2** 0 [I] to fall down (and usually become unconscious), especially because you are very ill/sick: *He collapsed in the street and died two hours later.*
- ▶ **RELAX 3** [I] (informal) to sit or lie down and relax, especially after working hard: *When I get home I like to collapse on the sofa and listen to music.*
- ▶ **FAIL 4** 0 [I] to fail suddenly or completely **SYN** **break down**: *Talks between management and unions have collapsed.* ◇ *All opposition to the plan has collapsed.*
- ▶ **OF PRICES/CURRENCIES 5** 0 [I] to decrease suddenly in amount or value: *Share prices collapsed after news of poor trading figures.*
- ▶ **FOLD 6** [I, T] ~ (sth) to fold sth into a shape that uses less space; to be able to be folded in this way **SYN** **fold up**: *The table collapses for easy storage.*
- ▶ **MEDICAL 7** [I, T] ~ (sth) if a lung or **BLOOD VESSEL** **collapses** or **is collapsed**, it falls in and becomes flat and empty
 - ▶ **col-lapsed** **AW** *adj.*: *collapsed buildings* ◇ *a collapsed investment bank* ◇ *a collapsed lung*

■ noun

- ▶ **FAILURE 1** 0 [C, usually sing., U] a sudden failure of sth, such as an institution, a business or a course of action: *the collapse of law and order in the area* ◇ *The peace talks were on the verge of collapse.*
- ▶ **OF BUILDING 2** 0 [U] the action of a building suddenly falling: *The walls were strengthened to protect them from collapse.*
- ▶ **ILLNESS 3** 0 [U, C, usually sing.] a medical condition when a person suddenly becomes very ill/sick, or when sb falls because they are ill/sick or weak: *a state of mental/nervous collapse* ◇ *She was taken to hospital after her collapse at work.*
- ▶ **OF PRICES/CURRENCIES 4** 0 [C, usually sing.] a sudden fall in value: *the collapse of share prices/the dollar/the market*

col-laps-ible **AW** /kə'læpsəbl/ *adj.* that can be folded flat or made into a smaller shape that uses less space: *a collapsible chair/boat/bicycle*

10. a) Sources of Information

Encyclopedia	Includes information on a wide range of topics or subjects arranged in alphabetical order by subject
Atlas	A bound collection of all types of maps of the world, a country, or state
Thesaurus	A book of synonyms and antonyms
World Almanac	A yearly calendar listing or providing a wide variety of information on the times of certain events, Dates of holidays, Rising and setting of sun and moon, Range of important events
Dictionary	<ul style="list-style-type: none"> • Spellings • Definitions • Pronunciation • Parts of speech <p>An unabridged dictionary also gives the origin of the word</p>
Some Features of Reference Sources	<ul style="list-style-type: none"> ▪ Title Page ▪ Table of Contents ▪ Glossary ▪ Index ▪ Bibliography
Newspapers /Magazines	Many cities publish daily newspapers (Ex: <i>The Indian Express</i>) and Magazines (Ex: <i>The Week</i>) and are available on almost any subject. Newspapers and magazines are referred to as periodicals because they are published on a regular basis
Title Page	<ul style="list-style-type: none"> ▪ Title ▪ Author ▪ Publisher ▪ Place of publication ▪ Copyright, date, publisher, city of publication, other information about the book

Table of Contents	What the book contains is broken down by <ul style="list-style-type: none"> ▪ Chapters ▪ Page Numbers ▪ Includes where to find ▪ Glossary ▪ Index
Glossary	<ul style="list-style-type: none"> • Includes important words from the textbook along with their definitions. • Located at the back of the book, before the Index. It is in alphabetical order.
Index	Includes information about everything in the book and which page(s) to find the information in the book located at the very back of the book listed in alphabetical order
Bibliography	<ul style="list-style-type: none"> • Reference page for list of other sources for a book/paper in alphabetical order by the author's last name • Also includes book title, where published, publisher, copyright date, page numbers (if cited)

Refer to the information given in the table and answer the following questions.

1. Which is the reference page or list of sources for a book?
 - a. Index
 - b. Glossary
 - c. Title Page
 - d. Bibliography
2. Which source would be used to learn to pronounce a word?
 - a. Thesaurus
 - b. Dictionary
 - c. Almanac
 - d. Encyclopedia
3. Your family is going to visit the Himalayas this summer. Where would you get information about how far it is from your place?
 - a. Globe
 - b. Indian Atlas
 - c. Encyclopedia
 - d. Geography book

4. Chaman wants to find out which cricket team won the World Cup in 1983. What resource would help him find this information?
 - a. Dictionary
 - b. The Readers' Guide to Periodical Literature
 - c. The World Almanac
 - d. An Atlas
5. What is the reference page for a list of sources for a book?
 - a. Index
 - b. Glossary
 - c. Title page
 - d. Bibliography
6. Kiran is reading a book about dinosaurs. Where should he look to find the definition of a word he doesn't know?
 - a. Title page
 - b. Table of contents
 - c. Index
 - d. Glossary
7. Which of the following is an annual publication with a calendar for the year?
 - a. Atlas
 - b. Almanac
 - c. Thesaurus
 - d. Dictionary
8. What question can Shashi answer using a thesaurus?
 - a. What is the capital of Nepal?
 - b. What words mean the same as funny?
 - c. What do bears do when they hibernate?
 - d. Does it ever snow in Japan?
9. While doing math homework, two words 'numerator' and 'denominator' confused Gauri. Where in her book would she find correct definitions of these words?
 - a. Table of contents
 - b. Glossary
 - c. Title page
 - d. Index
10. In which of these resources would you find a listing of major earthquakes during the last century?
 - a. Almanac
 - b. Thesaurus
 - c. Dictionary
 - d. Encyclopedia

11. Which resource would contain information on the development of electricity?
 - a. Atlas
 - b. Almanac
 - c. Dictionary
 - d. Encyclopedia
12. Which part of the book gives the name of the book and the name of the publisher?
 - a. Index
 - b. Glossary
 - c. Title page
 - d. Table of Contents
13. Which would be the best source of information about Dr. Martin Luther King, Jr.?
 - a. Atlas
 - b. Thesaurus
 - c. Dictionary
 - d. Encyclopedia
14. The part of the book that contains references to other sources is called the...
 - a. Atlas
 - b. Index
 - c. Glossary
 - d. Bibliography
15. Where would you find a brief summary of Abraham Lincoln's life?
 - a. Atlas
 - b. Thesaurus
 - c. Dictionary
 - d. Encyclopedia
16. What piece of information would be found on a title page?
 - a. Author's name
 - b. History of the publisher
 - c. Number of pages in the book
 - d. Number of other books by the author
17. Ravi is looking for information on fossils. Which resource would give him a list of articles on rocks and fossils found in magazines and other publications?
 - a. Thesaurus
 - b. Textbook glossary
 - c. Manorama Year Book
 - d. Reader's Guide to Periodicals

b) Endangered Animals

				
1. black footed ferret	2. Ethiopian wolf	3. Giant panda	4. koala	5. Sierra Nevada bighorn sheep
				
6. Iberian lynx	7. Western barred bandicoot	8. Florida panther	9. golden bellied capuchin	10. Javan rhino
				
11. red wolf	12. Vancouver Island marmot	13. Gravy'a zebra	14. snow leopard	15. Sumatran orangutan
				
16. European mink	17. northern hairy nosed wombat	18. mahogany glider	19. maned three-toed sloth	20. wisent or European Bison
				
21. giant armadillo	22. short eared rock wallaby	23. mountain tapir	24. mountain gorilla	25. Mediterranean monk seal
				
26. long tailed chinchilla	27. Golden bamboo lemur	28. Siberian tiger	29. addax antelope	30. North Atlantic right whale

c. Endangered Animals by Continent

North America	black footed Ferret –Wyoming, USA (and surrounding states); Florida panther –Florida, USA; Vancouver Island marmot –Vancouver island, British Columbia, Canada Sierra Nevada; bighorn Sheep –Sierra Nevada Mountains, western USA; red wolf –North Carolina, USA
South America	maned three-toed sloth – Brazilian coast; giant armadillo – Peru, Bolivia, Argentina; golden bellied capuchin – Bahia, Brazil; mountain tapir – Andes creeks in Colombia, Ecuador; long tailed chinchilla – Andes mountains between Chile and Argentina
Africa	Gravy’s zebra – Kenya and Ethiopia; Ethiopian wolf (red jackal) – Ethiopia; golden bamboo lemur – Madagascar; mountain gorilla – Uganda, Rwanda and the Democratic Republic of Congo; addax antelope – Sahara desert
Europe	Iberian lynx –Spain and Portugal; North Atlantic right whale –Northern Atlantic Ocean from Northern Europe to Greenland; European mink –Ural Mountains from Estonia to the Black Sea; wisent or European bison –Poland, Belarus and surrounding countries; Mediterranean monk seal –northeastern Mediterranean and northeast Atlantic
Asia	giant panda – Central China; Siberian tiger – Russia’s southern far east, Northeast China; snow leopard – Himalayan mountain in south and central Asia; Sumatran Orangutan – islands of Borneo and Sumatra; Javan Rhino – Java, Indonesia and southern Vietnam
Australia	Koala – eastern and southern Australian coasts; western barred bandicoot – Bernier and Dorre islands; mahogany glider – North Queensland; northern hairy nosed wombat – Epping Forest National Park, Queensland; short eared rock wallaby – northeastern Australia

Refer to the information given about endangered animals and answer the following questions.

