

# ENGLISH



## Finites, Non-finites, Participles

### What are Finite Verbs and Non-finite Verbs?

#### Finite Verb

A finite verb is a form of a verb which has a subject and a tense.

Hazel **tripped** on a piece of wire.  
**Verb:** tripped  
**Subject:** Hazel  
**Tense:** simple past tense

Chandu **will be** late on the first day of work.  
**Verb:** will be  
**Subject:** Chandu  
**Tense:** simple future tense

Meena **has arrived** in Delhi.  
**Verb:** has arrived  
**Subject:** Meena  
**Tense:** present perfect tense

#### Non-finite Verb

A non-finite verb is a form of verb which has no subject and no tense.

**Reading** is a hobby I enjoy the most.  
 The teacher made Samantha **read** the book.  
 Krish is repairing the **sewing** machine.  
 The serrated blade is used **to cut** bread.

### Types of Non-finite Verbs

There are three types of non-finite verbs:

- Gerunds
- Participles
- Infinitives

## Gerunds

Gerunds are verbs which end in '-ing' but function like **nouns** in a sentence. They can play the role of a **subject** as well as an **object**.

**Talking** is discouraged in this camp.  
Marushka took up **singing**.  
**Nagging** is something I cannot tolerate.  
I love **sleeping** till late in the evening.  
We forbid you from **cheating**.

## Participles

Participles are verbs which function as **adjectives**.

Types of participles

- Past participles (end in '-en' or '-ed')
- Present participles (end in '-ing')

The **reading** glasses were kept on the **dining** table.  
The host served **frozen** desserts to the guests.  
Priya bought a brand new **sewing** machine.  
Harita and Vrinda sold **baked** goods at the carnival.

## Infinitives

- A verb form where the word 'to' is followed by a simple form of a verb is known as an infinitive.
- Sometimes, 'to' is implied or absent in an infinitive.
- An infinitive is used to show the purpose or function of a particular action or thing.

Mayuri is going **to the market to buy** some vegetables.  
I need some tools **to fix** our creaky doors.  
The teachers made us **read** the book out aloud.  
Gertrude is going **to see** a movie this weekend.

# ENGLISH






## E-Mail Writing

### What is an E-mail?

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An e-mail is the fastest way to communicate in writing. The word e-mail simply means electronic mail, which we send across the Internet or other computer networks. An e-mail can be sent from a computer or from a smartphone which has access to the Internet.

### Some Facts about E-mail



- An e-mail is sent using an account which stores all your sent and received messages online.
- E-mail accounts can be created with e-mail service providers such as *Gmail*, *Yahoo!* and *AOL*.
- Most of these service providers do not charge you to create an e-mail account.
- An e-mail account is operated through a personal e-mail address (e.g. [abc@xyz.com](mailto:abc@xyz.com)) which can be accessed only with a password (a series of letters or numbers).
- Your password is a secret and should never be shared with anyone!
- You can send written messages, photos, videos and audio files through e-mail.



## What does an E-mail Look Like?

Most e-mail service providers allow users to customise their online profiles. Each user can choose from a variety of themes and set their preferences. It is similar to setting themes on your computer.

An e-mail looks like a letter except that it is not handwritten. Let us examine the differences between a letter and an e-mail.

E-mail	Letter
Printed or typed	Printed or handwritten
Sent via the Internet	Sent via the post office
Is received instantly	Takes days to reach the recipient

## Components of an E-mail

An e-mail consists of two main sections:


- The header
- The body

The following fields are part of the header:

- The **To** field
- The **Cc** field
- The **Bcc** field
- The **Subject** line

The body of the e-mail consists of an introductory paragraph and a short description in writing. It consists of

- A **salutation**
- An **opening sentence**
- The **information** in detail
- **Closing** line
- **Signature** line

 Send	To...	Email address of the recipient of the e-mail
	Cc...	Email addresses of people other than the main recipient who need to read the email
	Bcc...	Email addresses of people who must read the email without the knowledge of the other recipients
	Subject:	The purpose of the email

Dear (name of the recipient),

Opening sentence (Gives the reader an idea of what the e-mail is about)

Body: (Gives detail information in a short paragraph)

Closing line: (Is a polite end to the communication)

Signature: (is your name and other details for the recipient to reply)

An e-mail can be formal or informal. Let us read a few samples.



## E-mail Samples

### SAMPLE 1

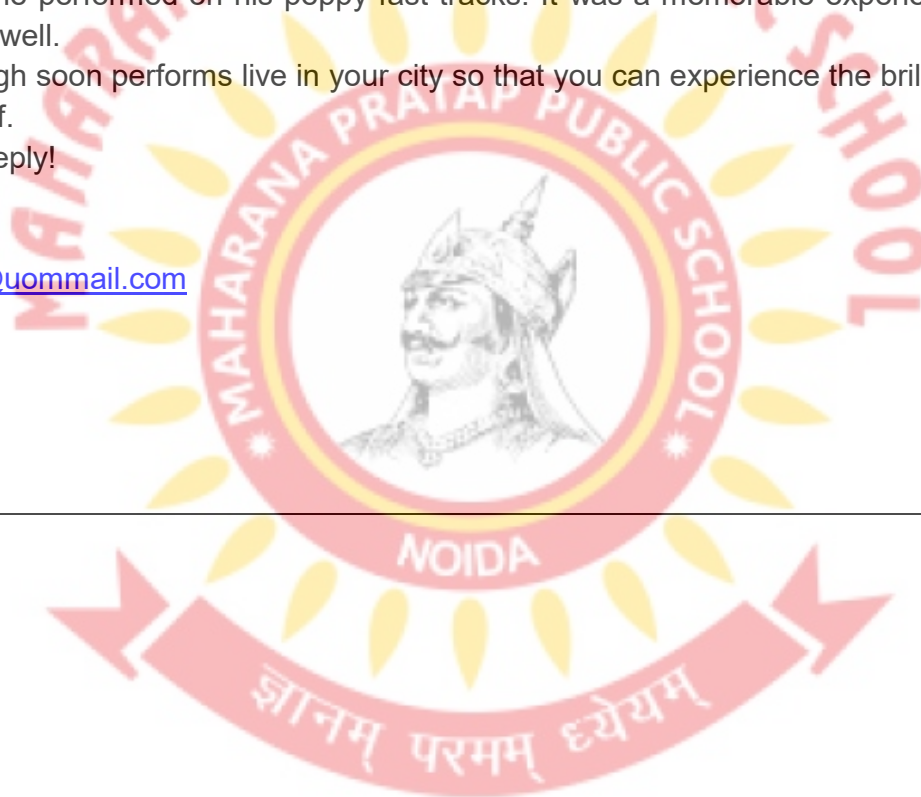
You haven't received the refund of the defective product you sent back to an online shopping company two weeks ago. Write a letter to the Sales Head of the company explaining the matter and asking him to investigate the delay at the earliest. Sign the e-mail as Chandran Iyer.

From	<a href="mailto:chandraniyer@yepmail.com">chandraniyer@yepmail.com</a>
To	<a href="mailto:vikasSaluja@fleepkart.com">vikasSaluja@fleepkart.com</a>
Cc	
Bcc	
Subject	Refund Status
<p>Dear Mr Saluja,</p> <p>I am writing in regard to my order number A4731.</p> <p>I had ordered <i>Puma Carlos Running Shoes</i> from your site last month. The product delivered to me was defective; the soles were worn out and the colour faded. I immediately called the customer service desk and had the items taken back. I was told that the money I paid would be refunded within a week. However, it has been more than fifteen days and I haven't received any update about the refund. I would appreciate it if you would look into the matter at the earliest and assure me of the immediate refund.</p> <p>I look forward to your earnest response.</p> <p>Regards, Chandran Iyer E: <a href="mailto:chandraniyer@yepmail.com">chandraniyer@yepmail.com</a> M: 9089765432</p>	

**SAMPLE 2**

You recently visited a live concert of your favourite singer. Write an e-mail to your younger brother describing the event. Sign the e-mail as Gaurav Pawar.

From	<a href="mailto:gauravpawar@uommail.com">gauravpawar@uommail.com</a>
To	<a href="mailto:akashpawar@uommail.com">akashpawar@uommail.com</a>
Cc	
Bcc	
Subject	Arijeet – Live in concert
<p>Hi Akash,</p> <p>I can't tell you what a great time I had at the concert yesterday! Watching Arijeet Singh live in concert was a magical experience. The stadium was filled with his fans—children, teenagers, youngsters and even old people had come from all over the city to see Arijeet perform live.</p> <p>As he performed, the whole crowd cheered for him. I was mesmerised by his soulful slow numbers and got a high when he performed on his peppy fast tracks. It was a memorable experience, and I wish you could attend it as well.</p> <p>I hope Arijeet Singh soon performs live in your city so that you can experience the brilliance of this singing sensation yourself.</p> <p>Waiting for your reply!</p> <p>Wishes,</p> <p>Gaurav Pawar</p> <p>E: <a href="mailto:gauravpawar@uommail.com">gauravpawar@uommail.com</a></p> <p>M: 9089765432</p>	





**SAMPLE 3**

Your apartment has problems of leakage and peeling paint because of exterior seepage. Write a letter to the secretary of your society requesting him to mend the exterior wall that is leaking. Attach some photographs of the damage in the apartment. Sign the e-mail as Ravi Yadav.

From	<a href="mailto:ravi.yadav@opqmail.com">ravi.yadav@opqmail.com</a>
To	<a href="mailto:secretary.ramchandranivas@gmail.com">secretary.ramchandranivas@gmail.com</a>
Cc	
Bcc	
Subject	Exterior seepage

Dear Sir,

I am a resident of C-41, Ramchandra Nivas. For the past one year, I have been struggling to treat the damp kitchen walls of my apartment caused by external seepage.

Every monsoon, the wall adjacent to our kitchen starts seeping and causes internal leakage, which has been peeling the paint off my kitchen walls. I had raised this issue in the society AGM last year, but since there was a deficit budget, the repairs couldn't be carried out. However, this year, in addition to seepage and peeling paint, I have also had to manage moulds on the walls and a short circuit of the kitchen exhaust system.

As you may have understood how important it is to fix the problem, I request you to kindly get the repairs done as soon as possible, before it causes any harm to my family.

I look forward to your prompt action.

Regards,  
Ravi Yadav  
C-41

**SAMPLE 4**

Write an e-mail to the editor of a daily expressing strong contempt over a gender-biased piece written by one of his correspondents titled 'Working women destroy families'.

From	<a href="mailto:nitinsayed@geemail.com">nitinsayed@geemail.com</a>
To	<a href="mailto:editor@miday.com">editor@miday.com</a>
Cc	
Bcc	
Subject	Do working women indeed destroy families?

Dear Editor,

With due respect, I would like to draw your attention to the article titled 'Working women destroy families' published on 9 September 2015. The piece was insensitively written and expressed strong prejudice against women who manage both their careers and homes.

The article mentions that working women lack affection for their family as they are only concerned about climbing the career ladder. It further stated that children whose mothers are career oriented are left to fend for themselves. The writer painted a disillusioned picture of women by concluding that working women destroy their families by giving importance to their jobs.

The high cost of living compels both parents to work so that the family and the children can get the best facilities. I have been brought up by a mother who was a working woman, and at no point of time did I feel that she was neglecting me. Although the possibility cannot be denied, it was grossly inappropriate to allow such a biased piece to be published in your prestigious daily.

Educated women are crucial to a better tomorrow, and I think that instead of being misjudged, they should be treated as equals in society.

I hope your publication takes care henceforth before publishing articles that are poorly researched and drafted.

Yours sincerely,

Nitin Sayed

A31

Karuna Apartments

Vasant Vihar

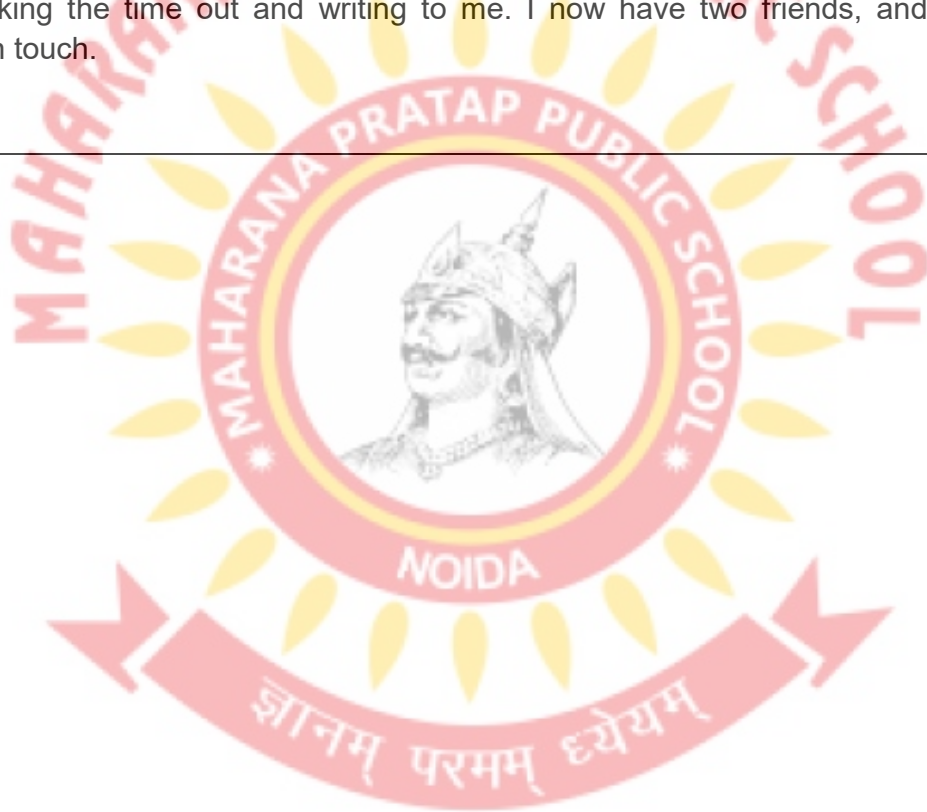
Thane

Maharashtra

**SAMPLE 5**

Write a reply to a thank you e-mail written to you by a man whose injured brother you rushed to the hospital and paid the admission charges. Sign the e-mail as Vijay Shetty.

From	<a href="mailto:vijayshetty@lmomail.com">vijayshetty@lmomail.com</a>
To	<a href="mailto:prasadrao123@hotmail.com">prasadrao123@hotmail.com</a>
Cc	
Bcc	
Subject	Re: Thank you for your timely help
<p>Hi Prasad,</p> <p>It was my moral duty to help your brother the other day. In fact, I am happy to have gotten the opportunity to help someone in need. Often, we avoid taking accident victims to the nearest hospital to shirk formalities. However, we don't realise that we may also fall in a similar situation someday, and will wish for timely assistance as we lie helpless on the road.</p> <p>Thank you for taking the time out and writing to me. I now have two friends, and let's hope that we continue to stay in touch.</p> <p>Regards, Vijay</p>	



**SAMPLE 6**

You are the secretary of the Dramatics Department of your school. You will be going to Peak Skills Performing Arts Centre next week for a performance. Write an e-mail to Raman Biswas, the administrative in-charge of the centre informing him about your arrival and request him to make arrangements for your lunch and accommodation for a day.

From	<a href="mailto:sagnikbanerji@shahinternationalschool.com">sagnikbanerji@shahinternationalschool.com</a>
To	<a href="mailto:ramanbiswas@gmail.com">ramanbiswas@gmail.com</a>
Cc	
Bcc	
Subject	Arrangement for a group of 10 performers

Dear Mr Biswas,

As you have been intimated by our principal Mr Bakshi, 10 students from North Point High School will be coming to Peak Skills Performing Arts Centre to participate in the Annual Drama Festival. As the secretary of the Dramatics Department, I have been asked by Mr Bakshi to inform you about our arrival so that you can make the necessary arrangements for us. The details are as follows.

Number of students: 5 boys, 5 girls

Handicapped students: None

Accommodation: A medium sized green room for a day

Breakfast: Yes

Lunch: Yes

Food preference: Vegetarian

Arrival date and time: 15 September, 7 am

Please let me know if you need any further details and I will be pleased to provide you with the same.

We look forward to having a wonderful time at the festival.

Thanks and regards,

Sagnik Banerjee

Secretary

Dramatics Department

North Point High School

Ph: 022-23456712

M: 7733287651



**SAMPLE 7**

Write an e-mail to your father requesting him to send you extra money next month as your hostel is organising a trip to a neighbouring hill station and you need to contribute a thousand rupees for your stay and meals.

From	<a href="mailto:rajivsen@456mail.com">rajivsen@456mail.com</a>
To	<a href="mailto:pratiksen@yahoo.com">pratiksen@yahoo.com</a>
Cc	
Bcc	
Subject	Extra money for class trip

Dear Dad,

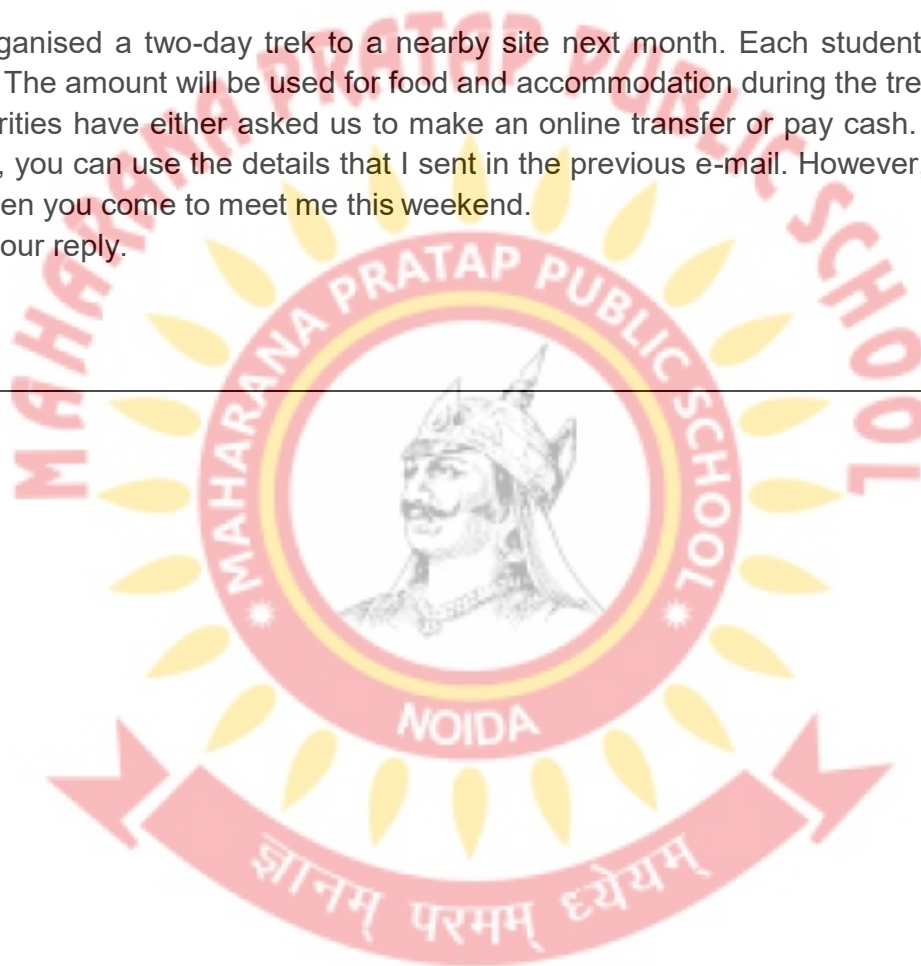
My hostel has organised a two-day trek to a nearby site next month. Each student has to contribute a thousand rupees. The amount will be used for food and accommodation during the trek.

The school authorities have either asked us to make an online transfer or pay cash. If you wish to make an online transfer, you can use the details that I sent in the previous e-mail. However, you could also give me the money when you come to meet me this weekend.

I look forward to your reply.

Regards,

Rajiv





**SAMPLE 8**

You, Preeti Kamath, have to order some books from a bookstore outside your city. Write an e-mail to Nicholas Hegel, the storekeeper, and order the following books.

1. *Junior Essays* by H. Martin, S Chand and Company Pvt. Ltd.
2. S Chand's *General English for Competitions*
3. Vikram Seth's *A Suitable Boy*
4. *Life of Pi* by Yann Martel
5. *Oxford Essential Spanish Dictionary* (English): 1<sup>st</sup> edition
6. *Introduction to Psychology* by Clifford T. Morgan: 7<sup>th</sup> edition

From	<a href="mailto:nicholashegel@booksarefun.com">nicholashegel@booksarefun.com</a>
To	<a href="mailto:preetik@123mail.com">preetik@123mail.com</a>
Cc	
Bcc	
Subject	Order for books

Dear Mr Hegel,

I am writing to place an order of the following books for our current academic year.

Sr. No.	Book	Quantity
1	<i>Junior Essays</i> by H. Martin, S Chand and Company Pvt. Ltd.	2
2	S Chand's <i>General English for Competitions</i>	2
3	<i>A Suitable Boy</i> by Vikram Seth	2
4	<i>Life of Pi</i> by Yann Martel	2
5	<i>Oxford Essential Spanish Dictionary</i> (English): 1 <sup>st</sup> edition	2
6	<i>Introduction to Psychology</i> by Clifford T. Morgan: 7 <sup>th</sup> edition	2

Please let me know if the above books can be delivered to us within a week. I hope you will offer us the usual 10% loyalty discount. The items need to be delivered to the following address:

Bosco Public School

Paschim Vihar

Delhi 110 087

Please feel free to write to me if you have any queries.

Sincerely,

Preeti Kamath

Procurement Department, Bosco Public School

E: [preetik@123mail.com](mailto:preetik@123mail.com)

T: 011 2528 4343

F: 26584050

M: 7768564321

**SAMPLE 9**

A family which has recently moved into the apartment next to you habitually scatters garbage outside the door leaving the floor area in a mess. In addition, the youngest child in the family has spoiled your main door by scribbling on it with permanent markers. Write an e-mail to the secretary of the society complaining about the family and request him to take immediate action.

E-mail address of the secretary: [raviyadav@shantisadan.com](mailto:raviyadav@shantisadan.com)

From	<a href="mailto:jatinsingh@shantisadan.com">jatinsingh@shantisadan.com</a>
To	<a href="mailto:raviyadav@shantisadan.com">raviyadav@shantisadan.com</a>
Cc	
Bcc	
Subject	Troublesome neighbours in B-22
<p>Dear Mr Yadav,</p> <p>I would like to bring to your notice that the Sahanis who moved into our society last month are becoming a nuisance for us and the whole building.</p> <p>I live on the second floor of the B wing in Shanti Sadan CHS. The Sahanis stay next to me in B-22 and have some strange habits. Every morning the sweeper picks the trash bags that we keep at our doorstep. The Sahanis just scatter the garbage outside their door instead of using a trash bag. This makes the floor a party house for cats and rodents. The floor is always stinking as a result and the sweeper has a difficult time cleaning the mess. Their youngest son has been scribbling on doors of other apartments with markers. When I tried to talk to the parents, they rudely slammed the door on my face. We have tried to communicate with the Sahanis several times explaining that they are causing a great deal of inconvenience. However, they don't seem to pay any heed to our requests.</p> <p>I request you to arrange for a society meeting and address this issue at the earliest.</p> <p>I look forward to your response.</p> <p>Regards, Jatin Singh B-21</p>	

**SAMPLE 10**

You study in Golden Dale School and stay in a hostel. This year, you will not be able to visit your family during the vacations as the school has organised a 15-day trip to Sikkim. Write an e-mail to your family informing them why you can't visit them this summer and give them details about the trip.

E-mail addresses of family members: [asha.tikekar@xyzmail.com](mailto:asha.tikekar@xyzmail.com), [gaurav.tikekar@xyzmail.com](mailto:gaurav.tikekar@xyzmail.com), [shalini.tikekar@xyzmail.com](mailto:shalini.tikekar@xyzmail.com), [grandpa@xyzmail.com](mailto:grandpa@xyzmail.com) and [grandma@xyzmail.com](mailto:grandma@xyzmail.com).

From	<a href="mailto:vikram@xyzmail.com">vikram@xyzmail.com</a>
To	<a href="mailto:asha.tikekar@xyzmail.com">asha.tikekar@xyzmail.com</a>
Cc	<a href="mailto:gaurav.tikekar@xyzmail.com">gaurav.tikekar@xyzmail.com</a> , <a href="mailto:shalini.tikekar@xyzmail.com">shalini.tikekar@xyzmail.com</a> , <a href="mailto:grandpa@xyzmail.com">grandpa@xyzmail.com</a> , <a href="mailto:grandma@xyzmail.com">grandma@xyzmail.com</a>
Bcc	
Subject	Will not be able to come home this summer

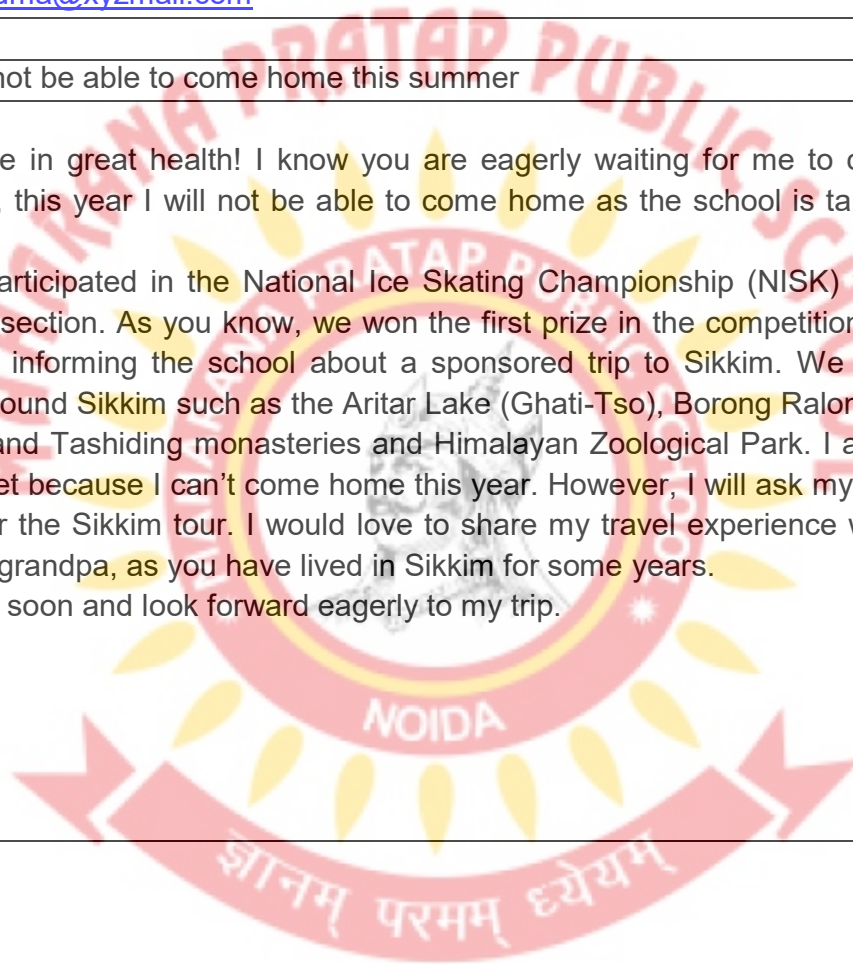
Hi Everyone,

I hope all of you are in great health! I know you are eagerly waiting for me to come home during the vacations. However, this year I will not be able to come home as the school is taking us to Sikkim for a fortnight.

Last month I had participated in the National Ice Skating Championship (NISK) with 10 other students from the secondary section. As you know, we won the first prize in the competition. Last week, the NISK also sent an e-mail informing the school about a sponsored trip to Sikkim. We will be taken to some interesting places around Sikkim such as the Aritar Lake (Ghati-Tso), Borong Ralong Hot Spring, Gangtok Ropeway, Rumtek and Tashiding monasteries and Himalayan Zoological Park. I am really excited about the trip but also upset because I can't come home this year. However, I will ask my teacher if I can have a short trip home after the Sikkim tour. I would love to share my travel experience with you all personally, especially with you, grandpa, as you have lived in Sikkim for some years.

I hope to see you all soon and look forward eagerly to my trip.

Regards,  
Vikram



# ENGLISH





# Introduction to Essay Writing

## What is an Essay?

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An essay is a piece of writing that revolves around a particular theme and contains the academic opinions of the person writing it.

An essay can perform one or more of the following functions:

- Analyses and critically evaluates a topic
- Presents the writer's argument for or against an idea
- Describes something
- Narrates a story
- Persuades the reader

Aldous Huxley described an essay as A literary device for saying almost everything about almost anything.

## Characteristics of a Good Essay

- **Brevity:** Express what you want concisely. Do not beat around the bush.
- **Coherence:** Every sentence and paragraph should flow smoothly and logically from the previous one. A clumsily written essay reflects not only the lack of preparation but also the absence of clarity of thought.
- **Unity:** The essay should never stray from its main purpose. Different points of view can be introduced, but they should all be used for the same subject.
- **Lucidity:** The essay should be easy to read and understand. Using tough words or difficult phrases may impress a few but can confuse many others. Great writers are praised not only for their beautiful ideas but also for the simplicity of their language.

## Objective of Essay Writing

Essay writing often forms a part of English written exams to test the ability of students to

- **Think critically:** Critical thinking involves understanding the task at hand and evaluating it appropriately.
- **Structure the ideas logically:** The essay has to be structured and coherent. The ideas have to neatly flow from one paragraph to the other.
- **Express views eloquently:** The student should be fluent in the language he or she is writing in. Ideas when presented shoddily may not make the right impact.



## Parts of an Essay

- **Introduction:** It constitutes the opening paragraph of the essay.
  - It helps the reader get oriented with the topic.
  - It states the purpose of the essay.
  - It captures the interest of the reader.
  - It presents the general idea of the essay.
  - It often ends with the thesis or the main idea of the essay.
- **Body (Supporting Paragraphs):** They constitute the supporting sentences and ideas.
  - They provide the reader with additional details about the main idea.
  - They support the thesis of the writer.
  - There is no fixed number of supporting paragraphs.
  - Ideally, every supporting paragraph should contain a different idea.
- **Conclusion:** It constitutes the ending paragraph(s) of the essay.
  - It ties up loose ends of the paragraph.
  - It helps in reiterating or highlighting the main idea.
  - It summarises all the arguments.
  - It brings the essay to a logical close.
  - It never ends in a detail.



## Example:

<b>Introduction:</b> <ul style="list-style-type: none"> <li>The idea is explained.</li> <li><u>The main idea or thesis is stated.</u></li> </ul>	<b>Terrorism: A Cataclysmic Threat</b> <p>We can define terrorism as the systematic use of violence and other intimidation techniques to achieve goals. Unlike wars that are fought by the government, terrorist activities are controlled entirely by rogue elements and dissenters. <u>Terrorist activities have the potential to tear the very fabric of society. It is therefore the objective of every government to monitor the growth of nefarious activities so that they be nipped in the bud.</u></p>
<b>Body: Idea 1</b> <ul style="list-style-type: none"> <li>Supports the main idea through an example.</li> </ul>	<p>Terrorism has been growing at an alarming rate these days. Very few nations have been saved from the onslaught of terrorist activities. They have caused a profound loss of life and property. Contrary to popular beliefs, not just the prosperous nations such as the UK and the USA but also the underdeveloped nations such as Afghanistan have faced problems related to terrorism.</p>
<b>Body: Idea 2</b> <ul style="list-style-type: none"> <li>Supports the main idea through an example.</li> </ul>	<p>Terrorism can be categorised into various types—political terrorism, criminal terrorism, eco-terrorism and religious terrorism. Their modus operandi is the same: create fear and destruction to intimidate the government and to make it succumb to their demands. Like most institutions, there is a hierarchy in every terrorist organisation, and attacks are carried out at the behest of their kingpins.</p>
<b>Body: Idea 2</b> <ul style="list-style-type: none"> <li>Supports the main idea through an example.</li> </ul>	<p>There is a strange dichotomy in the attitudes concerning terrorist activities. Though the nations that are affected may condemn them, the groups whose cause is taken up by these organisations laud them as freedom fighters. For example, activities by the Pakistani terrorists on the Kashmir border are seen as acts of infiltration by the Indian government. However, to the Pakistani government, these mercenaries are nothing less than national heroes.</p>
<b>Conclusion:</b> <ul style="list-style-type: none"> <li><u>The main idea or thesis of the essay is reiterated.</u></li> <li>The essay is brought to a close.</li> </ul>	<p>No matter how big or noble the cause, terrorist activities are unethical. Nothing justifies the killing and maiming of hundreds of innocent people to further one's own goals. Governments along with law enforcement agencies should strive to eliminate terrorism. They should isolate nations that encourage terrorist activities and keep a close watch on the sources than lend financial support to them. <u>In this manner, we can uproot terrorism and rid society of it.</u></p>

## Types of Essays

**Narrative Essay:** A narrative essay tells the reader a story or narrates an incident. This type of composition is addressed in detail in the chapter 'Introduction to Story Writing'.

The characteristics of narrative essays are

- They follow a chronological order.
- They may contain firsthand accounts of the narrator.
- They may use first person, second person or third person narrative techniques.
- They may contain dialogues or conversations between characters.
- They use vivid descriptions of scenes, characters and moods in the story.
- They can contain elements of suspense or twists in the conclusion.

### Sample 1

#### The Funniest Boy

He was the funniest boy I had ever met. He would make every one laugh till they toppled over their chairs and fell. His smartness was equally famed. There was no one in the school who did not know Dean Peters. He was just like me. We played football, topped the Math class, participated in Science exhibitions and acted in the annual plays. We were both all-rounders and best friends. However, there was one more side to us which no one knew about. We were not really as good as all thought us to be. We had a little secret.

We loved to play pranks on others. It was like a science for us. We planned, we experimented and finally we implemented. We were so good at what we did that no one ever suspected us of the action. The entire school was left baffled every time we pulled off a prank as the prankster would never be caught. On one such occasion, all the teachers found their attendance registers missing. All the children cheered with joy when the news reached them. Some of them even ran off home as they knew that they could not be marked absent without the registers.

The entire school was searched but to no avail. This trick worked well till our very own friend Jay told the teachers that he heard us speaking about the registers. We were caught and asked to confess. We finally accepted our mischief and apologised for the same. We were forgiven but not before completing the punishment of scrubbing all the trophies in the entire school.

Our mischief was pardoned taking into consideration our academic performance. That is when we realised that being smart did not give us the right to play pranks on others and that every action had a consequence. We surely improved our mistakes, but our qualities remain intact. We are still the most famous pair in the school and take part in every activity as before.



## Sample 2

## Conquering My Fear

I am a fairly brave person. I can confidently say that I am the go-to girl if somebody wants to flick a bug away from his or her collar, or if pacify a growling dog. Sometimes, I have stayed up late night trying to calm the frayed nerves of a friend a week before the exams. Is there anything that a fairly brave person like me is frightened of? I am afraid, (pun intended) the answer is yes. Since a very young age, I was frightened of water. Picnics on river banks were nightmares. Never did I appreciate the beauty of a setting sun without dreading the rolling waves that crashed against the shore. In clinical terms, I was aquaphobic – someone who had a pathological fear of water bodies.

Was I happy about it? Of course not! I didn't want to be the one sitting plastic chair when my family enjoyed a game of throw ball in the pool. This summer, I swore to myself that I will conquer this irrational fear at any cost. In order to put my plan into motion, I joined a swimming class. I told my instructor wasn't like the other students who have no trouble getting into water. The fundamental challenge in coaching me is that I had to be coaxed into the water first. Thankfully, the instructor was a patient person who took me seriously. He asked me to take my time and come back when I had figured out the reason for my fear. It took me a while but I went back when I found out that my phobia stemmed out of my fear of drowning. As a child, I was pushed into water and had survived the scary drowning experience. He smiled and said, —Now that you know the reason, let me introduce you to your adversary. I was about to perform the most daring act of my life, stepping into the pool.

I took my first step and found myself shivering. I immediately retreated. My instructor said benevolently, —Enough for today. Let's take baby steps. The next day I took two steps. Just when I felt the urge to run back, I told myself, —It's just water. It will not harm you. I stayed in water for full 10 minutes. I repeated the feat the day after and this time, I waded deeper into the water. I never thought I would see this day; here I was, standing in the pool with water that came up to my chest. Across the pool, I heard my instructor applauding.

In the weeks that followed, I was already preparing for my swimming lessons. In a matter of months, I could say that I tamed my *bête noir* and had become a decent swimmer. I surprised my family by diving into the pool during a family picnic. I could finally see the beauty of the setting sun without worrying about missing my step and falling head first into the sea. For me the greatest victory was challenging the limitations of my own mind and conquering my worst fears.

**Descriptive Essay:** A descriptive essay simply describes something to the reader.

The characteristics of descriptive essays are

- They appeal to one or more of the five senses of the reader—sight, smell, sound, taste and feel.
  - **Sight:** The light travelled through the canopy of leaves to break into various fragments. The flowers in various colours stood in full bloom.
  - **Smell:** As soon as you enter her house, you will be greeted by the fresh, warm and savoury smell of bread baking. You also catch a citrusy whiff of her famous lemon pie.
  - **Sound:** The corridor reverberated with the sound of sharp clicks emanating from the heels of somebody's shoes. The sounds were well spaced with a difference of a second between each click.
  - **Taste:** As soon as I bit into the exotic-looking fruit, my mouth was flooded with its succulent juices. It was the tastiest thing I had ever had.
  - **Feel:** Tinkerbelle my Persian cat brushed against my face in a rare show of affection. Her soft, cottony fur grazed against my chin and her pointy whiskers tickled me.
- They try to replicate in the reader the emotions or feelings experienced by the writer.

### Sample 3

#### Ajji's Treats

Appetising foods are those that appeal both to the eyes and the palate. You may have seen on television how great chefs go to any lengths to make sure that the carefully crafted food is aesthetically presented to taste. They meticulously measure the colour, the feel, the smell and the dimensions of the food when they mount it onto the plate. Whenever I watch such shows, I am reminded of my Ajji who had the ability to give any seasoned chef a run for his money. She never bothered to follow any of the fastidious rules of modern day chefs or presented her culinary creations in an appealing manner. She did not believe in fussing over how food was presented, but she did believe in how food was cooked.

Ajji's food was not attractive to look at. The laddoos were sometimes not round enough. Lumps and chunks would be barely holding onto one other in a hastily crafted sphere. Her puran polis reminded me of the map of Europe. The dal curry looked pallid without any garnishing. My heart did ache at the sight of rosy basundi served in ugly plastic bowls. Her food was definitely not meant for someone who feasted with his eyes; it was meant to be enjoyed with the soul.

The haphazardly made laddoos were made with so much love that we would not let a crumb go to waste. Her golden puran polis with jagged edges were filled with a delicious mixture that would melt in your mouth. The fragrance of her pallid dal curry was welcomed into the homes of the neighbours. We joked that the neighbours would be full by the aroma alone. On special occasions, she made basundi by stirring the milk meticulously for hours. Even though it was served in ugly bowls, we would never pass a chance to enjoy it.

Today she is not with us and neither are her recipes. As a token of her love for me, she bequeathed her personal cookbook to me. No matter how well I try to recreate her laddoos, I can never make them look as beautifully lumpy as she did.



## Sample 4

## My Native Place

My parents hail from a small village in Kerala which is nestled among mountains in a scenic district of the state. Ever year, I visit my native place with my family. It is a trip that I look forward to all year. My father books the ticket two months in advance as it is difficult to procure reservations on a short notice. Although I have lived in the city all my life, I feel that I never belonged to it. I have always felt at home in the quaint mountain village that is far removed from the hustle and bustle of the city life.

It takes us 18 hours by train to reach the railway station that is closest to my village. The journey is usually gruelling in the summers but very pleasant in the winters and in the monsoons. We plan our trip in the summer months since we get a two-month vacation in April. In order to beat the heat, we travel by the air-conditioned coaches every year. We board the train at noon and we reach our destination at 6 am the next day.

The morning air is heavy with the scent of flowers and wet foliage. The temple bells start ringing at 6:30 am and the sound of bhajans fills the air. The village is only a 20-minute rickshaw ride away from the station. When we enter my grandmother's house, we are welcomed by her diminutive figure holding a lamp. According to her, it is auspicious to welcome loved ones by lighting the lamp at the altar of God. The moment we set foot into the house, we are filled with a sense of nostalgia and love. After a sumptuous yet simple breakfast, we relax with our family in the courtyard.

The cool mountain air is laden with scents of the rustic countryside. From afar, we hear the sounds of birds. My sister and I make paper boats and run to the little babbling brook that flows southwards. We set the boats on the water and watch them bob up and down. Far away from the world of video games and television, we seek fun in a world of simplicity.

The house itself has a personality. Simple, two-storeyed, made of stone walls and a thatched roof, the house is an old friend who warmly embraces you every time you meet. The rooms are small but well maintained. On the ground floor is a room that my grandmother uses for storing condiments and grains. It is illuminated with a single light bulb and an old-fashioned lock-and-key style door. In its corner is a small bed. The calming silence of the room soothes my ears and transports me into a magical place. I feel weightless. The smell of the spices envelops me. On many occasions, I have spent hours sprawled on that bed reading a book or listening to music. If I ever have to pick a favourite place, then I have no doubt this would be it.

When twilight descends on the little hamlet, large clusters of stars start appearing in the sky. Such a sight is never seen in the city as the lights obscure the stars that appear in the sky. My grandmother lights the lamp again and we all gather around her to say our evening prayers. After enjoying her simple, rustic yet delicious meal, we retire for the night.

Sometimes when I am upset, I think of my quaint little house in the village, my grandmother's warm embrace and the small room that smells of spices. They immediately help me put my worries away and bring a smile to my face.

**Expository Essay:** An expository essay explains an instruction, a process or a method. The purpose of such essays is to orient the reader with the knowledge the writer wishes to share.

The characteristics of expository essays are

- To present facts or details in an objective and organised manner
- To provide information and analysis
- To compare and contrast features
- The use of the cause and effect method
- An approach that may directly address the reader

### Sample 5

#### The Process of Digestion

Your digestive system is one of the most wondrous processes in your body. It is uniquely designed to convert your food into nutrients which are needed for your body's functioning. If not for the process of digestion, the human body would be deprived of nutrients and may slowly degenerate. Let us learn how it works.

The food which you eat is broken down partially in the mouth. Your saliva aids in the process by making it pliable and breaking down the starch. Your teeth grind the food into a fine paste-like consistency. From the mouth, the food travels through the pharynx to the esophagus.

The esophagus is a muscular tube which connects the pharynx to the stomach. The food reaches the stomach by means of systematic contractions called peristalsis. These contractions facilitate the movement of the food.

Your stomach is the next destination of the food. It is a pouch-like organ which processes food. Here, the food is completely broken down. Powerful muscles of the stomach along with strong gastric juices blend the food into a paste-like consistency. From the stomach, the paste-like mixture moves further down into the small intestine. It has three parts—duodenum, jejunum and ileum. It is coiled inside the abdominal cavity and can be about 20 feet in length. In the small intestine, the process of breaking down food is continued. Your pancreas and liver supply enzymes and bile, respectively. Bile helps in the digestion of fat and eliminates the waste products in the blood. Through peristalsis, the food is moved and mixed with the digestive juices. Duodenum breaks down the food, while the jejunum and ileum absorb all the nutrients and release them into the blood stream. Your colon is a 5-6-foot-long tube which connects the caecum to the rectum. It absorbs all the water in the stools and releases the debris and bacteria into the rectum. The residue is passed into the anus, from where it is eliminated as faeces.

In the complicated procedure, all the digestive organs work in unison each fulfilling its duty with precision. Even if one of these procedures fails, your body may stop functioning properly. Such is the beauty of digestion.

**Sample 6****How to Optimise Your Time as a Student**

It is generally believed that students have a lot of free time. They can afford to spend their time without a care in the world and have the liberty to live as they please. Nothing can be further from the truth. Childhood and adolescence are not simply about whiling away time with immature pursuits; those years play a fundamental role in building one's ambitions and shaping one's career. Students have to juggle their studies along with their social and familial commitments. Some students are naturally attuned to using their time wisely, but some may not be blessed with those skills. In order to optimise one's time, students should discipline themselves by incorporating some time-saving tips.

Being organised is the cardinal rule in saving time. It simplifies one's life. Being a student involves extensive perusal and note making. Students also take down notes in class which are dictated by their teachers. The lazy ones do not keep a track of where these notes are. As the exams near, such students may find themselves in a chaotic situation. The diligent ones can access all their notes and use them with ease. In order to save time, students should start by adopting small practices. They could maintain separate notebooks for different subjects and organise notes in a folder which are labeled according to date and subject.

Keeping the right company also matters. Good fruits when left with spoilt ones turn rotten themselves. Similarly, the company of lazy, insincere people can turn any diligent student bad. Good habits, like the bad ones, rub off on others. So, students should make a conscious effort to avoid falling into bad company. They should seek out the ones who could instill more discipline into their lives.

Focus on understanding the basics of every subject. The bedrock of the subject lies in its basics. Without which, education will not have a strong foundation. Knowing the basics also helps students in grasping difficult concepts easily. Therefore, students intent on saving time should go back to their textbooks. Prioritising tasks can help students save time if they are on a tight deadline. Create a timetable by prioritising the difficult subjects so that more time can be spent on them.

Following these basic rules can help students optimise their time. They needn't fret about balancing studies with recreation if they were to make some smart choices.



**Argumentative Essay:** An argumentative essay tests the student's ability to convince the reader about the topic given in the prompt. The writer has to defend his or her position by giving evidence to the reader.

The characteristics of argumentative essays are

- They are written either for or against an argument.
- The writer has to sound convincing by providing evidence to support his/her point of view.
- The tone of the essay should be persuasive.
- Unlike expository essays, argumentative essays present the readers with opinions of the writer.