1. A picture of a Mahogany glider found in Australia is shown at No.
2. Snow leopard is found in the
 - a. Andes mountains between Chile and Argentina.
 - b. Himalayan mountain in south and central Asia.
 - c. Sierra Nevada Mountains.
3. In which countries of Europe can you see the Iberian lynx?
4. Where can one see the giant panda?
5. Look at the animal whose figure is shown at no. 25. Is it a sea animal or land animal?
6. Name one of the endangered animals of North America.
7. If you are travelling through the Sahara desert, there is a possibility of your coming across
 - a. snow leopard.
 - b. giant armadillo.
 - c. addax antelope.
8. What is the other name for Ethiopian wolf?
9. Florida panther is a
 - a. bird.
 - b. mammal.
 - c. fish.
10. In which part of Australia do you come across the koala?
11. Which of the animals can be found in three South American countries?
12. In which continent can you see the long tailed chinchilla?

11. Interpretation of Advertisements and Schedules

- i) Refer to the following advertisements and answer the questions that follow.

<p><u><i>Samsung Galaxy Grand Duos Reviews</i></u> 21500.00 Rs. <i>Samsung Galaxy Grand Duos introducing a perfect smartphone for users with fast mobile lifestyles. Samsung GALAXY Grand Duos runs Mechanical Man Four 1.2 (Jelly Bean), Googles latest software system....</i></p>	<p><u><i>NOKIA ASHA 305</i></u> 4625.00 Rs. <i>It is a high end dual sim, touch screen feature phone, has a 3.0" TFT resistive touch screen, with dimensions of 110.3 x 53.8 x 12.8 mm and 98 g.</i></p>
<p><u><i>Karbonn K1818 Twister</i></u> 3490.00 Rs. <i>It is the new Dual Sim GSM Mobile, has a 3.2 inch Touch screen Display, 3.2 Megapixel camera, Video/Audio player, FM Radio with Recording, Internal Memory and Up to 8GB external memory.</i></p>	<p><i>BlackBerry 5 OS 2 MP</i> <i>Primary Camera 2G and 3G</i> <i>Network Support</i> <i>Rs 7499.00</i> <i>2.46-inch TFT LCD Screen</i> <i>QWERTY Keypad Wi-Fi Enabled</i></p>

1. Name the lowest priced cell phone in the above advertisements.
2. The price of Blackberry 5 is lesser than _____.
3. Which is the Wi-Fi enabled smart phone?
4. Of the two dual sim smart phones, which one has the high end dual sim?
5. Which phone has an internal memory of 8 GB?
6. The mobile that has the biggest touch screen is _____.
7. Which of the cell phones runs on Google's latest software system?

- ii. Read the following brochures of various tour packages and answer the questions that follow:

<p><u>Pilgrimage Package @800/-</u> (Non A/C Bus) Category - Pilgrimage Visiting places - Tirupathi Tariff - Rs 800 Tariff per - Per Person <u>Tirupathi Package@800/-(NON</u> <u>A/C Bus) Day 1 : Dep. 8.45 p.m. ...</u></p>	<p><u>Kerala Holiday Packages Call</u> <u>Mr.Dinesh: 9844080833</u> Category - Wildlife Visiting places - Kerala Tariff per - Per Person Rs. 3200 <u>www.kerala-holidaypackage.com</u> <u>Leading Tour Operators to ...</u></p>
<p><i>Shimla Manali Tour</i> <i>Duration : 05 Nights / 06 Days</i> <i>Destinations : Chandigarh - Manali -</i> <i>Shimla</i> <i>Below Mentioned Car Prices Keep Changing.</i> <i>For best Deals Send Us Your Query!</i> <i>Prices are on Per Car / Family for above</i> <i>Package. Tour will be as Below:</i> <i>Day 01 : Delhi - Chandigarh</i></p>	<p><u>Gokarna tour package from</u> <u>Bangalore @ DK Travel</u> <u>Solutions</u> DK Travel Solutions Begur road Bangalore - 560068 Mob: 91-9343345010 / 9986761725</p>

- _____ is the contact number to get the details of Kerala Wildlife tour.
- At what time does the bus leave for Tirupati on day 1?
- Excluding the night stay, how many days is the Shimla Manali tour package?
- Name the travel agency that offers Gokarna tour from Bangalore?
- _____ is the website to browse the details of the Kerala Holiday Package.
- The tariff for a family of four to Tirupati is _____.

iii. Read the following list of events in the 25th Karnataka Science Congress Annual Convention to be held at I I Sc Bangalore on the 28th and 29th of the next month and answer the questions that follow.

Sessions	Date	Time
Inauguration	28-01-2014	10 to 11 am.
Presentation of scientific papers	28-01-2014	11 am to 12 pm
Children's Science Congress	29-01-2014	10 am to 12:30 pm
Women and Science	29-01-2014	2:30 pm to 4 pm
Cultural Programmes	29-01-2014	4 pm onwards on both the days

1. Mention the venue of the programme.
2. What is the duration of inauguration.
3. What programme is planned between 2:30 pm and 4 pm on 29th?
4. When are the cultural programmes arranged?

UNIT - D

12. Letter Writing

What do we know about formal letters?

Let's recall.

a) State whether the following are true or false in case of a formal letter.

1. An apostrophe is not used after 'your' in 'Yours'.
2. The formal letter is written in formal language.
3. One can enquire about good health.
4. 'Thanking you' is wrong. The correct phrase is 'Thank you'.
5. 'Dearest' can be used in the salutation.
6. The tone of the letter is polite and impersonal.
7. While putting signature below the subscription, using Mr., Ms., Mrs. is necessary.

Some Types of Formal Letters

1. Leave Application
2. Application for T.C/M.C
3. Application for opening / closing / transfer of a bank account
4. Complaint Letters
5. Letters Seeking Information
6. Letters Giving Information
7. Invitation Letters

- b) Neha Gupta resides at Gandhinagar, Bengaluru. She has passed S.S.L.C. She writes a letter to the Head Master of her school, Swami Vivekananda Vidyalaya, Gandhinagar, Bengaluru requesting him/her to issue her school leaving certificate (T.C). The following is her letter. Read the letter and fill in the blanks.

	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Sub: Request for school transfer certificate</p> <p>With reference to the above subject, I, Neha Gupta, a 10th standard student of your school during 2013-14 request you to issue my school transfer certificate in order to seek admission in S.D.V.S college, Bengaluru. I have passed my S.S.L.C examination in March 2014 and my admission number is 107/2011-12.</p> <p>Kindly do the needful and oblige.</p> <p>Thank you.</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Note : While writing a formal letter, attention must be paid to two things: the parts of the letter and the choice of format. Correct format and standard writing conventions should be followed while designing the letter. In order to ensure clarity of presentation, the letter should be divided into sections and sub sections, each with a clear purpose.

A formal letter includes 8 elements:

1. Sender's Address ('from' address)
2. Date
3. Inside Address ('to' address)
4. Salutation
(Subject line and reference line are optional.)
5. Body
6. Complimentary Close
7. Signature
8. Enclosures (if any)

c) Following are extracts of formal letters. Read carefully and identify the purpose of each letter.

	<p><i>Sir,</i> <i>Would you kindly provide some information about your proficiency courses in English beginning this July.</i></p> <p><i>Please send me a prospectus and details of accommodation available in Delhi for the period from July to December.</i></p>
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	<p><i>Mr. Ravel,</i></p> <p><i>Thank you for your enquiry of 21st January, and we are enclosing our spring catalogue and current price-list quoting c.i.f. prices Bombay.</i></p> <p><i>We would like to draw your attention to the trade and quantity discount we are offering in our special purchases section pp. 19-26 which may be of particular interest to you.</i></p> <p><i>Please contact us if we can be of any further help to you.</i></p>
--	--

	<p>Dear Madam,</p> <p>On account of my sister's engagement, I, Manisha Pujari, a student of 1st year PUC Arts section will not be able to attend college on 3rd February.</p> <p>I request you to grant me leave of absence on the 3rd of February.</p> <p>Thank you.</p>
--	--

	<p>Dear Sir,</p> <p>A registered parcel bearing No. AC23125 dated 5th August 2013 was sent to me by Jyoti Publishers, Bengaluru. A copy of the registration slip is enclosed. The parcel should have reached me in a week. It is more than a month and the parcel has not yet arrived. It contains important books which I have ordered for competitive exams. My exams are fast approaching and I am deprived of reading material because of the non receipt of the parcel.</p> <p>I have made many enquiries at the post office but I am told that the parcel has not been received. I request you to contact your dispatch offices and trace the parcel for me.</p> <p>I hope you will take immediate action to find the missing parcel and deliver it to my address soon.</p> <p>Thank you.</p>
--	--

d) Identify the errors in the following letter.

	<p>Mr. B. R. Deshpande Lecturer in English Govt. PU College, Shantinagar Hubballi</p> <p>10.02.14</p> <p>The President College Cultural Committee Govt. PU College, Vidyanagar Dharawad</p> <p>Sir/Madam</p> <p>I, on behalf of our College Cultural Committee and The Principal, cordially invite you to our Annual Day Programme that is on the 17th of February 2014 in our college auditorium. I also request you to address the gathering on the 'Importance of English Language and Communication Skills'. I hope you are in good health.</p> <p>I hope you will oblige us with your presence.</p> <p>Thanking you,</p> <p>Your obedient student Mr. M N Bhandari The President College Cultural Committee</p>
--	---

Exercise

1. Write a letter to the District Forest Officer, enquiring about the availability of different types of saplings to be planted on the occasion of 'Vana Mahotsava' in your college. Your letter should include enquiries about :
 - Types of plants
 - Mode of transportation
 - Cost
2. Write a letter to the PRO, 'Apple Computers' requesting to facilitate a talk on the 'Importance of Computers and the Advancement in Computer Technology,' in your college during the Science Festival.
3. Write an application to the principal of your college requesting for 4 days leave.
4. Write a letter to the Bank Manager requesting to transfer your account from SBI - Davangere branch to SBI - Malleshwaram branch, Bengaluru as your family has permanently settled down in Bengaluru.
5. Write a letter to the Commissioner, City Corporation, Shimoga, complaining about irregular water supply in your area. Your letter should include the following points:
 - irregular water supply
 - the areas affected
 - inconvenience caused to the general public

13. Writing E-mail

E-mail, as all of us know, is an electronic mailing service. It is an effective tool to communicate at a great speed across the globe. You can send a lot of data/information. You can attach files of different types: text, graphics, audio and video. Voice mail helps you listen to your message as well.

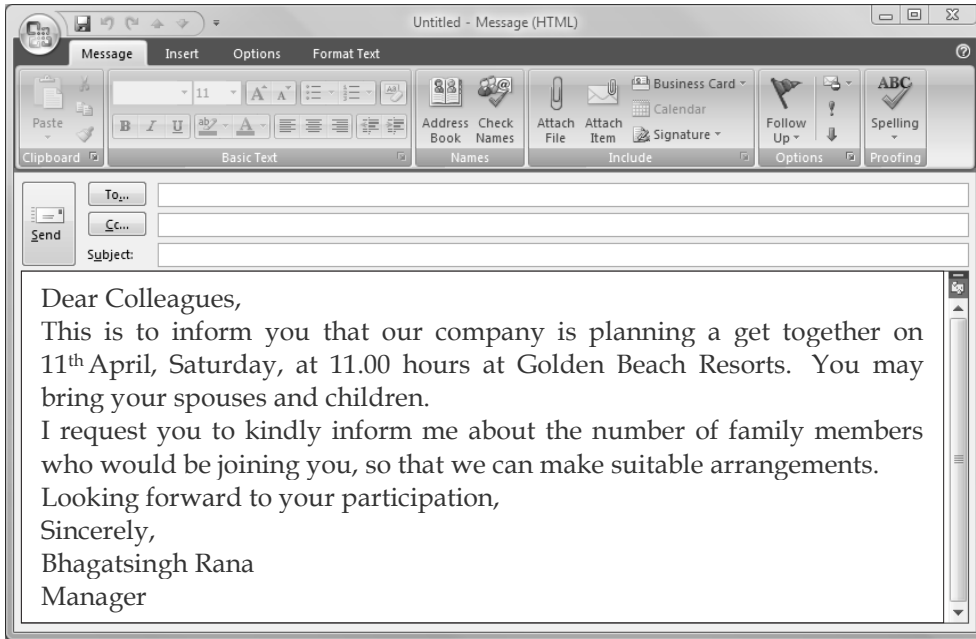
E-mail Etiquette

E-mail etiquette refers to a set of guidelines (dos and don'ts) to help you use e-mail effectively. As with all written communication, your emails should be clear, correct, concise and courteous.

Here are some essential guidelines:

- Write the subject clearly.
- Write the subject line in such a way that it
 - tells the reader or receiver what the e-mail is exactly about.
 - offers a short summary of the email.
 - uses limited number of words.
- Use capitals and punctuation marks in the same way that you would in any other document.
- Do not use capital letters entirely. It may seem rude.
- Do not violate the rules of English grammar and usage. If you do so, you would be making it difficult for the reader to read.
- The body of the e-mail must be brief (preferably one page or the length of your computer screen before scrolling) so that readers do not have to scroll.

Here is an example of an e-mail.



Exercise

1. Write an e-mail to your friend telling him/her about your new college.
2. Write an e-mail addressing the manager of Ariel Tours and Travels, Bengaluru asking him/her about the latest travel packages to coastal Karnataka. Ask about
 - package cost
 - no. of places included in the package
 - duration
3. Compose an e-mail addressing the principal of your college providing your bio-data for contesting for the Student of the Year Award.

UNIT - E

14. Language Functions

We use language for a variety of formal and informal purposes, and specific grammatical structures and vocabulary are often used with each language function. Language functions refer to the purposes in which we use language to communicate. A language function can be defined as “the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes”

There are hundreds of language functions. Let us get familiar with some of them.

When we meet people we begin the communication process by greeting each other. Sometimes we may have to introduce a friend or a colleague who is with us. At the end we take leave or bid farewell. We use formal language when we meet someone in authority, business associates, strangers and people in official positions. Informal language is used when we meet close friends, relatives and members of the family.

Some common expressions for greeting

Formal	Informal
<ul style="list-style-type: none">• Good morning, how are you?• Good afternoon.• Good evening.	<ul style="list-style-type: none">• Hello, haven't seen you for a long time.• Hi, there.• Hi everybody.• Hi

Look at the following conversation.

Madan : Good morning Mr. Mohan. How are you ?
Mohan : I am fine. Thank you. How are you doing Mr.Madan?
Madan : I'm fine. Thank you. We're happy to have you as our neighbour. Do come home sometime.
Mohan : Sure. I will. See you soon. Bye.
Madan : Bye.

1. Starting a Conversation with a Stranger

Sometimes we need help from strangers. How do we start a conversation with them?

While travelling in a train

- Suma : Excuse me, can I ask for a favour?
Rita : Yes, what is it?
Suma : I have travel sickness. Would you mind if I sit beside the window?
Rita : No! Not at all.
Suma : Thank you. By the way, I'm Suma.
Rita : I'm Rita. Nice to meet you.

Asking for Directions

- Joyce : Excuse me, could you tell me where the bus station is?
Mary : There are two bus stations here, one for the private buses and another for government buses. Which one would you want?
Joyce : The government bus station, please.
Mary : It's just half a kilometer from here. Go straight and take a right turn after the circle. It's just there.

Note : If you want to draw the attention of a person you do not know, you can use expressions like, "Hello", 'Excuse me', 'Just a moment please' or 'Sorry'.

Expressions to be used:

1. Excuse me, _____ ?
2. I hope you don't mind my / me asking, but _____
3. Excuse me asking but _____?
4. Sorry to trouble you, but _____
5. I beg your pardon, but _____
6. Do excuse me, _____
7. Terribly hot / windy / cold, isn't it?
8. Would you mind _____?
9. Hi! Great party / music, isn't it?
10. Forgive me for asking, but _____?

Activity 1 :

Fill in the blanks with suitable expressions:

Meeting in a bus

Monica : _____, do you mind if I keep my luggage
below your seat?

Shaila : _____, at your convenience.

Monica : Thank you very much.

Activity 2:

Write a conversation of your own based on the picture below:

A student in a stationery shop



Student : Can I see different types
of?

Shopkeeper : Yes,

Activity 3:

Based on the picture below write a dialogue:

Two strangers in a clinic



Patient 1 : Is this

Patient 2 :

Activity 4:

Sagar meets Vidya in a party held at Dixit's house. How would he start a conversation?

Fill in the blanks.

Sagar : _____! Are you related to the Dixit's?

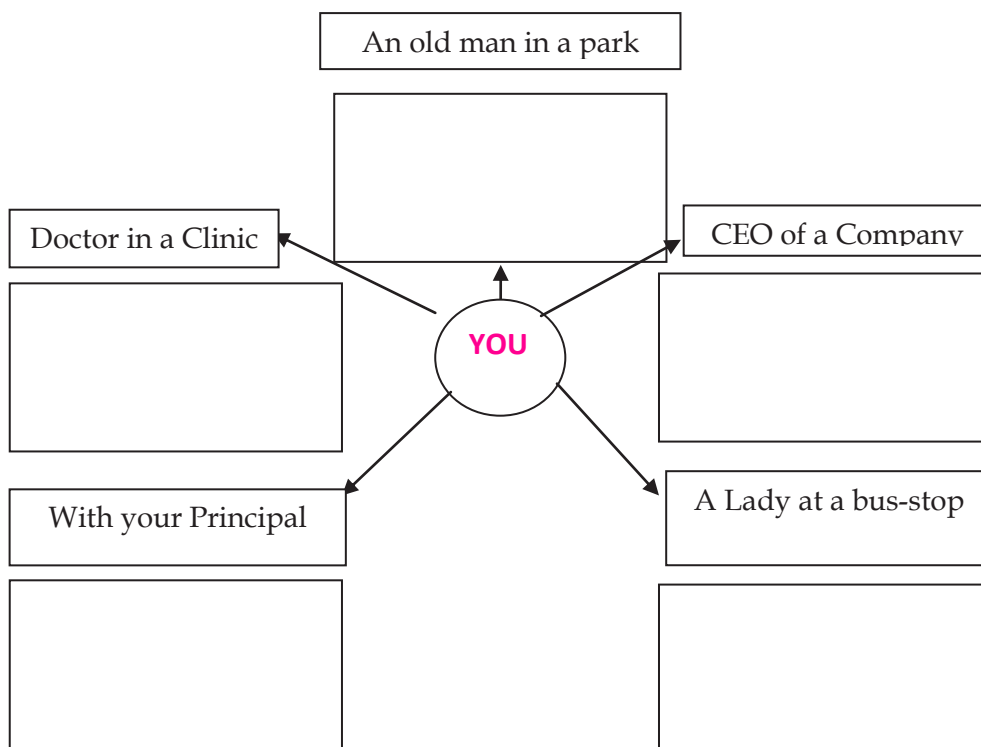
Vidya : Hi! No, but _____.