### Sample 7

Co-education Should Be Stopped	
For	Against
<p>Co-education is the new trend of the age. However, parents need to understand that selecting a school for their child is an essential responsibility which should not be overshadowed by their attempt of creating an image of themselves.</p> <p>It is observed that in co-ed schools, there is often a power struggle between boys and girls. This is harmful for the mental health of the students receiving negative feedback as it crushes their self-esteem. Also, research states that in co-ed schools, boys are always treated will less care and attention.</p> <p>Right from their childhood, they are expected to be tougher, stronger and better than the girls. This is a disadvantage for both. The girls are not challenged enough which makes them repressed and dependent, while the boys are challenged to such an extent that their childhood is lost.</p> <p>In contrast to this, same-sex schools are advantageous at various levels. Especially in countries like India, where there is a need for sex education, it becomes easier to educate children without making them embarrassed when all of them are of the same sex. Finally, I would like to say that like a flower a child grows and blooms best between the surrounding of its own kind. It is our duty to ensure that our children feel this sense of security and freedom at school. Thus, I believe that same-sex schools are better than co-ed schools.</p>	<p>Co-education is a system of educating boys and girls together. It is economical and generates a spirit of comradeship between boys and girls. Same-sex schools, on the other hand, are expensive and increase gender discrimination.</p> <p>Student diversity suffers at same-sex schools. It may be easier for students to participate actively and do well academically at a single sex institution. However, the world outside is not single sex. Therefore, when students step out of a same-sex school, it may prove difficult for them to adjust to a co-ed work atmosphere after they graduate. On the other hand, students from co-ed schools are comfortable talking to people of the opposite sex and are not intimidated by their presence.</p> <p>Same-sex schools may promote gender bias in a country like India. In a co-education system, there is no discrimination between boys and girls. Co-education is a boon to a country where there is a shortage of well-trained teachers. The same staff can teach both boys and girls at the same time in the same class. Establishing more co-educational institutes can help in spreading literacy even with the limited teaching staff and infrastructure.</p> <p>In conclusion, co-education is better than single sex education. It is economical and generates a spirit of comradeship among students.</p>

# Sample 8

Should Yoga be Made Compulsory in Schools?	
Yes, It Should Be Made Compulsory.	No, It Shouldn't Be Made Compulsory.
<p>Yoga is an ancient spiritual practice which originated in the Indian subcontinent. The word originates from the Sanskrit term 'yuj' which means 'to yoke' or 'to join'. It alludes to the union of the individual consciousness with the universal spirit. This 5000-year-old practice enriches not only the body but also the soul.</p> <p>Recently, the Indian government proposed an initiative to make yoga compulsory in schools across the nation. I welcome this decision since school children are always under tremendous stress.</p> <p>The practice of yoga during school hours will help students alleviate mental tension. This will help them cope with the stress associated with student life. Yoga is a time-efficient technique to keep stress at bay. Just a few minutes of practice can allay students' stress to a great degree.</p> <p>Apart from relieving stress, yoga also helps in clearing one's mind. Yogic practices like mediation and controlled breathing help to silence the mind and put worries to rest. It aids in concentration which helps students focus on their studies.</p> <p>Students in the growing up years often slouch when they walk or sit. Bad posture causes problems such as back pain later in life. Yoga helps build core strength and improves the flexibility of the spine. It repairs posture problems and improves one's oxygen intake.</p> <p>For more reasons than one, yoga should be made de rigueur for school students. There is nothing to lose only to gain from this ancient practice. Our youngsters should appreciate this wonderful gift that has been given to us by our ancestors.</p>	<p>Yoga is an ancient spiritual practice which originated in the Indian subcontinent. The word originates from the Sanskrit term 'yuj' which means 'to yoke' or 'to join'. It alludes to the union of the individual consciousness with the universal spirit. This 5000-year-old practice enriches not only the body but also the soul.</p> <p>Although there are numerous benefits to this ancient Indian practice, I firmly believe that teaching yoga in schools should be discouraged. I base my belief on the fact that ours is a democratic, secular country. The practice of yoga in educational institutions goes against the democratic values of our nation.</p> <p>Most parents entrust their children to educational institutions with the belief that only academic knowledge is imparted to them. With the proposal to make yoga compulsory in schools, parents are frightened for the religious integrity of their children.</p> <p>Many political observers allege that the government has a political agenda behind imposing yoga. A few voices have also alleged that it is a way to further the ruling party's effort to browbeat the minorities.</p> <p>'Sun Salutes' or 'Suryanamaskar' involves bowing down in front of the Sun in respect. The act of veneration towards anything other than God is a sin in many monotheistic religions.</p> <p>One may argue saying that yoga does not have any religious connotations and that it can be done without acknowledging its Hindu undertones. But instead of indulging in polemics about the rights and the wrongs, the government should respect the sentiments of the people and soften its aggressive marketing of yoga.</p>



Above all, as a democratic nation, the citizens have the right to choose. Any government imposing its will on its people is moving away from its democratic ideals and turning into a dictatorship.

**Reflective Essays:** A reflective essay is a mirror of the writer's psyche. In a reflective essay, the writer analyses his or her own mind and writes by drawing on his or her personal experiences. It expresses how the experiences have changed the writer or made him or her grow.

The characteristics of a reflective essay are

- It is not a product of the writer's extensive research.
- It is a product of his or her beliefs and experiences.
- It identifies the outcome of his or her experiences.

### Sample 9

#### Who Are We?

I have always thought about the nature of my existence. What am I? What is my identity? Made of flesh, blood and a complex system of internal organs, is my body my identity? My countenance that expresses my various moods and emotions, is my face my identity? Are my thoughts that make me who I am? We are much more than what we perceive ourselves to be. We need to move beyond the obvious to ponder upon the truth of our existence. Ask yourself, -Who am I?!

The Upanishads state, 'Aham Brahmasmi', meaning 'I am Brahman'. The term Brahman here does not refer to the caste; it refers to the ultimate truth that underlies all the phenomena in the universe. According to the Vedas, the real self is not the body or the mind. Beyond the realms of the body and the mind is the soul. The soul represents our consciousness; consciousness is nothing but the awareness of the self by the self. It is not arise out of our material interactions.

Physically, we are composed of various elements—oxygen, carbon, hydrogen, nitrogen, calcium etc. These elements constitute our bodies. If so, we are our bodies. What role does consciousness play in our identity?

The consciousness is a difficult term to define or to understand. It cannot be explained with the help of numbers or explained with words. We identify ourselves with materials because they provide pleasure to our physical selves. We form attachments for our need to be loved. We form ties that we cannot break free from. This further wedges a gap between us and our consciousness and we lose ourselves in the maze of worldliness.

We should never get distracted from our quest to uncover the mysteries about ourselves. Only then will we realise our purpose in the vast system of planets, stars, life and galaxies.

**Sample 10****How Education Enriched Me**

The importance of education for men and women cannot be understated. It plays a crucial role in the personal development of an individual and enriches the socio-economical fabric of society. Today, education is necessary for success, and each individual is pitched against the other in a bid to outperform one another. Education is something that can give the person the necessary edge over the others. It is definitely an instrument of social progress.

Education does not merely end at sending children to school. It is a fire that has to be stoked repeatedly. I was born to intelligent parents who understood the importance of imparting education to children. They not only sent me to a very good school, they also whetted my interest in a variety of subjects by buying books and educational toys for me. Games such as *Scrabble*, *Taboo*, math puzzles and the *Rubik's Cube* stimulated my brain cells and strengthened my intellectual faculties.

My childhood was spent in reading books of all kinds. Exposure to classical works of literature enriched my knowledge of language. Thanks to my extensive reading, I also possess a very vibrant vocabulary. Encyclopaedias on subjects like science and geography made me aware of the basic scientific principles and cultures of people all around the world. History made me realise how human follies can change the course of our progress. Historical figures like Gandhi and Martin Luther King made me understand that social change can be brought about without the need to shed blood.

Math introduced me into the mesmerising world of numbers. It challenged my mind and made it sharper. Physics, Chemistry and Biology helped me understand the laws governing the physical world around me. It made me appreciate the universe more. I often ponder how the world as we know it came into being. Though I am left without answers most of the times, I feel fortunate enough to have a mind that can question its own existence. I am able to weigh my actions morally and assess the repercussions of my words thanks to my education.

Without the benison of education, my life would have been no better than that of an animal. Apart from providing us with the knowledge to get by in life, it makes us rise above our primal tendencies. It expands our world view and makes us more civilised. Educated people can become the driving forces in the success of a nation. Education has made me what I am today. I am thankful that I, unlike many of my countrymen, have been fortunate enough to receive it.

**Proverb Essays:** A proverb essay is one in which a proverb or a saying has to be expanded and explained to the reader.

The characteristics of proverb essays are

- They are based on how the writers interpret the proverbs.
- Proverbs are not to be understood literally; context is provided in the form of examples.
- They are not scientific in nature.
- The writers do not present scientific data.
- The tone is sombre or reflective.

## Examples:

### Sample 11

#### Next to Love, Sympathy is the Most Divine Passion

The word 'Sympathy' is derived from the Greek prefix 'syn' or 'sym' which means together or joint and the root word 'pathy' which means to feel. Therefore, sympathy means to have a fellow-feeling towards another living thing. It is characterised by the ability to understand the suffering of others and feel sorry for their plight. It is a trait that makes us distinctly human. It sets man apart from beast; the civilised apart from the uncivilised; and the kind apart from the cruel.

The feeling of sympathy has its role to play in the human society. It facilitates bonding between human beings and makes the burden of suffering lighter. Sympathy makes us extend a helping hand towards someone in need and fosters a feeling of fellowship. Often the kind words of a stranger, a reassuring embrace of a friend and the patient ears of a dear one take the sting away from our pain.

Sympathy also ensures harmony in society. Apart from the role it plays in abating somebody's pain, sympathy also acts as a deterrent against crimes. It prevents us from wrongdoing through the voice of our conscience. Lack of sympathy is the foremost trait of a criminal.

The ability to shed a tear for someone is seen as a sign of weakness by shallow society. But the perpetrators of this belief often forget that the strongest of individuals sometimes yearn for sympathy. Only hearts as cold as stone would be devoid of this beautiful emotion since sympathy is a celebration of everything that makes us human.



## Sample 12

**Keep your Friends Close and your Enemies Closer**

The proverb in its literal sense may seem counterintuitive. Why in the world would anybody want to keep their enemies closer than they keep their friends? The answer to this can be sought in the figurative implications of the proverb. The quote 'Keep your friends close and your enemies closer' is sometimes attributed to Nicolo Machiavelli, Sun Tzu and even to Don Corleone, the protagonist of the novel *The Godfather*. In the heart of the proverb lies the message that one can learn more from enemies than one does from friends. There are many reasons why this proverb holds water.

First, you can learn a lot from someone whom you despise. The best wisdom does not necessarily come from being with friends. A friend is someone who is agreeable and who does not become an obstacle or a threat to your ambitions. Chances are that you and your friend share a similar world view. He or she is an extension of your own self.

An enemy, on the contrary, is someone who you don't trust and who is aiming for the same things as you are. They are your polar opposites. Their ideas, beliefs and world view may be in stark contrast with your own. By observing them, you can get a fresh perspective on a situation which you may not receive from your friends.

To outwit your enemies, you should pay close attention to their moves. This can help you stay ahead of them all the time. Keeping them at close quarters helps you in determining their motives. This helps you in anticipating all their moves.

Your enemy may have a lot of weaknesses which he does not like to bring to the fore. On the outside, he may seem like a formidable foe, but on the inside, he may be hiding some flaws which he does not wish to show the world. Knowing your enemy's weakness is the biggest instrument in anybody's arsenal.

Sometimes, unexpectedly, you may find that your enemy may not be the 'scheming' and 'evil' villain you have imagined him to be. You may be surprised to find that he shares some of your values as well. An enemy may cease to be an enemy and you may learn to empathise with him/her. Hence, in order to be successful, you should be able to exploit your friendships and gain wisdom by observing your enemies.



**Picture Composition:** Picture composition is a type of essay where the student is expected to write his or her interpretation of a given picture.

The characteristics of a picture composition are

- The content of the essay is based entirely on the picture provided.
- Students use their imaginative powers to see a story or an idea behind the picture.
- The style of the essay could be narrative or descriptive.

**Example:**



### Sample 13

#### The Lazy Tiger

Once upon a time, there lived a tiger. His mother named him Mkali, which means fierce. But that was a misnomer because Mkali was a lazy little cat. Nothing in the jungle could excite him. His mother Jasiri was an expert hunter. She had single-handedly provided for the entire ambush once when food was scarce in the jungle. She had also taught her other children how to prey on hippopotamuses and how to tackle prey with antlers. She was very well respected in the Tiger community and had held the title of 'Tigress Extraordinaire'. The carnivores of the jungle sniggered when they spoke of her perpetually sleepy son. —How could he be born to Jasiri? the Hyena Cheka said. Tiririka the python added, —That boy wouldn't swat a fly if it were to be sitting on his nose all day. Mkali was never bothered. He loved his life; lazing around the river all day, returning home for dinner, feasting on the prey his mother had painstakingly caught and then sleeping on the thickest branch of his favourite tree.

One day, the unthinkable happened. Jasiri had cornered a water buffalo and was preparing to strike it down in one swift move. Suddenly, the beast swung its head goring her grievously. Her den was at a distance so she had to drag herself all the way. Mkali wondered why his mother didn't call him for supper that day. Once he entered the den, he saw his mother moaning in pain. She said, —Son, I think I am going to die. I don't know how you would feed yourself. Mkali's eyes welled up. He was aware of his prodigal ways, but he didn't want to let his mother die thinking that her son could not provide for himself.

Something changed in him that day. He walked to a nearby pool and looked at his own reflection. He saw in himself a fierce tiger who had finally realised his life's purpose. He had to make his mother proud.

Mkali started providing for his ailing mother. He hunted small animals first. He then graduated to preying on larger animals such as sambars. He gathered medicinal herbs and ground them. Jasiri's wounds were very deep, but with Mkali's loving care she could walk again. The other animals were dumbfounded by his metamorphosis. Jasiri, on the other hand, was proud that her son proved everyone wrong.

## Tips for Writing an Essay

### Preparation

- Read: The more you read, the better you get. Reading essays will give you inspiration to write. It will fill you with knowledge which you can use to enrich your writing.
- Write: Practise writing essays. This will give you the necessary confidence that you require during the exams. Writing also sharpens your thought process preparing you to deal with essay questions with much ease.

### Writing

- Think about the idea given in the title or the prompt.
  - What type of essay will be appropriate?
  - What could be the main ideas?
  - How to write the introduction, the body and the conclusion?
  - Write all the ideas.
- Structure your essay.
  - Create an outline of your essay.
  - Do not use more than two sentences for introduction and conclusion, respectively.
  - Therefore, it is important to plan your essay before instead of writing spontaneously.
  - Arrange the ideas in a chronological order if you are attempting a narrative essay.
  - Arrange them in the increasing order of importance while attempting a descriptive or an expository essay.
  - Remember to conclude the essay.
- Use a consistent tense form while writing the essay.
- Express clearly.
- Be original in your ideas. Don't be afraid to think out of the box.
- Use your own memories or your experiences to add to the essay.
- Recheck for any grammatical errors after finishing the essay.

# ENGLISH



## Introduction to Speech Writing

### What is a Speech?

A **speech** is a spoken discourse or an expression of ideas that is delivered in front of an audience by the speaker.

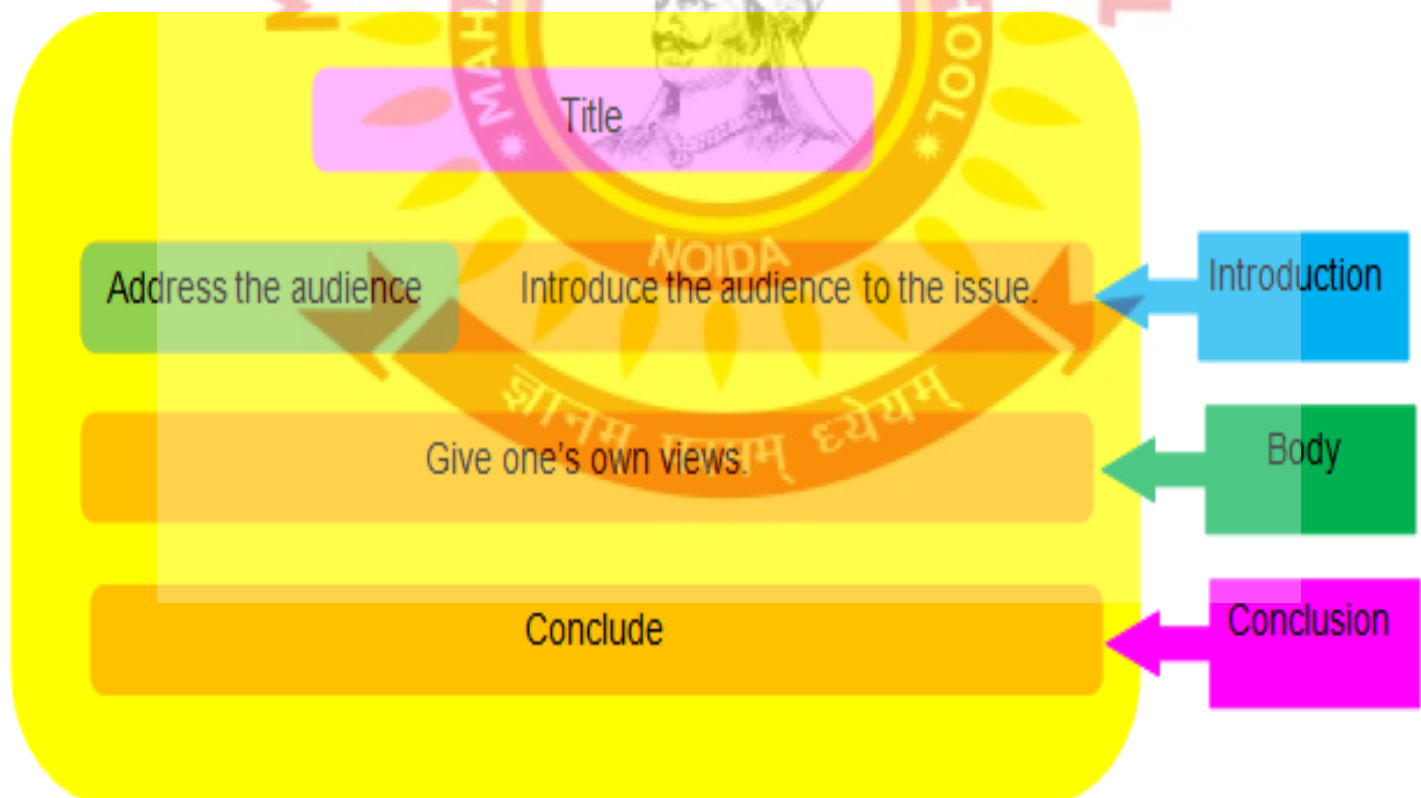
A speech can perform one or more of the following functions:

- **To convince the audience:** „Reasons why I Believe Indians don't have Civic Sense'
- **To provoke the audience to take an action:** „Report Corruption to Kill Corruption'
- **To inspire the audience:** „Do One Good Deed A Day'
- **To inform the audience:** „Beauty Magazines Promote Low Self-esteem'

### Format of a Speech

Like other forms of composition, a speech also comprises **an introduction**, **supporting ideas** and **a conclusion**.

The format of a speech:





## Example:

Farewell Speech	
A very good morning to each of you! Today, as I stand here in front of you, I am overwhelmed by a multitude of emotions. Going back to our first day of school, we all felt upset to be away from the security of our family. Today, we feel the same emotion—a sense of sadness to part from our extended family of friends, classmates and teachers.	Addressing the audience Opening Introduction to the topic
I want to thank our Principal for leading us in the right direction and for instilling discipline in us; our teachers for enriching us with knowledge and for moulding our nimble minds; our friends for their unwavering support and love; and last but not the least, our non-teaching staff for all the assistance they provided us over the years.	Focus/Purpose of the speech
On this monumental occasion, we take a big step into the world outside. We are now at the threshold of adulthood. I am grateful that each of you has been instrumental in contributing to our growth, both intellectual and personal. I truly hope that one day, each of us can inspire others the way you have inspired us. Wishing everyone all the very best for the future. Thank you!	Final thoughts/Speaker's hopes
	Concluding lines Thanking the audience

## How to Write a Speech

- Before one starts writing, ask three questions:
  - What is the purpose of the speech?
  - Who is the audience?
  - How long will the speech last?

Example:

Topic: The Curse of Global Warming

Purpose: To enlighten the audience about the harms of global warming

Audience: Classmates and teachers

- Engage in brainstorming and uncover all the points that could be made in the speech.

Example:

- Ignorance related to global warming
- Its slow manifestation
- Who are the culprits?
- What are the steps to be taken?
- What could happen if it is ignored?

- Structure your writing. Divide your speech into **three** paragraphs that have an **introduction**, a **body** and a **conclusion**. The introductory paragraph should also contain an **address** or a **greeting** to the audience (refer to the example on page 2).

Types of address:

- A very good morning/afternoon/evening to everyone present here.
- Respected Principal, teachers and friends...
- Ladies and gentlemen, I welcome you to...

- Always state the **purpose** behind the speech.

- The purpose of my speech is to highlight the problem of global warming.
- Today, I intend to bring to your notice, the problem of global warming.
- I stand in front of you today to talk about a heinous problem called global warming.

- Create a rough **outline** of the speech before writing.
- Write from the perspective of the listener, not the speaker. Good speeches are written keeping the audience in mind.
- Use **pronouns** such as „You‘ and „We‘ to address the audience. This adds a personal touch to the speech.

- I stand in front of you...
- I want you to ponder...
- Is this the nation you have dreamed of?

- Refer to yourself in the **first person** by using pronouns such as „I‘ and „Me“.
- Use repetitions of words and phrases to create an impact.

- I dream, I hope and I envision a day when...
- We can and we will...
- From the peaks of the Himalayas, to the depths of the Indian Ocean...

- Make use of transition words and phrases to connect points in a smooth and logical manner.

- The next point I would like to make is...
- That brings us to the main purpose...
- Not only ... but also
- Let me begin with...
- Likewise...
- Contrary to popular belief...
- In conclusion...
- I would like to end my speech by...

- Make the speech memorable by using metaphors, similes and other analogies.

- We have before us a mountain of a problem...
- It is a beautiful symphony of brotherhood...
- Like a ray of sunlight that brightens our mornings, this has brightened our lives with a renewed hope...

- As a speaker, exhibit **moral conviction** in your speech. Employ a sombre tone to address a serious topic. Do not use humour or sound flippant when talking about a sensitive issue. This will affect your credibility as a speaker.
- Ask rhetorical questions for maximised effect. Rhetorical questions are those that are asked to make a point rather than to elicit an answer in order to get a kind of response you expect from the audience.

- Is there a solution to this problem?
- Are we truly that helpless?
- Does the government think the citizens are idiots?
- What have they done for us?

- In the concluding paragraph, state your vision for the future or your hopes.

- I hope that one day the world will wake up to this injustice...
- I see a future where the next generation will breathe clean air...
- Let us all cooperate and bring about a revolution...

- Conclude the speech by thanking the audience or by stating a powerful quote.

- Thank you for your patience.
- I would like to conclude this speech by expressing my heartfelt gratitude towards you.
- In the words borrowed from *Star Wars*, „May the force be with you!“
- As Benjamin Parker once said, “With great power comes great responsibility.”

**Sample 1****Reservation: Hindrance to Democracy**

Respected Principal, teachers and dear friends,

Today I am going to speak whether the Reservation system should be abolished in India or not. In India, reservation was introduced to uplift the lower strata of society. However, over the years, the reserved classes have been enjoying privileges offered by the government without really contributing to the country's progress. The equality of opportunity has turned into a chance to misuse the relaxations offered to the lower classes. The result: the lower classes glorify their so-called 'low' status and eat into the positions at various levels in the country.

In the modern times, people receive education irrespective of their caste; they are informed and can fight for their rights. The current reservation system then becomes an obsolete way of evaluating who needs aid from the government. The government should amend the reservation system and make a person's financial status the parameter to offer or withdraw privileges. Positions in schools and government offices should be filled taking into account a candidate's education and financial background.

This is a huge change, but if brought about, will only produce better citizens who could do the nation proud at the national and the global level. It is time that the present reservation system is abolished in India.

Thank you.

**Sample 2****Terrorism can Only be Countered by War**

Respected Principal, teachers and dear friends,

Today I am going to speak for the motion terrorism can only be countered by war. The prime goal of the defence system of a country is the safety of the regions and the people. Terrorism has always been jeopardising lives. Therefore, if a country needs to fight against such groups, war is justified. Attack is the best form of defence.

Terrorist groups have a strong and sophisticated network, which can be counteracted only with an equally strong defence system. Therefore, military operation is crucial in breaking the network completely.

Terrorist groups have no regard for rules of international harmony and concord. Therefore, the use of force in the form of war is justified. The number of terrorists and terrorists groups present in the world today is mind-boggling. The world can be freed from their grips only if they are attacked and wiped out completely.

With this, I conclude my speech. I would like to thank you all for being a patient audience.



**Sample 3****Terror Cannot be Curbed by War**

Respected Principal, teachers and dear friends,

Today I am going to speak against the notion that terrorism can only be countered by war. Terrorist groups are neither confined nor limited to a single country. Therefore, engaging a country's military to wage war against such groups is inappropriate.

When countries are engaged in wars, there is tremendous loss of life and property. War forces civilians to give up their social rights in exchange for their safety. However, once the war has stopped, terrorists will once again wreak havoc in the lives of people.

The additional power given in the hands of the ruling bodies during wartime is often misused and resources are wasted. A great deal of time and money is wasted in the name of war. It takes years for a country to regain normal function after a war. Therefore, war is not an option to fight terrorism. Terrorist groups entice poor and helpless youngsters by convincing them that becoming a terrorist is a way of getting all your freedom back.

I wish to wind up my speech by stating that violence indeed begets more violence. If terrorists are attacked, they are likely to displace their wrath on innocent people. Therefore, war against terrorism is not justified. With this, I conclude my speech. Thank you all for your patience and cooperation.

**Sample 4****Television an Entertainer or an Educator?**

Respected Principal, learned teachers and my dear friends,

I am glad to have the opportunity to talk about the role of television as a mode of entertainment and education. Ever since its invention in the early twentieth century, television has been used to both inform and entertain people. The broadcasting machine TV may once have been limited to entertaining households, but it has gradually evolved into a medium that also provides edutainment. Be it the UGC programmes on *Doordarshan* or private DTH channels airing shows for children, television has found followers from all age groups.

*DD Kisan* is a channel intended for the benefit of farmers by telecasting appealing and informative content. *DD Gyandarshan* relays programmes from various *Doordarshan Kendras* in different Languages. It is organised and administered by NCERT, IGNOU and the National Institute of Open Schools. Apart from *Doordarshan*, many other channels like *Discovery Channel*, *National Geographic Channel*, *Animal Planet* and *History Channel* air educational and informative shows for all age groups. Children can learn about the environment, climate change and the latest innovations to explore and understand their ancestral traces.

News channels also play an important role in informing their audience about current affairs around the world. Children learn to form opinions at an early age when they see news programmes exposing malpractices or activities that disturb peace. Television, hence, is not an idiot box anymore. It actually depends on how we use the broadcasting machine. With this, I would like to reiterate that television plays a significant role in informing, educating and entertaining the masses. The television is unparalleled in its ability to reach out to a wide audience. With this, I conclude my speech. Thank you all for your patience and cooperation.

**Sample 5****Pollution – Bane of the Machine Age**

Respected Principal, teachers and my dear friends,

Today, I wish to speak about a rather uncomfortable topic. Deep inside, we are guilty of partaking in it. Our dependence on machines has made us live in denial that fears about pollution are unfounded. I am here to dispel that comfortable lie we have told ourselves.

Progress and development comes at the cost of the environment—a maxim that we have reluctantly come to agree upon. Man exhibited resourcefulness by using his intellect to tap the resources of the planet for his own purposes. But he lacked the foresight to envision the day when his own endeavours may leave him at the precipice of destruction. We hailed industrialisation as the force that brought forth a change in the socioeconomic structure of society. Human greed has not only begotten industrialisation but also caused the degeneration of the ecosystem. A world without technology is unimaginable today. We are growing increasingly dependent on gadgets and automobiles.

But all this comes at a big price. Pollution is slowly killing our environment with every passing minute. Substances such as gases, chemical by-products and harmful aerosols are contaminating the air we breathe, the water we consume and the land we walk on.

Pollution occurs at a rate faster than the environment can accommodate and is degrading the quality of our lives. Instead of being in denial about our situation, each of us should make concerted efforts to decrease our dependence on technology. Making green choices can mitigate the damage that has already been done. To save our environment from implosion, we need to be aware of the problems caused by the machine age. With this, I conclude my speech. Thank you all for your patience and cooperation

**Sample 6****The Role of Youth in Realising the Dreams of Dr Kalam**

Respected Principal, learned teachers and my dear friends,

Dr APJ Abdul Kalam's speech on „Youth dynamics and the nation' underscored the role of the youth in shaping the destiny of a country. He presented his vision of an empowered, self-sufficient India that shines in its full glory. The path to this glorious future can be paved by us—the youth of the nation.

Dr Kalam said, “Never stop fighting until you arrive at your destined place, that is, a UNIQUE YOU!” According to him, knowledge, creativity, righteousness and courage can help us retain our integrity; therefore, we should relentlessly pursue these qualities to realise the dream of Dr Kalam. Young minds hold a plethora of possibilities and potentials. We need to unlock our minds with knowledge and creativity; however, the means to achieve this should never be dishonest. We should take the solemn oath to be courageous and righteous.

Many may feel that the onus is too big and that our shoulders are too weak to bear the weight of such a huge responsibility. The future has been entrusted to us by our parents whose efforts gave us a wonderful today. Therefore, it is up to us to create a better tomorrow for the coming generations by valuing the golden words of Dr Kalam. With this, I conclude my speech. Thank you all for your patience and cooperation.

## Sample 7

**Are Smartphones Status Symbols?**

Dear friends,

What exactly is a status symbol? It is an object that a person uses to add value to his or her social status. The very existence of this term speaks volumes about the values of our present generation. There are things an average individual can be proud about—his intelligence, his moral rectitude and his personality. But in today's world, where a man's achievements are measured by the wealth he possesses, we often find ourselves flaunting our materialistic possessions and using them as extensions of our selves. One of those things is the smartphone.

When the phone made its entry into the market, it was a thing of wonder. Today, the smartphone has become a fairly ubiquitous device. It is no longer the prerogative of gizmo freaks and the rich. Today, even school-going children own cell phones. One may think that if something becomes commonplace, it may no longer have a special status. One cannot be more wrong.

Today, the smartphone category has diversified and we have phones to suit everybody's budget. From the low end phones that only facilitate phone calls and SMS, to the expensive high end ones that have one too many features; there are so many phones to choose from. However, we have gone beyond the functional use of a smartphone; it stands for our social status and our spending power.

Devices like the iPhone have created a sub-section among cell phone users. The ownership of such phones promises the users entry into an exclusive elite group. Such is the madness that the youth often go to any lengths to clinch a fancy phone for themselves. They create an illusion of affluence.

Sadly, the youth fail to realise the hollowness of such endeavours. The illusion thus created lasts only as long as the phone does. A phone that was coveted by many this year may no longer interest them when its upgraded version arrives. An iPhone 5 may seem less desirable in front of the iPhone 6.

Like chasing a mirage, we shall never achieve permanent glory of owning a fancy phone. Let us open our eyes to this bitter reality and shun these shallow ways and focus on the glory that can be achieved by our perseverance and hardwork. On this note, I conclude my speech. Thank you all for your patience and cooperation.



**Sample 8****India, a Land of Tolerance**

Respected Principal, teachers and my dear friends,

I, Maya Gupta from Vidyamandir High School, am here to talk about the factors that are affecting our national unity. Ours is a country that prides itself on its diversity, a nation that houses many religions, philosophies, ethnicities, languages and cultures. India is a shining example of modern pluralism.

It is here that the world's oldest religion Hinduism took shape; it is here that ancient Persians sought refuge from invaders; it is here where theism and monotheism live in perfect harmony. Ours is the only nation in the world where the Jewish people lived without the fear of persecution. In such a glorious land like ours, why do we see instances of intolerance?

I was fortunate to represent my state in the national youth exchange programme *Yuvajans*. I interacted closely with many Indian ethnic communities and discovered that we are very alike despite our differences. Problems such as parochialism and communalism become obstacles in India's course to become a truly integral nation. The nation's harmony is thus imperilled by such nefarious forces.

We must set an example to the world by recognising the ties that bind us instead of the fault lines that divide us. Tolerance and brotherhood should become our guiding lights to harmony. In the words of Nehru, "There is only one India of which all of us are inheritors; it belongs to all of us." On this note, I conclude my speech. Thank you all for your patience and cooperation.

**Sample 9****Justice Delayed is Justice Denied**

Respected Principal, teachers and my dear friends,

I wish to talk today about the slack justice dispensing system of our nation. More than being a machinery to maintain peace in society, the justice system of the country should be able to instil a sense of security among its citizens. It is a watchdog that makes examples out of offenders and discourages the instances of crime. It does so by punishing criminals, thereby giving closure to the victims and imparting a sense of justice being done. The Salman Khan case, the Jessica Lal case and the Nitish Katara case are examples of justice being twisted to serve the people in power! I wish to use a phrase today, „Justice Delayed is Justice Denied' to prove my point.

The above idea means that a delay in dispensing justice is akin to justice not been done at all. Being social animals, man has created a legal system to maintain harmony in society. But this legal system often lags in the delivery of justice, thus becoming a cause of agony for the common man.

In India, there are about three crore cases that are pending. The sword of Damocles hangs perpetually over the heads of those awaiting justice. The perpetrators of the crime exploit this delay to find ways to circumvent the laws, thus bolstering the resolve of anti-social elements.

In addition, the victims run out of money to pay for the legal representation if their case is protracted. People will be mistrustful of the judiciary and lose faith in the government. Frenzied mobs may take the law in their own hands when they find the judiciary failing and may resort to rudimentary forms of dispensing justice. In conclusion, I wish to say that In the absence of a good legal system, anarchy and chaos will become the order of the day.



# ENGLISH



## TRANSFORMATION OF SENTENCES

### What is Transformation of Sentences?

Transformation of sentences is the process of changing the form of a sentence while simultaneously ensuring that its original meaning is maintained. This process gives writers the opportunity to express their views differently and to draw the desired reactions.

There are various ways of transforming sentences.

#### Using Degrees of Comparison:

Positive	Comparative	Superlative
No other city in India is as <b>crowded</b> as Mumbai.	Mumbai is <b>more crowded</b> than any other city in India.	Mumbai is the <b>most crowded</b> city in India.
Very few authors are as <b>engaging</b> as Rajeev.	Rajeev is <b>more engaging</b> than most of the other authors.	Rajeev is among the few <b>most engaging</b> authors.
None of the players were as <b>confident</b> about the match as their captain.	The captain was <b>more confident</b> about the match than any of his players.	The captain was the <b>most confident</b> about the match.
It is <b>good</b> to speak up as opposed to suffering silently.	It is <b>better</b> to speak up than suffer silently.	It is <b>best</b> to speak up and avoid suffering silently.
No other house he owns is as <b>large</b> as the one they live in.	The house they live in is <b>larger</b> than the other houses he owns.	The house they live in is the <b>largest</b> he owns.
No other trainee in the team was as <b>hardworking</b> as Jay.	Jay was <b>more hardworking</b> than the other trainees in the team.	Jay was the <b>most hardworking</b> trainee in the team.

## Using Active and Passive Voice:

Active Voice	Passive Voice
Jack received a gift from an unknown person on his birthday.	A gift from an unknown person was received by Jack on his birthday.
The king immediately ordered the arrest of the traitor.	The arrest of the traitor was immediately ordered by the king.
Mr. Gupta hired her for the manager's position.	She was hired for the manager's position by Mr. Gupta.
His mother paid his neighbour's son to water his plants.	His neighbour's son was paid by his mother to water his plants.
Did you understand what I just said?	Was what I just said understood by you?

## Replacing the adverb 'too' with 'so':

The problem is <b>too</b> complex for her to solve it in time.	The problem is <b>so</b> complex that she cannot solve it in time. OR The problem is <b>so</b> complex that she will not be able to solve it in time.
They were <b>too</b> young for such a dangerous expedition.	They were <b>so</b> young that they should not have undertaken such a dangerous expedition.
The man was snoring <b>too</b> loudly for his wife to hear the thieves breaking in.	The man was snoring <b>so</b> loudly that his wife could not hear the thieves breaking in.
The meeting is <b>too</b> important to be missed by the Board.	The meeting is <b>so</b> important that it cannot be missed by the board.
The mob was <b>too</b> silent to stage a protest.	The mob was <b>so</b> silent that it could not stage a protest.

## Using Different Parts of Speech:

## CHANGING A NOUN TO A VERB

The car has a high level of fuel <b>consumption</b> .	The car <b>consumes</b> a lot of fuel.
He gave cautious <b>replies</b> to the inquiries.	He <b>replied</b> cautiously to the inquiries.
There was a <b>smell</b> of stale food in the room.	The room <b>smelled</b> of stale food.

## CHANGING A NOUN TO AN ADJECTIVE

On seeing the <b>steepness</b> of the stairs the people began to retreat.	On seeing the <b>steep</b> stairs the people began to retreat.
The <b>thickness</b> of the eyelashes prevents sand from entering the eyes of camels.	The <b>thick</b> eyelashes of camels prevent sand from entering their eyes.
He showed <b>courage</b> to stop the mob at the gate.	He was <b>courageous</b> to stop the mob at the gate.

## CHANGING A NOUN TO AN ADVERB

The workers received two full meals every <b>day</b> .	The workers received two full meals <b>daily</b> .
He faced the enemy with <b>boldness</b> .	He faced the enemy <b>boldly</b> .
His friend paid off his educational loan in <b>secret</b> .	His friend <b>secretly</b> paid off his educational loan.

## CHANGING AN ADJECTIVE TO AN ADVERB

The children spent an <b>anxious</b> day awaiting their results.	The children spent the day <b>anxiously</b> awaiting their results.
There was a <b>clear</b> mention of the rules in the document.	The document <b>clearly</b> mentioned the rules.
Torrential rains caused a <b>drastic</b> change in the climate of the valley.	The climate of the valley changed <b>drastically</b> because of the torrential rains.



## CHANGING A VERB TO AN ADVERB

It is safe to <b>admit</b> that he is the richest man in town.	He is <b>admittedly</b> the richest man in town.
The fire brigade was <b>quick</b> to reach the site despite heavy traffic.	The fire brigade <b>quickly</b> reached the site despite heavy traffic.
The blue team <b>successfully</b> overcame all the huddles in time.	The blue team <b>succeeded</b> in overcoming all the huddles in time.

## Declarative to Interrogative:

Declarative	Interrogative
That is not the way to talk to your elders.	Is that the way you talk to your elders?
Separate the weed from the crop and burn it up.	Will you separate the weed from the crop and burn it up?
It is foolish to spend time looking for something which does not exist.	Why spend time looking for something which does not exist?
Only a very foolish person will dress himself as a clown.	Who is so foolish as to dress himself as a clown?
We could not have found this place without your help.	Could we have found this place without your help?

## Declarative to Exclamatory:

Declarative	Exclamatory
The film was very scary.	How scary the film was!
The host behaved in an unpleasant manner.	How unpleasant were the manners of the host!
The flowers in her garden are very fragrant.	How fragrant are the flowers in her garden!
That was a great show of talent.	What a great show of talent that was!
I really wish that I were somewhere else.	How I wish I were somewhere else!

**Affirmative to Negative:**

Affirmative	Negative
He is sometimes shy.	He is not always bold.
He was the best student the coach had ever trained.	No other student trained by the coach was as good as him.
As soon as he saw the teacher he hid under the table.	No sooner did he see the teacher than he hid under the table.
He cared very little about his health.	He did not care much about his health.
My children are is my greatest wealth.	I do not have a greater wealth than my children.

**Simple, Compound and Complex Sentences:**

Simple	Compound	Complex
The long working hours caused him a headache.	His head began to ache <b>for</b> he had been working for long hours.	His head began to ache <b>because</b> he had been working for long hours.
Only hard work will secure a place for you in the finals.	You will have to work very hard <b>or</b> you will not secure a place in the finals.	<b>Unless</b> you work very hard you will not secure a place in the finals.
She put the collected clothes in the washing machine.	She collected the clothes <b>and</b> put them in the washing machine.	<b>After</b> collecting the clothes she put them in the washing machine.
The poor man refused to beg.	He was a poor man <b>but</b> he refused to beg.	The man who was poor refused to beg.
Negligence of orders will have severe consequences.	Neglect the orders <b>and</b> the consequences will be severe.	<b>If</b> you neglect the orders, the consequences will be severe.
He accepted the challenge in spite of the risks.	He knew the risks <b>yet</b> he accepted the challenge.	<b>Although</b> he knew the risks, he accepted the challenge.
He stopped at the red light.	He saw the red light <b>and</b> he stopped.	<b>When</b> he saw the red light, he stopped.
In spite of a lengthy search they could not find the watch.	They searched for long <b>but</b> they could not find the watch.	<b>Though</b> they searched for long they could not find the watch.
In the event of a locked door, the parcel will be returned.	The door must not be locked <b>or</b> the parcel will be returned.	<b>If</b> the door is locked the parcel will be returned.

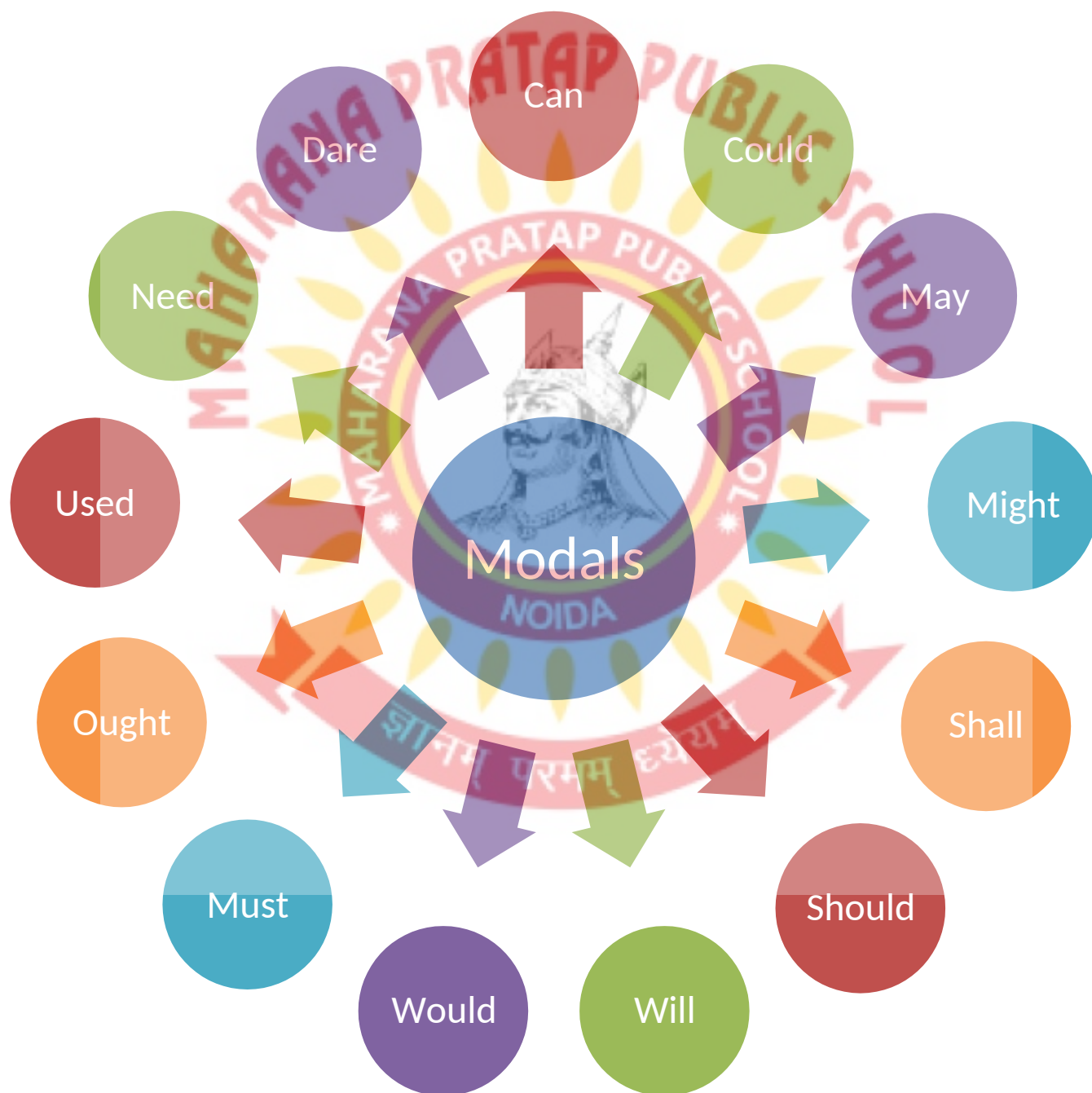
# ENGLISH



## MODAL AUXILIARIES

## What are Modals?

**Modal auxiliaries** are helping verbs which are used to indicate modality (likelihood, ability, permission, certainty and obligation). They give information about the tense and function of the main verb in the sentence. They exist only in relation to the main verbs, without which, they make little sense in the sentence.