Sagar : You are looking _____.

Vidya : Thanks for your compliment.

Activity 5:

How do you start a conversation with different kinds of people?



2. Making Requests

In this unit we learn how to make and respond to requests.

Formal	Informal
Do you think it would be possible..... Could you possibly..... We would be grateful if I hope you don't mind me asking..... I'm sorry to trouble you.....	You couldn'tcould you? Can you....., please? Will you do me a favour and You haven't got..... have you? Will you/ would you/could you, please? Mind doing?

(Ravi goes to his General Manager Mr. Kamath with a request for 10 days leave.)

Ravi : Good morning sir.
 Mr.Kamath : Good morning Ravi. What's the matter? You look worried.
 Ravi : My son is unwell and needs to have an operation. I'd be grateful if you could permit me to take 10 days leave.
 Mr. Kamath : That shouldn't be a problem. Mr. Das can take care of your projects while you're away.
 Ravi : Thank you very much sir.
 Mr. Kamath : You're welcome Ravi. Don't worry. Your son's going to be fine.

Activity 1 :

Sarala asks her nephew to help her with a heavy suitcase while boarding a bus. With the help of the expressions given in the box, develop a dialogue between Sarala and Naveen.

Sarala : Naveen, can you ?
 Naveen :
 Sarala :
 Naveen :

Activity 2 :



Mr. Keshav buys a book from a book shop. He requests the shopkeeper to gift wrap it for him. Write a conversation between them.

Shopkeeper : _____
Mr.Keshav : _____
Shopkeeper : _____
Mr.Keshav : _____
Shopkeeper : _____
Mr. Keshav : _____

3. Expressing Gratitude

'Thank you' is one of the magic words in the English language. It spreads smiles on faces.

Sumod is waiting at the bus-stop. His friend, Ramamurthy, going the same way, stops his bike.

- Ramamurthy : **Hi**, Sumod. Waiting for the bus?
Sumod : **Hi**, Ramamurthy. Yes. It is getting late to college.
Ramamurthy : Don't worry. I am going the same way. Can I drop you?
Sumod : (getting on the bike). **Thanks**.
(getting down) **Thank you**. See you. Bye.
Ramamurthy : **It's O K**. See you.

At the Bank

- Joe : **Could you lend** me your pen for a moment, **please**?
Abdulla : Oh, sure.
Joe : (After fill in the cheque, while returning) Thank you.
Abdulla : Not at all.

At the college

Gurumurthy, the lecturer in English is talking to Muruges.

- Gurumurthy : Ah! Muruges, you have scored only 50 marks in the English paper. What is the matter?
Muruges : Sir, somehow, I get confused with the grammar part, sir. I don't know what to do. I practise a lot at home. But, still...
Gurumurthy : Don't worry. Meet me in the staff-room during the break. Let us see what we can do.
Muruges : **It is very kind of you, sir**. Can I meet you around 3 O'clock to-day, Sir?
Gurumurthy : Sure.
Muruges : **Thank you, sir**.

Expressions for thanking

Formal	Informal
It is very kind of you. It is very nice of you. I am grateful to you.	Thanks. Thank you. Thank you very much. Thanks a lot.

Complete the following conversations.

An old woman and a young man

Old woman : _____ help me cross the road?
Young man : Certainly, _____
Old woman : _____

Between two friends:

Harish : _____, Prakash, how are you doing?
Prakash : I am fine. _____. How about you?
Harish : I too. _____.

Father and daughter

Father : Hi, Amudha, see what I've bought for you.
Amudha : What's it dad?
Father : Oxford English Dictionary.
Amudha : Oh! It's a wonderful dictionary. _____, dad.

A passerby and man on the street

Passerby : **Excuse me**, Is there any hotel nearby?
Man : Vegetarian or non-vegetarian hotel?
Passerby : Vegetarian one.
Man : Yes, there's one in Pampa Square.
Passerby : Is that one very far ?
Man : No, no. It's close by. Take the first right and walk a few steps. You'll find hotel Adithya to your left.
Passerby : _____.

How would you express your gratitude in the following situations?

- A. Your bike breaks down. A passerby gives you a lift.

- B. You are travelling by train. One of the passengers moves a little and makes room for you.

- C. You have been asked to submit the filled in scholarship application form the next morning. But you do not have certain certificates. The principal of your college, gives you some more time to submit the application form, on your request.

- D. You are about to return home from college. It's rather late. You realise you won't be able to get a bus to go back. Then one of your friends drops you home on his way back.

- E. You are waiting at a bus stop with a colleague. Someone snatches your handbag and runs away. Your colleague runs after the man and gets the handbag back.

4. Complimenting and Congratulating

When would you use the following expressions?

1. What a beautiful dress you are wearing!

2. It was great to hear that you got a distinction!

3. How smart the boy looks!

4. I would like to congratulate you on your success!

5. Let me congratulate you on your promotion as manager!

Note: We compliment a person on his/her looks, dress, appearance etc...We congratulate someone on winning something, scoring well in the exam, getting a job or promotion etc...

1. Shyam : That's a very nice coat you are wearing!
Ramesh: Thank you.
2. Anu : You look stunning in this pink saree!
Suman : Thanks for the compliment.
3. Paul : Suresh, congrats! Your English has improved a lot!
Suresh : It's very nice of you to say so. Thank you very much.

Formal	Informal
<ul style="list-style-type: none">• May I say how.....• If I may say so• Please accept my compliments	<ul style="list-style-type: none">• That is/was a nice/smart• What a nice / smart / wonderful/ beautiful!• Oh! It's a beautiful....• Wow! You look

Fill in the blanks with appropriate expressions given in the brackets below.

(Wow! You look great... / May I compliment you on this / May I say how....)

1. Mr. Arun : _____ enlightening your speech was.
Principal : Thank you.
2. Sneha : _____ now that you are using lenses instead of spectacles.
Megha : Thanks.
3. Ambassador : You have taken great care to beautify your city. _____.
Minister : Thank you.

Congratulating

Mother : How was your day at school, Vivek?

Vivek : It was wonderful, mom. I have been made the president of the English club.

Mother : That's great! Congratulations!

Vivek : Thank you, mom.

Formal	Informal
<ul style="list-style-type: none"> • Congratulations! • Congratulations! We are proud of you. • I must congratulate • May we congratulate you • We would like to congratulate 	<ul style="list-style-type: none"> • Congrats! • Well done! I knew you would do it. • Well done! • I'm proud of you. • We are happy for you

I would like to congratulate you on your performance at the Sports Meet.

I would like to congratulate you ~~for~~ your success at the Sports Meet.

Note : Do not use the expression 'Congratulations for....'
This is an incorrect usage.

Activity 1:

Provide an imaginary situation for the following expressions.

1. Well done! (informal)

2. Congratulations! We are proud of you. (formal)

3. May we congratulate you? (formal)

4. Congrats! (informal)

5. We are happy for you. (informal)

Activity 2:

Provide suitable dialogues for the contexts given below.

1. The Principal congratulates the captain of the foot ball team on winning in the state level sports meet.

Principal : _____

Captain : _____

Activity 3:

2. Pushpa has got a seat in the Government Medical College. Mr. Shridhar , her neighbour, congratulates her.

Mr. Shridhar : _____

Pushpa : Thank you very much.

Activity 4 :

Two friends meet and discuss their achievements in the Annual Sports Meet. Create a dialogue between them and enact it in the class.

5. Apologising and Responding to an Apology

We apologise for doing something we ought not to have done.
We also apologise when we do not do something which we ought to have done.

Formal

(Ravi apologises to a senior colleague for not completing his work on time.)

Ravi : Mr. Naren, I must apologise for not completing the proposal on time. I was unwell.

Naren : That's all right. But please complete it by next week.

Ravi : I certainly will.

Informal

(Anthony apologises to his aunt for not getting her a book she wanted)

Aunt : Have you got me a copy of Leo Tolstoy's "Crime and Punishment"?

Anthony : I'm sorry, I haven't been able to, auntie.
Actually it's in short supply.

Aunt : Don't let it bother you, Anthony.

Formal Expressions	Informal Expressions
I apologise I beg your pardon	Very sorry So sorry Extremely Sorry Awfully sorry

Activity 1 :

Formal Situation - Between a boss and a sub-ordinate

- Mr. Sampath : Sir, I went through the memo that was on my table last evening. I sincerely _____ for coming late to office often.
- Boss : Yes. We expect you to correct yourself in future.
- Mr. Sampath : I _____ once again. I'll certainly be punctual from now on.
- Boss : That's it. This time your plea is considered. But please remember, this is the last warning.

Activity 2 :

Informal situation - Between a mother and daughter

- Tina : Mummy, I'm _____ to have kept you waiting for so long.
- Mother : My dear, didn't I tell you to come soon?
- Tina : So _____ again. I thought I would complete the assignment and then come with you.

Activity 3 :

Create a conversation based on the following picture:
Apologising to your friend for missing his/her birthday



Activity 4 :

Apologising to your teacher for misbehaving in his/her class



6. Expressing Sympathy

Expressing sympathy is to understand and care about someone's problems and to show that we care for them.

Tanvi : You know Spoorthy, our classmate, Pavan, has been hospitalised. He met with an accident this morning while coming to college.

Spoorthy : Oh God! How sad!

Ranjith : May I know why you look so sad, Sir?

Teacher : I am really upset; you know, my elder sister passed away.

Ranjith : I sympathise with you, sir.

Rakesh : Why do you look so upset?

Naveen : You know, I lost my mobile phone somewhere, this morning.

Rakesh : How sad! When did you use it last?

Naeen : While I was at the cash counter, I received a call. I was talking on the phone when the cashier gave me the cash.

Rakesh : Why don't you speak to the cashier? He may have some idea.

Naveen : That's a good idea.

Some of the expressions that can be used to express sympathy are as shown below.

Formal	Informal
I am very upset to hear that... I sympathise with you. My sympathies are with you.	How sad! That's a pity.

Activities

1. Your friend had taken the Bank Officer's Examination but has failed in the examination. You enquire why he is sad and express your sympathy. Write a dialogue between you and your friend.
2. Saleem, your class mate has lost his wallet on his way to college. You sympathise with him for the loss. Write a dialogue between you and Saleem.
3. What expressions do you use to express sympathy in the following situations?
 - a. One of your friends has lost his grandfather
 - b. You hear from your principal that one of your lecturers has met with an accident and is hospitalised.
 - c. On your way home, an elderly lady tells you that a man in a red shirt has snatched away her chain.

7. Seeking Permission

You help an old woman cross the road, but after the good deed is done the old woman instead of thanking you chides you. She says, "I didn't want to cross the road". What do you think can be done now?

Let us list a few polite expressions that you can use to seek her permission to take her back.

I thought....., I might.....,
Would be all right if I.....

Kantesh : Can I borrow your camera this evening?
Anjana : I am afraid, I can't give you because I need it this evening.

There are certain polite expressions like these for refusing permission.

1. That's not a very good idea.
2. No, please don't.
3. I would rather you didn't.....
4. I am sorry, that's not possible.

Manu : Renu, I lost my mobile. Mind if I use yours?
Renu : No, not at all. You can use it.
Manu : Can I keep it for a few hours?
Renu : Oh! Sure.

Peter, the secretary of the students' union meets the principal.

Peter : Good morning sir.
Principal : Good morning. Were you able to contact the speaker of today's function?

Peter : Yes sir. Mr. Ravi has agreed to come and speak at the function. Would it be possible to send our college vehicle to pick him up sir?

Principal : I am afraid it is not possible. You better hire a cab. We will pay the fare.

Language Function	Formal	Informal
Seeking Permission	Would it be all right if I.... May I have your permission.... I thought I might	Mind if I sit on this..... Could we borrow....
Giving Permission	Yes, permission is granted. We are pleased to permit.....	It's all right. Please go ahead. Of course you can.
Refusing Permission	No, please don't. I would rather you didn't I am sorry, that's not possible	I am afraid I can't... Sorry, that's not.... I would like to, but I can't

Activities

- Student : Sir, can I leave the college early today?

Principal :
(refuses permission)

Student : It's an emergency sir.

Principal : (grants permission)

2. Ajay : (asks Arati permission to use her vehicle to go to an art exhibition)
- Arati : I don't think I can give you my vehicle because I need to go to the dentist.
- Ajay :

3. **Rearrange the following dialogue between Henry and his class teacher to make a meaningful conversation and rewrite it in the space provided.**

Yes, you may. When is the competition?

Good morning. Is anything the matter?

Sir, may I leave the college early today? I am competing in the inter-collegiate painting competition.

Thank you, sir.

At two in the afternoon.

Good luck.

Good morning, sir.

- Henry : _____
- Teacher : _____
- : _____
- : _____
- : _____
- : _____
- : _____
- : _____

8. Introducing

Meena and Rita are on their way home. They meet Meena's friend Wilson. Meena greets him and introduces him to Rita.



Study the above picture and develop a conversation.

Meena : Hello Wilson!

Wilson : _____

Meena : _____

Wilson : _____

Rita : _____

Compare the above dialogue with the example given below.

Mrs. Khanna : Good morning Mr.Ashok.

Mr. Ashok : Oh, good morning Mrs. Khanna. It's a lovely day, isn't it?

Mrs. Khanna : Yes, it's beautiful. Mr.Ashok, may I introduce my nephew Gagan? He's staying with us for the weekend.

Mr. Ashok : How are you Gagan?

Gagan : Fine, thank you Mr. Ashok.

Mr. Ashok : I'm in a hurry Mrs. Khanna. Let's meet later.

Mrs. Khanna : Yes. Carry on Mr.Ashok.

Mr.Ashok : Good bye Gagan. I'm so glad to have met you.

Gagan : I'm glad to have met you too, Mr.Ashok.
Good bye.

Mr.Ashok : Good bye then, Mrs.Khanna. Please give my regards to Mr. Khanna.

Mrs. Khanna : Yes, I will. Good bye.

Some common expressions for introducing

Formal	Informal
<ul style="list-style-type: none"> • May I introduce..... ? • It's my pleasure to introduce..... • I feel honoured to introduce..... 	<ul style="list-style-type: none"> • Meet my friend/brother/sister ...etc. • This is my friend • Ravi, please meet Shashi • Anu, this is Praveen.

Activity 1 :

Fill in the blanks with appropriate expressions.

(Anup goes to play cricket. There he meets his friend Raju. Raju introduces his neighbour Manoj to Anup.)

Anup : Raju.
 Raju : Anup. neighbour Manoj. He's in the college cricket team.
 Anup : Hi Manoj.
 Raju : But we must be going now.
 Manoj : OK, bye. Take care.

Activity 2 :

Given below is a conversation in jumbled form under three columns. Rearrange the dialogues to make a meaningful conversation and rewrite it in the space provided below.

(Lalitha and her friend Leela come home. Lalitha's father is about to leave for work.)

Lalitha	Father	Leela
See you daddy. Leela, this is my father. Daddy, meet my friend Leela. Are you in a hurry, daddy?	I'm fine, Leela. Lalitha often talks about you. I'm glad I could meet you. I'm on my way to office. See you later. See you Lalitha. Hello Leela, How are you?	I'm fine uncle. Thank you. How are you? See you uncle.

9. Leave Taking

Formal

It was a pleasure seeing you.

Goodbye.

Note: After 8 p.m. - Good night.

Informal

Cheerio!

Goodbye / Bye.

See you (later).

Miss Jyoti runs into her old neighbour.

Miss Jyoti : Good Morning, Mrs. Kavita.

Mrs. Kavita : Good Morning, Jyoti.

Miss Jyoti : How are you?

Mrs. Kavita : Very well, thank you.

Miss. Jyoti : I think we've not met for a long time.

Mrs. Kavita : Yeah, I was with my mother this summer.

Miss Jyoti : That's great. But I need to go home now. See you later.

Mrs. Kavita : Good bye, Jyoti.

Between Vipul and Sanjay

Vipul : Hi, Sanjay!

Sanjay : Hello Vipul! How are you doing?

Vipul : Really great!

Sanjay : Wow, you look so happy. What's the matter?

Vipul : Tomorrow is my birthday. We are having a party at Ashoka Hotel.

Sanjay : That's really amazing! Happy birthday, Vipul.

Vipul : Thanks. Please come to my party at 7 p.m.

Sanjay : O.K. See you tomorrow.

Vipul : See you.

Pre-closing

- OK then...
- I've got to go now.
- So, I'll see you next week.
- I think I'd better be going now.
- Well, it's time for me to leave.
- I think it's already late at night.
- I must be going home.

Closing / leave-taking

- Good bye.
- Bye-Bye; Bye; Bye now; See you. Take care.
- See you later -- Fine.
- See you soon -- OK.
- See you tonight -- All right.
- Good night.

Activity 1 :

Rearrange the pieces of dialogue in the boxes in meaningful order.

Deepa: Hello Geetha. You look so fresh and lively. What's the matter?

Deepa: O. K. Bye.

Geeta : I must be leaving now. See you later. Bye.

Geeta : Hi Deepa, I am practising yoga. It makes you feel light and fresh.