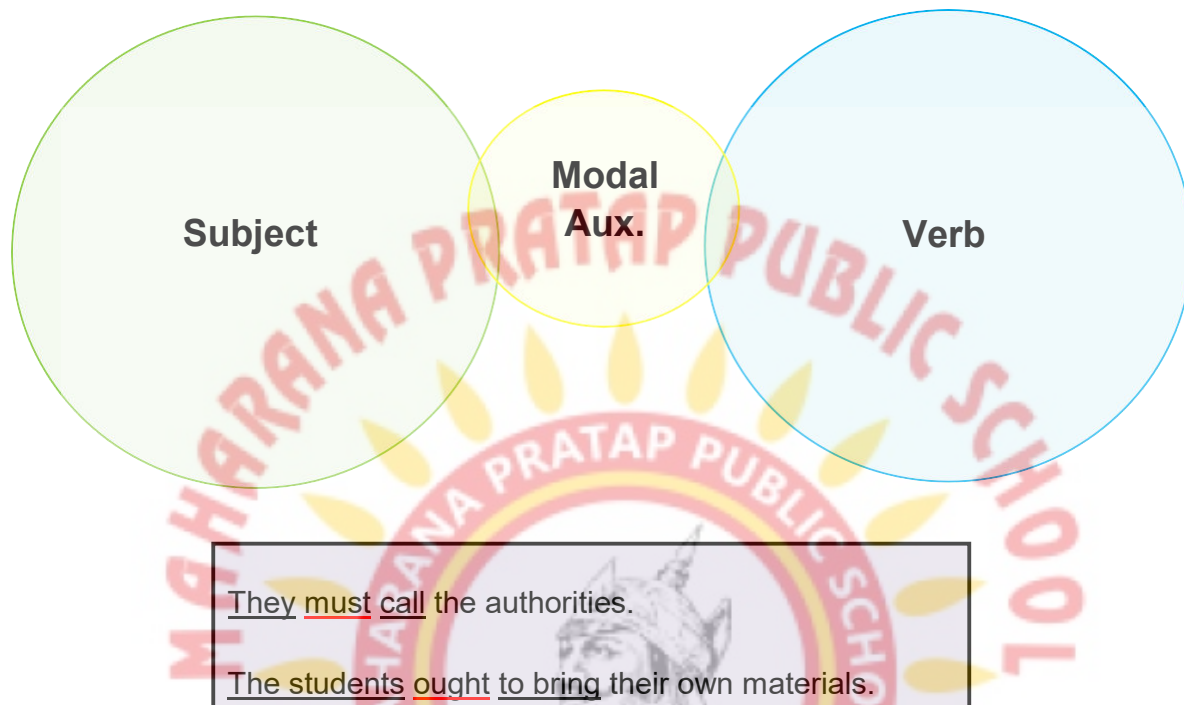




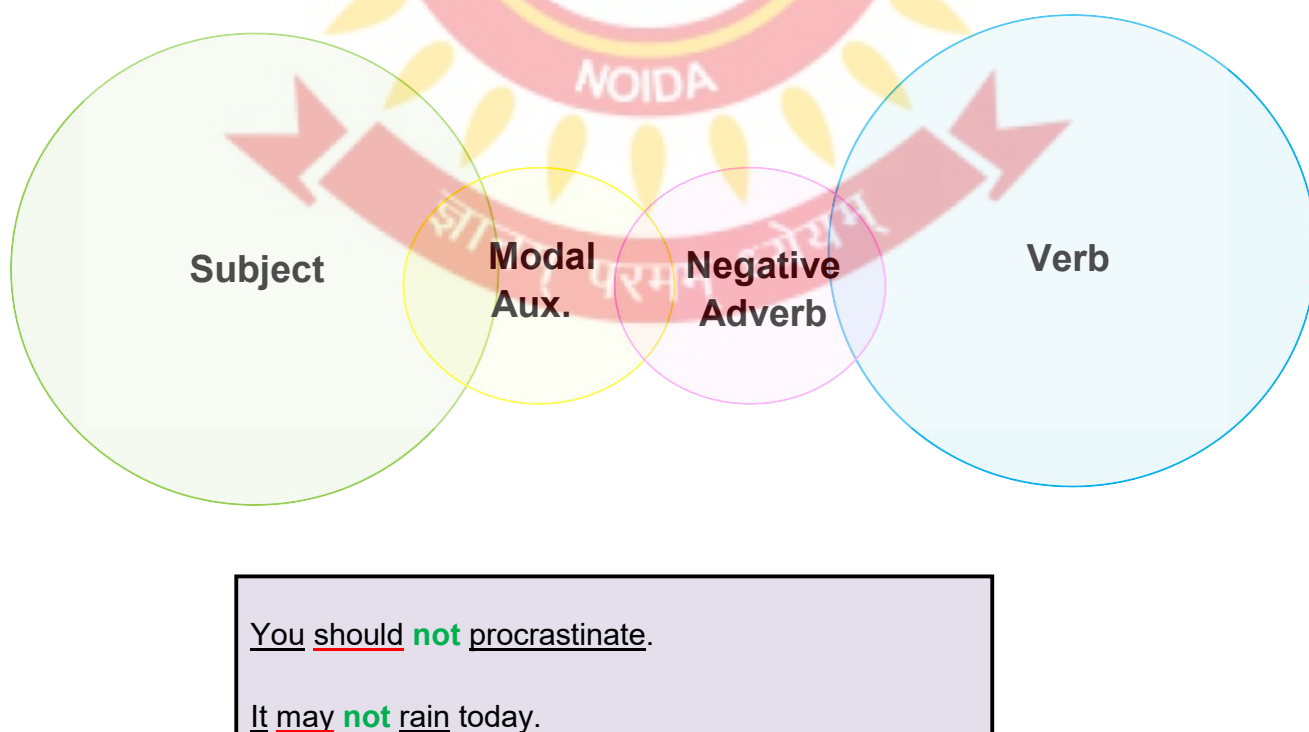
## Characteristics of Modals

How are Modals Used?

In affirmative sentences, the modal auxiliary is placed between the subject and the main verb.



In negative sentences, the modal auxiliary is placed between the subject and the negative adverb.



## Rules of Modals

- They do not agree in number with the subject except for the modals 'need' and 'dare'.

She needs to go.	She can go.
They need to go.	They can go.

- With the exception of 'ought', 'need' and 'dare', the modal auxiliaries are followed by infinitive forms of verbs without the preposition 'to'.

She needs to listen.	Do you dare to dream?
I can help.	Rishab ought to study.

The modal auxiliary 'ought' + 'to' is used to duty, necessity, fitness, and moral obligation.

The modal auxiliary 'need' + 'to' is used to show requirement.

The verb 'dare' when followed by 'to' becomes a modal auxiliary and is used to show a challenge.

- They have no non-finite forms ('-en', '-ed' or '-ing' forms).
- All tense forms are not represented by the modal auxiliary.

## Types of Modals

There are three types of modal auxiliaries:

- Single concept modals – having just one meaning
- Double concept modals – having two meanings
- Past modals – modals in the past tense

Single Concept Modals	Double Concept Modals	Past Modals
Will	May	Would have
Might	Must	Could have
Should	Would	Might have
Ought to	Shall	Should have
Had better	Can	May have
	Could	Must have

## Single Concept Modals

Modal	Meaning	Usage
Will	Future	I will buy a new car.
Might	Diminished possibility (more unlikely than likely)	It might rain today.
Should	Advice, Suggestion	Ranjit should practise daily.
Ought to	Obligation	You ought to help in times of need.
Had better	Advice, warning	He had better leave if he wants to catch the 5 pm bus.

## Double Concept Modals

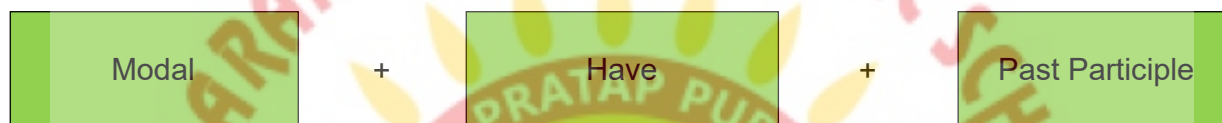
Modal	Meaning	Usage
May	Permission	May I borrow your car?
	Increased possibility (more likely than unlikely)	It may rain today.
Must	Compulsion	You must complete the work.
	Assumption	Mahesh is absent today. He must be sick.
Would	Past habit (used to)	Mother would send her children to school.
	Future possibility	They would visit us some day.
Shall	<ul style="list-style-type: none"> <li>Similar to 'will'</li> <li>Used with first person pronouns</li> </ul>	I shall call you tonight.
	Polite expression	Shall I help you?
		Shall I take leave?

Modal	Meaning	Usage
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Could	Past ability	Tushar could eat 10 rotis at a time.
	Present probability (unsure)	It could move if we all pushed hard.
Can	Present ability	Gavin can help you with your homework.
	Permission	Can I try one of these?

### Past Modals

- These modals help to refer to actions which took place in the past.
- The structure of such sentences is as follows:



You should have asked for help.

They ought to have informed us.

Modal	Meaning	Usage
Must have	Assumption	He <b>must have forgotten</b> about us.
May/might have	Guessing/speculating	Raj may have bought these oranges.
Could have	Possibility (likely not to have been fulfilled)	Yash could have apprised us of the matter.
Would have	Possibility	The guests would have left.
Should have/ought to have	Hypothetical situation which may have been ideal	He ought to have helped you.





# ENGLISH



## Introduction to Paragraph Writing

### What is a Paragraph?

A **paragraph** is a short collection of well-organised sentences which revolve around a single theme and is coherent.

### Parts of a Paragraph

- **Introduction:** It constitutes the opening sentences of the paragraph. It introduces the main idea. Good introductions often capture the interest of the reader.
- **Body (Supporting Sentences):** It constitutes the supporting sentences and ideas. It provides the reader with additional details about the main idea.
- **Conclusion:** It ties up loose ends of the paragraph and helps in reiterating or highlighting the main idea.

### Characteristics of a Well-written Paragraph

- **Concise:** A good paragraph expresses everything it has to say briefly.
- **Unified:** A paragraph revolves around a single idea. The first line of the paragraph often gives the main idea. All the other details support the main idea of the passage.
- **Sequenced:** The sentences of the paragraph cannot be written haphazardly. The ideas progress in a sequential order.
- **Coherent:** The sentences in the paragraph do not function independently. They are well-connected to be readable. If a paragraph is not coherent, then it may sound illogical or clumsy to the reader.
- **Complete:** A complete paragraph expresses everything without leaving any gaps as far as the information is concerned. It does not end abruptly without offering a sensible conclusion.

#### Sample 1

##### Strike when the Iron is Hot

The proverb is a reference to how the blacksmith heats the iron to make it malleable. Once it is cooled, the blacksmith loses the opportunity to mould it into the desired shape. Our lives are like iron; when opportunity presents itself, we should be ready to use it in order to change our lives. Once the time has passed, there is no point in sulking about lost opportunities. Wise men stay alert and recognise opportunities when they present themselves. The foolish ones on the other hand stand by and watch as opportunities pass by. Our reluctance to take risks can often leave us empty handed. Therefore, it is essential that we make the best use of our abilities and opportunities to progress in life.

- The sentences underlined in **RED** comprise the **introduction** of the paragraph. It simplifies or explains the idea given in the title for the reader.
- The sentences underlined in **PURPLE** comprise the **body** of the paragraph. It provides all the information to support the main idea of the paragraph.
- The sentences underlined in **BLUE** comprise the **conclusion** of the paragraph. It reiterates or highlights the main idea and the final opinion of the writer.
- The paragraph conveys its main ideas briefly. It is therefore **concise**.
- The entire paragraph focuses on a single idea. It therefore has unity.
- In the paragraph, the ideas in the introduction are well connected to the body of the paragraph.
- That in turn is connected to the conclusion of the paragraph. Connectives are added to connect the ideas smoothly and logically. It is therefore **sequential** and **coherent**.
- The paragraph does not end abruptly. It repeats the idea that is explained in the beginning of the paragraph. By using closing sentences such as „The proverb therefore...“, it puts emphasis on the writer's final opinion. The paragraph is therefore **complete**.
- Hence, we can say that the above paragraph is well-written.



## Types of Paragraphs

- **Descriptive Paragraph:** As the name suggests, through the **Descriptive Paragraph**, the writer describes something to the reader. It may be based on what the writer has seen, heard or felt. The writer uses rich descriptions that appeals to the reader's senses. This helps the reader place himself in a world that the writer creates.

### Sample 2

#### Hermes: The Messenger of Gods

Hermes is a Greek Olympian God. Born to Zeus and Maia, Hermes is known for his quick thinking and cunning nature. He is the youngest of the Olympians and is known to move quickly between the worlds of the divine and the mortal. Because of this ability, Hermes often acts as a messenger between men and the Olympians. A benevolent God, Hermes protects travelers and athletes. He is also known to be mischievous as he often plays tricks on other gods. He does it for his own amusement or in a bid to save humans from the gods' wrath. Hermes is also the speediest of all gods since he has wings attached to his sandals. Interestingly, Hermes could never resist the urge to steal even when he was an infant. Therefore, he is also credited as the patron God of all thieves.



### Sample 3

Out of the gravel there are peonies growing. They come up through the loose grey pebbles, their buds testing the air like snails' eyes, then swelling and opening, huge dark-red flowers all shining and glossy like satin. Then they burst and fall to the ground. In the one instant before they come apart, they are like the peonies in the front garden at Mr. Kinnear's, that first day, only those were white. Nancy was cutting them. She wore a pale dress with pink rosebuds and a triple-flounced skirt, and a straw bonnet that hid her face. She carried a flat basket, to put the flowers in; she bent from the hips like a lady, holding her waist straight. When she heard us and turned to look, she put her hand up to her throat as if startled.

- From *Alias Grace* by Margaret Atwood



- **Narrative Paragraph:** This type of paragraph tells a story or an incident to the reader. In other words, it simply narrates a tale that is meaningful. Such paragraphs often follow a linear or a chronological order of narration.

The following sample is taken from the novel “*Mrs. Dalloway*” by Virginia Woolf.

#### Sample 4

What a lark! What a plunge! For so it had always seemed to her when, with a little squeak of the hinges, which she could hear now, she had burst open the French windows and plunged at Bourton into the open air. How fresh, how calm, stiller than this of course, the air was in the early morning; like the flap of a wave; the kiss of a wave; chill and sharp and yet (for a girl of eighteen as she then was) solemn, feeling as she did, standing there at the open window, that something awful was about to happen; looking at the flowers, at the trees with the smoke winding off them and the rooks rising, falling; standing and looking until Peter Walsh said, “Musing among the vegetables?” – was that it? – “I prefer men to cauliflowers” – was that it? He must have said it at breakfast one morning when she had gone out onto the terrace – Peter Walsh.



#### Sample 5

Mr Bucket was the only person in the family with a job. He worked in a toothpaste factory, where he sat all day long at a bench and screwed the little caps on to the tops of the tubes of toothpaste after the tubes had been filled. But a toothpaste cap-screwdriver is never paid very much money, and poor Mr Bucket, however hard he worked, and however fast he screwed on the caps, was never able to make enough to buy one half of the things that so large a family needed. There wasn't even enough money to buy proper food for them all. The only meals they could afford were bread and margarine for breakfast,

boiled potatoes and cabbage for lunch, and cabbage soup for supper. Sundays were a better. They all looked forward to Sundays because then, although they had exactly the same, everyone was allowed a second helping.

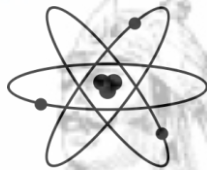
- From *Charlie and the Chocolate Factory* by Roald Dahl

- **Expository Paragraph:** This type of paragraph explains an instruction, a method or a process. The purpose of such a paragraph is to simply explain something to the reader. Often, the writer of such paragraphs does a lot of research on the topics he or she wishes to explain. The writer uses expository paragraphs to share the knowledge that he or she already has with the readers.

### Sample 6

#### Why do Atoms Explode when they are Split?

Atoms of radioactive elements can be split. According to Albert Einstein, mass and energy are interchangeable under certain conditions. When the atom splits, the process is called nuclear fission. In this case, a tiny amount of mass is converted into energy. The energy thus released cannot do much damage. However, a number of subatomic particles called neutrons are also released during this process. Each neutron will hit a radioactive element releasing more neutrons in the process. This results in a chain reaction and a tremendous amount of energy is created. This energy is converted into heat which expands uncontrollably causing an explosion. Hence, atoms do not explode in the literal sense. They create energy which can cause explosions.



### Sample 7

#### Papermaking

Everybody knows that paper is made out of trees. But when one looks at trees, one cannot imagine something as soft and fragile as paper is made out of something that is so hard and strong. Plant matter such as wood is made of fibres known as cellulose. It is the primary ingredient in papermaking. Raw wood is first converted into a pulp consisting of a mixture of cellulose, lignin, water and some chemicals. Pulp can be made mechanically through grinders or through a chemical process. The short fibres are created through mechanical grinding. The paper thus created is weak and is used for making newspapers, magazines and phonebooks. Through chemical pulping process, stronger varieties of paper are made. The cellulose pulp is sprayed on moving conveyor screens to make mats. These mats are then dried, coloured and cut according to the requirement.

- **Persuasive Paragraph:** This type of paragraph is used to capture the reader's interest or to make them understand and accept the writer's point of view. Persuasive paragraphs are useful for building arguments. Such passages are rhetorical in nature and may use facts and details to make the argument stronger and more believable. The writer has to be confident of his or her opinion to sound credible to readers. The aim of the writer is to influence the beliefs of readers.

### Sample 8

#### The Importance of Breakfast

You may already know that it is important to have a king-sized breakfast every morning. Do you know why? Your body is famished in the morning because you haven't eaten for about 8–10 hours. Breakfast is therefore the first meal of the day, and hence, the most important one as well. Imagine driving a car without fuel; this is exactly how your body feels without the fuel provided by a nutritious breakfast. Many people these days resort to skipping breakfast in a bid to lose weight. Nutritionists are appalled by this trend since it is mandatory to have breakfast within two hours of waking up. Depriving the body of energy can cause serious health problems in the long run. Forget silly celebrities and their inane ways to lose weight. Never ever miss breakfast!



**Sample 9****Power of Positive Thinking**

Positive thinking is an attitude or a mindset characterised by optimism and happiness. A positive person hopes for the best and anticipates success in his life. Although many may scoff at the idea of always being positive, it has a plethora of benefits not only for the mind but also for the body. Positivity imparts happiness to the soul and makes one lighter. This causes us to exude good will and joy. People are drawn towards such individuals. Being negative in one's words and actions causes the exact opposite reaction. It is a known fact that people try to avoid people who relay negativity. They do not want to be around someone who brings down the energy of the room. Positive feedback to yourself can improve your health and increase your chances of success in life. It is advisable that one refrains from using harsh words in their thoughts or words. Be kind and gentle towards yourself, be encouraging and be comforting. Only then can one achieve everything they want in life.





## Steps to Write a Paragraph

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- **Step 1:** Think about the idea given in the title or the prompt.
  - What type of paragraph will be appropriate?
  - What could be the main ideas?
  - How to write the introduction, the body and the conclusion?
  - Write all the ideas.

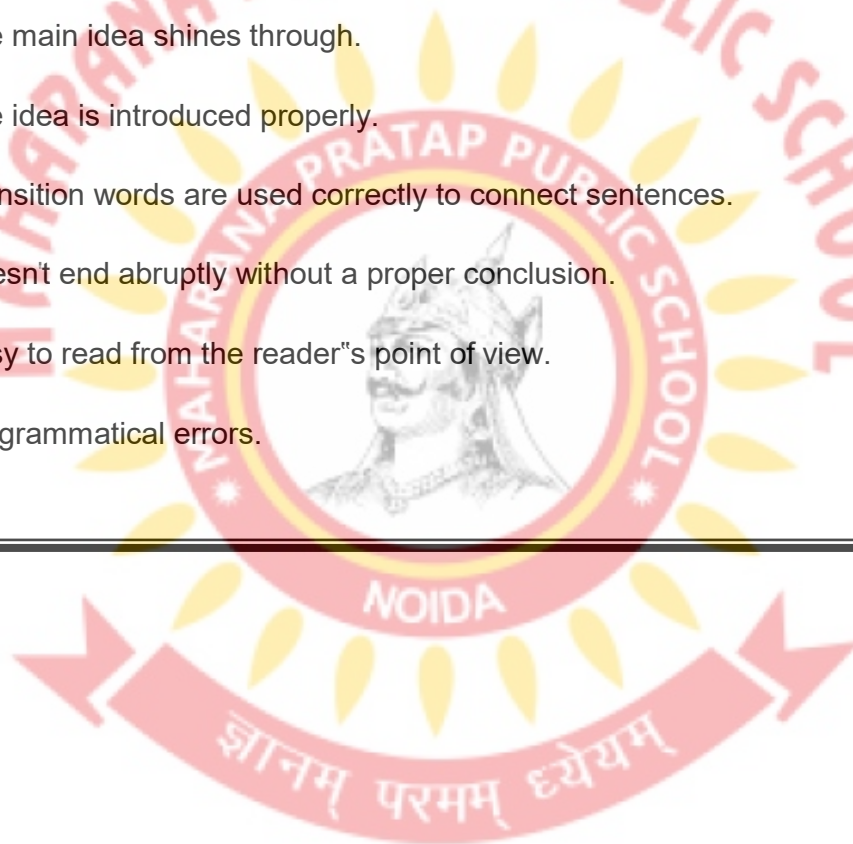
Example:

„India: The World's Biggest Democracy“

- In this case, a descriptive paragraph would be appropriate.
  - Main ideas would include
    - a) Why India is the biggest democracy?
    - b) What are the hallmarks of Indian democracy?
    - c) India's diversity
    - d) Instances when democracy in India played a definite role
- **Step 2:** Structure your paragraph.
    - Do not use more than two sentences for the introduction and conclusion.
    - It is important to plan your paragraph instead of writing spontaneously.
    - Arrange the ideas in a chronological order if you are attempting a narrative paragraph.
    - Arrange them in the increasing order of importance in a descriptive, expository or persuasive paragraph.
    - Remember to conclude the paragraph.
  - **Step 3:** Use a consistent tense form while writing the paragraph.
  - **Step 4:** Keep in mind the „Characteristics of a Well-written Paragraph“ that we discussed at the beginning of the lesson.
  - **Step 5:** Recheck for any grammatical errors after writing a paragraph.

**A Checklist:**

- Every idea in the paragraph supports a single point of view.
- The paragraph revolves around the topic given in the prompt.
- All the sentences are written in the correct order and that no sentence is out of place.
- There is no ambiguity in the passage.
- No clumsy or repetitive sentences.
- The main idea shines through.
- The idea is introduced properly.
- Transition words are used correctly to connect sentences.
- Doesn't end abruptly without a proper conclusion.
- Easy to read from the reader's point of view.
- No grammatical errors.



# ENGLISH



## Introduction to Comprehension

### The Four Major Communication Skills

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Learning a language involves acquiring four major skills.

- **Listening:** Frequently used to receive instructions and process instructions
- **Speaking:** Used to communicate in a language effectively
- **Reading:** Used to understand and analyse literature written in a particular language
- **Writing:** Used to reproduce one's thoughts using words and writing formats effectively

These skills are commonly called **LSRW** skills and are collectively termed communication skills. Communication skills help to understand a particular language, process it and use it effectively. Let us examine the role of reading comprehension in acquiring **Reading** skills.





## Reading Comprehension

### What is Reading Comprehension?

Reading comprehension is the act of understanding what you are reading.

### Reading comprehension involves

- Gaining knowledge from the information shared in the passage
- Building a good vocabulary
- Reviewing the writer's ideas
- Forming an opinion on the facts or the information in the passage
- Appreciating the passage stylistically
- Answering the questions asked at the end of the passage

### Guidelines to Read a Passage

#### Comprehension: Prose

- Read the passage thoroughly.
- Identify the main idea and the supporting details of the passage.
- Understand the first (introduction) and the last (conclusion) paragraph of the passage.
- Identify the theme of each paragraph.
- Identify the tone used in the passage.
- Understand the author's purpose and viewpoint.
- Read the questions carefully.
- Understand what is being asked in the questions.

#### Comprehension: Poetry

- Read the poem thoroughly.
- Identify the theme and the rhyme scheme of the poem.
- Identify the figures of speech used.
- Read the questions carefully.
- Understand what is being asked in the questions.
- Identify the imagery used by the poet.

The answers that you provide to the questions asked show how well you have understood the given passage.

## Types of Comprehension Passages

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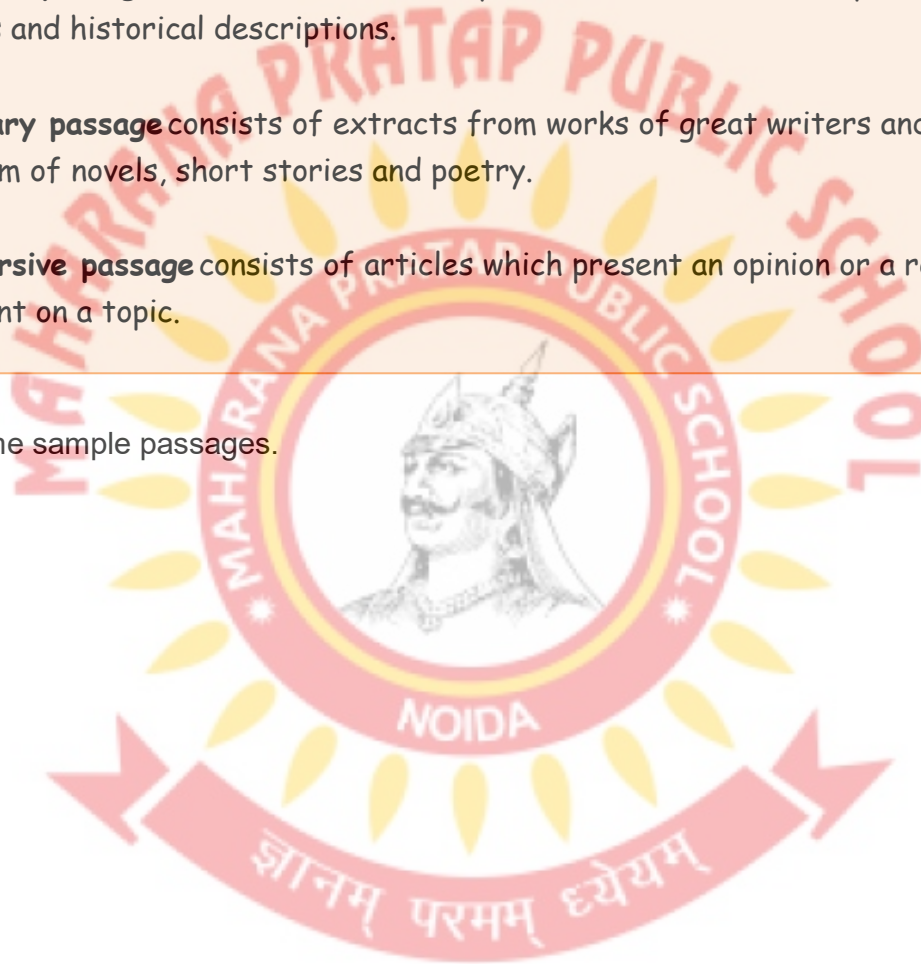
You may come across many types of passages while attempting the reading comprehension section in your paper.

A **factual passage** deals with facts usually shared in the form of reports, scientific articles and historical descriptions.

A **literary passage** consists of extracts from works of great writers and can be in the form of novels, short stories and poetry.

A **discursive passage** consists of articles which present an opinion or a reasoned argument on a topic.

Let us look at some sample passages.



## Sample Comprehension Passages

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### 1. Factual Passage

The first two years of life are a critical 'window of opportunity'. In this period, it is possible to prevent the largely irreversible damage which follows early childhood undernutrition. There are 805 million undernourished people in the world today. That means one in nine people do not get enough food to be healthy and lead an active life.

Hunger and malnutrition are in fact the number one risk to health worldwide—greater than AIDS, malaria and tuberculosis combined. Three-quarters of all hungry people live in rural areas, mainly in the villages of Asia and Africa. An estimated 146 million children in developing countries are underweight—the result of acute or chronic hunger. Poverty trap, lack of investment in agriculture, natural calamities, war and displacement, unstable markets and food wastage are the major causes for the presence of hunger in the world. Hunger leads to malnutrition, which in turn causes diseases. Malnutrition is the largest single contributor to disease in the world, according to the UN's Standing Committee on Nutrition (SCN).

Malnutrition at an early age leads to reduced physical and mental development during childhood. According to the World Bank, India is one of the highest ranking countries in the world for the number of children suffering from malnutrition. One of the major causes for malnutrition in India is gender inequality. Because of the low social status of Indian women, their diet often lacks in both quality and quantity. Women who suffer malnutrition are less likely to have healthy babies. In India, mothers generally lack proper knowledge in feeding children. Consequently, new born infants are unable to get adequate amount of nutrition from their mothers.

Madhya Pradesh, Jharkhand and Bihar have very high rates of undernutrition. Studies show that individuals belonging to Hindu, Jain or Muslim backgrounds in India tend to be more malnourished than those from Sikh or Christian backgrounds. The Akshaya Patra Foundation runs the world's largest NGO-run midday meal programme serving freshly cooked meals to over 1.3 million schoolchildren in government and government-aided schools in India. However, the challenge for all these programmes and schemes is how to increase efficiency, impact and coverage.

### Questions

- Q1)** What are the causes of the presence of hunger in the world?
- Q2)** How does gender inequality lead to malnutrition in India?
- Q3)** What role does the Akshaya Patra foundation play?
- Q4)** Where are the majority of the hungry people inhabited?
- Q5)** Which religious communities in India tend to be less malnourished?

**Answers**

**A1)** Poverty trap, lack of investment in agriculture, natural calamities, war and displacement, unstable markets and food wastage are the major causes for the presence of hunger in the world.

**A2)** Women in India have a low status because of which their diet often lacks both quality and quantity. This causes them to suffer malnutrition.

**A3)** The Akshaya Patra Foundation runs the world's largest NGO-run midday meal programme serving freshly cooked meals to over 1.3 million schoolchildren in government and government-aided schools in India.

**A4)** Three-quarters of all hungry people live in rural areas, mainly in the villages of Asia and Africa.

**A5)** According to studies, individuals belonging to the Sikh or Christian communities are less malnourished than those from Hindu, Jain or Muslim backgrounds.





## 2. Literary Passage

—Mum!! I shouted. —Are you okay?! I saw her little tent shuddering in the gale and listened closely for her response. Her voice was almost casual, —Oh, yes, I'm fine! That's my mother. It was the first night of our cycling trip through the interior of Iceland—a region so remote and inhospitable that for centuries, according to legend, it was abandoned. The weather was decidedly hurricane-like, but Mum wasn't concerned. Months ago, I told her about my plan to pedal across Iceland. —It will be really difficult, I said. —The roads are unpaved and often washed out, and the wind is blowing constantly—sometimes so hard that it pushes you off the road. There was silence for a moment. Then she asked, —Can I come?! —Sure, I replied. —But like the rest of us, you have to train to do two 160 kilometres a day back-to-back, —Wow, she said, —I could never do that, I had more faith in my mother's physical abilities than she did.

I'd seen her raise six children and put in long hours doing physical labour on our small farm.

—Sure you can, I told her, —Start tomorrow. What really concerned me was what I perceived to be her frustrating humility: I thought her too self-deprecating about her attractiveness just because she had not completed college. I felt she underestimated her attractiveness just because she was not the type to wear make-up or fancy clothes. As I had grown into adulthood, the life I'd chosen seemed light years away from Mum's quiet existence, still caring for her children and her children's children. Sometimes, on a visit home, I'd describe some recent trip I'd taken, and her blue eyes would shine with interest. So, I couldn't help thinking this trek might revitalise Mum, who had started to slow down in her 50s. It might spice up what I saw as her humdrum life. And it might be a boost to her tentative and retiring persona. Mum trained furiously, months in advance. As the trip roster was pared down to Mum, my good friend Allen and me, she stood as the most dedicated. Soon she was riding 80–100 kilometres per day, and was as strong a rider as Allen or I.

### Questions

**Q1) Based on your reading of the passage, complete the following sentences.**

- The narrator describes the roads across Iceland as \_\_\_\_\_
- The narrator had faith in his mother's physical abilities as \_\_\_\_\_
- The training to take the adventure trip on cycle included \_\_\_\_\_
- In his adulthood, the narrator realised that his life was \_\_\_\_\_
- Descriptions of his trips always \_\_\_\_\_
- The narrator was sure that the trip would \_\_\_\_\_
- The narrator and his friend were sure about Mum's preparation when \_\_\_\_\_

**Q2) Find words from the passage that mean the same as the following.**

- noticed/become aware of
- to give new life
- hesitant/not certain

**Answers:**

**A1)**

- a. The roads in Iceland were unpaved and washed out according to the author.
- b. The narrator had seen her bring up six children and carry out physical labour in the farm he grew up in.
- c. The training included back-to-back cycling for 160 kilometres every day.
- d. The narrator's life was different from his mother's quiet existence.
- e. Around the interest of the narrator's mother.
- f. Revitalise the narrator's mother's life which according him was quiet and different from his. It would spice up her life and deliver her from her humdrum existence.
- g. When she started riding 80–100 kilometres a day and proved to be as good as the narrator and his friend.

**A2)**

- a. Perceived
- b. Revitalise
- c. Retiring



### 3. Literary Passage (Poem)

My teenybopper has a phone;  
She really never is alone.  
It beeps and jitters day and night,  
Emitting tiny bluish light.

Her ringtone is the latest rage,  
As other preteens text and page.  
One-liner messages appear  
That make her grin from ear to ear.

The latest crisis, who likes whom,  
The rock star with the best perfume;  
Such weighty matters cause her thrill  
And elevate our monthly bill.

And yet, the silver lining glows,  
For we have never come to blows.  
I never have to raise my voice,  
Because I have a high-tech choice.

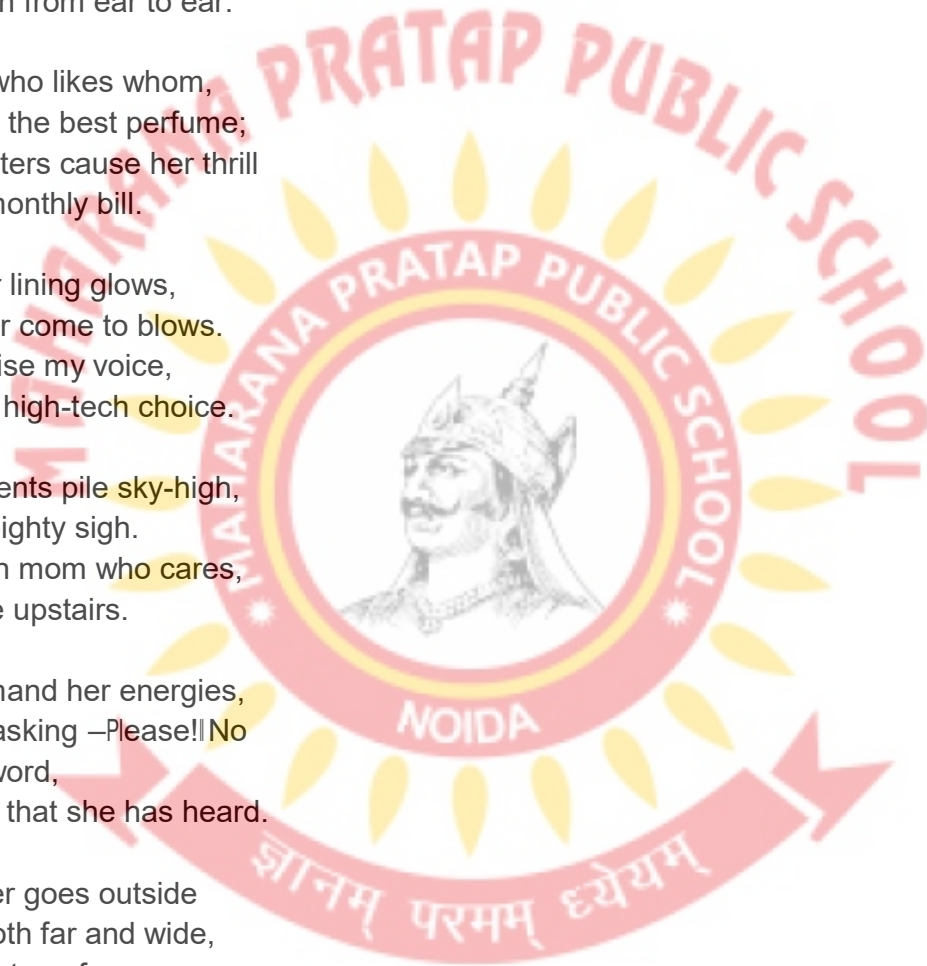
If school assignments pile sky-high,  
I exhale with a weighty sigh.  
Like every modern mom who cares,  
I simply telephone upstairs.

When chores demand her energies,  
I simply text her, asking –Please!! No  
alibis or missing word,  
Because it's clear that she has heard.

And if my daughter goes outside  
To visit friends, both far and wide,  
Her curfew's easy to enforce  
With her new cellular resource.

This beeping tether holds her close,  
While helping her feel grandiose.  
If separation e'er occurs,  
My speed-dial links my heart to hers.

Our handy cell phones help us out.  
Convenient, easy, with no doubt.  
Yes, certainly, they have their place.  
But can't we talk once, face to face?



## Questions

**Q1)** Why is the speaker's daughter never alone?

**Q2)** How does the speaker make sure that the assignments are completed?

**Q3)** Why can't the daughter make any excuse when she is asked for help by her mother?

**Q4)** How do you think cell phones have affected face-to-face communication?

**Q5)** Identify the figure of speech in *If school assignments pile sky-high*.

## Answers

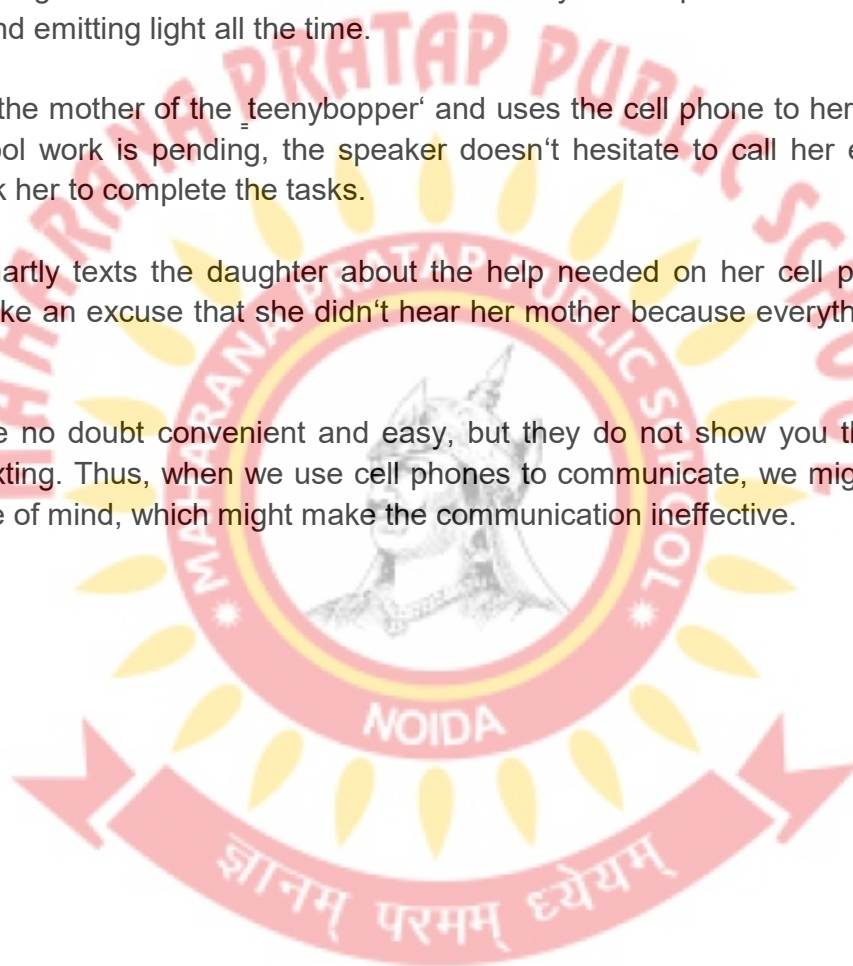
**A1)** The speaker's daughter is never alone because she always has a phone with her which keeps beeping, vibrating and emitting light all the time.

**A2)** The speaker is the mother of the 'teenybopper' and uses the cell phone to her advantage. Whenever her daughter's school work is pending, the speaker doesn't hesitate to call her even if they are in the same house and ask her to complete the tasks.

**A3)** The mother smartly texts the daughter about the help needed on her cell phone. In this way, the daughter cannot make an excuse that she didn't hear her mother because everything is clearly written in the message.

**A4)** Cell phones are no doubt convenient and easy, but they do not show you the actual feelings of a person talking or texting. Thus, when we use cell phones to communicate, we might not be aware of the person's actual state of mind, which might make the communication ineffective.

**A5)** Hyperbole





## 4. Discursive Passage

It is important that you recognise the signs of stress in your behaviour, and be healthy enough to enjoy your success. Stress can strike anytime, in a fashion that may leave you unaware of its presence in your life. While a certain amount of pressure is necessary for performance, it is important to be able to recognise your individual threshold. For instance, there are some individuals who accept competition in a healthy fashion. There are others who collapse into weeping wrecks before an exam, or on comparing marksheets and finding that their mates have scored better.

Whenever there is a change in the external environment such as temperature, pollutants, humidity and working conditions, it leads to stress. In these days of competition when a person makes up his mind to surpass what has been achieved by others, leading to an imbalance between demands and resources, it causes psycho-social stress. It is a part and parcel of everyday life.

Stress has a different meaning depending on the stage of life you're in. The loss of a toy or a reprimand from the parents might create a stress shock in a child. An adolescent who fails an examination may feel as if everything has been lost and life has no further meaning. In an adult, the loss of a companion, job or professional failure may appear as if there is nothing more to be achieved.

Stress can be seen in the attitude and behaviour of the individual, as muscle tension in various parts of the body, palpitation and high blood pressure, indigestion and hyperacidity and ultimately in self-destructive behaviour such as eating and drinking too much, smoking excessively, relying on tranquillisers, trembling, shaking, nervous blinking, dryness of throat and mouth and difficulty in swallowing. The professional under stress behaves as if he is a perfectionist followed by depression, lethargy and weakness for further work. Periodic mood shifts also indicate the stress status of students, executives and professionals.

### Questions

**Q1)** How do individuals handle competition?

**Q2)** How does external environment cause stress?

**Q3)** Does the age of a person have any impact on stress levels?

**Q4)** Find words from the passage which mean:

- a. contaminant
- b. sedative

### Answers:

**A1)** Different people deal with competition differently. Some people accept competition in a healthy fashion. However, there are others who collapse under the pressure of competition.

**A2)** A change in the external environment such as temperature, pollutants, humidity and working conditions leads to stress.

**A3)** An individual experiences stress for different reasons according to his age. The loss of a toy or a reprimand from parents might create a stress shock in a child. An adolescent who fails an examination may feel as if everything has been lost and life has no further meaning. In an adult, the loss of a companion, job or professional failure may appear as if there is nothing more to be achieved.

A4)

- a. pollutant
- b. tranquilisers

## 5. Factual Passage

Both alligators and crocodiles are members of the reptilian order Crocodylia. But the families they belong to, Alligatoridae and Crocodylidae respectively, differ. Often, when people use the word "crocodile" what they really mean is "crocodilian." This term encompasses not just the common alligators and crocodiles you might already know, but also the lesser known Gavialidae family that contains the lone gavial, or gharial. All told, there are 23 species of crocodilians.

As a group, crocodilians are pretty impressive animals: Their lineage goes back 240 million years, meaning they've outlived the dinosaurs by a good 65 million years. Ideally suited for life in water and on land, members of the order can swim up to 20 mph (32 kph) and run up to 11 mph (17.6 kph). They're most at home in the water and can hold their breath for up to an hour. Eyes situated atop their heads enable them to keep a lookout for prey, while their powerful tails swiftly propel them through the water.

Crocodiles and alligators are top-notch hunters and will eat just about anything they can get their teeth on, from fish and turtles to monkeys and buffalo. With teeth specialized just for spearing, neither family even bothers to chew its food -- they swallow large chunks or the entire animal whole.

As if that weren't scary enough, crocodilians have incredibly powerful senses to detect their prey. Their eyesight above water is top notch, and thanks to vertical pupils that can open up extra wide to let in additional light, they also have keen night vision. And even though you can't see their ears, don't be fooled -- these small slits are sensitive enough to hear offspring calling from inside their eggs. Even their sense of smell is highly developed due to special organs in their snouts.

### Questions

**Q1) Complete the following sentences.**

- a. Alligatoridae, Crocodylia and Gavialidae are subgroups of the main group\_\_\_\_\_.
- b. The\_\_\_\_\_died 65 million years ago.

**Q2) Describe the eating habits of crocodiles.**

**Q3) How sharp are the ears of crocodiles?**

**Q4) Choose the correct alternative.**

**a. Crocodiles can stay**

- |                  |                                |
|------------------|--------------------------------|
| i. Only in water | iii. Both on land and in water |
| ii. Only on land | iv. None of the above          |

**b. How do crocodiles have a keen night vision?**

- |   |  |
|---|--|
| i. Because their eyes are situated atop their heads | iii. Because they have vertical pupils |
| ii. Because they have sensitive ears                | iv. Because they are top-notch hunters |

**Q 5) Find words in the passage that mean**

- a. To drive or push something forward
- b. The science of classification
- c. Descent from the ancestors
- d. Outstanding

**Answers****A1)**

- a. Alligatoridae, Crocodylia and Gavialidae are subgroups of the main group Crocodylidae.
- b. The dinosaurs died 65 million years ago.

**A2)** Crocodiles are great hunters and can prey on just about anything they can get their teeth on. Whether it is fish or turtles, monkeys or buffaloes, crocodiles swallow large chunks or the entire animal whole since they have teeth specialised just for spearing.

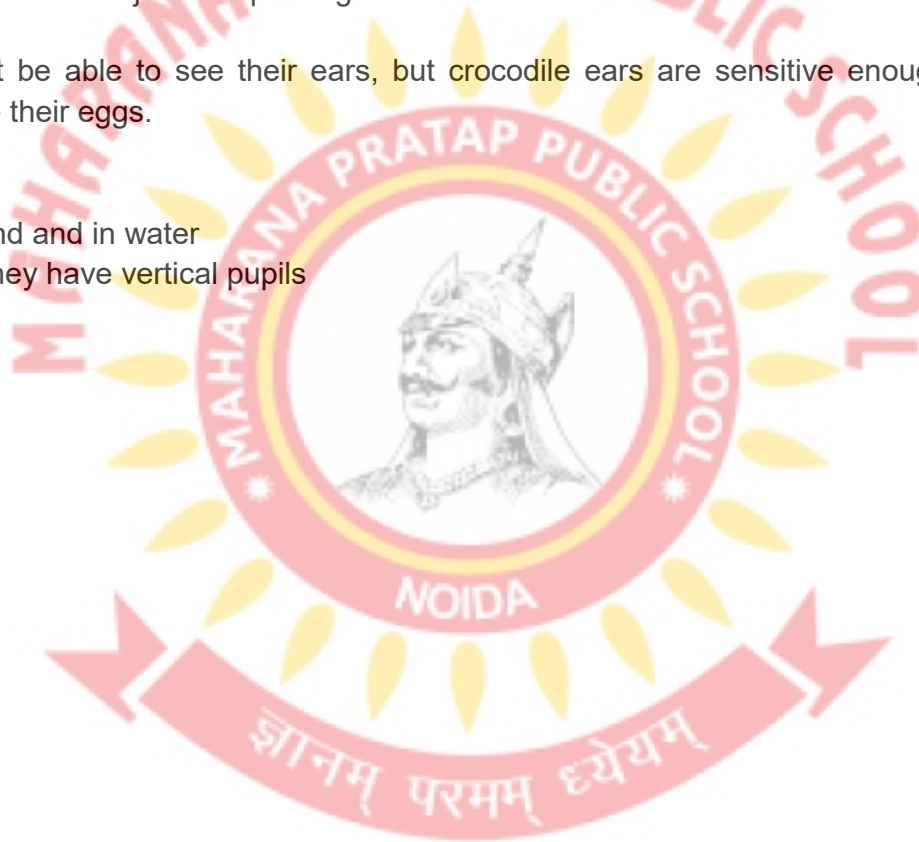
**A3)** One may not be able to see their ears, but crocodile ears are sensitive enough to hear offspring calling from inside their eggs.

**A4)**

- a. Both on land and in water
- b. Because they have vertical pupils

**A 5)**

- a. Propel
- b. Taxonomy
- c. Lineage
- d. Top-notch
- e. Offspring





## 6. Discursive Passage

The New Year is a time for resolutions. Mentally, at least most of us could compile formidable lists of 'do's' and 'don'ts'. The same old favourites recur year in and year out with monotonous regularity. We resolve to get up earlier each morning, eat less, find more time to play with our children, do a thousand and one jobs about the house, be nice to people we don't like, drive carefully, and take the dog for a walk every day. Experience has taught us that certain accomplishments are beyond attainment. If we remain deep-rooted liars, it is only because we have so often experienced the frustration that results from failure.

Most of us fail in our efforts at self-improvement because our schemes are too ambitious and we never have time to carry them out. We also make the fundamental error of announcing our resolutions to everybody so that we look even more foolish when we slip back into our bad old ways. Aware of these pitfalls, this year I attempted to keep my resolutions to myself. I limited myself to two modest ambitions: to do physical exercise every morning and to read more in the evening. An all-night party on New Year's Eve provided me with a good excuse for not carrying out either of these new resolutions on the first day the year, but on the second, I applied myself assiduously to the task.

The daily exercise lasted only eleven minutes and I proposed to do them early in the morning before anyone had got up. The self-discipline required to drag myself out of bed eleven minutes earlier than usual was considerable. Nevertheless, I managed to creep down into the living room for two days before anyone found me out. After jumping about on the carpet and twisting the human frame into six uncomfortable positions, I sat down at the breakfast table in an exhausted condition. It was this that betrayed me. The next morning the whole family trooped in to watch the performance. That was really unsettling but I fended off the taunts and jibes of the family good humouredly and soon everybody got used to the idea. However, my enthusiasm waned, and the time I spent at exercises gradually diminished. Little by little, the eleven minutes fell to zero. By 10 January, I was back to where I had started from.

### Questions

**Q1) What is the New Year a time for?**

(i) enjoying parties (ii) sending greetings (iii) making resolutions (iv) watching TV programmes

**Q2) For how long did his physical exercise last?**

(i) eleven minutes (ii) eleven hours (iii) eleven days (iv) eleven months

**Q3) Why did the writer not carry out his resolutions on New Year's Day?**

**Q4) Where did the author do his exercise?**

**Q5) How did the author's family members treat his resolution?**

**Q6) Find a word in the passage similar in meaning to**

a. 'attentively'

b. 'happen again and again'

**Q7) Why is it a basic mistake to announce our resolutions to everybody?**



**Q8) Why, according to the writer, most of us fail in our efforts for self-improvement?**

**Answers**

**A1)** (iii) Making resolutions

**A2)** (i) eleven minutes

**A3)** The writer could not carry out his resolutions on New Year's Day because he was partying all night on New Year's Eve and he couldn't wake up in the morning to exercise.

**Q4)** The author exercised in his living room.

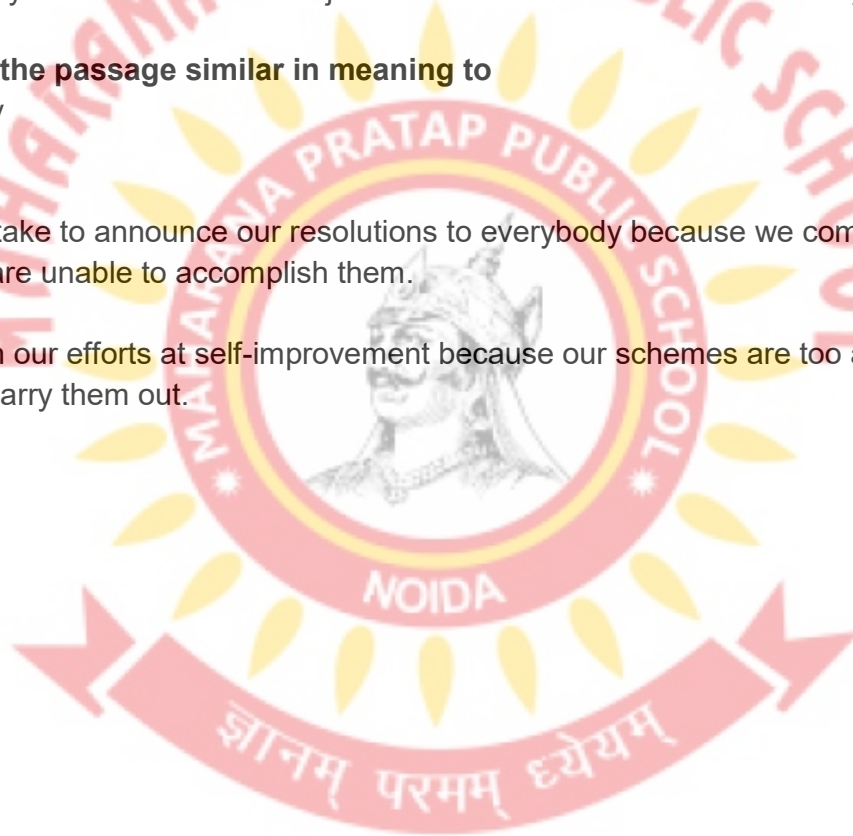
**Q5)** The author's family seemed to be quite amused by his resolution. They trooped into the living room to see him twist his body and threw taunts and jibes at him which the author found very unsettling.

**Q6) Find a word in the passage similar in meaning to**

- a. assiduously
- b. recur

**Q7)** It is a basic mistake to announce our resolutions to everybody because we come across as foolish to everyone when we are unable to accomplish them.

**Q8)** Most of us fail in our efforts at self-improvement because our schemes are too ambitious and we never have time to carry them out.



## 7. Literary Passage

I met a traveller from an antique land  
Who said:—Two vast and trunkless legs of stone  
Stand in the desert. Near them on the sand,  
Half sunk, a shatter'd visage lies, whose frown  
And wrinkled lip and sneer of cold command  
Tell that its sculptor well those passions read  
Which yet survive, stamp'd on these lifeless things,  
The hand that mock'd them and the heart that fed.  
And on the pedestal these words appear:  
"My name is Ozymandias, king of kings:  
Look on my works, ye mighty, and despair!"  
Nothing beside remains: round the decay  
Of that colossal wreck, boundless and bare,  
The lone and level sands stretch far away.

### Questions

**Q1) The poem is set in \_\_\_\_\_.**

- a. The wilderness
- b. An ancient land
- c. A palace
- d. A desert

**Q2) The expression on the face of the statue is one of \_\_\_\_\_.**

- a. Admiration
- b. Anger
- c. Despair
- d. Contempt

**Q3) Find words from the passage that mean**

- i. Face
- ii. Mock

**Q4) What was the sculptor able to read well?**

**Q5)** The hand that mocked them and the heart that fed.' Whose hand and heart has the poet called in this line?

**Q6)** 'Nothing beside remains.' What does the narrator mean when he says these words?

**Q7)** What is your impression of Ozymandias as a king after reading the poem?

**Q8)** Identify the figure of speech in the line *The hand that mock'd them and the heart that fed.*

**Answers**

**A1)** The poem is set in a desert.

**A2)** The expression on the face of the statue is one of contempt.

**A3)**

- i. Face: Visage
- ii. Mock: Sneer

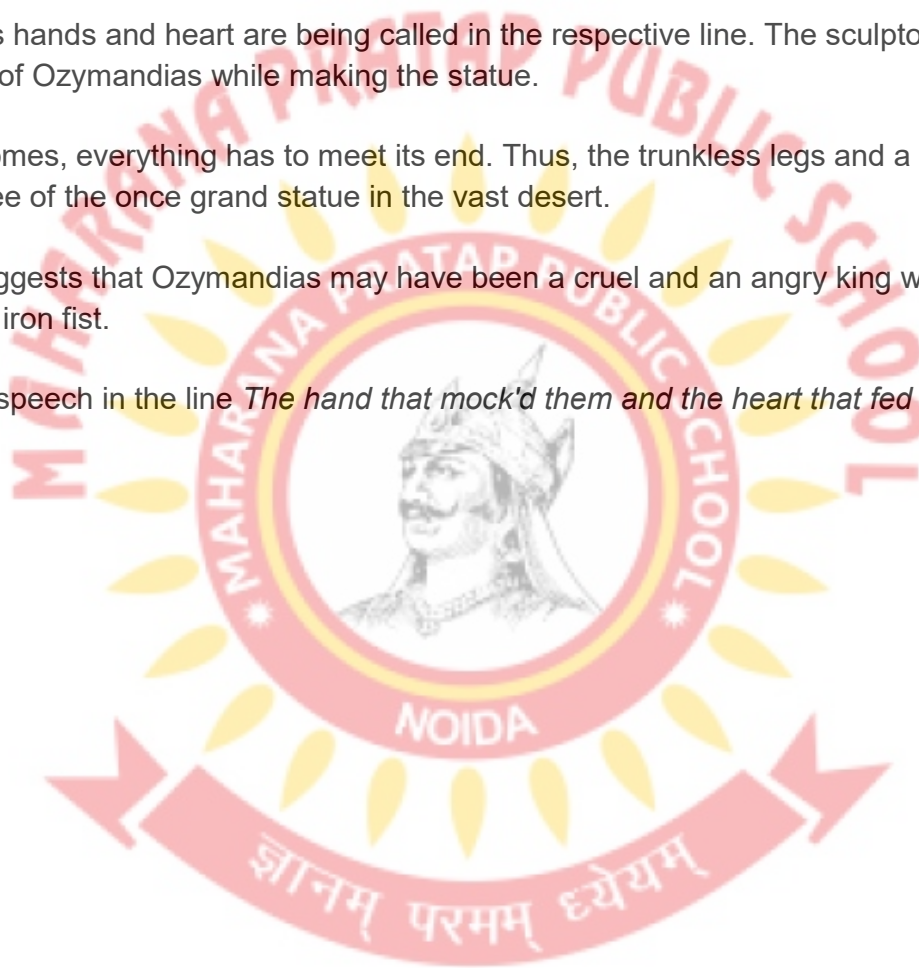
**A4)** The sculptor was able to read the feelings of Ozymandias and sculpt them perfectly on his statute.

**A5)** The sculptor's hands and heart are being called in the respective line. The sculptor must have copied the inner feelings of Ozymandias while making the statue.

**A6)** When time comes, everything has to meet its end. Thus, the trunkless legs and a shattered visage is all that one can see of the once grand statue in the vast desert.

**A7)** The poem suggests that Ozymandias may have been a cruel and an angry king who was a tyrant who ruled with an iron fist.

**A8)** The figure of speech in the line *The hand that mock'd them and the heart that fed* is synecdoche, part for the whole.



## 8. Literary Passage

Lying in bed, Swami realized with a shudder that it was Monday morning. It looked as though only a moment ago it had been the last period on Friday; already Monday was here. He hope that an earthquake would reduce the school building to dust, but that good building Albert Mission School had withstood similar prayers for over a hundred years now. At nine o'clock Swaminathan wailed, -I have a 5 headache. His mother said, -Why don't you go to school in a bullock cart?!

—So that I may be completely dead at the other end? Have you any idea what it means to be jolted in a cart?

—Have you any important lessons today?!

—Important! Bah! That geography teacher has been teaching the same lesson for over a year now. And we have arithmetic, which means for a whole period we are going to be beaten by the teacher Important lessons!!

And Mother generously suggested that Swami might stay at home.

At 9:30, when he ought to have been lining up in the school prayer hall, Swami was lying on the bench in Mother's room. Father asked him, —Have you on school today?!

—Headache, I Swami replied.

—Nonsense! Dress up and go.!

—Headache.!

—Loaf about less on Sunday and you will be without a headache on Monday.!

Swami knew how stubborn his father could be and changed his tactics. -I can't go so late to class.!

-I agree, but you \_I have to; it is your own fault. You should have asked me before deciding to stay away.!

-What will the teacher think if I go so late?!

—Tell him you had a headache and so are late.!

—He will beat me if I say so.!

-Will he? Let us see. What is his name?

—Mr. Samuel.!

—Does he beat the boys?!

—He is very violent, especially with boys who come late. Some days ago a boy was made to stay on his knees for a whole period in a corner of the class because he came late, and that after getting six cuts from the cane and having his ears twisted. I wouldn't like to go late to Mr. Samuel's class!!

—If he is so violent why not tell your headmaster about it?!

—They say that even the headmaster is afraid of him. He is such a violent man.!

And then Swami gave a lurid account of Samuel's violence; how when he started caning he would not stop till he saw blood on the boy's hand, which he made the boy press to his forehead like a vermillion marking. Swami hoped that his father would be made to see that he couldn't go to his class tale. But Father's behaviour took an unexpected turn. He became excited. -What do these people mean by beating our children? They must be driven out of service. I will see.!

The result was he proposed to send Swami late to his class as a kind of challenge. He was also going to send a letter with Swami to the headmaster. No amount of protest from Swami was of any avail: Swami had to go to school.

By the time he was ready Father had composed a long letter to the headmaster, put in an envelope and sealed it.

-What have you written, Father?!

Swaminathan asked apprehensively.

—Nothing for you. Give it to your headmaster and go to your headmaster and go to your class.!

Swami's father did not know the truth, that actually Mr. Samuel was a very kind and gentle man.



**Questions**

- Q1)** What did Swami wish for on a Monday morning? Why was his wish unlikely to be answered?
- Q2)** Which sentence tells us that Swami's father was completely unsympathetic to his son's headache?
- Q3)** In what way was Swami's response different from his father's?
- Q4)** Why did Swami give a colourful account of Mr. Samuel to his father?
- Q5)** In what way did Father's behaviour take an unexpected turn?
- Q6)** What was Swami finally ordered to do by his father?

**Answers**

- A1)** On a Monday morning, Swami wished that an earthquake would reduce the school building to dust. His wish was unlikely to be answered because the building withstood similar prayers for over a hundred years now.
- A2)** The sentence, -Loaf about less on Sundays and you will be without a headache on Monday.I tells us that Swami's father was completely unsympathetic to his son's headache.
- A3)** Unlike his father, Swami's mother was concerned about his health as well his education. She questioned him about his headache and if he had any important lessons that day.
- A4)** Swami gave a colourful account of Mr Samuel to his father in order to escape going to school on a Monday morning.
- A5)** After the account of Mr Samuel, Swami's father suddenly became excited and decided to challenge the teacher by purposefully sending his son late to school. He also decided to write to the headmaster about the matter.
- A6)** Swami was finally ordered to go to school late with a letter for the headmaster written by his father.

## 9. Discursive Passage

In these trying times, when buying ordinary foodstuff can burn a hole in our pockets, comes the news that can actually help us save some hard cash when we go out to shop the next time. According to a Stanford University study, a first of its kind in the world, there is no evidence to suggest that there are more nutritional benefits from expensive organic food than those grown by conventional methods. The researchers add that there is no difference in protein and fat content between organic and conventional milk and the vitamin count is similar in both types. The only benefit is that organic foods are not contaminated with pesticides, but then, before you chew on that plate of organic okra with roti made from organic wheat, they are not 100% pesticide-free either. In India, organic food has been growing at 20–22% and the export market is valued at `1,000 crore. Obviously, the study is not good news for that sector and for people who are big on organic food.

In India, eating organic food is more of a style statement than due to health worries because the stuff is expensive. But people who can, do indulge in not only organic vegetables but even organic eggs laid by 'happy hens', who are allowed to roam around freely, whereas 'unhappy hens' are kept in coops. Then there are companies that have installed music channels in their cowsheds and the milk from those sheds is sold at a marked-up price since it has more nutritional value because the animals are happy thanks to lilting 24 × 7 music. We don't know yet of any farmer using music to improve his crop quality, but then you never know: plants are known to respond to music.

Why such pickiness about food? These days, the huge number of TV shows and articles that we see and read on food provide bread and butter for the specialists. But instead of decoding food, its sources and what has gone into growing it, isn't it much better to enjoy what's on the plate?

### Questions

(a) According to a Stanford University study, organic food in relation to conventional food is

- i. less nutritious
- ii. more nutritious
- iii. very conventional
- iv. as nutritious

(b) The study will not be welcomed by

- i. farmers of conventional food
- ii. makers of pesticides
- iii. all sectors
- iv. exporters of organic food

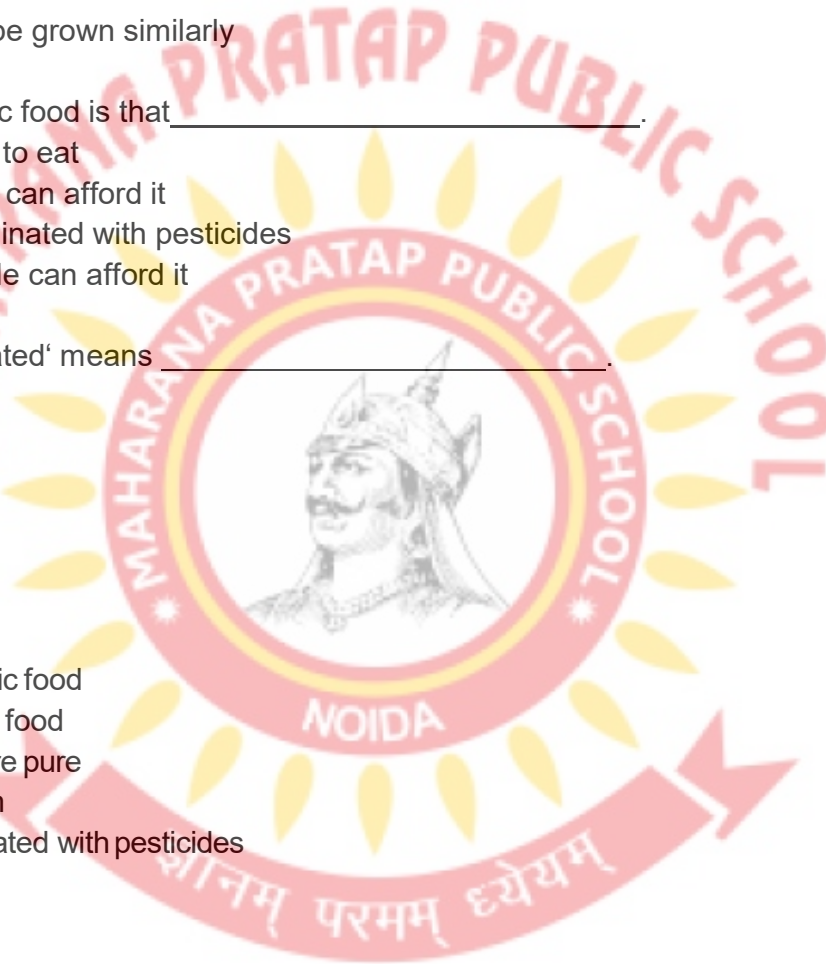
(c) We can save some hard cash by

- i. buying organic food
- ii. not buying organic food
- iii. going to the shop
- iv. not buying food with pesticides

- (d) Music channels are installed in the cowsheds because the \_\_\_\_\_.
- cows give more milk
  - milk is sold at a higher price
  - milk becomes more pure
  - workers become happy
- (e) In the second paragraph, the author's attitude to the people who eat food sourced from 'happy' animals is that he \_\_\_\_\_.
- is happy with them
  - is unhappy with them
  - is laughing at them
  - wants crops to be grown similarly
- (f) One benefit of organic food is that \_\_\_\_\_.
- it is fashionable to eat
  - only rich people can afford it
  - it is less contaminated with pesticides
  - even poor people can afford it
- (g) The word 'contaminated' means \_\_\_\_\_.
- adulterated
  - for adults
  - containing
  - not healthy

**Answers**

- as nutritious
- exporters of organic food
- not buying organic food
- milk becomes more pure
- is laughing at them
- it is less contaminated with pesticides
- containing



## 10. Factual Passage

Kausani is situated at a height of 6,075 feet in the Central Himalayas. It is an unusually attractive little town. It covers just about 5.2 sq. kms. It lies to the north of Almora in Uttarakhand's picturesque Kumaon region.

Kausani provides the 300-km wide breathtaking view of the Himalayas. It is the most striking aspect of this place. Snow-capped peaks are spread in a stately row. They stare at you in silvery white majesty. The most famous peak on view is Nanda Devi, the second highest mountain in India. It is situated at a height of 25,645 feet and 36 miles away as the crow flies. The other famous peaks on view are Choukhamba (23,420 feet) and Trishul (23,360 feet). Then there are also Nilkhamba, Nandaghunti, Nandaghat and Nandakot. On a clear day, the blue of the sky makes a splendid background to these peaks. At sunrise and at sunset, when the colour changes to a golden orange, the scene gets etched in your memory.

When Gandhiji visited this place in 1929, its scenic beauty held him spellbound. He named it the 'Switzerland of India'. He prolonged his two-day stay to fourteen days, making time to write a book, 'Anashakti Yoga'. The place where he was staying was originally a guest-house of the tea estate. It was renamed —Anashakti Ashram' after the book.

Kausani is the birthplace of Sumitranandan Pant, India's poet laureate. Its natural surrounding inspired many of his poems. Its tea gardens mingle with dense pine forests and fruit orchards. The area is also host to many fairs and religious ceremonies. If Uttaranchal is the abode of gods, Kausani is God's own backyard. There is no traffic, no one is in a hurry. If serenity could be put on a canvas, the picture would resemble Kausani.

### Questions

**Q1)** Why, do you think, is Kausani known as 'God's own backyard'?

**Q2)** How did Kausani influence Sumitranandan Pant?

**Q3)** How can we say that Gandhiji was greatly charmed by the natural beauty of Kausani?

**Q4)** What is the most striking aspect of Kausani?

**Q5)** Find words from the passage which mean

- a. splendid
- b. acclaimed



**Answers**

**A1)** Kausani is known for its majestic beauty and serenity. The cool climate and the natural beauty of the surrounding give the place a divine feel; therefore, it is known as 'God's own backyard'.

**A2)** The natural surroundings of Kausani inspired Sumitranandan Pant to write poems.

**A3)** It is said that the beauty of the place left Gandhiji spellbound and it inspired him to name it the 'Switzerland of India'. He also extended his stay from two days to fourteen days. Therefore, we can conclude that Gandhiji was greatly charmed by the natural beauty of Kausani.

**A4)** The 300-km wide breathtaking view of the Himalayas provided by Kausani is its most striking aspect.

**A5)**

- a. breathtaking
- b. laureate



# ENGLISH



## Connectors

### What are Connectors?

A connector is a term for words in English which are used to connect words, phrases or clauses. They show the relationship between two ideas in the sentence. There are three types of parts of speech which function as connectors in a sentence.

- Conjunctions
- Relative pronouns
- Conjunctive adverbs
- Prepositions
- Punctuation

### Conjunctions

Conjunctions are words which are used to connect words, phrases or clauses.

The monkeys wreaked havoc **and** attacked the locals.  
The hero rescued the baby **but** failed to apprehend the kidnapper.

There are three types of conjunction connectors.

- Coordinators
- Subordinators
- Correlatives

**Coordinators** join two independent clauses, whereas **subordinators** join an independent clause to a dependent clause.

#### Coordinators

The winds howled **and** the trees swayed.  
Meenakshi is well prepared, **yet** she is not confident.  
The lock is broken **but** the valuables inside are safe.  
Leaving now will be futile **for** we already missed the bus.

#### Subordinators

**When** it rains, it pours.  
**Although** I am interested, I cannot make any promises.  
Take these pills **before** you go to sleep.  
Where there is a will, there is a way.

**Correlatives** are pairs of conjunctions which connect elements of the sentence that are equal.

### Correlatives

She returned **both** the utensils **and** the clothes.

The door is made of **either** wood **or** plastic.

Tell me by tomorrow **whether** you want the car **or** not.

They have bought **not only** a new house **but also** a new car.

## Relative Pronouns

Relative pronouns are words which connect a clause or a phrase to a noun that has been mentioned in the sentence.

### Relative Pronouns

The house **that** was at the corner of the street

The aunt **whom** I love the most

The friend **whose** books I borrowed

The man, **whom** I once spoke to, is an accomplished swindler.

## Conjunctive Adverbs

They have qualities of adverbs as well as conjunctions. They express reason and purpose of the verbs like adverbs. They join sentences or clauses together like conjunctions.

### Conjunctive Adverbs

Rita could not find a handyman; **nevertheless**, she repaired the TV on her own.

Christine is very scrupulous. **Obviously**, her work is flawless.

Water the plants. **In the meantime**, I will arrange the furniture.

Like father like son. **After all**, the apple doesn't fall too far from the tree.



## Prepositions

Connecting prepositions or prepositional phrases can be used to connect parts of a sentence.

### Prepositions

Yamini bought a new computer **in spite of** having a laptop.

Geena didn't go to school **because of** the rains.

The programme was cancelled **on account of** the strike.

He offered a cheque **in lieu of** cash.

## Punctuation

Certain punctuation marks such as the comma and the semi-colon show transition of ideas. The comma is used to join clauses. The semi-colon can be used to show a connection or contrast between two sentences.

### Punctuation

I started studying only three weeks ago, but I managed to score well.

Richard insisted on travelling first class; however, he wanted me to pay the fare.

## Relationships Expressed by Connectors

Addition	And, also, in addition to, moreover, furthermore, as well as, Along with, besides, similarly, likewise
Comparison	As, both...and, either...or, likewise
Contrast	But, yet, although, even though, however, whereas, On one hand...on the other
Result	So, therefore, hence, as a result, consequently, because of
Restatement	In other words, to clarify, to sum up
Time	When, at that time, once, now, yet, before, after
Place	Where, here, there
Condition	If...then, in that case, provided that, that being the case

# ENGLISH



## Types of Sentences – Form

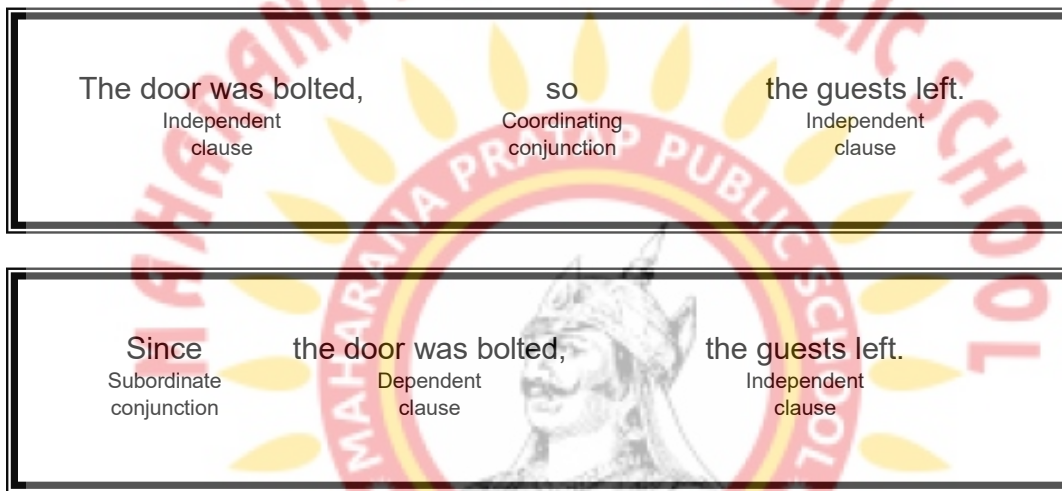
### What is a Sentence?

A sentence is a group of words and has at least one clause in it. It conveys meaning and is complete.

### Dependent and Independent Clauses

A clause which can stand alone as a sentence is called an **independent clause**.

A clause which cannot stand alone as a sentence and always relies on the independent clause to complete it is known as a **dependent clause**.



### Types of Sentences according to Form

There are four types of sentences in English:

- Simple sentences
- Compound sentences
- Complex sentences
- Compound–complex sentences

### Simple Sentences

Simple sentences have one **subject** and one verb. In other words, they contain just one clause.

**The files are in the cabinet.**  
**The clown with the red shiny nose is Bozo.**  
**Meenal will be playing for the college soccer team.**

## Compound Sentences

Compound sentences have two independent clauses joined by a coordinating conjunction. In other words, it is made of two or more simple sentences.

Manju is an engineer **and** his brother is a doctor.

I am confident about our win, **but** we should be cautious.

Mrs Sharma owns the property, **so** she will decide how to divide it.

## Complex Sentences

Complex sentences contain a dependent clause apart from an independent clause. The dependent clause may be an adjective clause or an adverb clause.

**While** the boss was away, Manish sneaked out of the office.

**Although** he puts a facade of politeness, Raghu is a conniving liar.

Omar invited us **because** it is his birthday.

## Compound–Complex Sentence

Compound–complex sentences contain two independent clauses and at least one dependent clause.

**After** we finish painting, we can go to the mall **and** meet our friends.

**While** he was sleeping, his parents decorated the Christmas tree but forgot to place the presents.

**Before** you leave, place the books in the correct order **or else** there would be confusion.

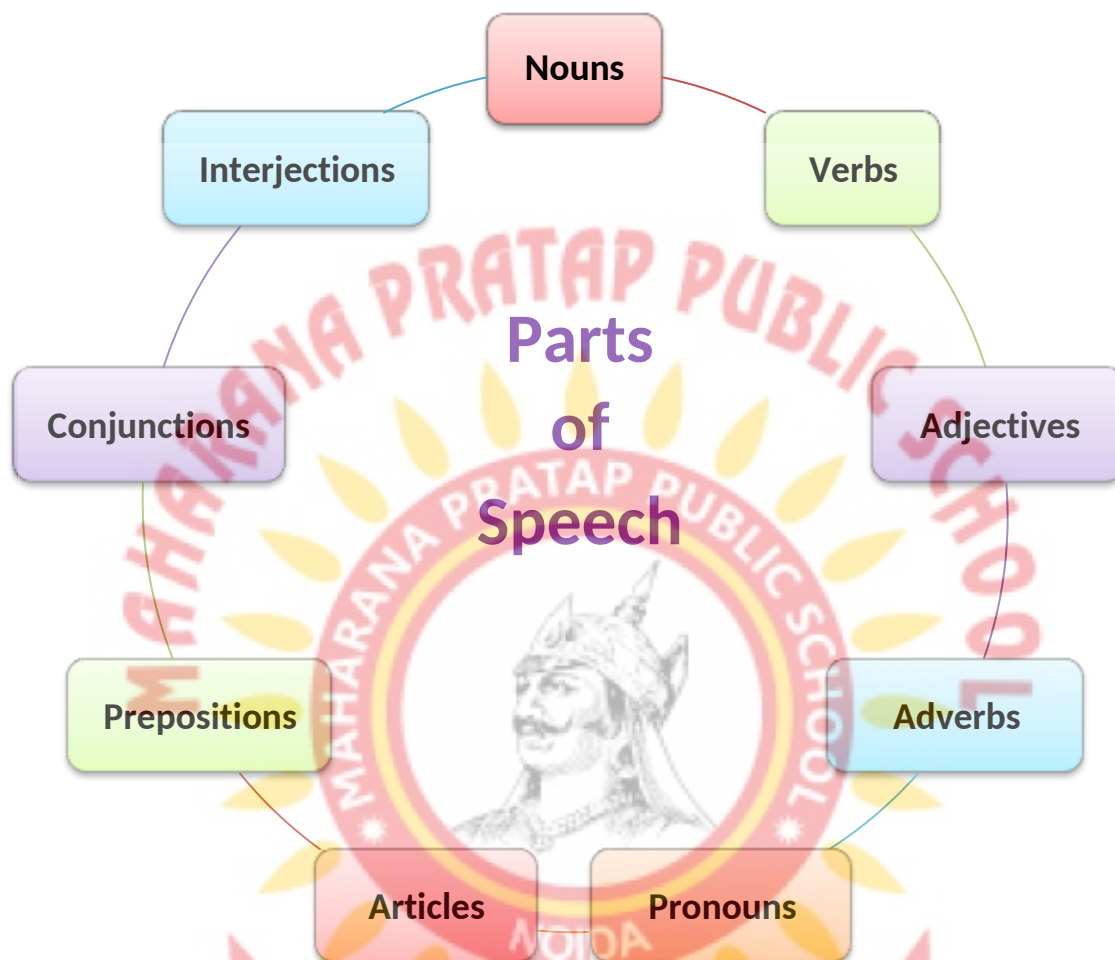


# ENGLISH



## PARTS OF SPEECH

## What are Parts of Speech?



Every word in English can be categorised according to its function and meaning. These categories are known as **parts of speech**. A word can be a noun, an adjective or a pronoun depending on the role it plays in a sentence.

There are **nine parts** of speech:

- Nouns
- Verbs
- Adjectives
- Adverbs
- Pronouns
- Articles
- Prepositions
- Conjunctions
- Interjections

## Nouns

A **noun** is a word which is used to name a person, a thing, a place or an idea.

**Radhika** is on a **vacation**.

**Mushrooms** grow wild in the **fields**.

I do not wish to live in **fear**.

**Richard Dawkins** writes extensively about **atheism**.

- Proper Noun: **Proper nouns** are specific names given to a person, place or thing. The first letter of each proper noun is capitalised.

**Krishna** is one of the most trustworthy employees.

**Fredrick** lives in **Kolkata**.

The **Koh-i-noor** is a diamond which was originally mined from **Kollur Mine** in **Andhra Pradesh**.

- Common Noun: **Common nouns** are names which are generic names. They are the opposites of proper nouns.

**The tree** grew tall and strong.

**The lady** bid farewell to her **sons**.

**The city** was under siege.

- Abstract Noun: **Abstract nouns** are names given to entities which have no physical form but exist as ideas.

The new leader was a staunch proponent of **democracy**.

**Stress** and **worry** cause health **problems**.

One should seek **happiness** and **contentment** within oneself.

- Collective Nouns: **Collective nouns** are names given to groups or collections.

A **congregation** of worshippers thronged the temple.

A **pack** of dogs growled viciously at the young couple.

The farmer transported the **bale** of hay to the cowshed.

- Material Nouns: **Material nouns** are names given to materials or substances through which other things can be made.

These cups and plates are made of **plastic**.  
**Cotton** is used to make saris and kurtas.  
My earrings are made of **silver**.

- Countable Nouns: **Countable nouns** are nouns which can be counted.

Five **birds** are perched on a branch.  
She gave me a few **pieces** to try.  
Lata is mother to three **children**.

- Uncountable Nouns: **Uncountable nouns** are nouns which cannot be counted. These nouns are measured using various systems of measurement.

Meena served **water** to the weary traveller.  
A boxful of **sugar** was added to the cake **batter**.  
The **air** which we breathe is polluted.

## Verbs

Verbs are words which represent actions or express the state of being. They form the main part of the predicate. Without verbs, the sentence will make little or no sense.

The children **are walking** to school.  
Manik **lives** with his mother and two siblings.  
India **will embark** on a new journey under the new leadership.

- Transitive Verbs: Verbs which can take one or more objects are known as **transitive verbs**.

Ramesh **packed** his bags.  
Kushal **wrote** a poem for his friend.  
Grandma **cooked** a hearty meal for all of us.



- Intransitive Verbs: Verbs which cannot take objects are known as **intransitive verbs**.

Mr Gupta **sneezed** loudly.  
The kitten **slept** peacefully.  
The train **arrived** ten minutes late.

- Finite Verbs: A **finite verb** is that which has a subject and shows the tense in a sentence.

Harish **has been working** here for five years. (Harish – Subject; Tense – Present Perfect Continuous)  
Karim **is** my dearest friend. (Karim – Subject; Tense – Simple Present Tense)  
We **lay** on the grass and **watched** the clouds. (We – Subject; Tense – Simple Past Tense)

- Nonfinite Verbs: A **nonfinite verb** is that which neither has a subject nor exhibits tenses in a sentence.

I wish **to buy** a house in Mumbai.  
They found him **sleeping** soundly on his bed.  
**Knitting** is what she likes **doing** the most.

- Main Verbs: A **main verb** is the primary verb of the sentence. It carries the meaning in the verb phrase of which it is the main part.
- Helping or Auxiliary Verbs: A **helping** or **auxiliary verb** is not the primary verb. It expresses ideas such as tense, mood and nature of the main verb. It is always **used** before the main verb.

Jayesh is **taking** care of the tickets as we speak.  
Mithun has been **working** with this company for the last two years.  
Dr Herman would be **available** only after 4 pm.

- The verbs which are in **italics** are main verbs.
- The verbs which are underlined are helping or auxiliary verbs.

## Adjectives

Adjectives are words which are used to describe nouns or pronouns. They can be used to describe the quality, quantity, size, age and function of the words they qualify.

The house is **palatial**.  
She is **upset**.  
Christine was a **persistent old** woman.

- Adjectives of Quality: **Adjectives of quality** show the kind or quality of the noun or the pronoun.

The tangerine was very **huge**.  
Madhukar is a **helpful** neighbour.  
The **grieving** man wished to stay back home.

- Adjective of Quantity: **Adjectives of quantity** show the amount of the noun or the pronoun.

The **entire** cake was decorated with rosettes.  
Smitha has **little** patience with her pet.  
He has **enough** money to buy another car.

- Adjective of Number: **Adjectives of number** show the number of the noun.

There were **three** birds in the cage.  
Stephen had **no** pictures of his family in his wallet.  
I have a **few** friends in the cricket club.

- Distributive Numeral Adjective: **Distributive numeral adjectives** are used to refer to members of a group individually.

**Each** boy went home with a gift.  
**Neither** book is recommended.  
**Every** day is a blessing.

- Demonstrative Adjectives:** They point towards the nouns they qualify.

That house is beautiful.  
This girl is the culprit.

- **Interrogative Adjectives:** They are used with nouns to ask questions.

**Which** biscuit do you want?  
**What** time are you expected at?  
**Whose** car was Seema seen in?

## Adverbs

**An adverb** is a word which qualifies a verb, an adjective or another adverb.

Birds sing **sweetly** in spring.  
I am **very** anxious to know the results.  
The train moved **quite** slowly.

- Adverbs of Manner: They describe the manner of the action.

He moved **fast**.  
Ranjini danced **gracefully**.  
She spoke **softly**.

- Adverbs of Time: They describe when the action took place.

Trains were slow **yesterday**.  
Come here **now**!  
I met her **today**.

- Adverbs of Place: They describe where the action took place.

Stand **there**.  
Air is **everywhere**.  
She will meet us **at the park**.

- Adverbs of Frequency: They describe how often the actions take place.

Naresh **often** visits his grandparents.  
Phillip has **never** lied to his wife.  
Maneka is **usually** in good spirits.

- Adverbs of Degree or Quantity: They show *how much* or *to what extent*.

Gajendra is **too** tired **to** walk.  
 Priti is **very** annoyed at you.  
 This soup is **rather** cold.

- Adverbs of Affirmation or Negation: They express certainty and uncertainty; surety and unlikelihood; affirmation or negation.

Lionel will **surely** call you tonight.  
 We will **certainly** go.  
**No.** We will **not** agree to this.

- Adverbs of Reason: They express the reason or purpose of an action.

Tom is **hence** the only suspect in this crime.  
 Escape was **therefore** the only option left to us.  
 He **thus** sold his house in the village.

## Pronouns

**Pronouns** are words used in place of a noun or a noun phrase.

- Personal Pronouns: They are pronouns which represent 'persons' in the grammatical sense.

1st Person: I, me, mine, myself, we, us, ours, ourselves

2nd Person: You, yours, yourself

3rd Person: He, she, it, his, hers, its

- Reflexive Pronouns: We use a **reflexive pronoun** when the actions by the subject affect itself.

**Varun** hurt **himself**.

**Krishna** taught **himself** how to play a violin.

**Rachna** hates **herself** for letting go of a golden opportunity.

- Emphatic Pronouns: These pronouns may look like reflexive pronouns, but they have a completely different function. They are used solely for the purpose of **emphasis**.



The principal **herself** will speak to you.  
Norman **himself** was present at the function.  
The course **itself** will not promise you a job.

- Demonstrative Pronouns: They are used to refer to or point at objects they refer to.

**This** is the best day of my life.  
**That** is the job I like the most.  
**These** are words of wisdom.

- Indefinite Pronoun: They are used to refer to persons or things in the general sense.

All are invited.  
Some are not worthy of your friendship.  
Many of the manuscripts were destroyed in the fire.

- Distributive Pronoun: They are used to refer to people or things one at a time.

**Each** of the servants was thoroughly checked.  
**Neither** of the men was qualified for the job.  
**Either** of the methods can be employed.

- Relative Pronoun: They are used to connect clauses or phrases to a noun or a pronoun.

This is house **that** I bought.  
This is the uncle **whose** house I live in.  
The guests **whom** we invited enjoyed the party.

## Articles

**Articles** are words which accompany nouns. They are adjectives which provide a definition to the nouns.

- **Definite Articles:** They introduce nouns or noun phrases which have already been mentioned before. They refer to nouns which are definite or specific.

**The** wind in the willows  
**The** old man and the sea  
**The** woman is at the door.

- **Indefinite Articles:** They introduce nouns which have not been mentioned before. They refer to nouns which are neither definite nor specific.

**A** boy is asking for his mother.  
Only **an** idiot would doubt your intentions.

## Conjunctions

**Conjunctions** are words used to join sentences, phrases or clauses.

- **Co-ordinating Conjunctions:** They are used to connect sentences, phrases or clauses of equal rank.

Sanjay went to the police station **and** lodged a complaint.  
I wrote to him, **but** there was no reply.  
Tina did not prepare for the exam, **yet** she passed with flying colours.

- **Subordinate Conjunctions:** They are used to connect clauses which are not of equal rank. One clause depends on the other for completing its meaning.

**After** the guests left, Ritu rushed to open her presents.  
**When** we were young, we used to relish these fruits.  
I thought I was the only one who loved comic books, **until** I met you.

## Prepositions

**Prepositions** are words which establish relationship between two things in a sentence.

The fly sat **on** his nose.

(The preposition 'on' expresses the relationship between the phrases 'sat' and 'his nose'.)

Ramesh is fond **of** his niece.

(The preposition 'of' expresses the relationship between the phrases 'fond' and 'his niece'.)

The food is in the refrigerator.

(The preposition 'in' expresses the relationship between the phrases 'The food' and 'the refrigerator'.)

## Interjections

**Interjections** are words used to express emotions such as happiness, sadness, surprise or disgust.

**Oh!** That is indeed a surprise.

**Alas!** It is indeed a big loss.

**Dear me!** What a ghastly sight!

Every word in English can be categorised into one of these groups. When two or more words have similar grammatical qualities, they are said to belong to the same **part of speech**.



# ENGLISH





## Types of Sentences – Meaning

### What are the Different Types of Sentences?

Sentences often have different functions. They can be grouped according to their purpose into five categories:

- Declarative or assertive sentences
- Interrogative sentences
- Exclamatory sentences
- Imperative sentences
- Optative sentences

#### Declarative or Assertive Sentences

A sentence whose sole function is to state something is known as a declarative or an assertive sentence. In other words, such sentences declare or assert something to the listener or reader. They typically end with a full stop (.).

There is no such thing as a free lunch.  
 Gregory is an introvert.  
 Meena will arrive on the 11<sup>th</sup> of this month.  
 Asha had missed the train.  
 Harpal Singh is the accountant who works for this company.  
 Maurice was arrested for misdemeanour.

#### Interrogative Sentences

The purpose of an interrogative sentence is simply to interrogate or to ask questions. They end with a question mark (?).

Is there another way to solve this problem?  
 Whom were you talking to yesterday?  
 Was this the person whom the witness identified?  
 Could there be a possibility for a refund?  
 Can we be friends again?  
 What is the meaning of life?

## Imperative Sentences

Some sentences are spoken to convey a request or a command. Such sentences are known as imperative sentences. These sentences can either end with a full stop or an exclamation mark (!). It depends on how the sentence is conveyed. Many imperative sentences begin with a verb instead of a noun.

Please maintain silence. (request)  
 Leave the room now! (command)  
 Open the windows and let the air come in. (command)  
 Please tell me where the library is. (request)  
 Pardon me. (request)  
 Cut the cloth according to the measurement. (command)

## Exclamatory Sentences

Some sentences express emotions such as fear, happiness, rage or surprise. These sentences are called exclamatory sentences and they always end with an exclamation mark.

I cannot believe I won the lottery!  
 You should be ashamed of yourself!  
 What a lovely day!  
 How unfortunate can his life be!  
 Lo and behold! The car has been stolen!  
 The ocean is so terrifying at night!

## Optative Sentences

Some sentences express a heartfelt wish, prayer or even a curse. Such sentences are called optative sentences. They may end in a full stop or an exclamation mark.

May the good lord give you the strength to move on.  
 Adieu, my dearest friend—may you be happy!  
 May the best man win.  
 I curse the day you were born!  
 I pray that you succeed.  
 God help us!

# ENGLISH



## Determiners

### What are Determiners?

- A determiner is a word which is used to modify a noun or a noun phrase.
- It is a word which provides context or reference to a noun.
- It can also show the quantity, quality, position or specificity of the noun.
- Various parts of speech can function as determiners to the noun.
  - Articles
  - Demonstrative adjectives
  - Numeral adjectives
  - Adjectives of quantity
  - Possessive adjectives

### Articles

#### Definite Articles

- Definite articles are used as determiners to express the specificity of the noun.
- They can be used to refer to singular or plural nouns.
- They can be used to refer to countable and uncountable nouns.

The man in the car wants to know where Hotel Piccadilly is.  
 There is a slight change in the temperature.  
 Mr Sreekumar knows where the files are.  
 Sharad is the captain of the team.  
The ship sets sail from the harbour.

#### Indefinite Articles

- Indefinite articles are used to refer to the noun in the general sense.
- They are used to refer to the noun for the first time.
  - Example: There is a lady on the phone. (The noun phrase 'a lady' is mentioned for the first time.)
- They are used to refer to a particular group or class of nouns.
- They are used with singular nouns.
- They are used to refer to countable nouns only.

Mr Manekchand hired a clerk.  
 She is a woman of great strength.  
 There is a difference in the way she conducts herself.  
 Try an egg sandwich.  
 I want to buy a cupboard.



## Demonstrative Adjectives

- Demonstrative adjectives are used are words to point out a specific noun or noun phrase.
- **That** and **This** are used with singular nouns. **Those** and **These** are used with plural nouns.
- **This** and **These** are used to point towards nouns which are nearby. **That** and **Those** are used to point towards nouns which are far away.

Grace lives in this house.  
 Can you please clear these plates?  
Those bonbons sure look tempting.  
 Manisha was talking to that girl.  
This book is mine.

## Numeral Adjectives

- Numeral adjectives are words which specify the number of the noun.
- Cardinal numeral adjectives are numbers. (one, two, three)
- Ordinal numeral adjectives are numerical rankings. (first, second, third)

There were five people in the room.  
 Every second building here is painted blue.  
 Christopher is three steps behind you.  
 Complete these two assignments tomorrow.  
 The tenth house from the left is Mr Mahmood's house.

## Adjective of Quantity

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- Adjectives of quantity are words which suggest the quantity of the noun.

Little knowledge is a bad thing.  
Most workers are paid less.  
Several residents came forward to protest.  
 I have read every novel by Stephen King.  
 He had fewer friends by the end of his career.

## Possessive Adjectives

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- Possessive adjectives are used to indicate the possession or ownership of a noun to another.
- They can be confused with pronouns, but they are actually adjectives.

My house is near the railway station.  
 The dog has injured its snout.  
 Kiran forgot her watch at home.  
 Swami was consulted for his wise counsel.  
 May I use your phone?

# ENGLISH



## Prefixes and Suffixes

### System of Affixation in English

In English, fixing a group of letters to a word to change its meaning, number, state or form is known as the **System of Affixation**.

Base word	Affixation	Word
determined	pre + determined	predetermined
play	play + er	player
weekly	bi + weekly	biweekly
follow	follow + ing	following

There are two primary types of affixation:

- Prefix
- Suffix

#### Prefix

A prefix is a small group of letters which are affixed at the beginning of the word.