Deepa : Wonderful Geetha.

Activity 2 :

Now practise writing similar dialogues with the help of the clues given below. Use your own surnames or names. In a group of three take turns to be A, B and C.

A greets B.

B returns greeting to A.

(A introduces B to C.)

B Greets C.

C greets B.

A tells B that C is from Maharashtra.

B asks C which part of Maharashtra he/she is from.

C tells B that he/she is from the southern part.

B tells A that he/she should leave now.

A replies to B that he/she too should leave.

B says good bye to C and A.

A says good bye to both B and C.

C takes leave of A and B

10. Request for Repetition

When we can't hear / understand what the other person says, we ask him/her to repeat. For example, the teacher in your class asks you to do something. But you don't hear it properly. What would you do?

A quiz master is conducting an inter-college competition.

Q.M. : Now, the question is what is Mysore famous for?

Ranvir : I beg your pardon sir.

Q.M. : (repeats the question)

Ranvir : I am sorry, what did you say sir? Your voice is not audible.

Q.M. : (repeats the question) Were you able to hear now?

Ranvir : Yes, thank you sir. Mysore is famous for palaces.

Formal	Informal
I beg your pardon. Would you mind repeating? May I ask you to repeat?	I am sorry. I couldn't hear. Pardon? What did you say? Sorry, I couldn't follow. What was that?

What would you say in each of these situations?

1. You can't hear the other person
2. You want him/her to repeat something
3. He/She is speaking too fast.

11. Asking for Information

I would like some information, please.

When you ask for information about a course, time of a train, a bus, etc., you can see people using the following expressions:

1	2	3	4	5
Good	morning afternoon evening	I'd like Could you give me	some information about	spoken English course trains to Delhi tomorrow your package tours on Sunday

Yes, certainly.	What sort of course are you interested in? At what time? Which tour are you interested in?	A beginners' course, At about ten o'clock, The one to Kanyakumari,
-----------------	--	--

Practice:

Work in pairs. Take it in turns to ask for information using the situations and information given below:

Person 'B' starts every time with "Good morning", "Good afternoon". Then, he or she gives the name of the school, place, etc.

Situation

You want some information about English Courses.

A : "I'd like / Could you ----- about the courses this term?"

B. : What sort of courses are you interested in?

Excellent School of English

Courses this term:

- Beginners' Courses
- Intermediate Courses
- Tourist English
- Cambridge Courses
- Business Courses
- Medical English

“Wh” Questions can be used to ask for more information.

Examples:

What did you do over the week end?

How was your trip?

When did you get back?

Who did you go with?

How many people were there?

Whose car did you drive?

When asking for details about a particular item you are considering buying, you can say -----

- Could you give me some information about this computer?
- Can you give me more details about the CD player?
- Could you tell me how this vacuum cleaner works?

Activity

Your father meets your principal along with you. He introduces himself and enquires about your academic progress. The principal gives the information and congratulates you on your good performance. Then you take leave. Work in pairs and create a conversation based on the situation.

12. Offering to Help

There are different ways in which we can offer help to others in various situations in life.

Vimala has to go to the hospital to see her sister. There is nobody to look after her child. Her neighbour offers to help.

Vimala : Oh! I am in a fix.
 Neighbour : Is there something I can do?
 Vimala : Do you mind to take care of my child for sometime?
 Neighbour : No, I don't mind.
 Vimala : Thank you. It's very kind of you.

Principal : Is anyone in this class ready to introduce the chief guest in tomorrow's function?
 Rahul : Perhaps I could do it sir.
 Principal : Thank you for your offer. But I am afraid you look sick. You may not be able to do that.
 Rahul : Yes, I am. But I'll manage sir.
 Principal : Thank you, Rahul. That's the spirit.

Situation→ Function↓	Formal	Informal
Offering	May I help you? Would you like some help?	Can I help? Need some help? Want a hand? Shall I?
Accepting	That's very kind of you.	That's great. Thank you. That's just what needed. Yes, please.
Declining	It's nice of you, but don't....	Thanks. Don't worry. It's O.K. No, it's all right.

Activity 1:

Harini's mother is sick. She couldn't complete her assignment. Ramya offers to help.

Harini :
Ramya : Can I help you?
Harini : Please.....
Ramya :

Activity 2:

At the book stall an elderly man is struggling to read and copy the titles. Sourav offers to help him.

Old man : Oh! How forgetful I am. I have left my reading glasses.
Sourav : Sir, if you don't mind.....
Old man : I am so thankful to you son.
Sourav :
Old man :son, very

Activity 3 :

Look at this picture. Complete the dialogue between the old woman and the young man.



Young man : Can I _____ ?
Old woman : Yes, _____
Young man : May I hold your _____ ?
Old woman : ----- God bless you.
Young man : No need to thank me. I have done my duty.

13. Complaining

List a few situations where you feel like complaining.

(In the principal's chamber)

Teacher : I'm sorry to say this, but some boys in that class are
indisciplined.

Principal : What's the problem?

Teacher : Sir, some boys are irregular to my class.

Principal : Is it? Who are they?

Teacher : I've listed their names.

Principal : O.K, I'll look into the matter.

Expressions used to complain

Formal (Generally in writing)	Informal
I regret to bring to your notice.....	Sorry, but.... I am sorry to say this, but,... I am sorry to trouble you, but,

Activity 1:

Make polite complaints in the following situations.

- You are studying for the examination. Your neighbour's children are playing music very loudly.
- You have bought a mobile phone but the battery is not getting charged properly.
- You are sitting in a restaurant to have some tea but no one attends to you.

Activity 2:

What expressions would you use to complain in the following situations?

Sl. No.	Situation	You complain to	The expression you use
1.	You are travelling in a bus. The passenger next to you is smoking.	The conductor	
2.	Your neighbour's dog was barking throughout the night disturbing your sleep.		
3.	A stranger has parked his car in front of the gate and you find it difficult to take out your bike.		

14. Asking about Preferences

Variety is the spice of life. Each one of us has individual preferences be it in areas of food, clothes, courses that we choose to take, special interests etc.

In a classroom

Suman : What would you be doing in the evenings?
Shreya : I prefer going for a walk in the park. How about you?
Suman : I would like to watch TV.

Among friends

Ramu : What kind of a person will you choose as your wife?
Govind : I would prefer a tall, fair, slim young woman as my wife.
What about you?
Ramu : I would rather choose a simple person who is sincere,
loving and patient.

Between a boss and a subordinate

Boss : Your transfer order will be ready in a couple of days. You can choose between Pune and Chennai.
Subordinate : I prefer Chennai to Pune.

At a travel Agency

Customer : I would like to fly to Delhi on the 21st of this month.
Travel Agent : Do you have any preference for any airline?
Customer : I would choose Jet Airways.
Travel Agent : That's fine. Can I book (a ticket for) you on the morning flight?
Customer : Thank you.

Expressions used

I like more than	I would rather	I enjoy ... better than ...
I prefer	I would usually choose in preference to ...	Rather than I would prefer to ...
..... appeals to me more than...	I find much more satisfactory than	

Activity 1 :

Match the situation with the response.

Situation	Response
a) At a hotel you are asked whether you prefer ice cream / juice.	1) My choice would always be to stay in a paying guest accommodation.
b) Your father tells you to stay in a hostel.	2) I would choose Management Studies rather than Hotel Management Course.
c) The Career counsellor advises you to take up a course in Hotel Management.	3) I'd prefer juice to ice cream.

Activity 2 :

Example

- a) Your friend offers you coffee but you prefer tea.

Answer : I prefer tea to coffee.

- b) To your boss who offers you a cup of tea.

- c) To someone who joins you in a restaurant and asks you for your preference.

Activity 3 :

Pair Work

Create a conversation based on the following picture.



Activity 4 :

Customer : I would like to buy a mixie.

Shopkeeper: We have all good and reliable brands.

Customer : Let me see them.

Shopkeeper: These are with three year warranty and those are with five year warranty.

Customer : _____ .

Activity 5 :

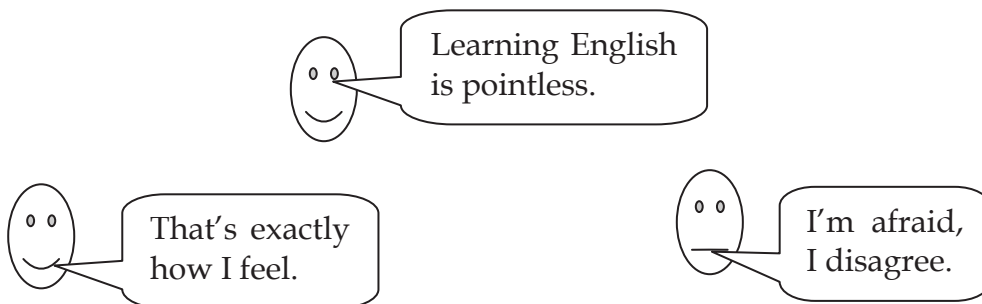
In an ongoing discussion over deciding the college working hours the principal suggests a change to the shift system. As the secretary of the Students Association, how would you represent their preferences? Create a conversation.