- **Subsidiary**
- **Nonviolence**
- **Intolerance**

They perform the following functions:

- Indicate presence or absence

<b>amoral</b>	<b>without</b> morals
<b>injected</b>	put <b>into</b>
<b>congenital</b>	<b>present</b> from birth

- Indicate position

<b>hypodermic</b>	<b>under</b> the skin
<b>circumnavigate</b>	to sail <b>around</b>
<b>antechamber</b>	a chamber <b>before</b> another
<b>Interstellar</b>	<b>between</b> stars

- Indicate qualities, size or number

<b>thermometer</b>	heat measuring instrument
<b>macrocosm</b>	big world or universe
<b>polyglot</b>	someone who speaks many languages



- Indicates time, frequency or order

<b>post</b> dated	<b>later</b> than the stipulated date
<b>redo</b>	<b>do</b> again
<b>primary</b>	first

## Types of Prefixes

### Negative Prefixes

Prefix	Meaning	Usage
<b>un-</b>	not	uncomfortable, unbearable, unforgivable
<b>in-</b>	not	incomplete, indecisive, independent
<b>dis-</b>	opposite of	disinterested, disproportionate, displeasure
<b>ir-</b>	not	irresponsive, irresponsible, irrevocable
<b>il-</b>	not	illogical, illegitimate, illegible
<b>im-</b>	not	improbable, impossible, impenetrable
<b>non-</b>	not	nonviolent, nonchalant, non-invasive
<b>mis-</b>	wrong/wrongly	misinterpret, misunderstand, miscalculation
<b>mis-</b>	hate	misogynist, misogynist, misanthrope
<b>mal-</b>	bad/ badly	malfraction, malevolent, malediction, malnutrition
<b>anti-</b>	against	antination, antibacterial, antibiotics
<b>de-</b>	down, reduce	descend, decry, deject, demote, decline
<b>a-</b>	without, not	asocial, amorphous, abiotic, atrophy
<b>dis-</b>	apart, off, away	disband, disturb, disburse, dismiss
<b>dys-</b>	bad	dystopia, dysfunctional, dyslexia

### Prefixes of Size

Prefix	Meaning	Usage
<b>semi-</b>	half	semicircle, semiconductor, semi-active, semicolon
<b>equi-</b>	equal	equidistant, equivalent, equisonant
<b>micro-</b>	small, tiny	microscope, microorganism, microcosm, micromanage
<b>macro-</b>	big	macroeconomics, macrocosm, macrolevel
<b>mega-</b>	big	megalomaniac, megapolis, megapixel
<b>mini-</b>	small	minimum, minicomputer, miniature
<b>maxi</b>	big	maximum, maximal, maxim
<b>hemi-</b>	half	hemisphere

## Prefixes of Position or Location

Prefix	Meaning	Usage
<b>inter-</b>	between	interstellar, intermediate, interval, intervene
<b>super-</b>	over, above	superfluous, supersede, superintendent, supervisor
<b>trans-</b>	across	transfer, transport, transgress, transmit
<b>ex-</b>	out	exterior, external, extraneous, extract
<b>in-/ im-</b>	inside	internal, induce, imbibe, impregnate, influence
<b>sub-, suc-, sus</b>	under	subterranean, susceptible, submit, submarine
<b>sur-</b>	over	surface, surfeit, surrender, survive, surcharge
<b>circum-</b>	around	circumspect, circumnavigate, circumscribe, circumvent
<b>peri-</b>	around	perimeter, periscope, perimortem
<b>per-</b>	through	percolate, pervade, perfect, perforated, perceive
<b>infra-</b>	below	infrared, infravision, infrarealism
<b>ab-</b>	away	abduct, abstain, abjure, abdicate
<b>contra-</b>	against	contravene, contradict, contralto, contrast
<b>de-</b>	down	descend, decline, demote, decrease
<b>dia-</b>	across	diagonal, diaphanous, diachronical, diagnosis
<b>hyper-</b>	over	hypertrophy, hyperactivity, hyperbole, hypertension
<b>hypo-</b>	under	hypothermia, hypothyroid
<b>ob-</b>	against	obloquy, obnoxious, object, obfuscate
<b>pro-</b>	for	prologue, provide, protect, project, procreate
<b>syn-, sym-</b>	together	synthesis, syndicate, sympathy
<b>ultra-</b>	beyond	ultraviolet, ultramodern, ultra-royalist, ultrasonic
<b>under-</b>	under	underground, underachiever, underestimate
<b>meta-</b>	beyond	metastasis, metabolise, metamorphic, metaphysics
<b>mid-</b>	between	midterm, middle, midday
<b>by-</b>	near	bypass, bygone, by-product
<b>epi-</b>	upon	epidermis, epilogue, epitaph
<b>post-</b>	back	postern, posterior

## Prefixes of time and sequence

Prefix	Meaning	Usage
<b>pre-</b>	before	prevent, prepare, predict, premonition, prelude
<b>ante-</b>	before	antediluvian, antebellum
<b>prime-</b>	first	primary, primordial, prima donna, primate, primeval
<b>post-</b>	after	posterity, posthumous, postlude, post marital
<b>retro-</b>	before	retrogression, retroflex, retrospect
<b>pro-</b>	before	progenitor, proceed, prologue, prophecy, prophylactic
<b>re-</b>	again	recur, recount, rethink
<b>fore-</b>	before	foretell, forestall, foresight
<b>after-</b>	after	after-effects, afterthought
<b>chron-</b>	time	chronology, chronicle

## Prefixes of numbers and amount

Prefix	Meaning	Usage
mono-	one	monotheism, monologue, monochromatic, monarch
uni-	one	universe, unitary, union, unanimous, unity
bi-	two	bicentennial, biannual, bicycle, bigamous, bipolar
du-, di-	two	duo, dual, dicotyledon, dichromatic
tri-	three	trident, tricolour, triumvirate, triffida, trilogy, tripod
quad-	four	quadruple, quadruplets, quadrilateral,
tetra-	four	tetrapods, tetrameter,
penta-	five	pentagram, pentacle, pentagon
quint-	five	quintuplets, quintal
hex-	six	hexagon, hexadecimal, hexameter
sex-	six	sextuplets, sextet
sept-	seven	septuagenarian, septuplets
hept-	seven	heptagonal, heptathlon
octa-	eight	octagon, October, octopus, octuplets
nov-	nine	novena, November
dec-	ten	decade, decimal, decathlon
hendeca-	eleven	hendecacolic, hendecagonal
dodeca-	twelve	dodecahedron, dodecaphony
triskaideka-	thirteen	triskaidekaphobia
cent-	hundred	century, century, centipede
hector-	thousand	hector, hectogram
kilo-	thousand	kilogram
mega-	million	megaton, megahertz
giga-	billion	gigabyte
multi-	many	multimillionaire, multipurpose
poly-	many	polynomial, polygon, polymath



## Miscellaneous Prefixes

Prefix	Meaning	Usage
alb-	white	albino, albinism
ambi-	both	ambidextrous, ambivalent, ambiguous
amphi-	both	amphibian, amphitheatre
bio-	life	biology, biohazard, biosphere
auto-	self	automated, autonomous, autocrat
co-, com-, con-	together, joint	co-dependent, companion, congregation
en-, em-	make, become	engender, empower, endanger
eu-	good	euthanasia, eulogy, euphemism
cario-	heart	cardiovascular, cardiogram
hydr-	water	hydrogen, hydraulic, hydrophobia
ig-	bad	ignominy, ignoble, ignorant
bene-	good	benevolent, benediction, benign
bon-	good	bon voyage, bonhomie, bonafide
homo-	same	homonym, homophone, homeopathy
pan-	all	panacea, pan Asiatic, panorama
pseudo-	fake	pseudonym
neo-, nov-	new	neologism, novelty
amo-, ami-	love	amorous, amicable, amiable
aqua-	water	aqueduct, aquatic

## Suffix

A suffix is a group of letters which are fixed to the end of a root word or a base word.

They perform the following functions:

- Change the part of speech of the word

meaning (n)	meaningful (adj)
beautiful (adj)	beautifully (adv)
subject (n)	subjecting (v)

- Indicate whether the number is singular or plural

girl (singular noun)	girls (plural noun)
stratum (singular noun )	strata (plural noun)
lifts (singular verb)	lift (plural verb)

- Indicate the tense of the verb

hopped (past)	hopping (continuous)
steal (past)	stolen (past participle)

- Indicate the gender of a noun

host (masculine)	hostess (feminine)
steward (masculine)	stewardess (feminine)
executor (masculine)	executrix (feminine)



## Types of Suffixes

### Noun Suffixes

Suffix	Usage	Example
-al	state	refusal, betrayal, perusal
-ance, -ence, -ancy, -ency	quality or state	militancy, performance
-tion	condition	condition, relation
-ice	condition	malice, novice, justice
-er/-or	doer	painter, trainer, actor
-graph	record	telegraph, phonograph, polygraph
-ism	belief	Hinduism, communism, fascism
-ist	doer	pacifist, pianist, altruist
-ian	someone who does	Gandhian, guardian, politician
-ing	name of an activity	reading, gardening, sleeping
-ity	state	continuity, annuity,
-logy	the study	geology, neurology
-ship	state of	friendship, kinship, sportsmanship
-sion, -tion	process of	expansion, determination, connection
-ory	place	dormitory, reformatory, laboratory
-orium, -arium	place	sanitarium, aquarium, crematorium
-mania	madness	monomania, bibliomania, egomania
-phobia	fear	hydrophobia, cynophobia, mysophobia
-ure	state	composure, exposure, leisure
-ment	state	abandonment, refinement, entertainment
-ness	state	happiness, completeness, fullness

### Suffixes of Verbs

Suffix	Usage	Example
-able	to make	enable, disable
-ate	Latin origin verbs	recreate, abate, mediate
-ed	simple past or participle form	killed, toyed, booked
-en	verbs formed from adjectives	broken, frozen, sunken
-er	actions that have repetitive quality	blabber, snicker, mutter
-fy	do	magnify, specify, rectify
-ing	action in continuation	hearing, yearning, making
-ise	to make/do	revolutionise, apologise, despise
-ish	become or do	flourish, banish, demolish
-nt	to do	prevent, augment, content
-s, -es	simple present tense form	criticises, runs, laughs

## Suffixes of Adjectives

Suffix	Meaning	Usage
<b>-able, -ible</b>	having the quality of	flexible, available, eatable
<b>-al</b>	related to	ventral, global, musical
<b>-ant</b>	doing	dependent, buoyant, resilient
<b>-ic</b>	having the quality	terrific, generic, specific
<b>-esque</b>	like, having the quality	statuesque, picturesque
<b>-er, -est</b>	comparative and superlative qualities	fatter, tallest
<b>-ose</b>	full of	verbose, grandiose
<b>-ful</b>	full of	beautiful, boastful, grateful
<b>-ing</b>	participle form of adjective	interesting, frustrating, sleeping
<b>-istic</b>	having the quality	realistic, artistic, surrealistic
<b>-ive</b>	having the nature of	pensive, aggressive, massive
<b>-ous, -ious</b>	full of	gaseous, spacious, gracious

## Suffixes of Adverbs

Suffix	Meaning	Usage
<b>-ably</b>	with a quality	comfortably, admirably, disagreeably
<b>-ibly</b>	with a quality	audibly, horribly, negligibly
<b>-s</b>	shows time or place	backwards, always, forwards
<b>-wise</b>	shows manner or position	clockwise, otherwise, lengthwise

## Root Words and Base Words

- The root word and the base words are the parts which contain the primary meaning of the word.
- Prefixes and suffixes are added to root and base words to create new words and ideas.

### Root Word

- A root word cannot stand on its own as an independent word.
- It needs the addition of the prefix or the suffix for the completion of its meaning.
- For example, let us consider the words **amphibian**, **regeneration** and **subtraction**.

<b>amphi-</b>	<b>-bi-</b>	<b>-an</b>
prefix	root	suffix

<b>re-</b>	<b>-generat-</b>	<b>-ion</b>
prefix	root	suffix

<b>sub-</b>	<b>-tract-</b>	<b>-ion</b>
prefix	root	suffix

- In the above cases, the roots **-bi-**, **-generat-** and **-tract-** cannot stand alone as individual words.
- They are therefore known as root words.

## Base Word

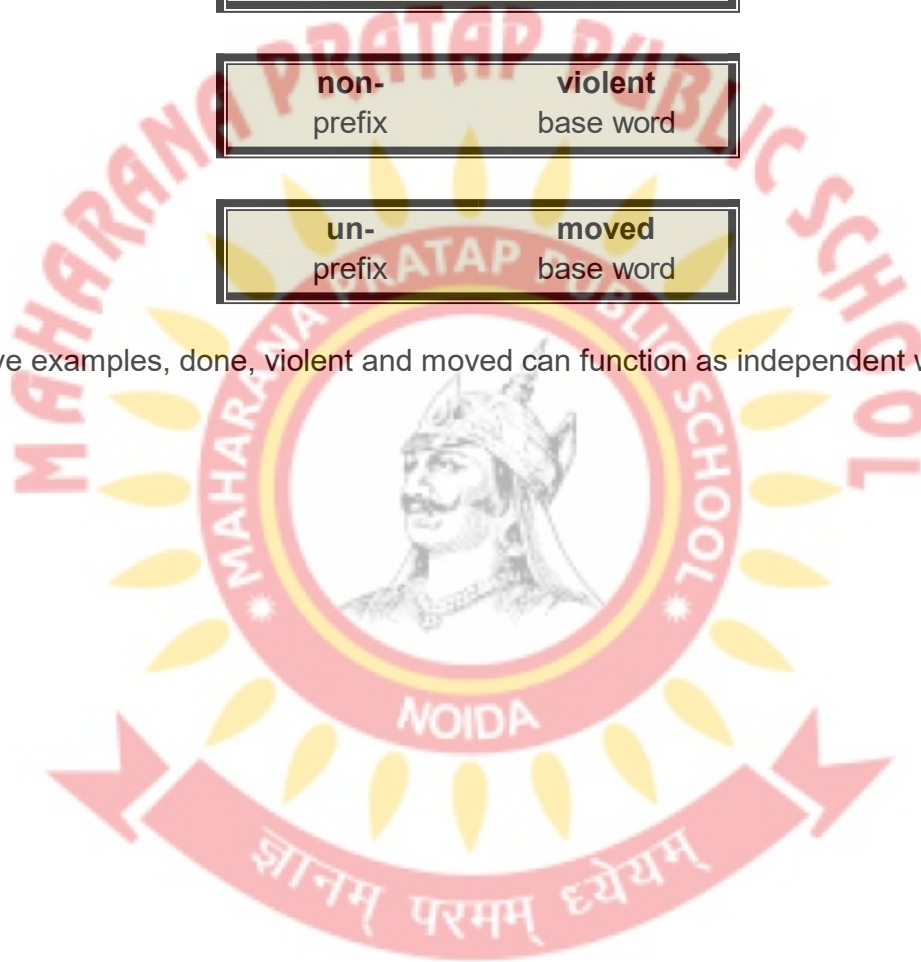
- A base word, unlike a root word, can stand on its own like an independent word.
- It does not need the addition of the prefix or suffix in order to function as a stand-alone word.
- For example, let us consider the words **redone**, **nonviolent** and **unmoved**.

<b>re-</b>	<b>done</b>
prefix	base word

<b>non-</b>	<b>violent</b>
prefix	base word

<b>un-</b>	<b>moved</b>
prefix	base word

- In the above examples, done, violent and moved can function as independent words.



## Common Root Words

Root Word	Meaning	Usage
<b>-acr-, -ac-</b>	sharp, tip, bitter	acropolis, acronym, acrid, acerbic, acid, acne, acme
<b>-ami-, -amo-</b>	love, friendship	amity, amicable, amiable, amorous, paramour, enamoured
<b>-anim-</b>	life, mind	animate, animal, unanimous, equanimous, pusillanimous
<b>-anthrop-</b>	man, mankind	anthropology, misanthrope, anthropomorphic
<b>-agog-</b>	lead	demagoguery, pedagogy, synagogue
<b>-alt-</b>	high	altitude, altar, altiloquent
<b>-alter-</b>	other	alter ego, alternative
<b>-apt-, -ept-</b>	ability	aptitude, apt, adept, inept
<b>-arch-</b>	rule	monarch, oligarch, autarchy, anarchy
<b>-avi-</b>	fly, bird	avian, aviation
<b>-bell-</b>	war, fight	rebel, bellicose, belligerent
<b>-burs-</b>	purse, money	reimburse, disburse, bursary
<b>-cap-, -cept-</b>	seize	capture, intercept
<b>-cap-</b>	head	capital, decapitate
<b>-carn-</b>	flesh	carnal, carnage, carnivorous
<b>-cede-, -cess-</b>	go	incessant, accede, recede
<b>-cide-</b>	kill	suicide, homicide, regicide, parricide, insecticide, pesticide
<b>-clin-, -cliv-</b>	slope	incline, recline, acclivity, declivity
<b>-corp-</b>	body	corpuscles, corporation, incorporation
<b>-crat-, -cracy-</b>	ruler	democrat, bureaucrat, theocracy
<b>-cred-</b>	belief	credibility, credit, credulous
<b>-culp-</b>	fault, guilt	culpable, culprit
<b>-dic-</b>	speak	dictation, dictator, dictionary
<b>-doc-</b>	teach	document, doctrine
<b>-dol-</b>	sadness	dolour, condolence, doleful
<b>-duc-</b>	lead	abduct, induct, ductile
<b>-ego-</b>	self	egocentric, egoist, egomaniac
<b>-equ-</b>	equal	equal, equality, equity
<b>-fac-, -fic-</b>	to do	factory, fiction, manufacture
<b>-fal-</b>	false	fallacy, fallible, false
<b>-fid-, -fed-</b>	faith	fidelity, confederation, infidel
<b>-flu-, -flux-</b>	flow	fluvial, fluent, influx
<b>-fort-</b>	luck	fortuity, fortune
<b>-fort-</b>	strength	fort, fortitude, fortify
<b>-gen-</b>	birth	generation, genre, generate, genome, genetic
<b>-grad-</b>	step	gradual, grade
<b>-graph-</b>	write	graphic, graphology, biography
<b>-grat-</b>	please	grateful, gratitude
<b>-grav-, -griev-</b>	serious, sad	grave, grieve, aggravate
<b>-greg-</b>	crowd	gregarious, congregation, segregation
<b>-gress-</b>	go	progress, ingress, egress, congress



Root Word	Meaning	Usage
-helio-, -heli-	sun	helium, heliocentric
-hol-	whole	holistic, holocaust
-ject-, -jet-	throw	jettison, eject, inject
-journ-	day	journal, journey, adjourn
-jud-, -jur-	law	judge, judicial, jury, abjure
-loc-, -loq-	speak	elocution, colloquial, loquacious
-log-, -logy-	study, word, sign	biology, zoology, neologism, logo
-luc-	light	translucent, lucid, pellucid
-man-	hand	manual, manufacture, manuscript
-magn-	large	magnanimous, magnificent, magnum
-mit-, -mis-	let, allow	admit, permission, intermittent
-med-, -mid-	middle	medieval, Mediterranean, middle, midday
-nom-, -nym-	name	anonymous, pseudonym
-nox-, -noc-	night, harmful	equinox, nocturnal, noxious, obnoxious, innocuous
-path-	feel	sympathy, empathy, antipathy
-phil-	love	philosopher, bibliophile
-photo-	light	photograph, photosynthesis
-scribe-, -script-	write	script, scribe, scribble, scripture
-sent-, -sense-	feel	sentimental, sensational, sensible
-soph-	wisdom	sophisticated, philosophy
-terr-	land	territory, territorial, terrestrial, terrain, terracotta
-vis-, -vid-	sight	visual, video
-vac-	empty	vacuum, vacation, vacant
-vol-	fly	volatile, volley
-zoo-	animal	zoology, zoophile, zoo

## How to Use the Affixation System

- Thorough knowledge of the English affixation system helps us in guessing the meaning of the word purely by the means of its **Prefix-Root-Suffix** structure.
- Because of the limitations of our memory, it is not easy to mug up a large number of words at a time.
- We may find it difficult to associate the meaning of the word with its structure.

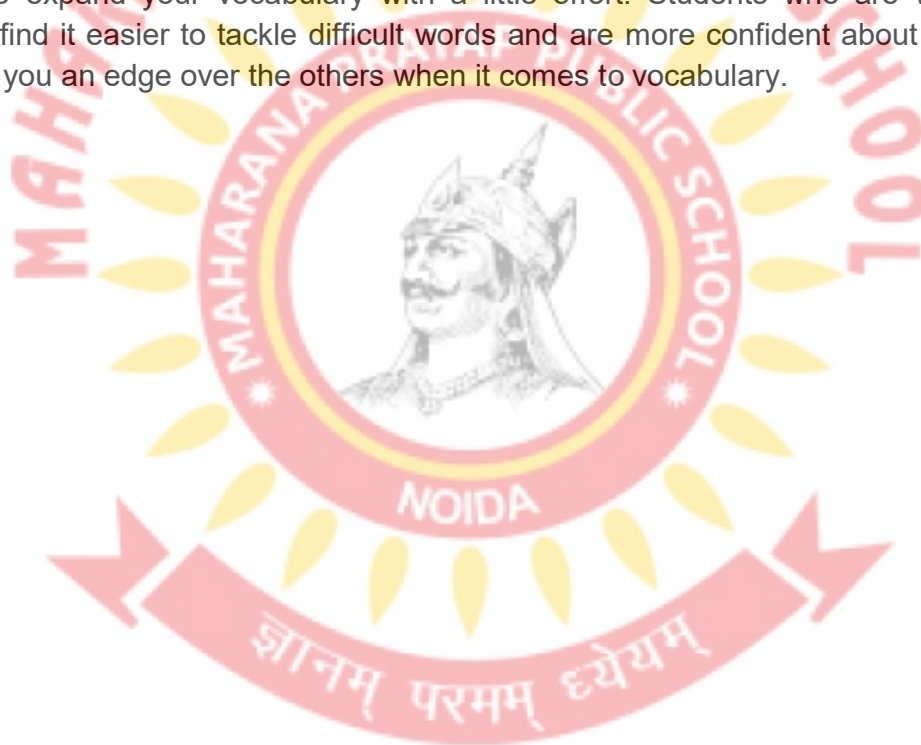
Word	Meaning
innocuous	harmless
unanimous	together in agreement
translucent	allowing light to pass

- With the knowledge of the affixation system, we can guess the meaning of the given word.

Prefix	Root	Suffix	Meaning
in- (not)	noc- (harmful)	-uous (having the quality of)	not harmful
uni- (one)	-anim- (war)	-ous (belonging to)	with a single mind (unitedly)
trans- (talk)	luc (light)	-ent (quality of)	light passing across

In this manner, we can guess the meanings of the words solely by the virtue of their roots.

Thus, in order to have a rich vocabulary, students should learn the **Prefix-Root-Suffix** method. It is an interesting way to expand your vocabulary with a little effort. Students who are well-versed with the affixation system find it easier to tackle difficult words and are more confident about their word usage. It will definitely give you an edge over the others when it comes to vocabulary.



# ENGLISH



## Introduction to Story Writing

### What is a Story?

A **story** is an imaginary account about people or situations that is told for **entertainment**.

Everybody loves to read or listen to stories. But writing them is not a simple task. In this chapter, we will learn the guidelines to writing a good story.

### Components of a Story

- **Theme:** The theme is the main idea around which the story revolves.

- What idea do you wish to convey through your story?
- Good versus evil, revenge, love conquers all

Often stories have a basic idea. They tend to convey a message to the reader. Aesop's Fables revolve around morals, Akbar–Birbal stories revolve around wit and intelligence, and the Panchatantra revolves around worldly conduct.

- **Setting:** The surrounding or the time period where the story unfolds.

- Where is the story set?
- When do the events in the story take place?

Good stories often engage the readers' senses. They have vivid descriptions that create visual (sight), aural (sound), olfactory (smell), gustatory (taste) and tactile (feel) imagery. The setting sometimes plays a big role in the narrative. It provides a background for the story to unfold.

*The air was burning their skin. Prince Arjuna and his charioteer Dharmapal had abandoned their chariot far behind and were dragging their feet through the dusty road. Beads of perspiration dripped from their foreheads as they searched the desolate place for a drop of water. The prince felt his throat getting drier and drier. From a distance, they could hear a faint tinkling of water. It seemed as if there was a stream somewhere in this dry, parched land.*

The paragraph above aims to help the reader empathise with the characters. The description establishes not only the place but also the time when the events happen.

- **Characterisation:** Characterisation is the process of portraying characters.

- Who is the main character?
- What are his/her/its physical/mental attributes?
- What is the problem faced by the character?
- How does the character change or evolve in the end?





Characters are the catalysts in the story; their actions take the narrative forward. Good stories are often built around interesting characters whose circumstances change them. Characters can be flat (uncomplicated, do not evolve) or round (complex, undergo change). The key to writing a good story lies in developing interesting characters. Rather than stating the qualities of the character, good stories often let the readers derive their own conclusion about them.

Instead of: *Meena was always punctual.*

Write: *Meena reached ten minutes early for the interview.*

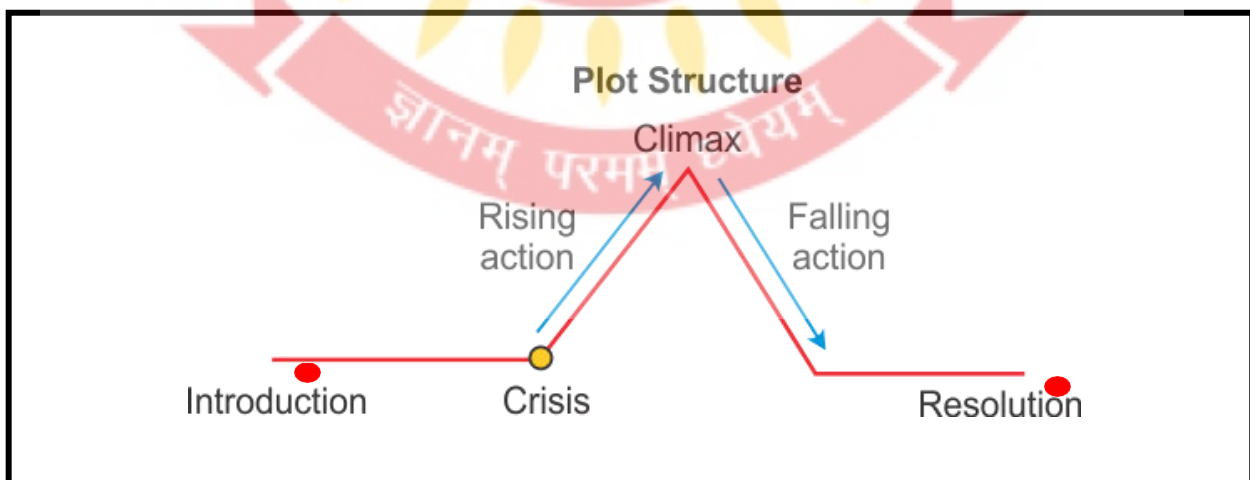
Instead of: *Akshay was the laziest person.*

Write: *Akshay wore a crumpled shirt and unpolished shoes. His hair was also dishevelled.*

Instead of: *The girl was petrified.*

Write: *The girl broke into a cold sweat; her fingers froze as she stood transfixed.*

- **Plot:** The plot comprises the main events of the story.
  - **Introduction:** The characters are introduced. A brief account of the setting is also established in this part.
  - **Rising action:** Rising action refers to the events that lead up to the crisis.
  - **Crisis:** Characters go through some kind of predicament. Crisis becomes the main catalyst for the evolution of the story and the character.
  - **Climax:** Climax refers to the stage where the crisis escalates to its highest point. It is the most crucial part of the story.
  - **Falling action:** Falling action refers to the events that follow the climax. The intensity of the events lessens in this stage.
  - **Resolution:** It is also known as **Denouement**. It is where the conflict and the crisis in the story are finally resolved. Loose ends of the story are tied and the story is brought to a close.



## Steps for Writing a Story

(Sample taken: The Resignation by Premchand)

- **Step 1:** Fix a theme that you want to write about. What would be the moral of your story?  
The theme or moral of the story would be  
‘Dignity can be taken away only if it is surrendered.’
- **Step 2:** Establish the setting
  - The story is set in India.
  - The story unfolds in pre-independence India.
- **Step 3:** Create character sketches
  - Fatehchand, who is a man of great dignity, but does not have the courage to defend himself.
  - Eventually he has the courage to stand up to his offender.
  - The Saheb is Fatehchand's boss. He is very abusive.
  - Ultimately, he is taught a lesson by Fatehchand. He vows not to harm another soul.
- **Step 4:** Outline the plot of the story

Introduction	Lala Fatehchand is a workaholic. He is good natured man but has faced only setbacks in life. He is in poor health and his heart is devoid of courage. Despite Fatehchand's dedication towards his work, his boss is always abusive towards him.
Rising Action	One day, he is called by his boss, the Saheb immediately as an urgent matter has come up. Fatehchand rushes to work at once despite his wife's objections. He walks as fast as he could.
Crisis	But the Saheb is annoyed as he expected him to get to work faster. He humiliates Fatehchand and shakes him by his ears. Later that day, after a deep contemplation, Fatehchand decides to avenge his humiliation. He enters the Saheb's house and threatens him with a stick. Saheb starts to tremble in fear and tries to reason with Fatehchand.
Climax	Fatehchand strikes the Saheb with a blow to the head when he tried to snatch the stick away from his hand. He makes the Saheb promise that he would never hurt a self-respecting human being again. He resigns from his job and reprimands the Saheb for being a wicked man.
Resolution	Fatehchand leaves with his head held high. He feels the pleasure of having tasted his very first victory.

## Samples and Types

### Outline of the Story

#### Sample 1

- In such questions, the outline of the story is provided. Students are expected to connect the points to form a comprehensive narrative.

Master sent a slave to the market—slave returned frightened—said he saw a woman in the market—the woman was Death herself—she made a threatening gesture at him—slave feared for his life—asked master to lend him his horse—he wanted to escape death—master obliged and lent him his horse—slave rode the horse to Bagdad—master went to the market to investigate—found Death there—he asked her why she threatened his slave—she said she didn't threaten—she was surprised to see him there—she had an appointment with him in Bagdad in the evening.

- |  |   |
|--|---|
| ○ Read the outline clearly.                  | ○ Use the tense form consistently.  |
| ○ Understand the plot and the theme.         |   |
| ○ Do not omit any points.                    | ○ Add some details of your own, but do not change the course of the story given in the outline. |
| ○ Stick to the order of the points.          | ○ Use good introduction and conclusion to make your story interesting.                          |
| ○ Use connectors to join points.             | ○ Use simple language.  |
| 📖 Since, Hence, Therefore, Because           | ○ Check for grammatical errors.   |
| 📖 And, But, So, For, Or, Nor                 | ○ Give it a suitable title based on the main character or the theme of the story.               |
| ○ Use appropriate words to denote time.      |   |
| 📖 Once upon a time, Long ago, Later that day |   |
| ○ Dialogues should sound natural.            |   |

#### Death at Bagdad

Once there lived a master and his slave. The master sent his slave to the market to buy provisions. He returned frightened for he had seen a woman in the market. She was Death herself and she had made a threatening gesture at him. The slave feared for his life and asked the master to lend him his horse since he wanted to escape death. The master obliged and let the slave go. The slave rode the horse all the way to Bagdad. The master then went to the market to investigate. He found Death there standing in the market. He approached her and asked her why she threatened his slave. Death calmly replied that she didn't threaten him. In fact, she was surprised to see him there since she had an appointment with him in Samarra later in the evening.





## Sample 2

A cunning jackal wants to eat grapes on the other side of the river—asks a good-natured donkey to carry him to the other side—jackal sits on his back—they cross the river—the jackal has his fill—he decides to have some fun at the donkey's expense—howls loudly—villagers gather—beat the donkey black and blue—the donkey jumps into water—jackal follows suit and jumps on his back—donkey demands to know jackal why he had to howl—jackal explains that he howls after a good meal—donkey says he too has a habit—after a good meal he does a backstroke—donkey turns over facing the sky—the jackal falls into the water—he almost drowns and painstakingly swims back to safety—the donkey succeeds in teaching him a lesson

## Unusual Habits

Once upon a time, there lived a cunning jackal who had a reputation for exploiting other animals for his own benefit. One day he had a craving for juicy fruits. He wanted to eat the grapes that were grown on the other side of the river. He didn't know how to swim, so he decided to seek somebody's help. He asked a good-natured donkey to carry him to the other side. He told him that there were enough grapes for the two of them at the vineyard and they could relish all of it. The donkey was sceptical about the plan as he feared the villagers who maintained the vineyard. After reasoning with him for hours, the jackal managed to convince the reluctant donkey. He sat on the donkey's back and the two crossed the river.

Once they were at the vineyard, the jackal and the donkey feasted on the ripe, succulent grapes. After the jackal had his fill, he decided to have some fun at the donkey's expense. He howled loudly attracting the attention of the villagers and thereafter he hid amid the bushes. The villagers gathered at the vineyard armed with sticks and spotted the unsuspecting donkey eating the grapes. They chased him to the banks of the river and beat him black and blue. To save himself, he jumped into the water and started to swim homeward. The jackal who was hiding behind the bushes followed suit and jumped onto the donkey's back in time.

On their way back, the donkey demanded to know why the jackal had to howl. The jackal explained that he always howled after a good meal for it was his way of expressing satisfaction. The donkey didn't buy the jackal's argument. He said that he too had a habit; after a good meal, he always did the backstroke. Before the jackal could react, the donkey turned over facing the sky. The jackal lost his balance and fell into the water. He almost drowned, but he painstakingly swam back to safety. In this way, the donkey succeeded in teaching him a lesson.



## When the Opening Line is Provided

### Sample 3

- In such cases, the first line of the story is given. Students are expected to use their imagination and their writing skills to create an interesting story.

There was a lot of excitement in the air. The sound of crackers could be heard all around...

#### Steps

- List the all possible things related to the starting line and establish the setting.
  - Diwali
  - India has won a match.
  - Somebody is getting married.
- Pick a theme that you find interesting.
  - Friendship
  - Sharing the joy of Diwali
- Plan how the events could unfold in the story.
  - The character wants to burst crackers.
  - He is unable to.
- Put the character in unusual situations in the story.
- Help the character come out of that situation.
- Arrest the reader's imagination.
- Do not reveal too much in the first sentences.
- Use humour wherever possible.
- Make sure the story is logical.
- Conclude the story by adding an element of surprise.
- Use simple sentences so that the chances of grammatical errors are reduced.
- Use the tense form consistently.
- Stick to simple past or simple present tense for the narrative.
- Stick to the word limit.
- Do not introduce multiple plots without logically concluding them.

There was a lot of excitement in the air. The sound of crackers could be heard all around. Manu rushed out in the hopes of catching a glimpse of the beautiful sight of the sparklers, lamps and crackers. A voice reprimanded him, —Manu! What did the doctor say? The fumes are bad for you. Go inside. Crestfallen, he watched his mother shut the door behind him. She added, -You stay here in this room till the ruckus stops. At that very moment, Manu heard a series of taps at his window. He opened it to find Raj at the other side. He had in his hands two unlit sparklers. Manu asked him curiously, -What are you doing here? Raj replied, —Stick your hands out; I'll light you two sparklers. Manu did as he was told and put his hands outside the window. —Here, hold them, Raj said. Manu had a big smile on his face thinking about his best friend's sweet gesture. He made patterns in the air gleefully. Raj was happy to have made his friend laugh and smile again.



## Sample 4

‘As I lay in my bed last night...’

## A Surreal Journey

As I lay in my bed last night after a busy day, my eyelids were getting heavier and heavier. The twinkling stars in the dark blue night sky looked as if they were beckoning me. Before I could completely close my eyes, a bizarre sound caught my attention. It sounded like someone was trying to tune a large radio. The eerie, cacophonous sounds were accompanied by unearthly lights in colours of red, blue, purple and orange. I sat up on my bed to take a closer look at a luminous object that was hovering outside my window. It was a large metallic craft shaped like an odd-looking saucer. Parts of the vehicle were covered in what seemed like thick reptilian skin. It was scaly and greenish. The lights around the craft were so bright that I found it difficult to stare at that thing without squinting. The trees and shrubs danced to the wind generated by its propellers. Suddenly I was blinded by a strong light and found myself being beamed up through the air. I grabbed onto my bed post but the strength of the force pulling me was far too strong for me to resist.

Soon I found my limbs go limp and I was now being pulled up into the mysterious craft. When I regained consciousness, I feel someone or something hovering over me. I kept my eyes closed partly because I wanted to play dead and partly because I didn't want to see whatever was in front of me. I felt a cold, clammy caress grazing my forehead. It felt like the digits of a coldblooded animal. When I slowly opened my eyes, I saw a frightening form in front of me. It had an elongated head with tentacles sticking out of it. It had a big shiny blob in the centre of its head in which I could see my own terrified face.

It extended a clammy hand-like protrusion as if in friendship.

I reluctantly extended my hand too. When its digit-like appendages grasped my own palm, I felt a rush of electric charge running through my body. In its shiny blob, I saw the light years it had travelled, the lands it had visited and the creatures it had seen. As if it wanted to share its experiences with me, it made me feel everything it had felt in the course of its journey through surreal places. When it let go of my hand, I saw a star-shaped sign imprinted inside my palm. It took me through the craft where others like itself were seen attending various operations and speaking in an odd language I couldn't follow. The craft was stationed at a point through which one could get a panoramic vantage of the Earth.

Suddenly the craft was flooded with a white light. I again felt myself being beamed out against my will. With a loud thud, I landed on my bed. Thankfully, the mattress broke my fall. I looked all around to make sure it was my bedroom. Slowly I drifted into sleep only to wake up the next morning. Convinced that I had the most surreal dream ever, I dragged myself to the bathroom. There I saw inside the palm of my right hand a star-shaped impression.



## When the Closing Line is Provided

### Sample 5

- In such cases, the concluding line of the story is given. Students are expected to use their imagination and their writing skills to create an interesting story.

‘... Ultimately, I won it as I was determined to achieve my goal.’

- |  |   |
|--|---|
| ○ Use your imagination and think in the reverse order of events.                         | ○ Arrest the reader's imagination.  |
| ○ Understand the crisis.   | ○ Use humour.   |
| 📖 May have obstacles in achieving the goal.  | ○ Make sure the story is logical.   |
| ○ Create a character.  | ○ Use simple sentences so that the chances of grammatical errors are reduced.     |
| 📖 An athlete   | ○ Use the tense form consistently.  |
| 📖 A student  | ○ Stick to the simple past or the simple present tense for the narrative.         |
| 📖 An employee  | ○ Stick to the word limit.  |
| ○ Now imagine all the possible ways in which the character may have resolved the crisis. | ○ Do not introduce multiple plots without logically concluding them.              |
| 📖 Worked hard  | ○ Check for grammatical errors.   |
| 📖 Cheated  | ○ Give it a suitable title based on the main character or the theme of the story. |
| 📖 Manipulated someone  |   |
| ○ Provide a plausible background for the story.  |   |

A huge crowd had gathered near the main notice board. I peered over the heads of the students to read what was written on the bulletin board. It read

RUNNING RACE ON MONDAY! First Prize – Personal Computer

This seemed god-sent. It's about time I had a computer. But I came from a humble family background and our family couldn't afford luxuries such as computers. With no guidance or support, winning this race seemed like a difficult proposition. I was also up against the fastest runner in the school.

I planned everything and was determined to achieve my goals. My ambition fuelled my drive to quell any difficulties I may face. I practised every day, starting my day as early as 5 am. I maintained a stopwatch and tried to beat my previous records. Eventually, there was a vast improvement in my performance and I could beat all my friends at running. On the day of the race, I put all my energy and concentration into my performance and managed to beat even the fastest runner in the school. Having my own PC was no longer a distant dream now. Ultimately, I won it as I was determined to achieve my goal.

## Sample 6

...She learnt a valuable lesson as she tried to cover one lie with another.'

She craved for acceptance and admiration from everyone around her. She never divulged anything from her private life. Instead, she would elaborately construct stories to make her life seem extremely interesting. A few of her close friends knew about her penchant for fibbing and stretching the truth. Despite their efforts, she never mended her ways.

Once she was regaling a few people at a party with her 'inside stories' about people in the entertainment industry. She brazenly lied about connections and how she knew about the private lives of the rich and the famous. One person asked her how she knew so much. She said that her father worked as an assistant director to a leading Indian movie maker. Someone in the room asked her, -Which movie did he work on? She named some movie which had apparently been the film maker's biggest hit.

The surprised man said, -In that case, he might know Mr Desai. He was the set designer! My friend broke into a cold sweat, but being an accomplished liar who might have found herself in similar situations before, she easily found a way out of it. She said, -Of course I know him! He is a dear friend of my father. His daughter and I grew up together.

The man said, -Then you should have recognised me. I am Mr Desai and I am a chronic bachelor. Muffled laughter emanated from the room and everyone could see her sweating profusely and trying to mask her nervousness by taking large gulps of water from a bottle. She wiped her sweat and left the party in haste.

Her confidence as an accomplished liar was shattered as somebody beat her at her own game. She learnt a valuable lesson as she tried to cover one lie with another.



## When a Picture is Provided

### Sample 7

- In such cases, a picture is provided and the students are expected to assess it. After which they are supposed to write either an essay or a story based on the picture.



#### Steps

- Study the picture closely.
- List the people, animals or things that you can see.
  - 📖 Tiger
  - 📖 Tree
  - 📖 Jungle
- Identify the activity that is happening in the picture.
  - 📖 Sleeping
- Identify the attributes you see in the person/animal/thing in the picture.
  - 📖 Relaxed
  - 📖 Lazy
- Use your imagination and give names to these characters.
- Follow the usual steps for story writing.
- Use humour wherever possible.
- Use simple language to minimise grammatical errors.
- Make sure the story is logical.
- Use a consistent tense form.
- Narrate in either the present tense or the past tense.
- Stick to the word limit.
- Do not introduce multiple plots without concluding them.
- Check for errors.
- Give it a suitable title based on the main character or the theme of the story.

## The Lazy Tiger

Once upon a time, there lived a tiger. His mother named him Mkali, which means fierce. But that was a misnomer because Mkali was a lazy little cat. Nothing in the jungle could excite him. His mother Jasiri was an expert hunter. She had single-handedly provided for the entire ambush once when food was scarce in the jungle. She had also taught her other children how to prey on hippopotamuses and how to tackle prey with antlers. She was very well respected in the Tiger community and had held the title of 'Tigress Extraordinaire'. The carnivores of the jungle sniggered when they spoke of her perpetually sleepy son. —How could he be born to Jasiri?! the Hyena Cheka said. Tiririka the python added, —That boy wouldn't swat a fly if it were to be sitting on his nose all day. Mkali was never bothered. He loved his life; lazing around the river all day, returning home for dinner, feasting on the prey his mother had painstakingly caught and then sleeping on the thickest branch of his favourite tree.

One day, the unthinkable happened. Jasiri had cornered a water buffalo and was preparing to strike it down in one swift move. Suddenly, the beast swung its head goring her grievously. Her den was at a distance, so she had to drag herself all the way. Mkali wondered why his mother didn't call him for supper that day. Once he entered the den, he saw his mother moaning in pain. She said, —Son, I think I will die. I don't know how you would feed yourself. Mkali's eyes welled up. He was aware of his prodigal ways, but he didn't want to let his mother die thinking that her son could not provide for himself. Something changed in him that day. He walked to a nearby pool and looked at his own reflection. He saw in himself a fierce tiger who had finally realised his life's purpose; he had to make his mother proud.

Mkali started providing for his ailing mother. He hunted small animals first. He then graduated to preying on larger animals such as sambars. He gathered medicinal herbs and ground them. Jasiri's wounds were very deep, but with Mkali's loving care, she could walk again. The other animals were dumbfounded by his metamorphosis. Jasiri, on the other hand, was proud that her son proved everyone wrong.

## Sample 9

**When Two Fight, the Third Gains**

Once upon a time, there lived two boys Stuart and Pip. They were orphans who had taken to petty crimes. They made a living out of duping unsuspecting, rich people and running off with their money. Despite the treacherous nature of their occupation, Stuart and Pip were extremely loyal to each other. They used to divide the loot equally between the two and one wouldn't take a decision without consulting the other first.

There was a boy named Ritchie who like them had turned to crime for survival. But unlike Stuart and Pip, he operated alone and had grown jealous of their unity. Ritchie knew that he lacked the expertise of Stuart who could unlock any locker and the charm of Pip whose glib-tongued persuasion could fool anyone. But he did have a deep insight into human behaviour and was more artful than the two friends combined.

He once learnt that the two had managed to dupe a wealthy gentleman and had stolen his expensive pocket watch. The two were in a fix as to how to divide the watch since exchanging it for money at the jeweller's might land them in trouble. Taking the opportunity, Ritchie spoke to Pip. He said, —Stuart wanted to sell the watch to me. He told me to keep it a secret from you since he doesn't want you to take the credit for the theft. According to him, he had single-handedly stolen it. Pip was taken aback. He said, —But we stole it together. How can he double cross me?! Unbeknownst to Pip, Ritchie had fed the same lie to Stuart.

The two former friends started sparring publicly in the marketplace. In the heat of the argument, the two openly mentioned the pocket watch. The police were already on the lookout for the two boys. An officer who heard the two fight arrested them and took them away.



## When the Title or Theme is Provided

### Sample 9

Write an original story titled: Lost and Found

#### Steps

- Reflect on the title
- Imagine possible situations where the idea can be applicable:
  - 📖 Getting lost in a jungle
  - 📖 Losing something valuable
  - 📖 Friends/siblings separated at childhood reunite later
- Create characters and the plot as per the instructions

### Lost and Found

In May 2013, Nakul, Rishab and I went to Misty Valley for our annual summer vacation. There we rented an old colonial style mansion for our stay. The locals tried to dissuade us by saying that unearthly mishaps have been known to happen there in the dead of the night. Nevertheless, we still decided to stay there. The mansion was situated atop a mountain and offered a panoramic view of the entire valley.

We reached there about 10 pm and caught a sight of the mansion drenched in moonlight. We were greeted at the door by a strange looking man who was the housekeeper. He and his assistant unloaded our luggage and took us to our rooms. At dinner, Karamchand, the housekeeper, had a few words for us, —After dinner, kindly retire to your rooms for sleep. I advise you not to loiter around this mansion at night: it is very risky. I was filled with a sense of curiosity about Karamchand's words.

Rishab said, —Let's stop dwelling on what he said and quietly go to sleep. I But I wasn't convinced; I wanted to know the reason for the housekeeper's warning. My mind was abuzz with thoughts. After the two fell asleep, I tiptoed out of my room with a torch in my hand. I saw a huge bookshelf with a big book sticking out. As soon as I tried to push the book back in, the floor beneath my feet opened, and I went down a slide, kicking and screaming.

I realised that I was stuck in a labyrinth. Huge rats ran past my feet, and I was mortally afraid of being lost here forever. I broke into a sweat when I heard the rattling of chains and the sound of footsteps behind me. I prayed for my dear life and scampered through the endless maze. Awaiting a dreadful fate, I hid behind some old boxes.

In the morning, I was amazed to see the faces of my friends staring at me. I hugged them in happiness since I thought I would be lost here forever. Nakul said, —Good going champ! We notified the police when we couldn't find you. Little did we know that you would help them uncover Karamchand's illegal liquor den. I replied sheepishly, —Yeah, I had a hint. That's why I ventured out!!



## Sample 10

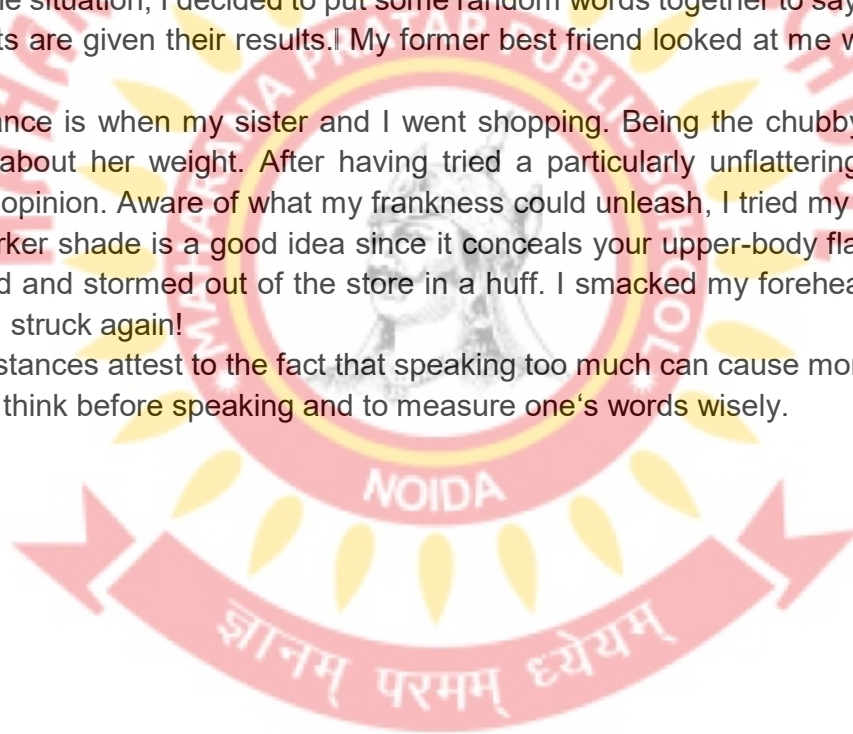
Write an original story titled: Me and my big mouth!

Ever since I was a child, my folks and friends would comment on my talkative nature. I truly had the gift of the gab. Unlike my sister who is the reticent type, I had what people call 'a motor mouth'. It helped me win a lot of friends, but it had its pitfalls too. I am here to discuss a few instances where my garrulousness landed me in big trouble. They say when it comes to talking, less is always more. I had to learn it the hard way.

Once my best friend Aditi entrusted me with a big secret—she had failed in Math and the news about the results had to be kept away from her family. Given my reputation, why she chose to confide in me remains a mystery. Few days later, we had gathered at her place for dance practice and her mother started enquiring about our studies. I absent-mindedly told her that I scored decent marks in all subjects. She looked at me with a befuddled expression and said, —Aditi said that the results are yet to be declared. I looked at Aditi who had turned pale with fear of the impending catastrophe. In an attempt to salvage the situation, I decided to put some random words together to say, —Only those who passed in all subjects are given their results. My former best friend looked at me with an exasperated expression.

Another instance is when my sister and I went shopping. Being the chubby one in the family, she is very touchy about her weight. After having tried a particularly unflattering blouse, my sister turned to me for my opinion. Aware of what my frankness could unleash, I tried my hand at diplomacy. I said, —Picking a darker shade is a good idea since it conceals your upper-body flab. My sister turned a bright shade of red and stormed out of the store in a huff. I smacked my forehead in dismay as my infamous mouth had struck again!

These two instances attest to the fact that speaking too much can cause more harm than good. It is always better to think before speaking and to measure one's words wisely.



# ENGLISH



## Word Forms

### What are Word Forms?

The addition of prefixes and suffixes to words can change their category and function. Some suffixes are used only for nouns, and some are used for verbs. Suffixes can also impart different meanings to words. For example, 'trainer' and 'training' have the common stem 'train', but the suffixes '-er' and '-ing' impart different meanings.

### Word Categories

Noun	Verb	Adjective	Adverb
nation	nationalise	national	nationally
human	humanise	human	humanely/ humanly
beauty	beautify	beautiful	beautifully

### Suffixes of Nouns

Suffix	Usage	Examples
-al	state	refusal, betrayal, perusal
-ance, -ence, -ancy, -ency	quality or state	militancy, performance
-tion	condition	condition, relation
-ice	condition	malice, novice, justice
-er/-or	doer	painter, trainer, actor
-graph	record	telegraph, phonograph, polygraph
-ism	belief	Hinduism, communism, fascism
-ist	doer	pacifist, pianist, altruist
-ian	someone who does	Gandhian, guardian, politician
-ing	name of an activity	reading, gardening, sleeping
-ity	state	continuity, annuity
-logy	study	geology, neurology
-ship	state of	friendship, kinship, sportsmanship
-sion, -tion	process of	expansion, determination, connection
-ory	place	dormitory, reformatory, laboratory
-orium, -arium	place	sanitarium, aquarium, crematorium
-ure	state	composure, exposure, leisure
-ment	state	abandonment, refinement, entertainment
-ness	state	happiness, completeness, fullness

## Suffixes of Verbs

Suffix	Usage	Example
-ing	action in continuation	hearing, yearning, making
-ate	Latin origin verbs	recreate, abate, mediate
-ed	simple past or participle form	killed, toyed, booked
-en	verbs formed from adjectives	broken, frozen, sunken
-fy	do	magnify, specify, rectify
-s, -es	simple present tense form	criticises, runs, laughs
-er	actions which have repetitive quality	blabber, snicker, mutter
-nt	to do	prevent, augment, content
-ed	to do	attend, intend, pretend
-ise	to make/do	revolutionise, apologise, despise
-ish	become or do	flourish, banish, demolish
-able	to make	enable, disable

## Suffixes of Adjectives

Suffix	Meaning	Usage
-able, -ible	having the quality of	flexible, available, eatable
-al	related to	ventral, global, musical
-ant	doing	dependent, buoyant, resilient
-ic	having the quality	terrific, generic, specific
-esque	like, having the quality	statuesque, picturesque
-er, -est	comparative and superlative qualities	fatter, tallest
-ose	full of	verbose, grandiose
-ful	full of	beautiful, boastful, grateful
-ing	participle form of adjective	interesting, frustrating, sleeping
-istic	having the quality	realistic, artistic, surrealistic
-ive	having the nature of	pensive, aggressive, massive
-ous, -ious	full of	gaseous, spacious, gracious

## Suffixes of Adverbs

Suffix	Meaning	Usage
-ably	with a quality	comfortably, admirably, disagreeably
-ibly	with a quality	audibly, horribly, negligibly
-s	shows time or place	backwards, always, forwards
-wise	shows manner or position	clockwise, otherwise, lengthwise



## Hints

- While changing a word into a noun, add 'by' before it for a hint.

Word		Noun Form
hostile (adjective)	by	hostility
kindly (adverb)		kindness
joking (verb)		joke

- While changing a word into a verb, add 'to' before it for a hint.

Word		Verb Form
confusion (noun)	to	confuse
regulating (participle)		regulate
beautifully (adverb)		beautify

- While changing a word into an adjective, add 'being' before it for a hint.

Word		Adjective Form
creation (noun)	being	creative
excellently (adverb)		excellent
freeze (verb)		frozen

- While changing a word into an adverb, add 'quite' before it for a hint or add the suffix '-ly' to it.

Word		Adverb Form
management (noun)	quite	manageably
justify (verb)		justifiably
political (adjective)		politically

## Examples:

- Word: Tempt (Verb)

Part of Speech	Noun	Adjective	Adverb
	temptation	tempting	temptingly
Suffix	-ion	-ing (participle)	-ly

- Word: Fail (Verb)

Part of Speech	Noun	Adjective	Adverb
	failure	failing	failingly
Suffix	-ure	-ing (participle)	-ly

## 3. Word: Sad (Adjective)

Part of Speech	Noun	Verb	Adverb
	sadness	sadden	sadly
Suffix	-ness	-en	-ly

## 4. Word: Confusingly (Adverb)

Part of Speech	Noun	Verb	Adjective
	confusion	confuse	confusing
Suffix	-sion	-se	-ing (participle)

## 5. Word: Complete (Verb)

Part of Speech	Noun	Adjective	Adverb
	completion	complete	completely
Suffix	-ion	-	-ly

## 6. Word: Kindness (Noun)

Part of Speech	Verb	Adjective	Adverb
	-	kind	kindly
Suffix	-	-	-ly

## 7. Word: Intentional (Adjective)

Part of Speech	Noun	Verb	Adverb
	intention	intend	intentionally
Suffix	-ion	-	-ly

## 8. Word: Preventively (Adverb)

Part of Speech	Noun	Verb	Adjective
	prevention	prevent	preventive
Suffix	-ion	-	-ive

## 9. Word: Suggestion (Noun)

Part of Speech	Verb	Adjective	Adverb
	suggest	suggestive	suggestively
Suffix	-	-ive	-ly

10. Word: Admire (Verb)

Part of Speech	Noun	Adjective	Adverb
	admiration	admirable	admirably
Suffix	-ion	-able	-ly

11. Word: Variable (Adjective)

Part of Speech	Noun	Verb	Adverb
	variability	vary	variably
Suffix	-ity	-	-ly

12. Word: Urgently (Adverb)

Part of Speech	Noun	Verb	Adjective
	urgency	urge	urgent
Suffix	-ency	-	-ent

13. Word: Energy (Noun)

Part of Speech	Verb	Adjective	Adverb
	energise	energetic	energetically
Suffix	-ise	-ic	-ly

14. Word: Entertain (Verb)

Part of Speech	Noun	Adjective	Adverb
	entertainment	entertaining	entertainingly
Suffix	-ment	-ing	-ly

15. Word: Total (Adjective)

Part of Speech	Noun	Verb	Adverb
	totality	total	totally
Suffix	-ity	-	-ly

16. Word: Gradually (Adverb)

Part of Speech	Noun	Verb	Adjective
	grade	grade	gradual
Suffix	-	-	-al

# ENGLISH





## Direct and Indirect Speech

### What is Speech in Grammar?

The way the words of a speaker are expressed is called speech. There are two types of speech:

- **Direct speech**
- **Indirect speech**

### Direct Speech

Direct speech is where the exact words of a person are stated.

#### Characteristics of Direct Speech

- The speech is enclosed within quotation marks.

Leela said, "It is indeed very strange."

- A comma (,) is used to separate the rest of the sentence from the speech in the quotations.

My teacher asked the class, "How many forgot to do their homework?"

- Sometimes, a colon (:) is used instead of the comma. This is done if the quote is formal in nature or is lengthy.

Mikhail Gorbachev said: "Political leaders still think things can be done through force, but that cannot solve terrorism. Backwardness is the breeding ground of terror, and that is what we have to fight."

- The tense of the speech within the quotations will not change no matter when it is spoken.

Jameel says, "I am painting my house blue"  
 Jameel said yesterday, "I am painting my house blue."  
 Jameel said three years ago, "I am painting my house blue."

## Indirect Speech

Indirect speech is where the words of the speaker are not reported in the exact manner in which they are said.

### Characteristics of Direct Speech

- The speech is not enclosed within quotation marks.

Direct speech: Leela said, "It is indeed very strange."  
Indirect speech: Leela said that it was indeed very strange.

- The relative pronoun „that” is used in the sentence instead of the comma.

Direct speech: Smitha said, "My bag is missing!"  
Indirect speech: Smitha exclaimed **that** her bag was missing.

- The tense of the statement within the quotations may usually change into the past tense unless the statement is a fact.

Direct speech: Jerome stated, "I bequeath my money to my niece."  
Indirect speech: Jerome stated that he bequeathed his money to his niece.

Direct speech: Teacher said, "Jupiter has 63 moons."  
Indirect speech: Teacher said that Jupiter has 63 moons.

- The pronouns in the quoted speech will change in indirect speech.

Direct speech: Meena said, "Will you come along?"  
Indirect speech: Meena asked if he/she/I would come along.

- The modal auxiliaries may also change in indirect speech.

Direct speech: Krishna said, "I can take care of the business."  
Indirect speech: Krishna said that he could take care of the business.

- For imperative and exclamatory sentences, the reported verb changes according to the nature of the sentence.

Direct speech: Ajay said, "Please move along."  
Indirect speech: Ajay requested everyone to move along.

Direct speech: Manish said, "Bring me some food to eat."  
Indirect speech: Manish ordered that they bring some food for him to eat.

Direct speech: Pankaj said, "What a beautiful car!"  
Indirect speech: Pankaj exclaimed that it was a beautiful car.

- Adverbs of time and place change in indirect speech.

Direct speech: Meenal said, "Can I return the book tomorrow?"  
Indirect speech: Meenal asked if she could return the book the day after.

Direct speech: She said, "I live here."  
Indirect speech: She said that she lived there.

## Rules for Tense Change in Indirect Speech

The tense of the verbs in the direct speech may change in indirect speech.

Direct speech	Indirect speech
Simple present tense	Simple past tense
Rita said, "I ride bikes."	Rita said that she rode bikes.
Present continuous tense	Past continuous tense
Frieda said, "I am buying some clothes."	Frieda said that she was buying some clothes.
Present perfect tense	Past perfect tense
He told me, "The dog has been fed."	He told me that the dog has been fed.
Present perfect continuous tense	Past perfect continuous tense
Mala said, "The tap has been running since 9 am."	Mala said that the tap had been running since 9 am.
Simple past tense	Past perfect tense
Gertrude said, "The guests left."	Gertrude said that the guests had left.
Past continuous tense	Past perfect continuous tense
The boy said, "It was raining that night."	The boy said that it had been raining that night.
Past perfect tense	Past perfect tense
Fiona said, "I had called Maria."	Fiona said that she had called Maria.
Simple future tense (will)	Simple future tense (would)
Greg said, "I will arrive by morning."	Greg said that he would arrive by morning.
Future continuous tense (will)	Future continuous tense (would)
He said, "I will be reading a book."	He said that he would be reading a book.
Future perfect tense (will)	Future perfect tense (would)
Jigar said, "I will have finished the work by 3."	Jigar said that he would have finished the work by 3.



## Rules for Changing Adverbs in Indirect Speech

Adverbs of place and time change in indirect speech.

Direct speech	Indirect speech
Today	That day/the same day
Usha said, "I will watch a movie today."	Usha said that she would watch a movie that day.
Tomorrow	The day after/the next day
I said, "I will visit my friend tomorrow."	I said that I would visit my friend the day after.
Yesterday	The day before/the previous day
Veena said, "The meeting was held yesterday."	Veena said that the meeting was held the day before.
Next week/month/year	The week/month/year after
She said, "I will arrive next week."	She said that she would arrive the week after.
Last week/month/year	The week/month/year before
They said, "You should have called us last year."	They said that I should have called them the year before.
Ago	Before
He said, "Many years ago, this house was uninhabited."	He said that many years before that house was uninhabited.
Now	Then
Priya said, "I need your files now."	Priya said that she needed my files then.
Here	There
Diana told me, "Stand here."	Diana told me to stand there.
This	That
Geeta said, "I cannot accept this."	Geeta said that she could not accept that.

## Rules for Changing Modal Auxiliaries in Indirect Speech

Modal auxiliaries also undergo change when the sentence changes to indirect speech.

Direct speech	Indirect speech
Can	Could
The teacher said to me, "You can submit your assignment tomorrow."	The teacher said to me that I could submit my assignment the day after.
May	Might
Bianca said, "I may visit my parents."	Bianca said that she might visit her parents.
Must	Had to
Fredrick said, "I must call my friend."	Fredrick said that he had to call his friend.

Modals such as **would**, **could**, **might**, **should** and **ought to** will not change in indirect speech.



# ENGLISH



## Formal Letter

### What is a Formal Letter?

Formal letters are letters used mainly for impersonal discourses. They are used while communicating with officials or associates with whom the writer does not share a personal relation. These letters can be recognised by their tone which is often a combination of politeness and formality and their short length.

### Format of a Formal Letter

Sender's Address

\_\_\_\_\_

Date: (DD/MM/YYYY)

Recipient's Name, \_\_\_\_\_

Designation & \_\_\_\_\_

Address \_\_\_\_\_

Subject: (One short sentence stating the purpose of the letter.)

Salutation, (E.g.: Dear ...,)

**Introduction:** (Begin by introducing yourself and the purpose of writing the letter.)

\_\_\_\_\_

\_\_\_\_\_

**Body Paragraph:** (Explain the situation in detail listing factual information needed to validate your point.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conclusion:** (End the letter by restating your request or an assurance, whichever is the case.)

\_\_\_\_\_

\_\_\_\_\_

Thanking you.

Complimentary Ending:

(E.g.: Yours sincerely/faithfully,)

Sender's Signature

Sender's Name

Sender's Designation



### Points to Remember

- The date when the letter is written is extremely important as these letters are often saved for further reference.
- Use of modal auxiliaries implies the forcefulness of your request even while maintaining the polite tone.
- Contact details could also include email address and phone numbers, especially where a reply is requested.

### Types of Formal Letters

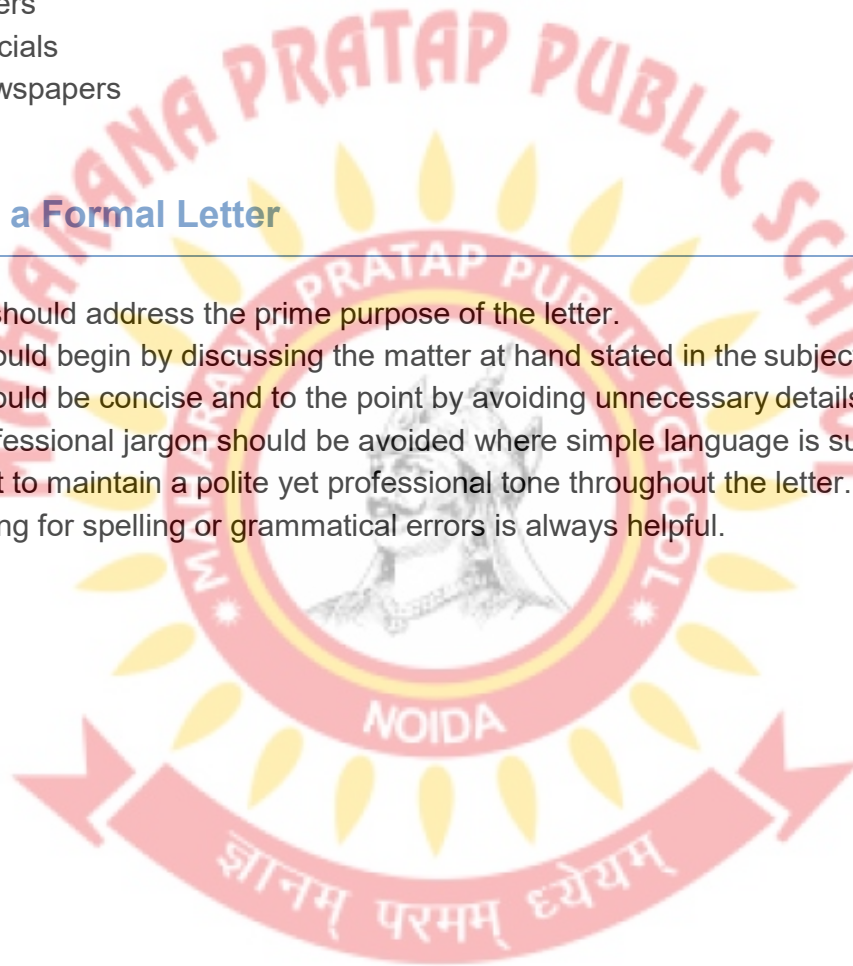
These letters can be broadly classified into three wide categories:

- Business letters
- Letters to officials
- Letters to newspapers

### Tips for Writing a Formal Letter

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- The subject should address the prime purpose of the letter.
- The letter should begin by discussing the matter at hand stated in the subject.
- The letter should be concise and to the point by avoiding unnecessary details.
- Complex professional jargon should be avoided where simple language is sufficient.
- It is important to maintain a polite yet professional tone throughout the letter.
- Cross checking for spelling or grammatical errors is always helpful.



## Sample Informal Letters

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### Sample 1

#### Letter requesting for break time extension

Rohit Vare  
B/205, Vivekanand Society  
S.V. Road  
Mahim, Mumbai 400 028  
5th January 2015

The Principal  
Modal High School  
S.V. Road  
Mahim, Mumbai 400 028

Subject: Request for an extension in break time

Dear Sir,

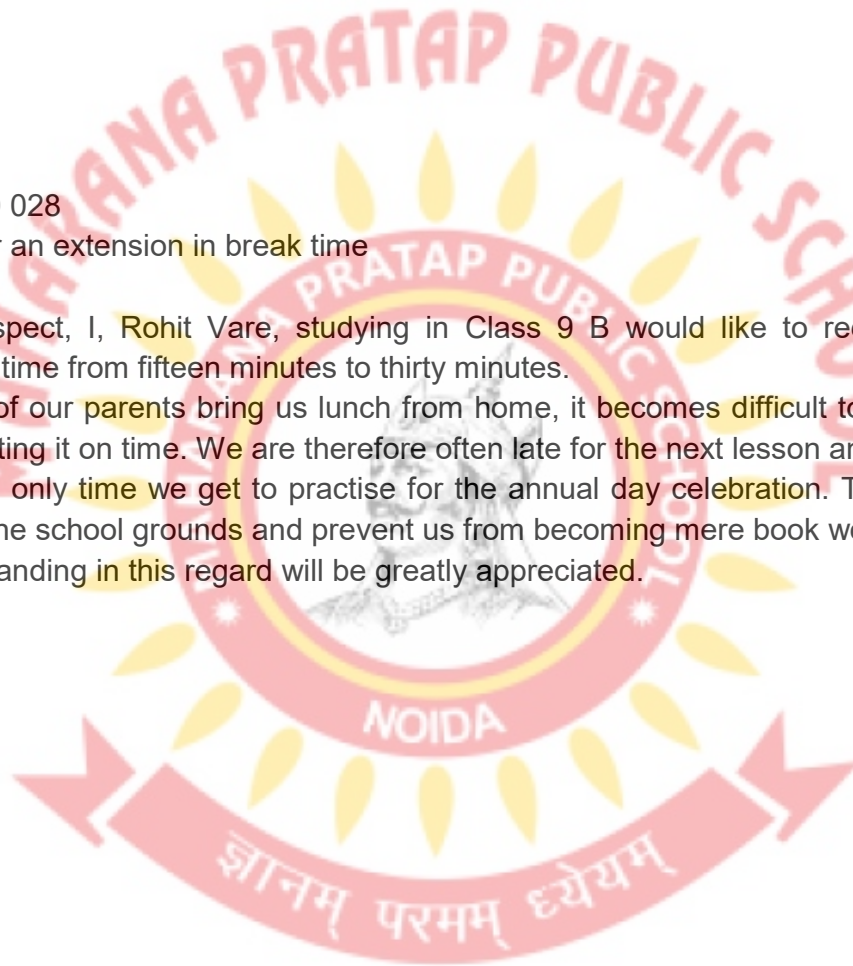
With due respect, I, Rohit Vare, studying in Class 9 B would like to request you to consider extending the break time from fifteen minutes to thirty minutes.

Since many of our parents bring us lunch from home, it becomes difficult to go to the entrance to fetch it and finish eating it on time. We are therefore often late for the next lesson and are punished for the same. Also, it is the only time we get to practise for the annual day celebration. This extension will also allow us to play on the school grounds and prevent us from becoming mere book worms.

Your understanding in this regard will be greatly appreciated.

Thanking you

Yours faithfully,  
Rohit Vare



**Sample 2****Letter placing order of books**

Priya Joshi  
Bhageshwar Bhavan  
Gokhale Road  
Mahim, Mumbai 400 016  
4th January 2015

The Bookseller  
Nitin Book Publishing Company  
P.R. Street  
Mahim, Mumbai 400 016  
Subject: An order for books  
Dear Sir/Madam,

I am in need of a few books that are available at your publishing house. I would be extremely grateful if you could send them to me at your earliest. Also, kindly ensure that all of them are of the latest edition.

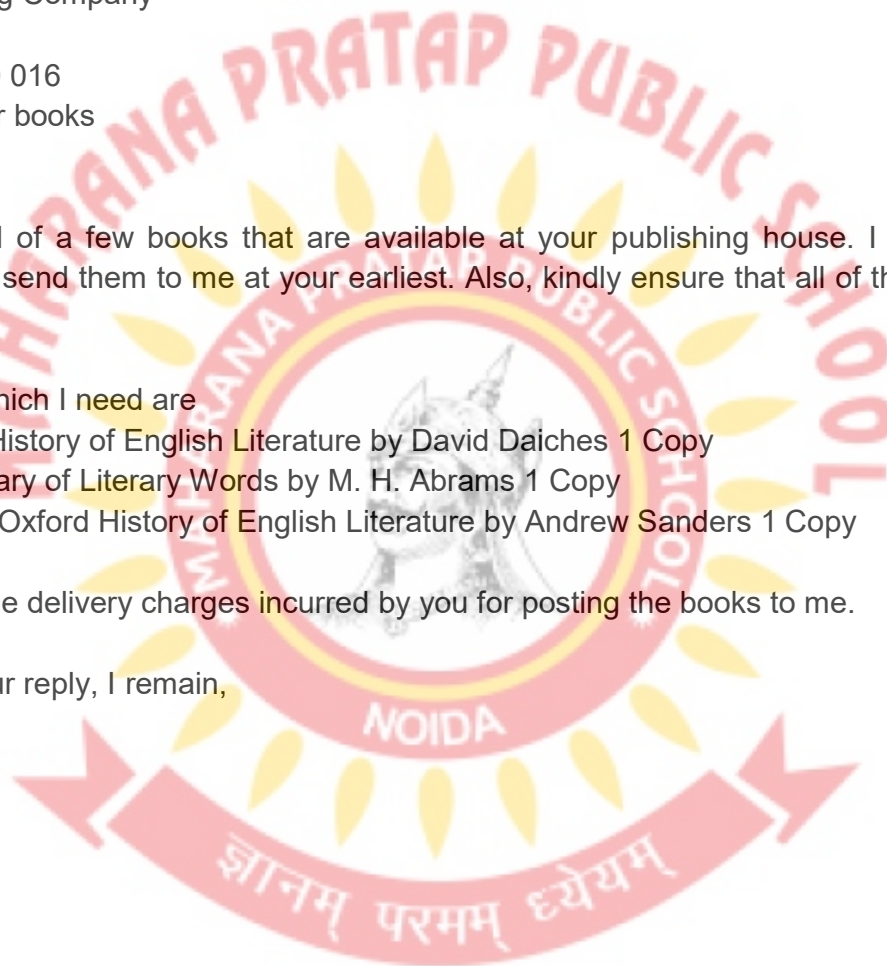
The books which I need are

1. A Critical History of English Literature by David Daiches 1 Copy
2. The Glossary of Literary Words by M. H. Abrams 1 Copy
3. The Short Oxford History of English Literature by Andrew Sanders 1 Copy

I am willing to pay the delivery charges incurred by you for posting the books to me.

In anticipation of your reply, I remain,

Yours faithfully,  
Priya Joshi



**Sample 3****Letter for exemption from payment of donation**

Shashi Pandey  
New Public High School,  
Panvel 544 001  
12th June 2015

The Secretary  
Veeranna Gowda Trust  
Panvel 544 001

Subject: Request for exemption from payment of donation

Dear Sir,

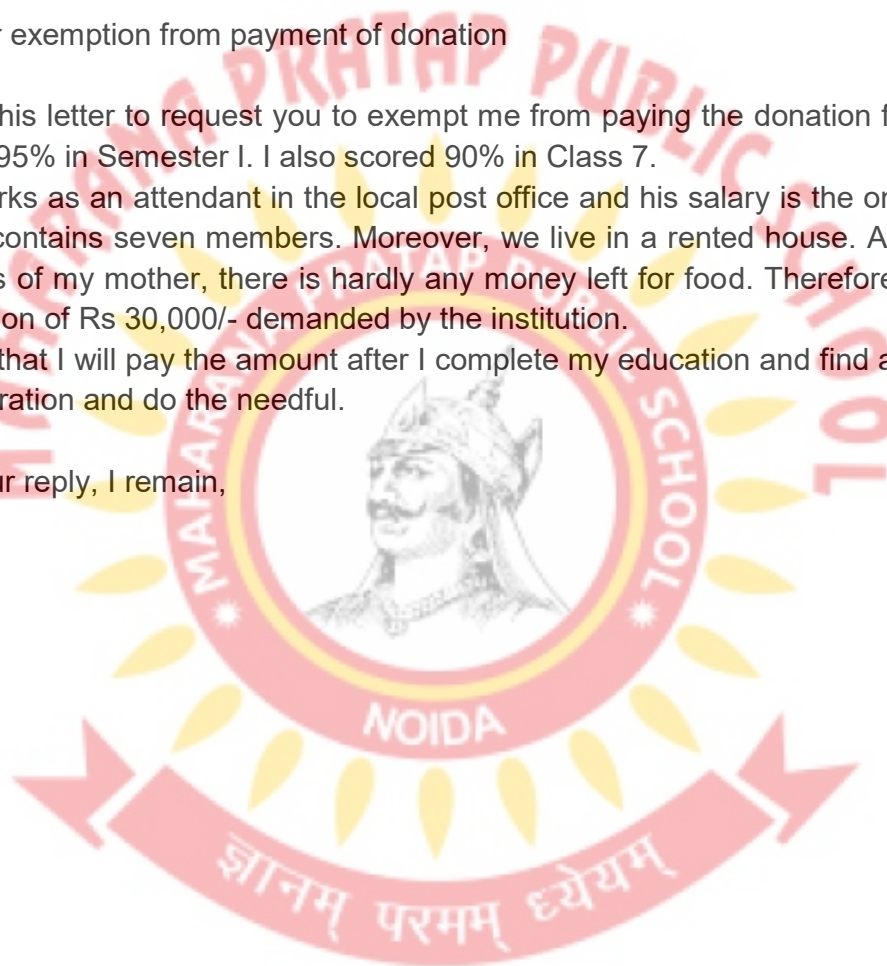
I am writing this letter to request you to exempt me from paying the donation fee. I am studying in Class 8 and scored 95% in Semester I. I also scored 90% in Class 7.

My father works as an attendant in the local post office and his salary is the only means of income of my family which contains seven members. Moreover, we live in a rented house. After paying the rents and the medical bills of my mother, there is hardly any money left for food. Therefore, it is impossible for me to pay the donation of Rs 30,000/- demanded by the institution.

I assure you that I will pay the amount after I complete my education and find a job. Kindly take my request into consideration and do the needful.

In anticipation of your reply, I remain,

Yours faithfully,  
Shashi Pandey





**Sample 4****Letter requesting for information of courses**

Shiv Swaroop  
 M. K. Institute of Science and Medicine  
 2<sup>nd</sup> Road, Ratan Nagar  
 Andheri East, Mumbai 400 015  
 5th May 2015

Mahesh Pawar  
 B/205, Jayant Society  
 Orient Cross Road  
 Pali Hill, Bandra  
 Mumbai 200 022

Subject: Comprehensive information of courses

Dear Mahesh,

I write this letter on behalf of the Department of Pharmacy at M. K. Institute of Science and Medicine to which your letter dated 20<sup>th</sup> April 2015 was addressed.

I would like to inform you that our institute offers degree, diploma and certificate courses in most fields of science.

We currently offer:

I. Three-year degree courses in

- a. Computer Science
- b. Botany
- c. Pharmacy
- d. Paramedic Science
- e. Ayurveda
- f. Homoeopathy

II. Two-year diploma courses in

- a. Computer Hardware
- b. Health Care Management
- c. Hospital Assistance

III. Certificate courses in

- a. Earth Science
- b. Teaching Elementary School Science
- c. Life Science

The courses stretch from two months to three years. Additional information regarding the eligibility for admission and course syllabus is available in the prospectus of the institute and the institute's web site. Please refer to [www.m.k.instofsciandmed.com](http://www.m.k.instofsciandmed.com) for the same.

You will need to provide copies of your previously achieved mark sheets to be eligible for the courses. You can contact the general office for admission-related queries.

I hope this letter provides you with the information you were seeking.

Yours truly,  
 Shiv Swaroop  
 Head of Department (Pharmacy)

**Sample 5****Letter requesting information**

Arvind Rathod  
15, Madhur Milan  
Linking Road  
Bandra, Mumbai 200 070  
14<sup>th</sup> April 2015

The Manager  
XYZ Learning  
Vadia Building  
L. J. Road  
Khar (W)  
Mumbai 200 077  
Subject: Request for information  
Dear Sir,

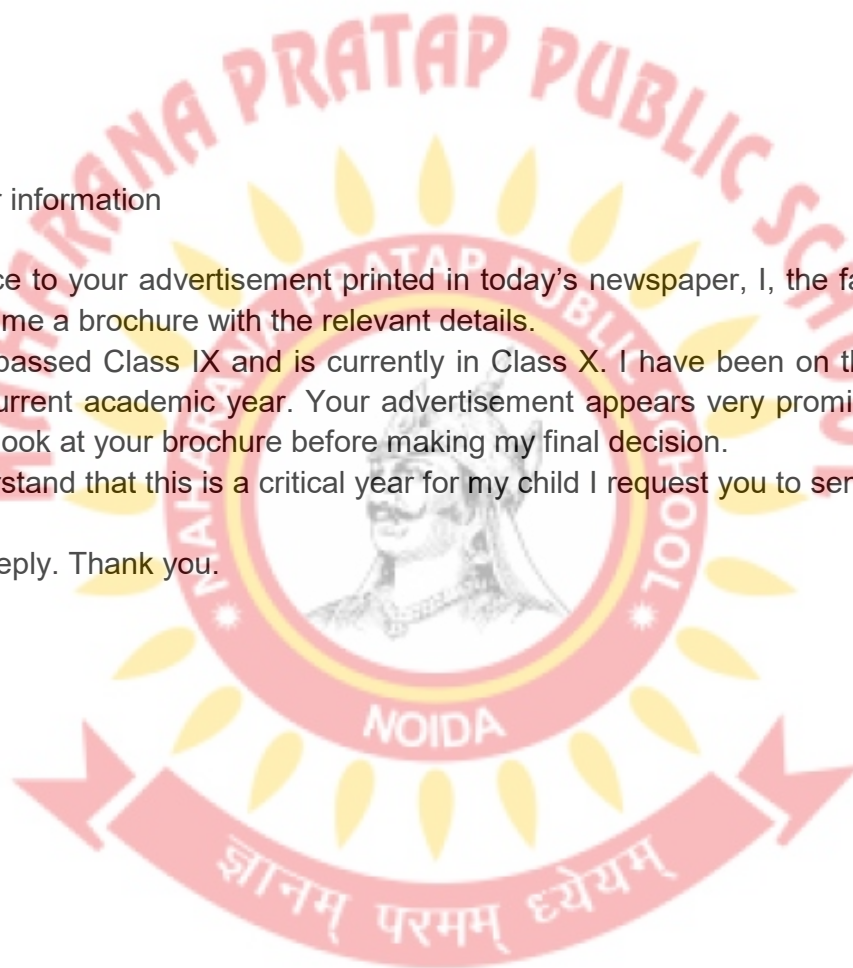
With reference to your advertisement printed in today's newspaper, I, the father of Sagar Rathod, request you to send me a brochure with the relevant details.

My son has passed Class IX and is currently in Class X. I have been on the lookout for the best assistance for his current academic year. Your advertisement appears very promising; however, I would like to take a closer look at your brochure before making my final decision.

As you understand that this is a critical year for my child I request you to send me the details at the earliest.

I await your reply. Thank you.

Yours truly,  
Arvind Rathod



**Sample 6****Letter for duplicate school leaving certificate**

Anuja R. Patil  
15/B Sunita Apartments  
Kurla West  
Mumbai 400 085  
7<sup>th</sup> June 2015

The Principal  
M. K. High School  
Off Lokhande Marg  
Mumbai 400 080  
Subject: Application for duplicate school leaving certificate

Dear Ma'am,

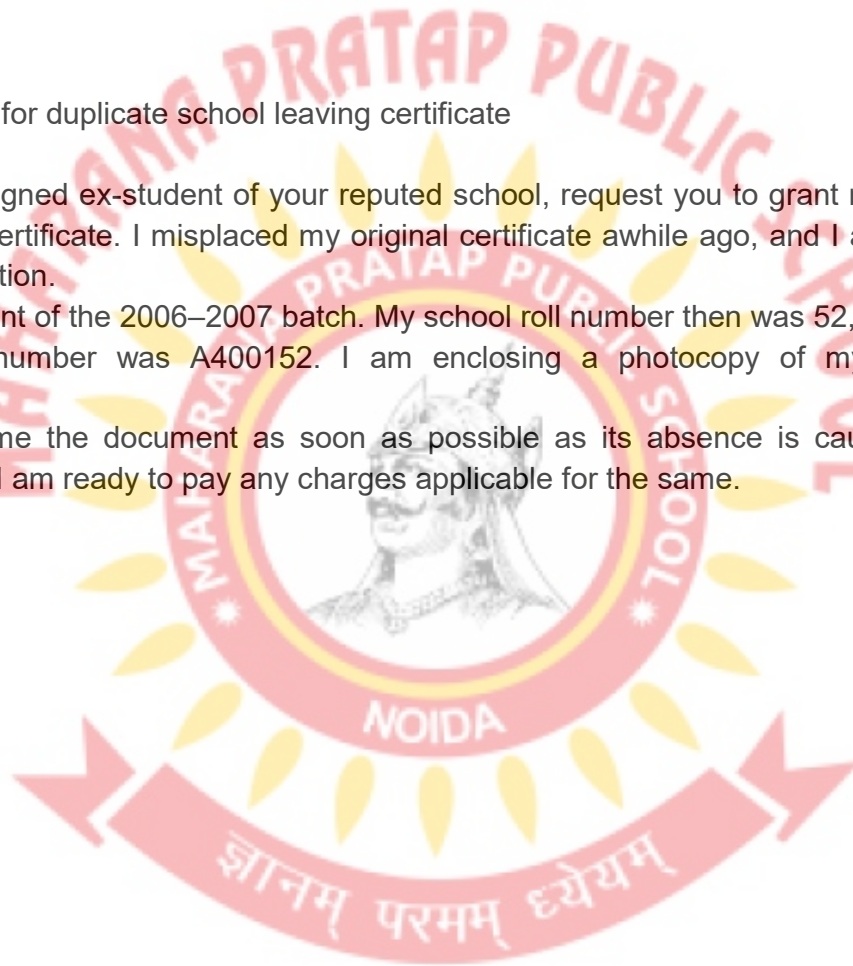
I, the undersigned ex-student of your reputed school, request you to grant me a duplicate copy of my school leaving certificate. I misplaced my original certificate awhile ago, and I am in urgent need of it for my further education.

I was a student of the 2006–2007 batch. My school roll number then was 52, and I was in Division B. My hall ticket number was A400152. I am enclosing a photocopy of my marksheet for your convenience.

Kindly give me the document as soon as possible as its absence is causing hindrance in my admission process. I am ready to pay any charges applicable for the same.

Thanking you,

Yours sincerely,  
Anuja R. Patil



**Sample 7****Letter confirming participation in Cleanliness Drive**

Komal Gala  
New Era High School  
15<sup>th</sup> Road,  
Sion, Mumbai 400 005  
16<sup>th</sup> September 2015

The Municipal Authorities  
Head Municipal Office  
Sion, Mumbai 400 017

Subject: Participation in Cleanliness Drive

Dear Sir,

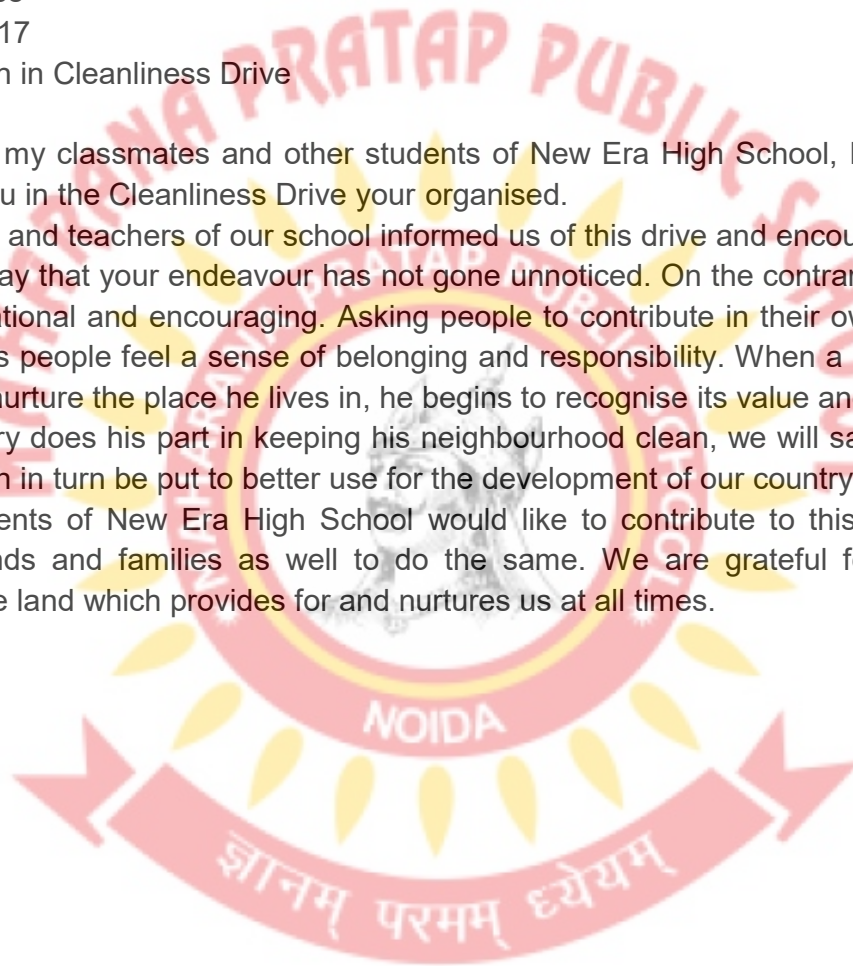
On behalf of my classmates and other students of New Era High School, I would like to express our wish to assist you in the Cleanliness Drive you organised.

The Principal and teachers of our school informed us of this drive and encouraged us to participate in it. I am proud to say that your endeavour has not gone unnoticed. On the contrary, they have proved to be extremely inspirational and encouraging. Asking people to contribute in their own small ways to such social causes makes people feel a sense of belonging and responsibility. When a person puts in his own time and energy to nurture the place he lives in, he begins to recognise its value and appreciate it. If every person in this country does his part in keeping his neighbourhood clean, we will save a lot of money and manpower which can in turn be put to better use for the development of our country.

We the students of New Era High School would like to contribute to this noble cause and will encourage our friends and families as well to do the same. We are grateful for this opportunity we received to serve the land which provides for and nurtures us at all times.

Thanking you,

Yours sincerely,  
Komal Gala





**Sample 8****Letter requesting admission**

Dilip Naik  
17/B, Praful Society  
15<sup>th</sup> Street, Off Hill Road  
Bandra, Mumbai 400 006  
3<sup>rd</sup> August 2015

The Principal  
St. Mary Girls High School  
M. M. Chautany Marg  
Mahim, Mumbai 400 018  
Subject: Request for admission

Dear Ma'am,

I, the undersigned, am a parent of Pooja Naik. I request you to grant her admission to your school.

Prior to this, my daughter was studying in Class 6 at Jain Society High School at Kolkata. Because of my transfer here to Mumbai, my entire family had to move here with me.

We therefore request you to grant her admission to your school. I am enclosing a copy of her previous year's marksheets, school leaving certificate and transfer certificate for your reference.

Kindly consider my request and grant her admission. In anticipation of your reply, I remain,

Yours truly,  
Dilip Naik



**Sample 9****Letter for subject change**

Roshni Irani

Std. VI, Div. B, Roll No. 45

M. I. K. Government High School

15<sup>th</sup> June 2015

The Principal

M. I. K. Government High School maintained

C. E. Society Marg

Oshiwara, Mumbai 400 011

Subject: Application for Subject Change

Dear Sir,

I am a student of your school currently studying in Standard VI. Kindly grant me permission to switch one of my subjects. I wish to take up French instead of Hindi.

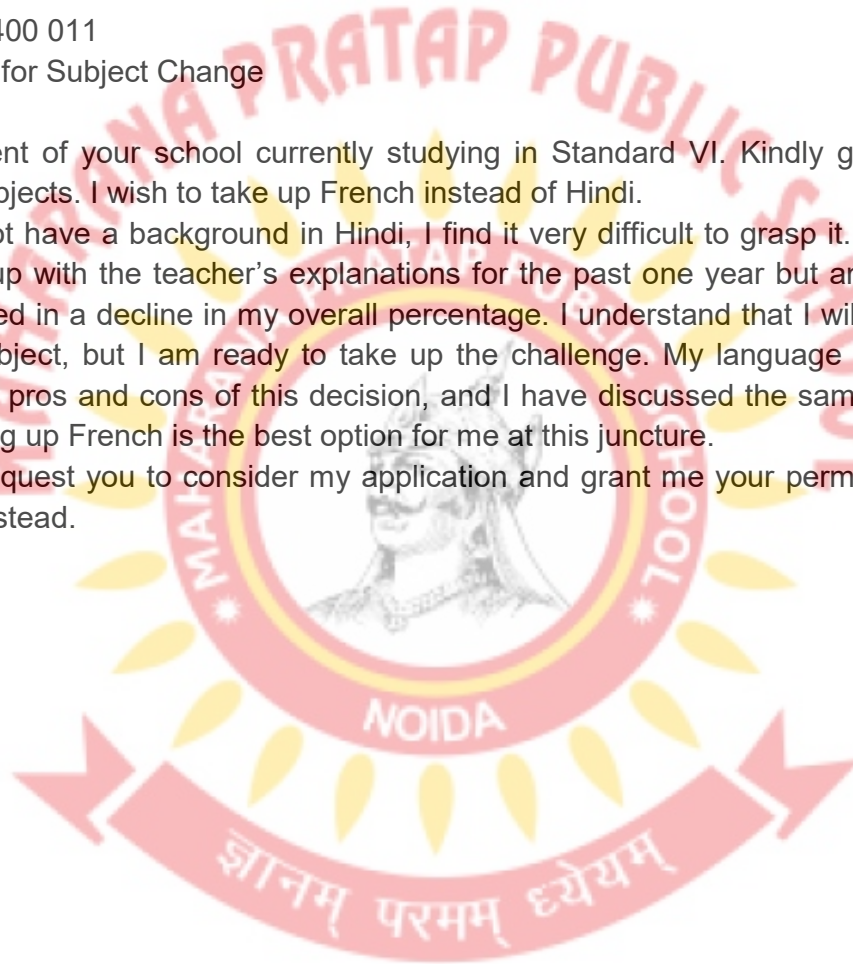
Since I do not have a background in Hindi, I find it very difficult to grasp it. I have been trying my level best to catch up with the teacher's explanations for the past one year but am unable to excel in it. This has also resulted in a decline in my overall percentage. I understand that I will have to work hard as French is a new subject, but I am ready to take up the challenge. My language teachers have already explained to me the pros and cons of this decision, and I have discussed the same with my parents too. We all feel that taking up French is the best option for me at this juncture.