Student Secretary : Sir, students _____

Principal : We are forced to resort to these timings due to shortage of rooms.
Student Secretary : Students find _____ more convenient than _____

Principal : I am sorry. I can't do much about it.

15. Agreeing and Disagreeing



The above expressions are some ways of agreeing / disagreeing with someone.

Study the following conversation:

A) Tanu : Schools should teach facts.
Abhi : I agree. / You are right.
Surya : I don't think so. / I disagree.

- B) Sahil : I think we need to spend more on industry.
 Akash : So do I.
 Arpita : Yes, that is true, but...

You may use the following expressions:

Agreeing	Disagreeing
I agree entirely. That's a good point. (Yes) I agree. (Yes) Of course / Indeed.	(I'm afraid) I don't agree. I'm not sure. Yes, that's quite true, but... Well, you have a point there, but...

Practice:

Here are some opinions. Do you agree / disagree with them?

1. Pollution in cities has increased tremendously.
2. Football is boring.
3. Space travel is a waste of money.
4. English is a very easy language to learn.
5. Strikes should be made illegal.

16. Ending a Conversation

You meet an old friend on your way home. After exchanging pleasantries, your friend keeps talking about his/her past. You are in a hurry as you have to take your uncle to the dentist. How do you end the conversation?

- a. Talk to you later. I have to take my uncle to the dentist.
- b. I am sorry, but I have to go now. My uncle is waiting for me to take him to the dentist.

What is the difference between the two? Which one would you prefer? Why?

Between two friends

- Rathna : Hi, Vasantha. Nice to see you. Been away?
- Vasantha : Yes, I'd been to Mysore for a week.
- Rathna : Oh! How did you like your stay in Mysore?
- Vasantha : It was enjoyable. **I'm, sorry,** I'm in a hurry as I have to catch the 4 O'clock train. It is already 3:45. See you later. Bye.
- Rathna : Bye.

At a friend's house, while studying together for the examination

- Dhananjaya : Oh! We completed the 3rd unit. Shall we begin with the 4th unit or shall we take a small break.
- Lakshmisagar : **I'm afraid, I must go now.** It is already 10 p.m. My mother will be waiting for me. There is no one else at home.
- Dhananjaya : O.K. Then. See you tomorrow in college.
- Lakshmisagar : O.K. Bye.

Used for taking leave when the conversation has ended	
With friends	With superiors
See you later. See you, Bye. See you again, bye.	Good-bye, sir / madam.

Used for taking leave when the other wants to continue but you want to end the conversation

I'm afraid, I must go now.
 I hope you don't mind my leaving.
 I must really be going.
 I am sorry, but I have
 (give reason for ending the conversation.)

Modal Auxiliaries and Language Functions

Language Function	Modal	Examples
Making suggestions/ proposals	Could can	1) When you get here, we could go to the museum. 2) We can do it now, if you want to.
Inviting someone	Would (you like to) ...?	1) Would you like to join us? 2) Would you like to have a cup of coffee?
Offering yourself to do something for people	Shall (I/we) ...?	1) Shall I start? 2) Shall we call them?
Asking someone to do something for you	Will (you) ...?	1) Will you switch the light on? 2) Will you excuse me for a second?
Requesting	Could (I) ...? Could (you) ...? Can (I) ...? Can (you) ...? I'd (like to) ...	1) Could I have a ticket to Bidar? 2) Could I have some coffee? 3) Could you tell me the way to the railway station? 4) Can I call you at six? 5) Can you water the plants for me?

Asking for permission	Could...? Can...? May...?	1) Could I borrow your pen? 2) Can I go to the programme, dad? 3) May I use your pen?
Prohibition -telling somebody that something is not allowed -reporting on existing rule/law -danger/risk/being angry	Can't Not be allowed to... (Musn't)	1) You can't park here, mom. 2) You mustn't ride across when the lights are red!
Giving strong advice	Shouldn't (Should)	1) You should try, at least! 2) You shouldn't park where you actually can't!
Giving advice	Should (shouldn't) Would	1) You should wear the blue coat - you look really smart! 2) You should call him/her - I bet he/she'll love to hear from you! 3) I wouldn't do that. 4) I'd call him/her. 5) I'd tell him/her...
Recommending something emphatically	Should Must	1) You should read this book. 2) You must read this book! The story is gripping!
Expressing need	Need to	1) I need to go to the toilet.
Expressing lack of need	Needn't	2) You needn't have brought anything. Thanks!

Expressing obligation	(I/we) must (moral obligation)	1) I must stop saying bad things to myself! 2) I must get up now! I'll be late!
Uncertainty, Deduction, Possibility, Negative deduction, Guessing reasons, situations, Indicating possibilities, Imagining possibilities	Must Can't May Could Might	(The phone's ringing) 1) It must be Mary. 2) It can't be her! She's at an exam now! 3) The teacher may/could be downstairs. 4) He might have changed his mind by tomorrow. 5) She must be upstairs now. 6) I can't find it. I might have lost it! 7) Oh wait! I might have it here!

APPENDICES

1. Punctuation Marks

Punctuation Mark	Name	Example
●	full stop or period	I like English.
,	comma	I speak Kannada, English and Hindi.
;	semi-colon	I don't often go swimming; I prefer to play cricket.
:	colon	You have two choices: finish the work today or lose the job.
—	hyphen	This is a rather out-of-date book.
—	dash	In each city – Mumbai, Chennai and Delhi – we stayed in youth hostels.
?	question mark	Where is the Taj Mahal?
!	exclamation mark exclamation	"Help!" he cried. "I'm drowning!"
/	slash, forward slash or oblique	Please press your browser's Refresh/Reload button.

\	backslash	C:\Users\Files\mkk.doc
“ ”	double quotation marks	"I love my mother and motherland," she said.
‘ ’	single quotation marks	‘I love my mother and motherland,’ she said.
’	apostrophe	This is Sagar’s car.
—	underline	Have you read the <u>Mahabharata</u> ?
	underscore	prakash_acp@.gov.in
()	round brackets	I went to Belgaum (my favourite city) and stayed there for two weeks.
[]	square brackets	The newspaper reported that the hostages [most of them French] had been released.
• • •	ellipsis mark	One happy customer wrote: "This is the best programme...that I have ever seen."

2. Phonetic Symbols

Vowels			
/ɪ/	<i>kit, bid, hymn, minute</i>	/uː/	<i>goose, two, blue, group</i>
/e/	<i>dress, bed, head, many</i>	/əʊ/	<i>goat, show, no</i>
/æ/	<i>trap, bad</i>	/eɪ/	<i>face, day, break</i>
/ɒ/	<i>lot, odd, wash</i>	/aɪ/	<i>price, high, try</i>
/ʌ/	<i>strut, mud, love, blood</i>	/ɔɪ/	<i>choice, boy</i>
/ʊ/	<i>foot, good, put</i>	/aʊ/	<i>mouth, now</i>
/iː/	<i>fleece, sea, machine</i>	/ɪə/	<i>near, here, weary</i>
/ɜː/	<i>nurse, stir, learn, refer</i>	/eə/	<i>square, fair, various</i>
/ə/	<i>about, common, standard</i>	/ɔː/	<i>thought, law, north, war</i>
/ɑː/	<i>start, father</i>	/ʊə/	<i>poor, jury, cure</i>

Consonants			
/p/	<i>pen, copy, happen</i>	/s/	<i>soon, cease, sister</i>
/b/	<i>back, baby, job</i>	/z/	<i>zero, music, roses, buzz</i>
/t/	<i>tea, tight, button</i>	/ʃ/	<i>ship, sure, n<u>a</u>tional</i>
/d/	<i>day, ladder, odd</i>	/ʒ/	<i>plea<u>s</u>ure, vi<u>s</u>ion</i>
/k/	<i>key, clock, school</i>	/h/	<i>hot, whole, ahead</i>
/g/	<i>get, giggle, ghost</i>	/m/	<i>more, hammer, sum</i>
/tʃ/	<i>church, match, nature</i>	/n/	<i>nice, know, funny, sun</i>
/dʒ/	<i>judge, age, soldier</i>	/ŋ/	<i>ring, anger, thanks, sung</i>
/f/	<i>fat, coffee, rough, photo</i>	/l/	<i>light, valley, feel</i>
/v/	<i>view, heavy, move</i>	/r/	<i>right, wrong, sorry, arrange</i>
/θ/	<i>thing, author, path</i>	/j/	<i>yet, use, beauty, few</i>
/ð/	<i>this, other, smooth</i>	/w/	<i>wet, one, when, queen</i>
Other Symbols			
/ʔ/	<i>(glottal stop) depart<u>m</u>ent, foot<u>b</u>all</i>	/ˈ/	<i>(stress mark)</i>

3. Filling in Forms

We fill in forms for a wide range of purposes. While filling in a form we need to consider the purpose of the form and who will read it.

Tips for filling in forms

- It is good to keep all the information you might need together so you can find your personal details quickly and easily, for example your date of birth, bank account number, PIN of your post office etc.
- Make a copy of the form so that if you make a mistake you can start again.
- Read the form carefully before you write anything.
- You may not need to fill in everything. If something does not apply to you leave it blank.
- If there is something on the form you do not understand, ask for help.