I therefore request you to consider my application and grant me your permission to give up Hindi and study French instead.

Thanking you,

Yours faithfully,

Roshni Irani



**Sample 10****Letter requesting for extra classes**

Shweta P. Rai  
Std. IX, Div D  
Modal High School  
Vikhroli

The Principal  
Modal High School  
L. K. Jhah Marg  
Vikhroli Mumbai 420 001

Subject: Extra classes to complete portion  
Dear Ma'am,

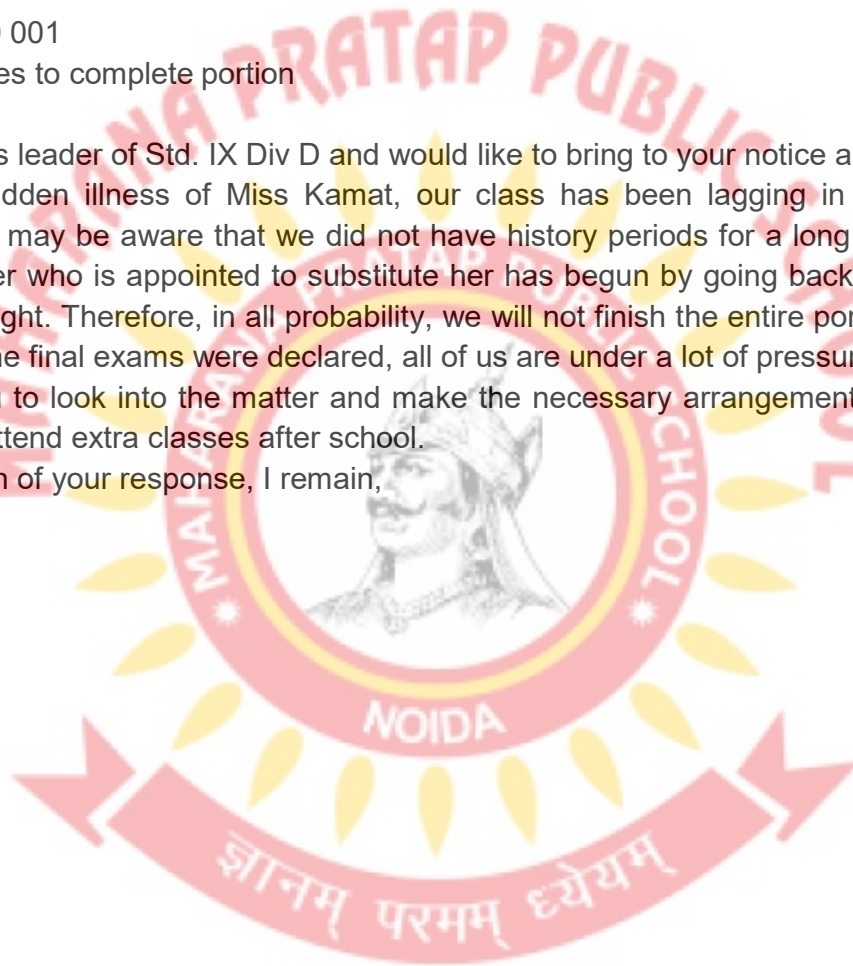
I am the class leader of Std. IX Div D and would like to bring to your notice a serious matter.

Since the sudden illness of Miss Kamat, our class has been lagging in the completion of the History portion. You may be aware that we did not have history periods for a long time after Miss Kamat left. The new teacher who is appointed to substitute her has begun by going back to all the topics which we were already taught. Therefore, in all probability, we will not finish the entire portion before the exams. Since the dates of the final exams were declared, all of us are under a lot of pressure.

I request you to look into the matter and make the necessary arrangements. If need be, all of us are even willing to attend extra classes after school.

In anticipation of your response, I remain,

Yours sincerely,  
Shweta P. Rai



# ENGLISH





## Collocations

### What are Collocations?

Collocations are groups of two or more words which are generally used together. A collocation is therefore a fixed combination of words which are used in order to convey a specific meaning. For example, the words 'make' and 'belief' are used together in order to mean 'fake'.

Consider the following examples:

Correct	Incorrect
Break the law	Crack the law
Crack the exam	Break the exam

The words 'break' and 'crack' are synonyms. However, we always use 'break' and not 'crack' with 'law'. Similarly, 'crack' is always used with 'code'. This predetermined combination of words is known as collocation.

Correct	Incorrect
Fast food	Quick food
Quick witted	Fast witted
Catch a cold	Grab a cold
Grab a bite	Catch a bite
Watch TV	Look TV
Look into the matter	Watch into the matter

### Importance of Collocations

- A sound knowledge of collocations can be helpful in learning the vocabulary of the language.
- It helps the learner grasp the finer nuances of the usage of the language.
- It enriches the language by giving the speaker alternative ways of expressing the same idea.

Example:

- A *variety* of tests
- A *battery* of tests

### Types of Collocations

Following are some of the combinations of collocations in English:

Adjective and noun	rich vocabulary, stark contrast, heavy traffic, sharp features
Verb and noun	accept the offer, brew coffee, entrust responsibility, cry wolf, hold forth
Noun and noun	fuel tank, post office, soap bar, printer cartridge, round of applause
Verb and adverb	cry bitterly, fail miserably, cost dearly, speak softly, guess correctly

Adverb and verb	happily married, highly paid, grossly misunderstood, vaguely remember
Verb with preposition and noun	beamed with pride, take after someone, burst into tears
Noun and verb	flowers bloomed, plane taxied, bomb went off

## Some Collocations Based on Common Verbs

### Make

Make arrangements: The staff made arrangements for the picnic.	
Make a choice: The customer has already made a choice.	
Make progress: Raju made great progress in his new business.	
Make an effort: She made an effort to reach out to her friends.	
Make a contribution: The tenants made contributions to the charity.	
Make a call: Can I use your phone to make a call?	
Make a change: She is ready to make changes in the presentation.	
Make a comment: Lalitha made a comment on how companies can usher in a change.	

### Do

Do ones best: I will try to do my best to find your lost pet.	
Do business: It is risky to do business with him.	
Do harm: The humid weather did more harm than good.	
Do damage: The rumours did considerable damage to his reputation.	
Do (someone) a favour: My friend did me a favour by letting me lend his house.	
Do good: The coastal air did her health some good.	
Do research: The team did research on the deteriorating quality of the city's air.	
Do time (spend time in jail): He did time for an offence he committed in the 80s.	
Do the dishes: Manu is in charge of doing the dishes.	

### Have

Have an advantage: The company had an advantage over their competitors.	
Have an appointment: Christina left early since she had an appointment with the doctor.	
Have fun: The children had fun at the village fair.	
Have an argument: The tenants had an argument over the destroyed flowerbed.	
Have a breakthrough: Tim had a breakthrough during his time at the medical school.	
Have a care (be careful): He warned him before he left, "Have a care."	
Have a conversation: Meena and Dev had a conversation over coffee.	
Have a grudge: Sachin had a grudge against me over a trivial argument we had in school.	
Have a heart: How could you be so cruel! Have a heart!	

## Collocations Based on Body

Collocation	Meaning	Usage
Have an eye for	Good at noticing	She has an eye for details.
Keep an eye on	Observe	Keep an eye on the students lest they copy.
Foot the bill	Pay the bill	The one who comes late foots the bill.
Go hand in hand	Go together	Lying goes hand in hand with stealing.
Head something	Lead	Marina headed the team.
Nod one's head	Agree	She nodded her head in approval.
Shake one's head	Disagree	Geeta shook her head at her son's insolence.
Raise an eyebrow	Suspicious	His sudden disappearance raised many eyebrows.
Clear one's throat	Draw attention	The teacher cleared her throat in class.
Fingers crossed	Hope	Let's keep our fingers crossed for the results.

## Collocations Based on Movement

Collocation	Usage
Walked straight into	He walked straight into the library.
Run into	George ran into a debt.
Take off	The guests took off after the lunch.
Push (something) across	Martin pushed the bag across the table.
Charge at	The bull charged at the matador.
Jumped at	Manisha jumped at the opportunity.
Back down	The enemies backed down in the face of opposition.
Hit the rocks	Mr and Mrs Sharma's marriage hit the rocks.

## Collocations Based on Thinking

Collocation	Usage
Think out of the box	We need fresh ideas, so please think out of the box.
Nagging doubt	Meena had a nagging doubt whether she locked the door.
Fuel speculations	The fight fuelled speculations that they are no longer friends.
Think deeply	I thought deeply about her question.
Fertile imagination	Little children have a fertile imagination.
Strongly believe	Arjun strongly believes that the watchman is the thief.
Bear in mind	Please bear in mind that you will have to be vigilant.
Wrestle with a thought	Lata wrestled with the thought of leaving her family.

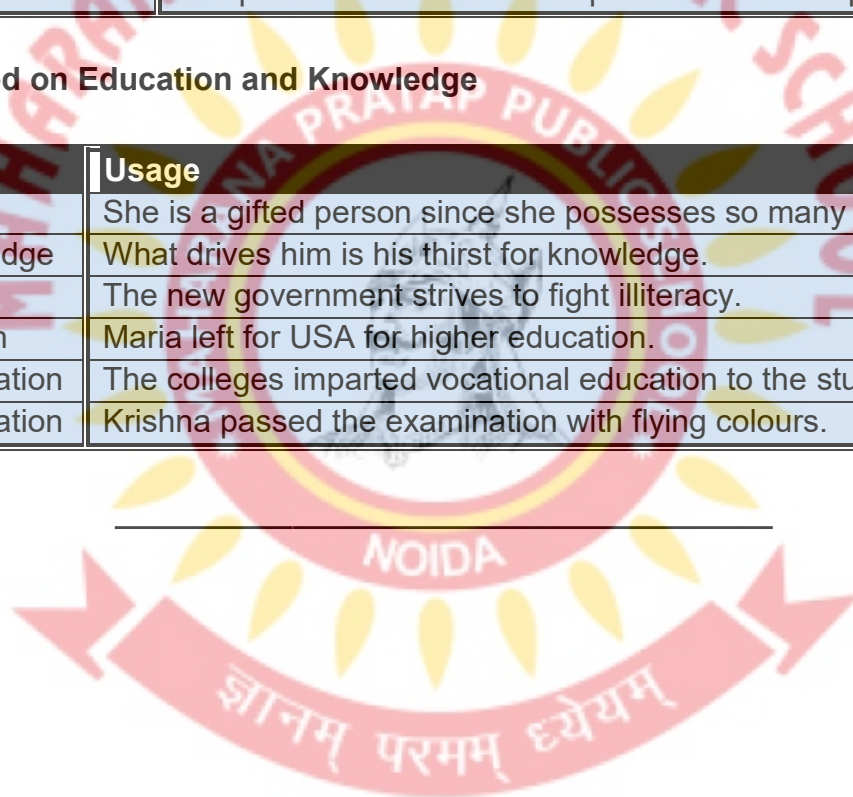
## Collocations Based on Business

Collocation	Usage
Record profits	The company announced record profits this year.
Pay rich dividends	A good decision will pay rich dividends later.

Collocation	Usage
Make a profit	The company made profit in the last quarter.
Dismiss an offer	The management dismissed Ganesh's offer.
Go bankrupt	Yasir went bankrupt after his last venture.
Impose a duty	The government should impose a higher duty on aluminium.
Widespread assumption	Rachna challenged the widespread assumption that girls are weak.
Move up the ladder	Ramesh knew how to move up the social ladder through glib talk.
Fierce competition	The product faced fierce competition from local players.

## Collocations Based on Education and Knowledge

Collocation	Usage
Gifted person	She is a gifted person since she possesses so many qualities.
Thirst for knowledge	What drives him is his thirst for knowledge.
Fight illiteracy	The new government strives to fight illiteracy.
Higher education	Maria left for USA for higher education.
Vocational education	The colleges imparted vocational education to the students.
Pass an examination	Krishna passed the examination with flying colours.





# ENGLISH



## AVOIDING REPETITION

### What is Repetition?

Repetition refers to the use of a word, phrase or clause more than once in a passage to emphasise a point. Repetition can either enrich a passage or clutter it with unnecessary information. Let us look at some examples.

Read the following extract.

*The woods are lovely, dark and deep,  
But I have promises to keep,  
**And miles to go before I sleep,**  
**And miles to go before I sleep,***

In the above extract, the poet takes the liberty to use repetition in the last two lines as a literary device for poetic emphasis. Such a kind of repetition is granted. Now read the following lines.

**Robert Frost** was born in 1874 and was an American poet. **Robert Frost** was known for his genuine portrayal of rural life. **Frost** had a very good command over American colloquial speech.

In the above extract, the noun 'Robert Frost' has been repeatedly used. Such kind of repetition elongates the piece and makes it verbose. This does not enrich the passage but makes reading a tedious process.

However, there is another way of writing this passage:

**Robert Frost** was born in 1874 and was an American poet. **He** was known for his genuine portrayal of rural life. **He** had a very good command over American colloquial speech.

As you can see, the noun has been substituted with a pronoun in the second and the third instances. This has eliminated unnecessary repetition from the sentence.

In this chapter, we will look at ways to avoid unnecessary repetition, through the process of omission and substitution.

## Substitution

### Using Pronouns to substitute Nouns

*Kirti* went to the *market* with *her* mother. *She* found *it* crowded and dirty.

In the table below, the sentences on the left have repetitive elements. Examine the improved versions on the right to understand how one can avoid repetition by substituting a pronoun for a noun.

	Original	Better	
	The officer reminded the petty thief of all the times when the <b>thief</b> was saved by the officer.	The officer reminded the petty thief of all the times when <b>he</b> was saved by the officer.	
	Though Rajan was out of town, Mahesh called <b>Rajan</b> and insisted that <b>Rajan</b> be present for the closing of the deal.	Though Rajan was out of town, Mahesh called <b>him</b> and insisted that <b>he</b> be present for the closing of the deal.	
	One <b>book</b> from the books at the bottom of the shelf does not belong to the owner of this house.	<b>One of the</b> books at the bottom of the shelf does not belong to the owner of this house.	
	<b>Mr Kapoor</b> arranged for <b>his daughter</b> to fly to England for further studies but <b>Mr Kapoor</b> did not know that <b>his daughter</b> was not interested in going aboard. <b>His daughter</b> was planning to work for an NGO.	Mr Kapoor arranged for his daughter to fly to England for further studies but <b>he</b> did not know that <b>she</b> was not interested in going aboard. <b>She</b> was planning to work for an NGO.	

## Using Synonyms

A synonym is a word which is used as a substitute for another word.

Original	Better
The <b>building</b> was constructed five years ago by a renowned builder. The <b>building</b> was then sold to someone else as the <b>builder</b> decided to wrap up his business in the country and move to another continent.	The <b>building</b> was constructed five years ago by a renowned <b>builder</b> . The <b>structure</b> was then sold to someone else as the <b>owner</b> decided to wrap up his business in the country and move to another continent.
Joseph was asked to <b>write an article</b> to the editor of the magazine. He had to <b>write the article</b> to expose the <b>issue</b> of bullying in the school. The <b>issue</b> had been suppressed for a long time.	Joseph was asked to <b>write an article</b> to the editor of the magazine. He had to <b>draft the article</b> to expose the <b>issue</b> of bullying in the school. The <b>problem</b> had been suppressed for a long time.
The <b>car</b> was caught jumping the signal and was intercepted at the next junction. The <b>car</b> was driven by a man who was drunk and bleeding from his forehead.	The <b>car</b> was caught jumping the signal and was intercepted at the next junction. The <b>vehicle</b> was driven by a man who was drunk and bleeding from his forehead.

## More examples of synonyms

Word	Synonym	Synonym
Building	Edifice	Construction
Farm	Field	Meadow
Money	Wealth	Bill
Liquid	Solvent	Fluid



**Omission****Avoiding Redundancy**

Redundancy occurs when you use more words than necessary to put across a point. Let us look at a few sentences.

Original	Better
I want the homework <b>finished completely</b> before you go out to play.	I want the homework <b>finished</b> before you go out to play.
The children went to the park <b>daily</b> and played with their dog <b>every day</b> .	The children went to the park <b>every day</b> and played with their dog. OR The children went to the park and played with their dog <b>every day</b> .
The group of hikers had planned to <b>return back</b> to the camp site at nightfall.	The group of hikers had planned to <b>return</b> to the camp site at nightfall.
The board ignored the <b>consensus of opinion of</b> the employees while taking this decision.	The board ignored the <b>consensus of</b> the employees while taking this decision.

**More examples of wordiness**

1. The woman shouted **loudly** at her toddler who spilled the milk.
2. The employees received **added** bonus following the windfall earnings.
3. These samples should be **adequate** enough for reference.
4. Blend **together** all the colours to create a mixture.
5. This is **critically** important for the successful launch of the brand.
6. We are pleased to offer you a **free** gift.
7. The two parts were joined **together** using a strong adhesive.
8. The man's **past** history is not favourable.

### Eliminating Wordiness

Wordiness occurs when too many words are used to express something that can be communicated in a few words.

Original	Better
The cacophony of the sounds of the birds brought the wild jungle to life.	The cacophony of the birds brought the jungle to life.
Balsa wood is a kind of wood light in weight and native to Brazil and Bolivia.	Balsa is a light wood native to Brazil and Bolivia.
The evolution of the reptiles overtime helped them survive and continue to live for aeons of years.	The evolution of reptiles helped them survive for aeons.
The artificial prosthesis helped the man stand once again.	The prosthesis helped the man stand once again.

### Making verbose sentences concise

Verbosity is the tendency to use a lot of words to express little. A great deal of empty talk covered in too many words makes writing unimpressive.

Verbose	Concise
They are two men, both of whom are alike in their built and in their stature.	They are two men of like built and stature.
The old man told us that the way to the back of his house was full of bushes and thickets.	The old man told us that the way to the backyard was full of bushes and thickets.
During the time I spent living in Raigad I learnt a lot about the physical features of the earth and the atmosphere of the area.	During my stay in Raigad, I learnt a lot about the geography of the area.
They begged before him and requested him to reconsider what he had selected.	They begged him to reconsider his selection.

# ENGLISH



## Active and Passive Voice

### What is Voice in Grammar?

Voice in grammar is a study of the relationship of the verb with its subject and object.

- When the subject of a sentence performs the action, the sentence has an **active voice**.
- When the subject of the sentence merely receives the action, the sentence has a **passive voice**.

1. **Chandu** cut a tree.

The subject in this sentence is **Chandu** who performs the action of cutting a tree. Hence, the sentence is in the active voice.

2. **A tree** was cut by Chandu.

The subject in this sentence **tree** does not seem to perform the action. Instead, it seems to have received the action of 'being cut'. Hence, the sentence is in the passive voice.

### Active Voice

The active voice is widely used in English and is preferred over the passive voice. It is direct and concise in nature and it makes the sentences sound assertive. In the active voice, the subject or doer is in focus and not the object.

The people selected the representative.

Helen sang a song.

Krishna took a bus to the station.

In the above sentences, the words **people**, **Helen** and **Krishna** are in the focus; the words **representative**, **song** and **bus** are in the background. Hence, the active voice is used.

### Passive Voice

The passive voice has a tendency to render the sentences weak, unlike the active voice. Although it is generally considered undesirable in writing, there are instances where the passive voice is desired.

The representative was selected by the people.

A song was sung by Helen.

A bus was taken by Krishna to the station.

In the above cases, the words **representative**, **song** and **bus** are highlighted and the words **people**, **Helen** and **Krishna** are not given importance. Hence, the sentences are in the passive voice.



## Transforming a Sentence from the Active to the Passive

While transforming a sentence into the passive voice, the easiest way is to interchange the position of the subject and the object.

	Subject	Verb	Object
Active Voice	<b>The cat</b>	chased	<b>the rat</b>
	Subject	Verb	Object
Passive Voice	<b>The rat</b>	is chased	<b>by the cat.</b>

### Rules

- Historical instances sound better when expressed in the passive voice.  
The kingdom was captured by the enemies.  
The Declaration of Independence was signed on the 4<sup>th</sup> of July 1776.
- In the case of compound and complex sentences, all the clauses in the sentence should be in the same form.

Active voice

She drove the car home

Passive voice

and the garage door was opened by her. *Incorrect*

Active voice

She drove the car home

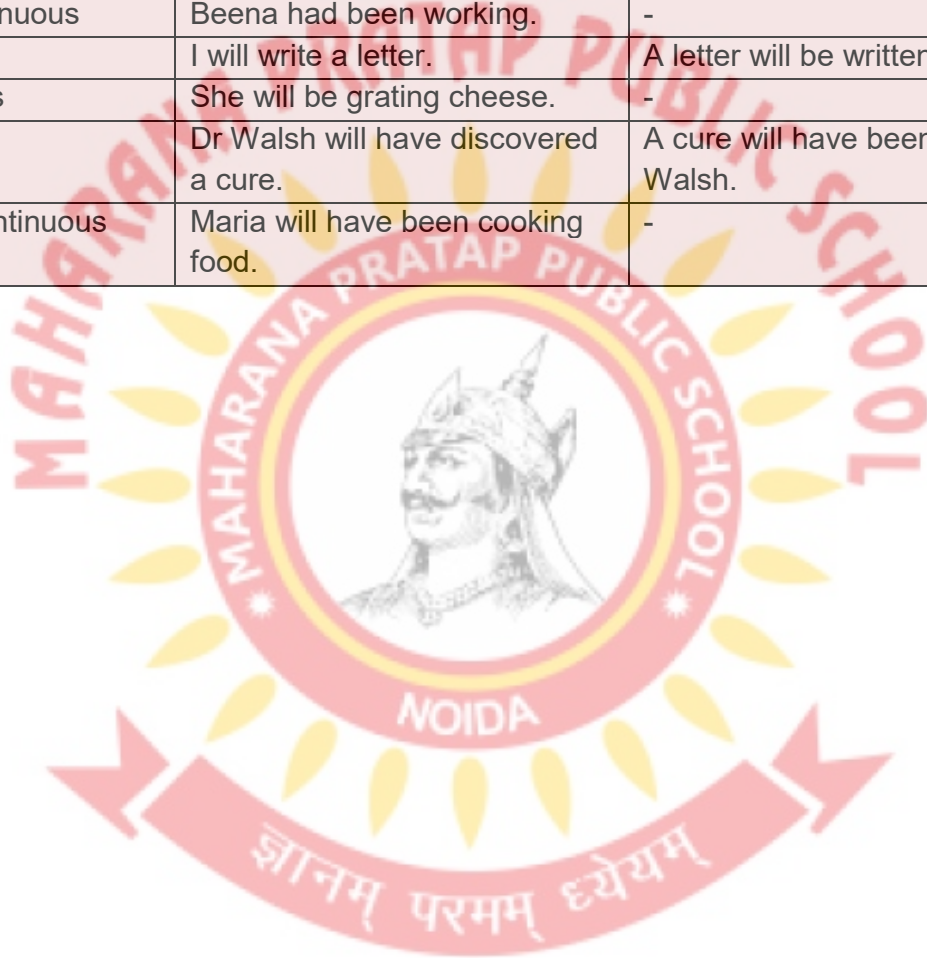
Passive voice

and opened the garage door. *Correct*

- When the doer of the action is important, use the active voice.  
**The Prime Minister** spoke about the important issue.  
**Gretel** wrote a letter.
- When the thing or person which gets affected by the action is important, use the passive voice.  
**The mangoes** were picked from the orchard.  
**Michael** was called by the boss.
- The passive voice is not possible when the verb used is intransitive.  
Krishna runs fast.  
Fast was ran by Krishna. *Incorrect*

## Changes in Tense

Tense	Active Voice	Passive Voice
Simple present	The bees gather nectar.	Nectar is gathered by the bees.
Present continuous	Manish is writing a story.	A story is being written by Manish.
Present perfect	Reema has gifted Sheena.	Sheena has been gifted by Reema.
Present perfect continuous	Dad has been calling you.	-
Simple past	The monkeys stole food.	Food was stolen by the monkeys.
Past continuous	Geeta was cleaning the house.	The house was being cleaned by Geeta.
Past perfect	Chitra had finished the work.	The work had been finished by Chitra.
Past perfect continuous	Beena had been working.	-
Simple future	I will write a letter.	A letter will be written by me.
Future continuous	She will be grating cheese.	-
Future perfect	Dr Walsh will have discovered a cure.	A cure will have been discovered by Dr Walsh.
Future perfect continuous	Maria will have been cooking food.	-



# ENGLISH



## Introduction to Article Writing

### What is an Article?

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An article is a piece of writing that is included in newspapers, magazines or journals alongside other written works.

#### Functions of an article:

- Inform the reader about an idea, phenomenon and piece of news or information
- Present an opinion
- Present an objective analysis
- Used for descriptive purposes

#### Characteristics of an article:

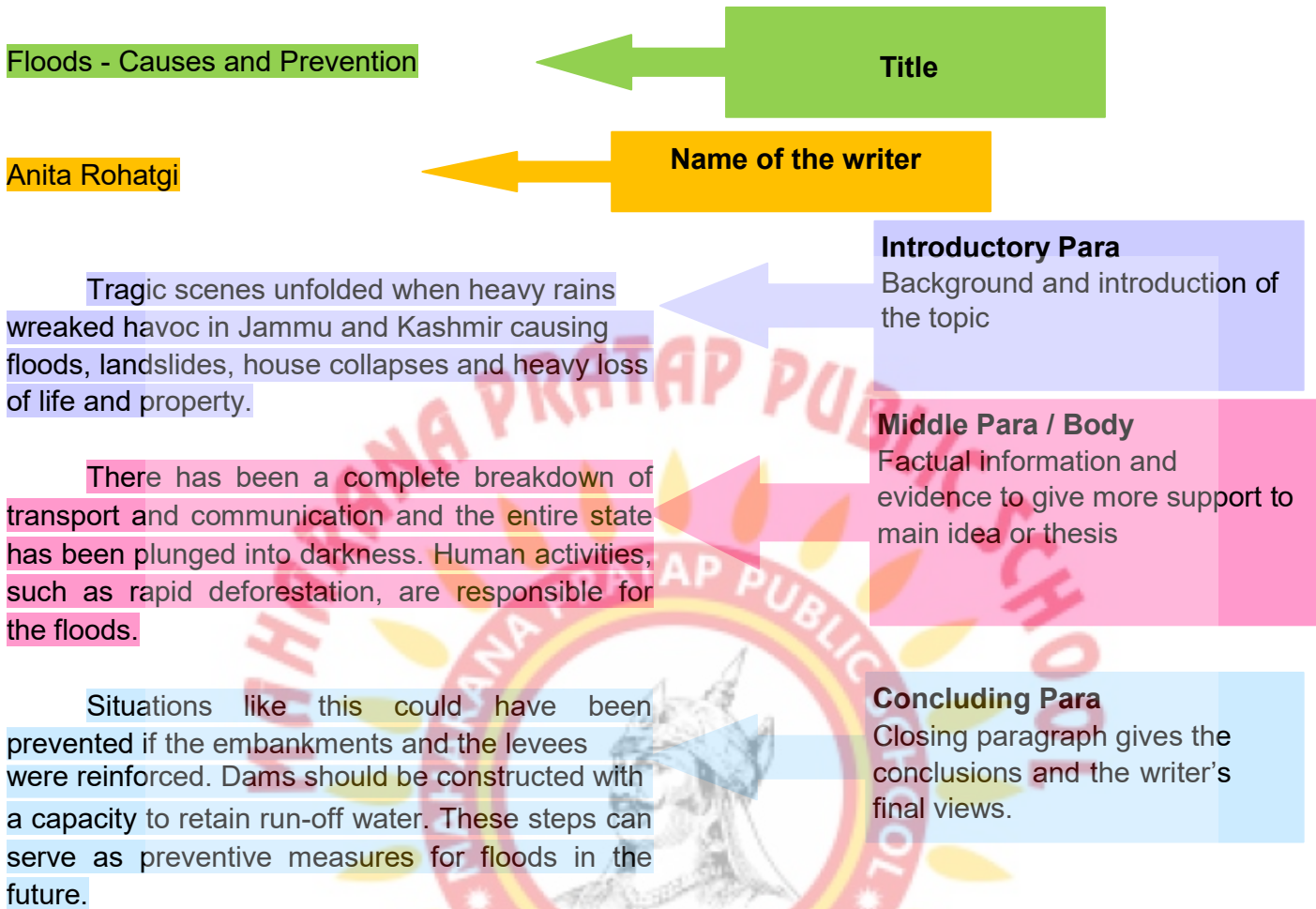
- Can be formal or informal depending on who the readers are
- Is less formal than a report
- Is well researched and the facts are true

#### Format of an Article





## Example:



## How to Write an Article

- Before writing, ask four questions:
  - What is the topic?
  - What is the purpose of the article?
  - What tone should be employed?
  - What is the word limit?

### Example:

Topic: 'Space Problem in the City'

Purpose: To highlight the housing problems faced by the citizens due to space constraints in the city.

Tone: Serious as the topic addresses a grave problem.

Word Limit: 120–150 words

- Brainstorm for ideas. Ask questions.

- What do you mean by 'Space Problem'?
- What causes this problem?
- What are the various problems faced by people in the city?
- What can this lead to?
- Who all are affected?
- What is the extent of the problem?
- How can it be tackled?

- Create an outline on the basis of the questions.

Space problems mean lack of space for habitation purposes in big cities—urbanisation, overpopulation and crowding cause overpopulation—space problems cause problems such as overcrowding, lack of sanitation and diseases—it can lead to more problems such as real estate mafia and crimes—the ones who are affected are the middle and the lower classes—people are deprived of amenities such as water, open spaces and parks—congestion—can add to more pollution—can be tackled by managing resources adeptly—vertical expansion of the city can house more people.

- Think of a suitable title that reflects the main idea of the article.
- Use transition words and phrases to connect the points of your article.
- Structure your article by dividing your points into three parts—**introduction**, **body** and **conclusion**.

## Space Problem in the City

by Anushka Gupta

Title

Name of the writer

Space problem means the lack of space for habitation purposes in big cities. Issues such as urbanisation, overpopulation and crowding cause space problems in cities.

If left unchecked, it can escalate and result in grievous situations such as overcrowding, lack of sanitation and diseases. It can also beget serious social problems such as real estate mafia and crime.

The ones who are affected are not the rich, but the middle class and the poor. Overcrowding can leave the people deprived of basic amenities such as clean water, open spaces and parks. Congestion and pollution are exacerbated in due course.

The problem can be tackled by managing resources adeptly. The municipal corporations should encourage vertical expansion of cities to house the burgeoning population.

Introductory  
Para

Middle Para /  
Body

Middle Para /  
Body

Concluding Para

## Samples

### Sample 1

#### Fresh Water Pollution by Shraddha Kulkarni

Water that contains less than 1,000 milligrams per litre of dissolved solids is known as freshwater. When the level of oxygen in the water decreases because of human activities, we face the problem of freshwater pollution.

Commercial activities of humans such as industrialisation and tourism have caused the level of pollutants in these freshwater resources to rise. Freshwater sources become the dumping ground for industrial waste products and other biomedical wastes. Reckless tourist activities also contribute to pollution. While it is obvious that living things need potable water to survive, freshwater pollution also threatens the habitat of a wide variety of flora and fauna.

People may not realise the gravity of the situation unless it affects them in profound ways. Creating awareness through government programmes may be helpful as it may capture the attention of the people. Corporates should also pitch in and try to take up the problem as a social responsibility. Along with the reduction of carbon footprint, freshwater preservation should be promoted. Tourist organisations should also lay some ground rules for reckless tourists. Together, we should battle this problem lest we see a day when living things die for the want of water. Let us take small steps to effect big changes in the future.

### Sample 2

#### E-Judiciary in India by Samreen Ansari

E-Judiciary or e-courts in India will revolutionise the way justice is dispensed by employing the use of technology at various levels of the litigation process. These processes include electronic case filing, online case submission and evidence production.

The main aim of starting this service in India is to speed up the judicial proceedings without cluttering the system. The e-judiciary manages cases automatically, provides online services, establishes the proper flow of information between courts and other government agencies, and lastly declutters the system by creating an easily accessible data grid. The e-court Mission Mode Project hopes to develop this efficient electronic system across India and all the union territories.

Through this system, we can be assured that problems such as the lack of transparency and delay in dispensing justice can be addressed efficiently.



**Sample 3****The Two Sides of Technology****by****Susan Joseph**

Technology has penetrated deep into our everyday lives. We start the day by checking our messages on the phone and by updating our social media profiles with our latest details. We rely on a wide array of electronic items in our everyday lives. The electronic revolution has made our lives easier. Today, it is difficult to imagine stepping out without a smartphone in the pocket. Communication has been enhanced thanks to e-mails and cellular technology. Household appliances like the vacuum cleaner, the microwave ovens and the washing machine have made chores easier. They are time-saving and more efficient than manual labour.

However, there are many disadvantages to the same. Automation removes the need for human intervention. A lot of jobs are thus lost to robots. A machine may be accurate, but it can never replace the ingenuity of the human mind. Technology has made slaves out of us since we are too dependent on it. It leads to the stagnancy of our intellectual capabilities making drones out of us. Pollution is also on the rise and the fears of a nuclear holocaust are always lurking in our minds.

We become too slothful when we rely on technology. If we do not wean ourselves off electronics, our natural faculties may cease to work. For example, depending too much on the calculator will cause our mathematical skills to stagnate and eventually not work. For its every merit, there is an equally appalling demerit. One should strike a fine balance by exploiting the benefits of technology without becoming dependent on it. the future.

**Sample 4****Save Our Planet****by****Ali Sayyed**

Serendipitously, our planet is at a perfect distance from the sun to create conditions that are favourable for life. To this day we have not been able to fathom whether life was a result of some fortuitous turn of events or because of an omniscient force that deliberately created living things. In either case, our planet is precious and one of a kind. Efforts should be made to save it from the systematic collapse it is hurtling towards.

Human beings are the only creatures that are known to exploit the earth's resources with ingratitude and live in disharmony with other life forms. Human activities are the biggest contributors to the problems faced by our planet. Little steps we take can help us preserve our planet for our coming generations.



Start by conserving water as it is a life-giving resource. Steps like carpooling should be taken to minimise the use of fossil fuels. Resorting to cleaner sources of energy can help in the long run. Recycling and energy-efficient techniques can reduce the impact of pollution. Plant trees and preserve the existing green cover. Many environmentally concerned citizens have realised the value of simple living and are returning to the rustic way of life. By being one with nature, we are attuned to its needs.

Small measures add to big differences in the future. We should encourage every small initiative that is done for the preservation of the planet. Younger generations will have to undertake the gargantuan task of spreading environmental sensitivity. We have inherited our home from our older generations. Hence, we should respect our gift and take the necessary steps towards its conservation.

### Sample 5

#### Challenges Posed by Destabilising Forces within a Country

by

Melissa Fonseca

The well-being of a nation depends on various factors—its economy, the quality of its population, the cultural and social mores. Anything that can harm any of the given factors can destabilise the nation and spark chaos.

Though external forces can shake the morale of the country, internal factors can cause profound harm to the harmony of the nation. Internal factors such as civil war can topple the government and cause anarchy. Headless states will then be ruled by proxy governments set up by self-appointed rulers. This can give rise to dictatorship in the nation.

Communal riots can tear the fabric of society and causing irrevocable damage to its sanity. Natural calamities can also contribute to the stability of the nation and can cause loss of property and lives. Thus, internal factors can destabilise a nation and may forever alter its course of progress.

To maintain the sanity of the nation, people should educate themselves about what is best for their nation. Accordingly, they should choose a leader who may guide their country to progress instead of anarchy.

**Sample 6****Importance of Vocational Education**

by

**Kirti Kukreja**

Vocational education refers to the training provided to students to make them fit for certain professions such as crafts, engineering, nursing and hospitality. Our education system needs to strike a fine balance between academic education and vocational education while designing the scholastic curriculum.

In addition to a dearth of skilled manpower in our country, the education provided in schools and colleges seems to have less practicality. These problems can be rectified if vocational education is imparted to students from a young age.

To build a strong nation, we need skilled citizens who are blessed with theoretical and practical knowledge. Therefore, the education system should focus on imparting vocational skills to students which would contribute to the nation's progress.

**Sample 7****Is War the Best Way to Counter Terrorism?**

by

**Akshara Das**

The prime goal of the defence system of a country is the safety of the regions and the people. Terrorism has always been jeopardising lives. Therefore, if a country needs to fight against such groups, war is justified. Attack is the best form of defence. Terrorist groups have a strong and sophisticated network, which can be counteracted only with an equally strong defence system. Therefore, military operation is crucial in breaking the network completely. Terrorist groups have no regard for rules of international harmony and concord. Therefore, the use of force in the form of war seems justified.

However, even war is not a consummate solution to end terrorism. The number of terrorists and terrorist groups present in the world today is mind-boggling. The world can be freed from their grips only if they are attacked and wiped out completely. Terrorist groups are neither confined nor limited to a single country. Therefore, engaging a country's military to wage war against such groups is inappropriate. When countries are engaged in wars, there is tremendous loss of life and property. War forces civilians to give up their social rights in exchange for their safety. However, once the war has stopped, terrorists will once again wreak havoc in the lives of people. The additional power given in the hands of the ruling bodies during wartime is often misused and resources are wasted. A great deal of time and money is wasted in the name of war. It takes years for a country to regain normal function after a war. Therefore, war is not an option to fight terrorism. Terrorist groups entice poor and helpless youngsters by convincing them that becoming a terrorist is a way of getting all your freedom back. Violence begets violence. If terrorists are attacked, they are likely to displace their wrath on innocent people. Therefore, the war against terrorism is not justified.

**Sample 8****The Importance of Brisk Walking****by****Ashford D'Cruz**

The life that we lead today is full of stress. Be it work-related worry or exam-related anxiety, constant stress has become a hallmark of our lives. Its repercussions can be seen manifesting in the form of diseases and mental illnesses. It affects the quality of our lives and can often cause strain in relationships. While it is true that stress is unavoidable, we can always circumvent its negative effects by changing our lifestyle.

Brisk walking daily for 30 minutes is known to reduce our cortisol levels and improves cardiovascular health. Apart from helping us lose weight, walking also promotes a sense of well-being. Yoga, an underappreciated system of physical techniques, offers a wide range of benefits to our stressed constitution. It promotes the harmony of the body, mind and spirit. An unhealthy gut is known to be the hotbed of diseases. A healthful diet comprising vegetables, whole grains, oils and fresh fruits can work wonders for our well-being. A high-fibre diet can cleanse the colon and keep the gut healthy. Adopting these small changes in our otherwise stressful lifestyle can relive us of our health problems.

**Sample 9****Science, the Future****by****Tariq Khurshid**

Since the advancement of science and technology, the lives of people have changed tremendously. Human beings by nature are inquisitive social animals. Scientific inventions have upgraded lives making people more independent. It has made life easier and increased the lifespan as well. Some of these breakthrough inventions include things like a portrait record player, a clock that writes down time, virtual keyboards and virtual memory, and smartphones. Scientific inventions are also being used in the medical field to get results which people would not have imagined a few years ago. The robotic artificial limb is one such invention. After this invention, numerous people have gone back to living independent lives contented that they do not have to rely on others for their most basic needs.

Science and technological inventions have lessened the burden of work from people's shoulders. Most of the work which needed manual labour can now be done using machines, saving both energy and time.



# ENGLISH





## Nominalisation

### What is Nominalisation?

The word 'nominal' is the adjective form relating to the word 'noun'. Therefore, the term nominalisation refers to changing a verb, adjective or adverb into a noun. In English, nouns can be formed by adding prefixes or suffixes to words belonging to other parts of speech. Through this process, qualities, actions and events are turned into things, ideas or people.

Word	Nominalisation
is walking	the walk
final	finality
melodiously	melody

When the verb, adjective or adverb is nominalised, the sentence to which the words belong to sounds more formal and abstract.

(a) After the septic tank leaked into the drinking water reservoir, an epidemic broke out.

(b) After the leakage of the septic tank into the drinking water reservoir, there was an outbreak of an epidemic.

Compared to Sentence (a), Sentence (b) sounds more formal.

More examples:

(a) The scientists demonstrated how to extract DNA from the pulp of the tooth.

(b) The scientists conducted a demonstration about the extraction of DNA from the pulp of the tooth.

(a) They discussed whether the claims were authentic or not.

(b) They had a discussion on the authenticity of the claims.

### Common Suffixes of Nouns

Suffix	Noun Form
-ion	demonstration, continuation, fixation
-ity	duplicity, possibility, complexity
-ness	firmness, happiness, blindness
-ment	enjoyment, replacement, arrangement
-ance, -ence	absence, importance, appearance
-ship	friendship, kinship, partnership
-hood	neighbourhood, motherhood, childhood
-er	runner, speaker, leader

## Changing Verbs to Nouns

- To change verbs into nouns, suffixes such as '**-ion**', '**-sion**', '**-er**', '**-ing**', '**-th**' or '**-ment**' can be used.

Verb	Suffix	Noun
determine	-ion	determination
ascent	-sion	ascension
swim	-er	swimmer
knit	-ing	knitting (gerund)
grow	-th	growth
abandon	-ment	abandonment

- The verb can be converted into a noun by adding an **article**.

Verb	Noun
reading	the reading
walking	the walk
taste	the taste
kill	the kill

### Steps:

- Underline the verbs in the sentence.

Crime was increasing and this was worrying the police.

- Write down the noun forms of the verbs.

Increasing: The increase  
Worrying: Worry

- Replace the verbs with the noun forms. Use them in the sentence either as subjects or as objects.

The increase in crime caused worry among the police.

## Changing Adjectives to Nouns

- Adjectives can be changed into nouns by adding suffixes such as '**-ness**', '**-ity**', '**-ency**', '**-ancy**', '**-ance**', '**-ism**' and '**-th**'.

Adjective	Suffix	Noun
happy	-ness	happiness
able	-ity	ability
efficient	-ency	efficiency
deviant	-ancy	deviancy
defiant	-ance	defiance
favourite	-ism	favouritism
warm	-th	warmth

- Adjectives can also be turned into nouns by dropping suffixes.

Adjective	Suffix	Noun
traumatic	-ic	trauma
magical	-al	magic
dangerous	-ous	danger
questionable	-able	question
zealous	-ous	zeal
painful	-ful	pain
guilty	-y	guilt

### Steps:

- Underline the adjectives in the sentence.

The fact that you are reliable makes me happy.

- Write down the noun forms of the adjectives.

reliable: reliability  
happy: happiness

- Replace the adjectives with the noun forms. Use them in the sentence either as subjects or as objects.

Your reliability brings me happiness.

## Changing Adverbs to Nouns

- Changing adverbs to nouns is a three-step process.
- First, the suffix '-ly' is dropped from the adverb (beautifully).
- The result would be an adjective (beautiful).
- Follow the rules for converting adjectives into nouns by adding or removing suffixes.

Adverb	Adjective	Noun
specially	special	specialty
truthfully	truthful	truth
viciously	vicious	viciousness
confusingly	confusing	confusion
completely	complete	completion

### Steps:

1. Underline the adverbs in the sentence.

The enemies retreated fearfully.

2. Write the noun forms of the adjectives.

fearfully: fear

3. Replace the adverbs with the noun forms. Use them in the sentence with prepositional phrases.  
(preposition + noun phrase)

The enemies retreated in fear.



## Examples

- (a) She has been erring a lot lately.  
 (b) She has been committing a lot of errors lately.

- (a) Michelle is an intelligent girl.  
 (b) Michelle is blessed with intelligence.

- (a) The immigrants thronged towards the city rapidly.  
 (b) The immigrants thronged towards the city with rapidness.

- (a) Ravi's business expanded in India.  
 (b) Ravi's business underwent expansion in India.

- (a) King Mahendra's stoic demeanour during trying times made his subjects courageous.  
 (b) King Mahendra's stoicism during trying times instilled courage in his subjects.

- (a) The messenger spoke of the soldier's death sorrowfully.  
 (b) The messenger spoke of the soldier's death with sorrow.

- (a) He spoke of the problems plaguing his country to the people gathered.  
 (b) He delivered a speech about the problems plaguing his country to the people gathered.

- (a) George was absent during the meeting and that was noticed by everyone.  
 (b) George's absence during the meeting was noticed by everyone.

- (a) He jumped joyfully.  
 (b) He jumped for joy.



# ENGLISH



## HOMOPHONES AND HOMONYMS

### What are homophones and homonyms?

Quite often, a word can have multiple meanings despite holding the same sound or spelling. If one does not have a sound knowledge of such words, understanding English can be a daunting task. Therefore, it is very important to know the difference between homonyms, homophones and homographs.

#### HOMONYMS:

- Words that have the same spelling and pronunciation but different meanings are known as **Homonyms**.

I can go to the library only after noon. (Can=verb (ability))

The can was opened by a knife. (Can=noun (container))

#### HOMOPHONES:

- Words that have the same pronunciation but different spellings and meanings are known as **Homophones**.

Mother served us chocolate dessert. (Dessert=eatable)

The boy was stranded alone on the desert. (Desert=land mass)

Homo (same) + Nym (name)

=

Homonym (same name)

Homo (same) + Phone (sound)

=

Homophone (same sound)

Let us now look at some homophones.

aye, censor, cite, buy, braze, eye, sight, braise, sensor, bye

- "Aye Aye Captain!" said the sailor as he pulled the sails. (old English for 'yes')  
The stone hit the worker in the eye while he was working in the quarry. (part of the body)
- The censor board decided to ban the play in the communally sensitive regions of the country. (a group)  
The motion sensor detection lights failed to operate in time. (a mechanism)
- The student should cite at least two examples for each occurrence. (to quote from a source)  
No one was in sight when I reached the charity ball. (to be seen)
- The Wilsons are going to buy the old mansion next month. (to purchase)  
"Bye, Aunt Kathy!" Cindy said as the car pulled out of the lane. (a greeting)
- The two pieces of metal were brazed together at a high melting point. (soldered)  
The vegetables were braised using little water. (cooked in a pan)

Look at the words printed in bold in the sentences below. The table that follows explains each word's pronunciation and meaning.

1. All the expenses of the tour were **billed** to the company.
2. We **ate** heartily last night at the graduation party.
3. Privileges should be given based on merit rather than **caste**.
4. Nathan decided to **build** a room upstairs for his long lost brother.
5. Soldiers are trained to survive without food and water for **days** together.
6. Like Cinderella, Isabelle also wished for a **fairy** godmother to arrive and rescue her out of her foster home.
7. We were **not** prepared to face such a devastating storm.
8. The FIR report stated that the family had employed Jaggu despite knowing that he was a **minor**.
9. The **ferry** to Mandva jetty leaves in 10 minutes so we better hurry up.
10. The **fir** trees in the woods were covered with snow.
11. She was groomed to become a **nun** one day.
12. The witch **cast** an ominous spell over Andalusia and every baby that would be born in the country.
13. The wife of the victim was in a **daze** after the revelations of the murder.
14. Polar bears have thick **fur** on their body to protect them from extreme cold.
15. Felix liked to have **eight** pencils in his pencil box.
16. Kevin's father was a **miner** during the day and a bouncer at night.
17. The **main** switch needs to be disconnected immediately in case the red light starts beeping continuously.
18. The **knot** was too tight for little Kevin to loosen it in time.
19. Simba stood at the edge of Pride Rock and looked magnificent as the wind breezed through his luscious **mane**.
20. **None** of the designs sent by the architect are impressive.