BLOCK LETTERS

Sometimes you are asked to fill a form in Block Letters or Block Capitals. This means writing EVERYTHING IN CAPITAL LETTERS. This is to make the information very clear and easy to read or easy to scan by a computer. When you are asked to write in Block letters this does not mean your signature. You sign your name in the usual way.

Now, fill in the following forms and other documents as directed.

- a) **Imagine that you are Hari. You want to book a train ticket for your family. The details are as shown below.**

Passengers	:	Yourself, your father, mother, sister and your friend Hamid.
From	:	Hubballi
To	:	Bengaluru

Date of journey : 05-09-2014
Train No. : 16590
Train Name : Rani Chennamma Express
Class : II Sleeper

Also book a return ticket on 14-09-2014 with these details. Use the form given below.

RAILWAY				CM257
RESERVATION/CANCELLATION REQUISITION FORM				
If you are a Medical Practitioner Please tick () in Box (You could be of help in an emergency)				Dr. <input type="checkbox"/>
Train No & Name _____		Date of journey _____		
Class _____		No of Berth/Seat _____		
Station from _____		To _____		
Boarding at _____		Reservation upto _____		
S.No.	Name in Block letter(not more than 15 chars)	Sex(M/F)	Age	Concession/Travel Authority No.
1.				
2.				
3.				
4.				
5.				
6.				
CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)				
S.No.	Name in Block Letters	Sex	Age	
<u>ONWARD/RETURN JOURNEY DETAILS</u>				
Train No. & Name _____		Date _____		
Class _____		Station from: _____ To _____		
Name of applicant _____				
Full Address _____				
Signature of the Applicant/Representative				
Telephone No., if any _____		Date _____ Time _____		
<u>FOR OFFICE USE ONLY</u>				
S.No. of Requisition _____		PNR No. _____		
Berth/Seat No. _____		Amount collected _____		
Signature of Reservation Clerk _____				
Note : 1. Maximum permissible passengers is 6 per requisition. 2. One person can give one requisition form at a time. 3. Please check your ticket and balance amount before leaving the window. 4. Forms not properly filled or in illegible forms shall not be entertained. 5. Choice is subject to availability				

- | | | |
|----------------|---|------------------------------------|
| DD Amount | : | Rs. 4950/- |
| DD Commission | : | Rs. 65/- |
| To be drawn on | : | Mumbai |
| In favour of | : | Readers Digest (India Today Group) |
| Applicant | : | Yoursel fc) |

c) Fill in the following pay-in-slip with imaginary names and figures.

117

- [illegible]

e) You have been disbursed your scholarship amount of Rs. 2000/- by a crossed cheque. You have an SB account with Punjab and Sindh Bank. Credit the cheque to your bank account using a copy of the PAY-IN-SLIP given above.

118

4. The English Verb: Forms and Functions

Basically the English verb is of three types.

1. Primary Auxiliaries
2. Ordinary Verbs
3. Modal Auxiliaries

While mentioning the primary auxiliaries and ordinary verbs, we normally use their full infinitive or to-infinitive form.

1. Primary Auxiliaries

There are three primary auxiliaries in English.

- a) to be b) to have c) to do

These auxiliaries have the following forms.

Primary Auxiliary	Forms					
	Full Infinitive	Bare Infinitive	Present Tense	Past Tense	Past Participle	Present Participle
to be	to be	be	am, are, is	was, were	been	being
to have	to have	have	has, have	had	had	having
to do	to do	do	do, does	did	done	doing

Note: Auxiliaries (also called helping verbs) help other verbs to show tense and to form questions and negatives. The tense forms and some participle forms of the auxiliaries also function as main verbs. Look at the following sentences.

1. The boys are watching TV. (HV)
2. The boys are happy. (MV)
3. It has been raining. (HV)

4. My friend has been in the army since 2004. (MV)
5. Lata has gone to Haveri. (HV)
6. Lata's friend has a big house. (MV)
7. Having gone to Haveri, Lata met her friend. (HV)
8. I do my home work from seven o' clock in the evening. (MV)
9. I do not do my home work in the morning. (HV)
10. Yesterday my brother did not do his home work. (HV)

2. Ordinary Verbs

Ordinary verbs are those verbs that function only as main verbs in sentences. They never function as helping verbs. They too have the above forms. Many of them add inflections like -d or -ed to form their past and past participle forms. Some of them follow a different pattern. Refer to the list of irregular verbs to know how they attain their past and past participle forms.

3. Modal Auxiliaries (also modal verbs, modal auxiliary verbs)

Modal auxiliaries are used with ordinary verbs to express a particular mood like possibility, permission, intention, ability etc.

The following are the English modal auxiliary verbs.

will	would
shall	should
can	could
may	might
must	
ought to	

Modals always function as helping verbs. They are never used as main verbs and they are not used before other modal verbs. They do not take any inflections like -s for the third person singular. In other words, they can be used with all persons without changing their form. Look at the following table.

I We You He She It They	can would must	work hard.
---	----------------------	------------

Modals do not have infinitive and participle forms. Only four of them have past tense forms. Simple futurity in English is expressed with the help of will or shall. (will or shall for First Person and will for other persons)

Modals are used to express a variety of ideas. Their use tells something about the mood of the speaker and affects the mode of what one wants to convey through a sentence.

Notice the use of modals in the following sentences.

I study hard.	General declaration of fact. Studying hard is something I normally do.
I can study hard.	Expresses ability. I have the means (ability) to study hard.
I might study hard.	Expresses possibility, but not certainty. Maybe I will study hard; maybe I won't.
I will study hard.	Expresses future intent. I resolve to do it at some later time.
I should study hard.	Expresses mild obligation. It is required, and I am expected to do so.
I could study hard.	Expresses possibility. If I have nothing else to do, I might study hard.
I would study hard.	(In this case), expresses reservation. If I had the wish (but I don't). . .
I must study hard.	Expresses strong obligation. I am required to study hard and I have to do so.

5. List of Irregular Verbs

Infinitive	Simple Past	Past Participle
arise	arose	arisen
awake	awakened / awoke	awakened /
be	was, were	been
bear	bore	born / borne
beat	beat	beaten / beat
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid (farewell)	bid / bade	bidden
bid (offer amount)	bid	bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast/broadcast	broadcast/broadca
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
clothe	clothed	clothed
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut

deal	dealt	dealt
dig	dug	dug
dive (jump head-first)	dove / dived	dived
dive (scuba diving)	dived / dove	dived
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt / dwelled	dwelt / dwelled
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forego (also forgo)	forewent	foregone
foresee	foresaw	foreseen
foretell	foretold	foretold
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
frostbite	frostbit	frostbitten
get	got	got (<i>gotten</i>)
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung

have	had	had
hear	heard	heard
hew	hewed	hewn / hewed
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
inlay	inlaid	inlaid
keep	kept	kept
kneel	knelt / kneeled	knelt / kneeled
knit	knitted / knit	knitted / knit
know	knew	known
lay	laid	laid
lead	led	led
lean	leaned / leant	leaned / leant
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lie (not tell truth) REGULAR	lied	lied
light	lit / lighted	lit / lighted
lip-read	lip-read	lip-read
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mowed / mown
offset	offset	offset
overcome	overcame	overcome
overdo	overdid	overdone
overwrite	overwrote	overwritten
partake	partook	partaken
pay	paid	paid

plead	pleaded / pled	pleaded / pled
prove	proved	proven / proved
put	put	put
quit	quit / quitted	quit / quitted
read	read (pronounced-"red")	read (pronounced-red")
rewrite	rewrote	rewritten
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawed / sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew (pronounced- 'so')	sewed	sewn / sewed
shake	shook	shaken
shave	shaved	shaved / shaven
shear	sheared	sheared / shorn
shed	shed	shed
shine	shined / shone	shined / shone
shoot	shot	shot
show	showed	shown / showed
shrink	shrank / shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank / sunk	sunk
sit	sat	sat
slay (kill)	slew / slayed	slain / slayed
sleep	slept	slept
slide	slid	slid
sling	slung	slung

slink	slinked / slunk	slinked / slunk
slit	slit	slit
smell	smelled / smelt	smelled / smelt
sneak	sneaked / snuck	sneaked / snuck
sow	sowed	sown / sowed
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
spin	spun	spun
spit	spit / spat	spit / spat
split	split	split
spoil	spoiled / spoilt	spoiled / spoilt
spoon-feed	spoon-fed	spoon-fed
spread	spread	spread
spring	sprang / sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stunk / stank	stunk
strew	strewed	strewn / strewed
stride	strode	stridden
strike (delete)	struck	stricken
strike (hit)	struck	struck / stricken
string	strung	strung
strive	strove / strived	striven / strived
sublet	sublet	sublet
sunburn	sunburned/sunburn	sunburned/sunbur
swear	swore	sworn
sweat	sweat / sweated	sweat / sweated
sweep	swept	swept
swell	swelled	swollen / swelled
swim	swam	swum

swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
telecast	telecast	telecast
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden / trod
upset	upset	upset
wake	woke / waked	woken / waked
waylay	waylaid	waylaid
wear	wore	worn
weave	wove / weaved	woven / weaved
wed	wed / wedded	wed / wedded
weep	wept	wept
wet	wet / wetted	wet / wetted
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written