Word	Pronunciation and Meaning
billed	\ˈbɪld\ : to charge someone
build	\ˈbɪld\ : to make something
ate	\ä-tē\ : past tense of eat
eight	\ˈäɪ\ : the eighth number in a set
caste	\ˈkast\ : division based on wealth, rank, or occupation
cast	\ˈkast\ : to send something in a direction
days	\ˈdāz\ : on any day
daze	\ˈdāz\ : to stupefy
fairy	\ˈfer-ē\ : a mythical being
ferry	\ˈfer-ē, ˈfe-rē\ : to carry by boat
fur	\ˈfər\ : a hairy coat of an animal
fir	\ˈfər\ : a tall evergreen tree
minor	\ˈmī-nər\ : below 18 years of age
miner	\ˈmī-nər\ : a person who digs in a mine
main	\ˈmān\ : the chief part
mane	\ˈmān\ : thick hair around the top and sides of the neck of a horse or a lion
knot	\ˈnäɪ\ : an interlacement of parts
not	\ˈnäɪ\ : a negative word
none	\ˈnən\ : not any
nun	\ˈnən\ : a woman from a religious order

Examine the underlined words in the sentences below to understand how homonyms can be tricky yet interesting!

1. It took 12 hours for the crane to shift the trailer off the highway. (a machine)  
The crane kept staring at the fish in the water, as if meditating into oblivion. (a bird)
2. The file that went missing today from the office had confidential information. (set of papers)  
The residents are going to file a case against the builder pressing criminal charges against him. (record legally)
3. The brass vessels were no match to the silver chairs placed in the royal dining hall. (to be equal to)  
The match was well played by both the teams. (a game)
4. The left hand side of the page has to remain blank. (one side of your body)  
The survivors were left with just a few supplies in the middle of the ocean. (remaining)
5. He visits his grandfather's grave every year on his birthday. (final resting place)  
It was a grave mistake that killed many innocent children. (serious)
6. The chief guest addressed the audience and the teachers in his speech. (officially spoke)  
The address you have written on the form is incomplete. (a place where you live)
7. I will not support any criminal activity in this village. (to approve of)  
The NGO had the support of 500 villagers and several government schemes. (assistance)
8. The duck swam in the pond with the four ducklings as the snake glided into the water. (a bird)  
Suraj had to duck to avoid getting hit by the ball. (to lower the head suddenly)

# ENGLISH



## Subject Verb Agreement

### What is Subject Verb Agreement?

**Subject verb agreement** or **subject verb concord** in grammar is the agreement of the subject with the verb in number and person.

(a) The dog growls in the corner.

(b) The dogs growl in the corner.

The verbs in Sentences (a) and (b) demonstrate the agreement rule. In Sentence (a), the subject 'The dog' is singular. Hence, a singular verb 'growls' is used. In Sentence (b), the subject 'The dogs' is plural. Hence, the plural verb 'growl' is used. This relationship between the noun and the verb is called subject verb agreement.

The bee flutters by the flower.

The bees flutter by the flower.

The group of women was arrested by the police.

The groups of women were arrested by the police.

The sheep jumps over the fence.

The sheep jump over the fence.

All the troupes have performed.

The troupe has performed.

### Rules of Subject Verb Agreement

- Uncountable nouns** and **material nouns** will agree with singular verbs.

Water is a precious commodity.

Golden sand covers the shore of the renowned beach.

Time flies when you are having fun.

Crocodile leather is used for making bags.

Copper is a malleable metal.



- In a **noun phrase**, the head word (either a noun or a pronoun) agrees with the verb.

The stars in the southern sky shine beautifully.

A swarm of bees has descended on him.

The books in the library are old and tattered.

- Some **collective nouns** always agree with plural verbs.

The police are apprised of the matter.

The cattle have been fed.

The vermin are crawling out of the sewers.

- While dealing with **collective nouns**, one should determine whether the verb refers to the collection or the **members** within the collection. If the verb refers to the collection, the verb is singular. If the verb refers to the actions of individual members of the collective noun, the verb is plural.
- The nature of the action of the **members** in the collection nouns also determines whether the verb will be singular or plural. If the action **is** in unison, the verb is singular. If the action is not in unison, the verb is plural.

The team has played well.

(The action is united and the verb refers to the collective noun 'team'.)

The team have fought among themselves.

(The action is not united and the verb refers to the actions of the team members.)

- Indefinite pronouns** always agree with singular verbs.

Someone has been here.

Nothing is impossible.

None of this makes sense.

Much was wasted.

Everything is illuminated.

Something is crawling under the rug.

- **Gerunds** always agree with singular verbs.

Smoking <u>is</u> prohibited.	Lying <u>is</u> a sin.
Screening for narcotics <u>is</u> mandatory.	Farming <u>was</u> their occupation.

- In the case of **compound subjects** joined by the conjunction 'and', the verb will be plural.

Amit and Raghu <u>have</u> completed their assignments.	Bones and teeth <u>are</u> excavated from the ruins of the ancient city.
The purse and all its contents <u>were</u> missing.	Krishna and Balarama <u>are</u> brothers.

- Sometimes, the **compound subject** may represent a single idea, notion or thing. In such cases, the subject will agree with a singular verb.

Law and order <u>was</u> restored. (The words 'law' and 'order' represent the same idea.)	Ramu, the gardener and cook, <u>was</u> absent today. (Ramu, 'gardener' and 'cook' is the same person.)
The horse and carriage <u>has</u> arrived. (Horse and 'carriage' are parts of the same unit.)	Peace and prosperity <u>prevails</u> . (Peace and 'prosperity' represent the same idea.)

- Phrases such as '**along with**' and '**as well as**' and '**together with**' connect two nouns like the conjunction '**and**'.
- The verbs in these cases will agree with the **first noun**.

<u>The man</u> along with his sisters <u>lives</u> with their mother.
<u>The minister</u> along with the members of his party <u>was</u> staying in this hotel.

- When two nouns are connected by correlatives **either...or** and **neither...nor**, the verb agrees with the **noun** which is **closest** to it.

<u>The man</u> along with his sisters <u>lives</u> with their mother.
<u>The minister</u> along with the members of his party <u>was</u> staying in this hotel.

- When **distributive pronouns** are in the subject, the verb will be singular.

Each of the books <u>was</u> destroyed in the fire.	Either of the sisters <u>is</u> the culprit.
Neither of the men <u>is</u> eligible for the post.	None of you <u>has</u> a choice.

- When **units of measurement** are used in the subject, the verb will be singular.

5 kilos of rice <u>was</u> bought by the wealthy man.	3 hours <u>is</u> not a long time.
40 degrees <u>is</u> very hot even for the summer.	400 runs <u>is</u> a tough score to beat.

- When **pronouns** such as '**there**' and '**here**' are used, the verb will agree with the noun which follows it.

There <u>are</u> <u>two</u> reasons for this phenomenon.	Here <u>are</u> your <u>books</u> .
Here <u>is</u> a <u>flowery</u> <u>hat</u> .	There <u>goes</u> my <u>balloon</u> .

- Some nouns may end in '-s' and may seem plural, but they agree with singular verbs.

Economics <u>is</u> my favourite subject.	Measles <u>is</u> a disease.
The news <u>is</u> not very good.	Physics <u>is</u> taught by Dr Desai.

- Some nouns are always in the plural form and will agree with plural verbs. These words may sound awkward in their singular form. Many of them operate in pairs. Examples: Jeans, scissors, shorts

My glasses <u>are</u> missing from the table.	The alms <u>were</u> collected by the beggars.
The goods <u>were</u> delivered before 9 pm the next day.	These pants <u>require</u> thorough washing.

- Some nouns do not have a plural form. These words may be singular or plural.

The deer <u>is</u> petrified.	The deer <u>are</u> petrified.
The fish <u>swims</u> in the pond.	The fish <u>swim</u> in the pond.
The sheep <u>jumps</u> over the fence.	The sheep <u>jump</u> over the fence.

- Fractional expressions** may agree with singular or plural verbs depending on their number.

<u>One</u> -fifth of the wealth <u>was</u> donated to charity. (One part)
<u>Two</u> -thirds of my hair are grey. (Two parts)
<u>Three</u> -fourth of the estate <u>is</u> covered with trees. (Three-fourth is a single part.)

- The phrase '...**is one of the**' will be followed by a plural verb.

She is one of the <b>greatest</b> pianists who <u>have</u> ever played in this hall.
Manish is one of the <b>tallest</b> boys who <u>have</u> played for the team.
Michael Jackson is one of those artists who <u>have</u> admirers all around the world.

- Sometimes, a **modifier** may distance the subject from the verb. In such cases, the modifiers should not affect subject verb agreement in any way.

<u>He</u> who garnered the most number of votes <u>has</u> been declared the winner.
<u>The monkeys</u> living in the most secluded part of the jungle <u>have</u> made an appearance.
<u>The one</u> glaring at her while munching on peanuts <u>is</u> her mother-in-law.





# ENGLISH



## Dialogue Writing

### What is a Dialogue?

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A dialogue is a conversation between two individuals on a topic understood and related to by both. It is an exchange of thoughts and opinions on any kind of topic or issue. A dialogue may either aim to form a concurrence of thought or differentiate one's point of view from the others.

### Format of a Dialogue

A dialogue does not have any distinct format. However, some rules need to be followed in order to avoid confusion while pairing a statement with its speaker.

- When the names of speakers are not mentioned, the dialogues should be written within quotation marks.  
Example: "I have an appointment today."  
"What time is it?"
- In such cases, attributions like he said, she replied etc. should also be included.  
Example: "I do not trust that man," he said.
- An attribution when used at the beginning of a sentence should always be followed by a comma (.).  
Example: She said, "This is the clue we were looking for."
- When names of the speakers are included, they should be followed by a colon mark (:).  
Example: Rita: How may I help you?  
Mr Rao: Could you tell me the way to the boardroom?
- Every time the speaker changes, a new line should be used.  
Example: Mother: What time will you be back?  
Sara: The class will get over by 4, so I should be home by 4.30.  
Mother: I may not be home when you come, but I will make some snacks for you before leaving.

### Tips for Writing a Dialogue

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- A written dialogue should appear spontaneous; therefore, do not include elaborate sentences.
- While writing a dialogue, ensure that thoughts are expressed clearly.
- Make a short outline at the beginning so that all important points are given sufficient credit.
- Arrangement of ideas in the logical sequence is equally important. Jumping back and forth with thoughts makes the piece appear immature.

## Sample Dialogues

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### Sample 1

Bank Manager: Good morning! Please come in. How may I help you?

Rohan Singh: Good Morning! I would like to open a savings account with your bank, but I find the process very confusing.

Bank Manager: Please take a seat. The process is very simple actually. All you have to do is fill a savings account opening form and submit it with photocopies of your ID proofs and two passport-sized photographs.

Rohan Singh: Which ID proofs should I get along?

Bank Manager: We will need one photocopy each of your ration card, pan card and Aadhar card.

Rohan Singh: Ok, that sounds easy. Where will I get the account opening form?

Bank Manager: The clerk sitting at the desk opposite the cash counter will give it to you.

Rohan Singh: What is the minimum deposit amount for opening an account?

Bank Manager: For savings account, it is only 500 rupees. However, this amount cannot be withdrawn unless you wish to close your account permanently.

Rohan Singh: What are the other facilities that I would be provided if I open an account?

Bank Manager: Apart from your cheque book, SBI will provide you with an ATM/debit card, internet banking and phone banking facility.

Rohan Singh: Thanks a lot! You have really simplified the procedure for me.

Bank Manager: The pleasure is entirely mine.

### Sample 2

Mother: Looks like you had a lot of fun at school today. How was the Christmas party?

Priya: It was truly spectacular mother. The children from the primary section enacted the Christmas story at the assembly.

Mother: Oh! That must have been really beautiful.

Priya: It was! Not only that; after a short speech by our school leader on the significance of Christmas, the school band played carols on their instruments. Mumma, you should have heard them, for a moment I felt like the heaven had come down to Earth.

Mother: That does sound exceptional. I understand what you mean. Your school has the reputation of excelling in whatever it does.

Priya: Yes mumma, it was! After that we went to our class. There we played games with our teacher. It was great fun. We also had crib making and classroom decoration competitions.

Mother: So, they kept y'all busy the whole day. Did they give y'all any snacks to eat?

Priya: Yes, they gave us Fruity, samosas, wafers, cake and chocolates. I got many gifts from Santa Claus as well. He kept throwing them in all directions.

Mother: Well Priya, I'm glad that you had so much fun.

Priya: That I did, wait mumma there is more. I forgot to show you the gift I got. Every standard received a different toy. We received Brainvita. Playing this game is so much fun.

Mother: So, I see you opened it in school itself.

Priya: Yes! Everyone did. We were so engrossed in it that we did not even realise when the bell rang at the end of the day.

Mother: That's very nice. Be sure to thank your teachers when you go to school next for all the effort they put in.

**Sample 3**

- Dr Shastri: This is the third time in two months you have come to me complaining of stomach ache, Jitesh.
- Jitesh: Have you been eating frequently from outside?
- Jitesh: I have my lunch from the school canteen, doctor.
- Dr Shastri: How is the food in taste and appearance?
- Jitesh: The food tastes good, except that it is spicy sometimes. Often, it is soaked in excess oil.
- Dr Shastri: No wonder you are falling sick so often, Jitesh! Eating spicy food regularly upsets your digestive system. Does the oil in the food smell abnormal?
- Jitesh: I don't know really. But yes, my throat often aches after eating a meal that had excess oil.
- Dr Shastri: That is due to the poor quality of oil being used to make the food. Jitesh, you should stop eating from the canteen at once. If possible, eat home-cooked food and for a few weeks only eat light meals.
- Jitesh: Okay, doctor. What can I include in my diet for the next few days?
- Dr Shastri: Have home-cooked food with minimum spices. Avoid over intake of fibrous foods as they are heavy to digest. Have plenty of water and fruits. In a couple of weeks, your system will be back to normal.
- Jitesh: Thank you, Doctor. I will avoid eating from outside henceforth.
- Dr Shastri: Yes, you should. Here are your medicines. In addition, please also engage in light exercise once a day so that you remain fit.
- Jitesh: I will do that, doctor. Thank you for your time and consultation.
- Dr Shastri: Take care and get well soon, Jitesh!

**Sample 4**

- Satish: Excuse me, what is your name sir?
- Beggar: My name is Dinesh Kumar. Why do you ask? You don't need my name to curse me.
- Satish: I do not wish to curse you, Mr Kumar. I never saw you here before. You intrigue me; therefore, I want to know more about you. Who are you and why are you begging here?
- Beggar: I cannot recollect the last time somebody called me by that name.
- Satish: Tell me something about yourself.
- Beggar: You know my name. Many years ago, I used to be a successful businessman dealing in scrap metals. The business was booming and I was surrounded by friends. I got married to a woman I loved and she bore me two children. I was a very good father fulfilling every desire my children had.
- Satish: What changed that?
- Beggar: I had a daughter and a son. When they got married, things started changing. Both of them vied for my business and property which I bequeathed to them. Once my son had control of my business, he ousted me. My daughter too, whom I gave my palatial house, threw me and my wife out.
- Me: Where did you go from there?
- Beggar: My friends deserted me since I had no money. So, I begged for a living making enough to buy us two meals a day. My wife eventually succumbed to illnesses leaving me all alone in this world. At this age, I cannot beg. Sometimes I wait for death to catch up with me.



**Sample 5**

Reporter: Hello, my name is Mr Thomson. I am a reporter for IBN and would like to meet Mr Jack.  
Secretary: Do you have an appointment?  
Reporter: I do not have a formal one, but I spoke to him on the phone and he said that I could come today.  
Secretary: You will have to wait for some time since Mr Jack is in a meeting right now.  
Reporter: How long will the meeting last?  
Secretary: It should be over in about 15 minutes.  
Reporter: That's fine with me.  
Secretary: Would you like some tea or coffee?  
Reporter: No, thanks for asking.  
Secretary: You're welcome. Please have a seat. I will let you know as soon as he is free.  
Reporter: I appreciate your cooperation.

**Sample 6**

Sushant: Hello! May I speak to Mr S. Kaushik?  
S. Kaushik: Yes, who is this?  
Sushant: Hello Sir. My name is Sushant. I saw the advertisement of your activity club in today's newspaper and would like to enquire more about it.  
Mr Shah: Oh yes! We have recently opened an activity club for children of all age groups. I will be able to explain it to you further if you can tell me what exactly you are looking for?  
Sushant: My son has a lot of free time, and since both my wife and I are working we would like to enrol him in a creative club.  
S. Kaushik: We would be happy to oblige. What would you like to know?  
Sushant: First, where exactly are you located?  
Mr Shah: Our club is located on the ground floor of Pravin Apartments which is about 2–3 minutes' walk from the Santa Cruz railway station.  
Sushant: Okay, could you give me some more details of the place?  
Mr Shah: We have converted a 1BHK flat into our club area furnished with colourful toys and other amenities. We also have a large garden at the back which can be accessed only through our flat.  
Sushant: The place sounds safe enough. What activities do y'all teach?  
Mr Shah: We teach all forms of dance, singing and craft. It's an extensive list. I suggest you visit us once since it is impossible for me to list everything we do on a call.  
Sushant: Okay, I will do that. Thank you for the information. I will call you back once I make up my mind.

**Sample 7**

- Anjua: Hi Shweta, what a pleasant surprise! It's a pleasure seeing a school friend after so many years.
- Shweta: Indeed it is. How are you and what have you been up to?
- Anjua: I am great. Do you remember the paintings I made for pleasure in school?
- Shweta: Yes I do, and I always told you what a great artist you would be one day?
- Anjua: Well, I guess you were right there.
- Shweta: What do you mean?
- Anjua: After college, I studied painting from J. J. School of Art and today I am a professional painter.
- Shweta: Oh really? That's great news. I never doubted your potential.
- Anjua: I know, and I believe that the confidence you showed in me was one of the factors which encouraged me to conquer my dreams.
- Shweta: Don't flatter me. This is all the fruit of your hard work.
- Anjua: I am not. Believe me. I never considered my drawings of any consequence. It was you who saw the talent in me and gave me the boost I needed.
- Shweta: Well then, I guess I deserve a treat.
- Anjua: You deserve more than that, but a treat is surely in order.
- Shweta: Let's have coffee.

**Sample 8**

- Omkar: Hey what are you doing? Would you like to come out to play?
- Arvind: No. I'm a little busy right now. I'm writing a story for tomorrow's storytelling competition.
- Omkar: You have been working on that since the last week. How much more will you edit it?
- Arvind: It's a suspense story, Omkar. It has to be perfect or else it will lose its charm.
- Omkar: That is true, but I have full faith in your skills. After all, you have been winning this competition since so many years now.
- Arvind: That's true. But that does not give me a reason to be careless with my work, does it?
- Omkar: Yes you are right, but over doing it is also dangerous, don't you think?
- Arvind: What do you mean?
- Omkar: I mean you are so focused on this competition that you are neglecting every other thing like food, play and your studies.
- Arvind: I guess you have a point, Omkar. Come on, let's go out.
- Omkar: Finally! Let's go.

**Sample 9**

Pooja: Hello! My name is Pooja. Can I speak to you for a moment?

Police Officer: Yes, how may I help you?

Pooja: I have a robbery to complain.

Police Officer: What exactly happened?

Pooja: My handbag was stolen in the local market this afternoon.

Police Officer: Describe your handbag and give me a list of any important belongings which it contained.

Pooja: My handbag is blue. It had my cell phone and about three thousand rupees.

Police Officer: Is that it? Did it have any other things?

Pooja: Nothing of much importance. But I need my cell phone; the data in it is extremely important to me.

Police Officer: I will look into the matter and see what I can do. Did you see the thief?

Pooja: Yes, I noticed that he was of average height, middle-aged and wore a dirty grey t-shirt. He had medium tangled hair and a small bruise over his right eyebrow.

Police Officer: Will you be able to recognise him if we find them?

Pooja: I think so.

Police Officer: Okay then. We will call you when we get a lead on him.

Pooja: Thank you!

Police Officer: You're welcome!

**Sample 10**

Teacher: Rani, are you ready for the interschool history quiz?

Rani: No Miss, I am not. I had jaundice last month, and therefore, I couldn't prepare for it.

Teacher: You are our best student, Rani. You have to participate. How long will you take to prepare.

Rani: Miss, please give me some extension. I am working on it, but I need some more time.

Teacher: Rani, I would love to give you time. But I'm sorry I cannot; the date for the quiz is finalised by the principals of all the schools participating.

Rani: I would really love to participate, but I am not prepared and it will be wrong on my part to spoil the school's name this way.

Teacher: I appreciate your dedication. Also, I am confident that you will be able to do well. You just need to work a little harder. Besides, we are here to help you. Feel free to approach any one of us whenever you need.

Rani: Thank you for your support, Miss.

Teacher: You are most welcome. Work hard and make us all proud.

Rani: I'll try my best, Miss. Thank you once again.

# ENGLISH





## Introduction to Report Writing

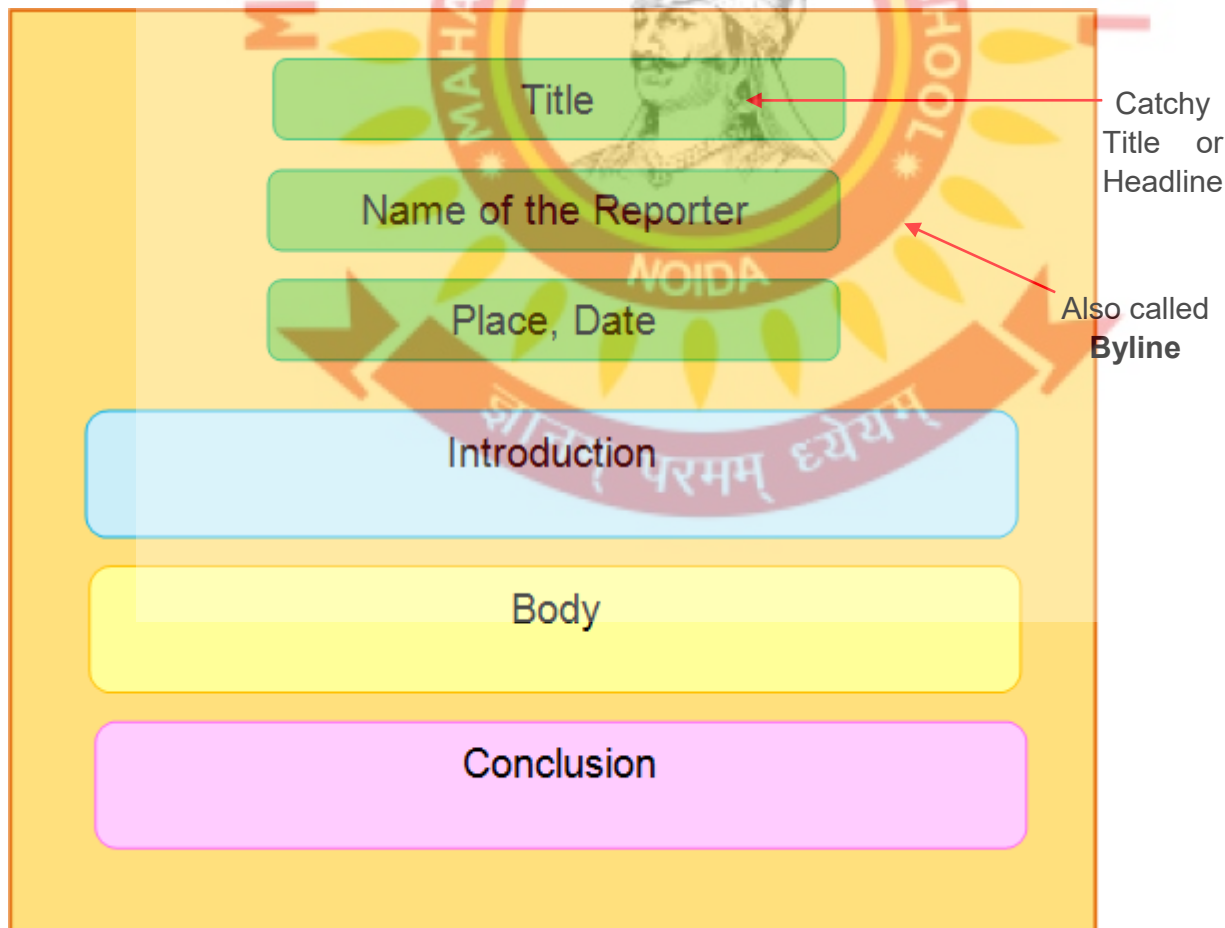
### What is a Report?

A report is a piece of writing that contains accounts of things that are seen, heard, known or investigated. Report writing is very similar to article writing, but the latter is more casual than the former. Reports are meant to be published in journals, newspapers and magazines.

#### The characteristics of a report:

- Informs the reader about an idea, phenomenon and piece of news or information
- Describes a situation or a sequence of an event
- Presents an opinion or an objective analysis
- Can be formal or informal depending on who the readers are
- Is more formal than a report
- Is well researched and the facts are true
- Can be used for descriptive purposes

#### Format of a Report



## Example:

**2 injured in vehicle collision at Ram Maruti Road.**

Anusha Banerjee

Thane, 10<sup>th</sup> June 2014

Two men were injured on Ram Ma

**Name of the writer**

**Place and Date**

rutu Road

yesterday when a motorist failed to see an oncoming car.

Rakesh Sharma (34) didn't notice the Maruti Zen car driven by Sumant Dasgupta (27) because he was distracted by a noisy wedding procession on the road. Both men are residents of Vrindavan society and were immediately taken to Dr Salvi's Hospital at Ram Maruti Road, Thane.

Eyewitnesses say that even though Dasgupta tried to avert the situation by applying breaks, it didn't help.

Though he has escaped with minor abrasions, Sharma had to bear the full brunt of the impact. He has a broken nose and an injured shin bone. Both men are recuperating at the hospital.

**Title**

**Introduction**

Catch the reader's attention. Should answer **Who? When? and Where?**

**Additional information**

Supply details. Most important details go first.

**Additional Information**

What people/eyewitnesses said

**Conclusion/Final views of the writer**

## How to Write a Report

- Before one starts writing, ask four questions. Use your imagination and visualise the prompt.
  - What** has happened?/**What** will happen?
  - When** has it happened?/**When** will it happen?
  - Where** has it happened?/**Where** will it happen?
  - Who** are involved?/**Who** will be involved?
  - How** has it happened?/**How** will it happen?

### Example:

Headline: Science Exhibition at Poddar High School

**What** has happened? – Science exhibition

**When?** – Tuesday

**Where?** – Poddar High School

**Who?**—Students of Poddar High School/ Students of other schools/ teachers **How?**—

Gathered at Poddar High School—exhibited science projects—themes revolved around science—Principal judged—Gurukul High School won—Came to an end after cultural shows

- Think of a catchy headline that may give the reader a brief idea. Do not include too many details in the headline.
- Use the title case for writing headlines. All the words except prepositions and articles will start with a capital letter.

- Tsunami Rocks Southern India
- Blood Donation Camp at Vasant Kunj
- Two Injured in a Tree Collapse
- Angry Tusker Creates Mayhem

- Write the name of the reporter or the **Byline** if it is given in the question. If not, then write By Staff Reporter.
- If the report is meant for a school magazine and if the name is not given, then write By a Student Reporter.
- Write the place and the date below the byline.
- The placeline should correspond with place where the incident took place.
- The date should correspond to the day the report was published, not when the event in the report happened.

- By Tahira Rashid  
Mumbai, September 2014: ...
- By Rachna Shettigar  
Bengaluru, March 2015:...

- Structure your article by dividing your points into three parts—**introduction**, **body** and **conclusion**.
  - **Introduction:** Include the most important details in the introductory lines. Do divulge details in the first line.
  - Answer the **What? Where? When? Who?** Questions.

- Two civilians were injured when a tree collapsed at Girija Nagar yesterday.
- Mayhem ensued when a tusker ran amok at Indira Nagar earlier today.

- **Body:** The body of the report will expand the details given in the introductory line.

- Mitesh Shah (41) and Jagadish Jalan (29) were injured when a century old banyan tree collapsed in yesterday's rain.
- Umashankaran, a 10-year-old elephant, created chaos when it ran amok at the jaggery market at Indira Nagar yesterday.

- The body of the report will also include details like quotes of people and accounts of eyewitnesses.
- Quotations will create a feeling of being at the scene.

- Rajesh Gajanan, an onlooker said, –It was very unfortunate. The two men didn't expect the sturdy tree to collapse so suddenly.!
- Chinnamma, a vendor who sells palm sugar at the location, recounted the great fury of the tusker. –He trumpeted very loudly at the sight of the mahout.!

- The closing lines will tie up the loose ends and divulge in any extra or related information.
- It may also present the reader with the current status of the incident.

- The two are now recuperating at Maruti Hospital and are believed to be out of danger.
- The elephant has now been tamed and confined at Juno Animal Hospital. Dr. Pashupati will now check the tusker for any signs of elephantine dementia.

**Sample 1**

You are Amit Patel writing for your school magazine. Write a news report about the Teacher's Day Celebration in your school.

**Teacher's Day Celebration at Saraswati Vidyalay  
By Amit Patel**

Malad, 5<sup>th</sup> February 2015: The Teacher's Day celebrations at Saraswati Vidyalay this year was exciting and special at the same time. In addition to the song and dance routines performed by students, there were numerous skits based on the lives of many famous people such as Dr Radhakrishnan, Rabindranath Tagore and Savitribai Phule.

As an initiative, the students of the school with the help of their parents collected money which will be used for the benefit of the retired teachers of the school. There were also games and activities organised for the teachers.

Senior teacher Mrs Godbole said, –I am moved by the gesture of the students. Our students are the finest.!

The programme ended with a special lunch arranged by the students for the faculty.

**Sample 2**

Report the arrest of a prank caller who sent the police on a wild goose chase about a nonexistent bomb

**Hoax Caller Arrest  
By Ruksar Ansari**

Delhi 7<sup>th</sup> September, 2014: A local man has been arrested in connection with a hoax call that was made to the Delhi police. A.C Murugesh, a resident of Saket, has been arrested for not only misleading the police but also delaying three flights. The perpetrator claimed to have knowledge of three bombs that were apparently planted in a UK bound flight.

The call set the police force in motion who along with the bomb squad cordoned off the airport area and moved the people to safety. Eventually, it was determined that the call was a hoax. Police employed the Aircel cellular service to track the location where the call was made and apprehended the culprit.

The investigation is in progress to ascertain whether the perpetrator has a history of mental illnesses.



### Sample 3

Report a burglary that took place in your locality.

#### Thief Outwitted by the Silent Alarm By Amit Patel

Malad, 5<sup>th</sup> February 2015: Ruckus ensured when a thief was apprehended by the traders at Bougainvillea Marg yesterday. The area is well known for its jewellery shops and has experienced thefts in the past. Three jewellers and a mobile store owner have been robbed in the course of 3 months.

Mr Rajat Zaveri was settling his accounts when a stranger armed with a switchblade entered the shop at 10 pm. The man then ordered him to sit still while he emptied the shelves. Initially, Mr Zaveri did as he was told; he later switched on a silent alarm and alerted the other shopkeepers nearby.

Within five minutes, not only did they notify the police but also beat the thief black and blue. The accused was identified as Sajjan Singh, an unemployed youth who indulged in petty thievery.

The police believe that he may have some information about the series of robberies that has taken place at Bougainvillaea Marg.

### Sample 4

You are the student reporter. Report an incident where two of your classmates injured themselves.

#### Mayhem in Class 10 B By a Student Reporter

Powai, 7<sup>th</sup> March 2015: Two students of Class 10 B were reprimanded by the teacher on account of their bad behaviour and were taken to the principal's office yesterday. The students Ganesh Apte and Manish Tilwani were caught by the headmistress Mrs Fonseca wrestling in the class.

Students say that it was a case of a simple game gone wrong. Yesterday, the two were playing 'Truth or Dare' when the former dared the latter to call a classmate by an offensive name.

His reluctance to do so caused his friend to poke fun at him. This resulted in a war of words and the two started pummelling each other.

The principal did laud Manish for refusing to perform the odious 'dare' but ultimately held him responsible for being the first person to react violently. The parents of the students will be called tomorrow for a meeting with the principal.

**Sample 5**

A leopard has been rescued from a well by wildlife activists. Report the rescue operation.

**Sample 6**

Write a report on the Annual Sports Day held in your school.

**Big Cat Rescued in Vasai Village**  
**By Tanisha Aggrawal**

Vasai, 13<sup>th</sup> November 2014: A leopard was rescued from a well here yesterday at 8 am. In a rescue operation that lasted 3 hours, the animal was finally retrieved from the well where it lay for 10 hours.

The Bhoir family members were awakened by growls emanating from their well in the wee hours of the morning. Madhusudan Bhoir, the patriarch of the family, flashed some light into the well and found the wounded feline in neck-deep water.

Dr Pankaj Navate, a leading zoologist who has recently written a paper on the preying habits of the leopards, was called to the spot. His assistants shot a tranquiliser to sedate the leopard.

Afterwards, Dr Navate was lowered into the well with a help of a pulley to retrieve the sedated animal. The operation was a success.

Dr Navate said that leopards wander into human territory in search of smaller mammals to prey on. The feline may have targeted the Bhoir family pet, a golden retriever.

In the process of stalking it, the leopard may have missed the well. -We ourselves are responsible for this situation. Rapid deforestation and human encroachment have caused the animals to showcase such aberrant behaviour. The leopard is now under observation and will soon be released into the wild.

**Annual Sports Day a Success**  
**By Jay Menon**

Ghatkopar, 17<sup>th</sup> December 2014: St Pius School held its 45<sup>th</sup> Annual Sports Day on the 16<sup>th</sup> of July 2014 at Kapadia Nagar grounds. Students from Class 5 to 10 participated in a variety of sporting events. The Principal Dr Thayagarajan inaugurated the event and regaled the students with anecdotes and jokes. He raised their spirits and wished them the best.

The school band marched past the audience with a flag bearing the school's emblem. The prefects ushered the athletes to the ground. At about 10 am, the sporting events were kick started.

The events were divided into two categories—under 13 and under 15. The winners of each round were selected for the final rounds. Short putt, long jump, running race, walking race and javelin throw were some events that were showcased. Student athletes who excelled in these events participated in the finale.

The winners were awarded medals and certificates. Raghav Handa from Class IX A won the title of 'St Pius All-rounder'. At the closing ceremony, the principal wished the winners and gave a short speech on the importance of sportsmanship.

**Sample 7**

Write a report on the Republic Day celebrations at your school.

### Republic Day Celebrations at Mahatma Gandhi Vidyalaya

**By**  
**Krishna Sarathy**

Mumbai, 27<sup>th</sup> January 2014: The 66<sup>th</sup> Republic Day was celebrated with a lot of fanfare and grandeur at Mahatma Gandhi Vidyalaya yesterday. Students and teachers from all the classes participated in the plethora of cultural programmes which took place in the school premises.

The day began with the hoisting of the national flag by our Principal Dr Mehta at 7 am. The entire assembly of students sang the national anthem immediately after the flag hoisting. The school band marched past the ground playing drums and trumpets. The members of the band were dressed in the colours of the school's emblem and wore attractive sashes and headgears.

The cultural events were kick started with the dance competition where students competed with one another in the solo and group dance categories. Miss Umang from Class 9 won in the solo category, and Class 6 won for their colourful rendition of a folk song.

After the cultural events, an environment exhibition was held where the students displayed various models on environmental awareness and solar-powered gadgets. The model for a solar-powered garbage disposal won the first prize. After a short prayer, the Principal gave a speech on the empowerment of the youth. The event concluded with a group song by the teachers.

**Sample 8**

Write a report on a blood donation camp that will be organised by a local hospital.

### Blood Donation Camp at EST Hospital

**By**  
**N Chandra**

Pune, February 16: A blood donation camp is being organised on Independence Day by EST Hospital. Dr R. C. Patil will inaugurate the camp which will take place at Raviwar Peth, Pune. The hospital is going to have a free medical check up for all donors before the blood donation. Karuna Catering Services has partnered with the hospital to serve nutritious refreshments to all donors after the donation.

The hospital is also going to give the donors an identity card that will identify the people as registered blood donors after they have participated in this camp. The hospital has also invited volunteers who can register themselves as bone marrow donors. This will help cancer patients get a new lease of life.

EST Hospital hopes the camp will be a success so that it can organise the event every year.



**Sample 9**

Write a report on how a woman was robbed at an ATM.

**Daylight Robbery at C. S Society**

**By**  
**Jagan Tiwari**

Pune, 4<sup>th</sup> April 2014: A lady was robbed at knifepoint here in the early hours of Thursday. Mrs Subbhalakshmi (38) was on her way to work at 8 am when she decided to withdraw some cash from the Axis Bank ATM outside C. S Society.

Once she entered the ATM, a man opened the door and barged inside. He brandished a knife at her and asked her to withdraw Rs 15,000. When she resisted, he held the knife to her throat. He even reminded her of an incident in Bengaluru where a woman was hacked inside an ATM by an unknown man. Claiming to be the same person who attacked her, he asked her to do as he said. Once the money was withdrawn, he fled the spot.

The police have retrieved the CCTV camera footage where a middle-aged man is seen threatening Mrs Subbhalakshmi. Inspector Shewale and his team are close on the perpetrator's heel and have circulated his images in the newspapers. Shewale said, -We are certain that this man is a habitual offender. There have been cases of knifepoint robbery in the past. The composite sketch that we made back then resembles the person in the CCTV images. Mrs Subbhalakshmi was unavailable for comment.

**Sample 10**

Write a report on a science exhibition held in your school.

**Science Exhibition at G. L. Singhania**

**By**  
**Shashwati Asthana**

Mumbai, 18<sup>th</sup> November 2014: The Science Fair 2014 kicked off with much fanfare at G. L. Singhania High School on Monday, the 17<sup>th</sup> of November. Students from 30 different schools participated in the annual event. The theme of the exhibition this year was 'Across the Universe', and schools were asked to present exhibits on the theme if they wished to win.

Krishna Vilas High School had exhibited a model of a Martian colony. Through computer simulation, the students created a virtual Martian landscape and sustainable colonies that can support life. Through an interactive interface, one could navigate through the planet's terrain and vicariously experience the thrill of living on Mars.

G. L. Singhania's students made a batch of Indian food that can be eaten in space. Siddhi Thakur, the brain behind the idea, said that these food packets can be consumed in zero gravity and would stay fresh for a very long time.

The winner, however, was St Aloysius High School with their Sunspot Reader. They created a device that could detect the relationship between solar activity and the flow of rivers. Their area of study is considered the holy grail of solar studies.

The students Rohan Pattnaik, Trideep Iyer, Swarna Naidu and Manasi Kaul were awarded the G. L. Singhania cash award of Rs 20,000 for Excellence in Science.



# ENGLISH



## Relatives

### Relative Pronouns and Relative Clauses

Relative pronouns are words which are used to link two sentences or clauses that may have the same noun or pronoun. Relative pronouns are used to introduce relative clauses.

Rajani is the girl **who** escorted the Vice President to his seat.

Relative      Relative Clause  
Pronoun

This is the house **that** I bought.

Relative      Relative  
Pronoun      Clause

### Types of Relative Pronouns

- Who
- Whom
- That
- Which
- Whose

#### Who

It is used to refer to the animate noun of the sentence. The noun in such cases is usually a person. The pronoun 'who' is used to refer to the doer of the action. In other words, it is used to refer to the subject.

1. This is the man **who** repairs computers.

Relative      Relative Clause  
Pronoun

**Who** repairs computers?  
**The man**

2. Krishna is the grocer **who** refused to return the change.

Relative      Relative Clause  
Pronoun

**Who** refused to return the change?  
**Krishna**

**Whom**

It is used to refer to the animate noun of the sentence. The noun in such cases is usually a person. 'Whom' is used to refer to the person who receives the action. In other words, it is used to refer to the object.

1. Van Gogh was the artist **whom** they dismissed as talentless.

Relative      Relative Clause

Pronoun

Whom did they dismiss as talentless?

**Van Gogh**

2. Dinesh is the one **whom** Akshay accused of stealing.

Relative      Relative Clause

Pronoun

Whom did Akshay accuse of stealing?

**Dinesh**

**That**

It is used for referring to both animate and inanimate nouns.

1. He purchased the car **that** I wanted to sell.

Relative      Relative Clause

Pronoun

2. This is the dog **that** I saw in the park.

Relative      Relative clause

Pronoun

## Which

It is used to refer to inanimate nouns.

1. This is the book, **which** my cousin told me about.

Relative    Relative Clause  
Pronoun

2. The glass, **which** is filled up to the brim, has fallen down.

Relative    Relative Clause  
Pronoun

In most cases, 'that' and 'which' are interchangeable. However, in formal usage, both have specific uses. 'That' and 'which' are used when the accompanying clause is crucial to the sentence. Removal of 'which' would render the sentence incomplete.

1. This is the boat that/which the fishermen found.

This is the boat.

The pronoun 'which' can also be used to introduce a modifying clause that is not crucial to the sentence. It is separated from the rest of the sentence with the help of two commas. Removal of the clause will not effect any change in the meaning of the sentence.

2. The notebook, which was kept on the table, was ripped to pieces by the pups.

The notebook was ripped to pieces by the pups.

## Whose

It is used to indicate possession by an animate noun or the pronoun.

- This is my aunt Manjula **whose** house I live in.

Relative    Relative Clause  
Pronoun

- This is the person **whose** phone I used.

Relative    Relative Clause  
Pronoun



	Subject	Object	Possessive
Animate (People)	Who	Whom	Whose
Inanimate(things)	That	That	Of which

## Relative Adverbs

Some adverbs can function like relative pronouns.

- When
- Where
- Why

### When

It is used instead of the phrase 'in/on which'.

Those were the days **when** I had a lot of free time.

Relative Pronoun      Relative Clause

It was a time **when** nature was conducive to mankind.

Relative Pronoun      Relative Clause

### Where

It is used instead of the phrase 'at/on which'.

Mr Silas was laid to rest **where** the rest of his family was buried.

Relative Pronoun      Relative Clause

Rajiv stayed in the same hotel **where** we did a year ago.

Relative Pronoun      Relative Clause

**Why**

It is used to replace the phrase 'for which'.

This is the reason **why** students are stressed these days.

Relative    Relative Clause  
Pronoun

Orthodoxy is the reason **why** they suspect western medicine.

Relative    Relative Clause  
Pronoun

**Relative Clauses**

Relative clauses are those that are introduced by a relative pronoun.

Krishna is the grocer who refused to return the change.

This is the house that has been booked by the Mehtas.

The dog which has a red collar is the neighbour's pet Ginger.

The place, where I parked my car, is close to the shopping complex.

**Types of Relative Clauses**

- Restrictive relative clause
- Non-restrictive relative clause

**Restrictive relative clause:** It is a clause which describes the preceding noun in manner that distinguishes it from the rest of its kind. The clause is not separated from the rest of the sentence with commas.

This is the boy who robbed you yesterday.

My cousin Madhu who lives in China arrived for my sister's wedding.

The book that you saw on my table yesterday is a gift.

**Non-restrictive relative clause:** It is a clause which is placed after the noun that is already defined. The clause only provides additional information which is not important to the sentence. It is separated from the rest of the sentence with the help of commas.

The hat, which Aunt Gertrude gifted me, is missing.

Manjeet, who is known for his culinary skills, cooked a delicious meal.

Mr Rao, whom I worked for in the 70s, lives in this building.



# ENGLISH





## Diary Entry

### What is a Diary Entry?

---

A diary entry is a personal record of events and feelings affecting the writer. It is written for personal record and reflection; therefore, it may not always be objective in its view. It almost always details the events occurring in the present. It includes facts, observations, perceptions and descriptions all according to the writer's world view.

### Format of a Diary Entry

Day & Date:

Time:

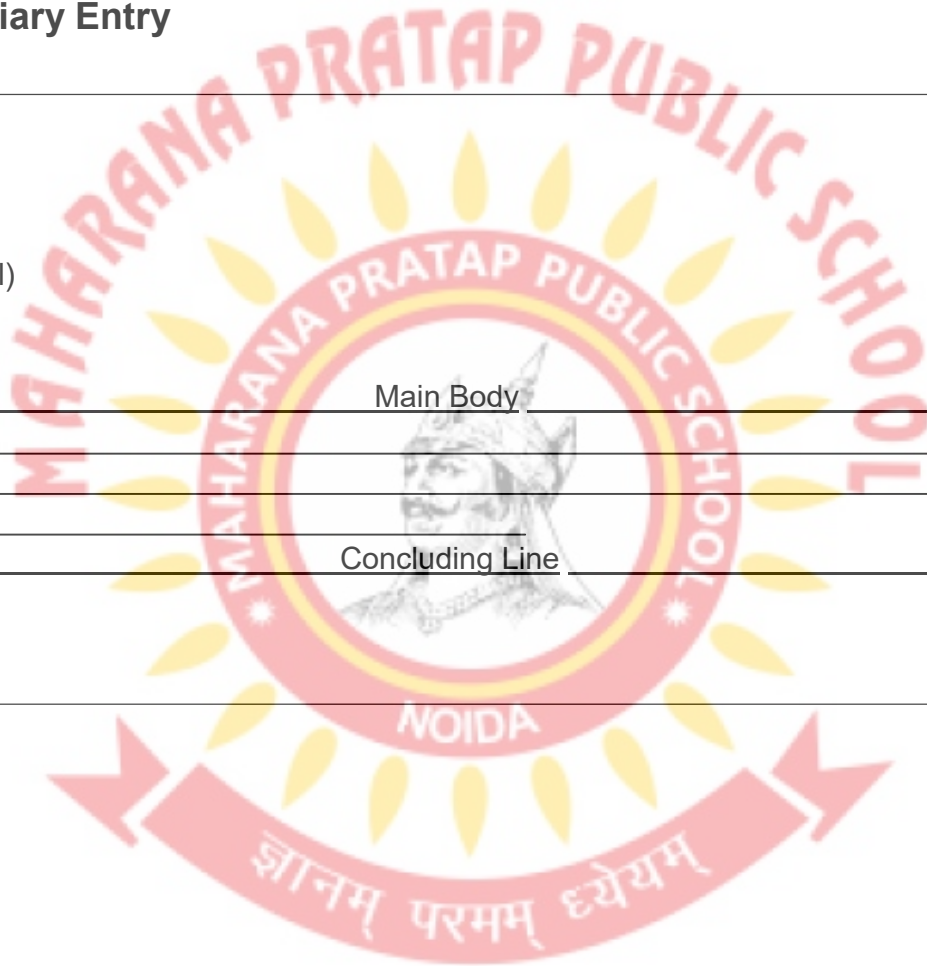
Heading (Optional)

Dear Diary,

Main Body

Concluding Line

Name



## Tips for Writing a Diary Entry

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- The word limit of a diary entry is 150 words. Everything you wish to say should be encompassed within this limit.
- Remember that a diary entry is not a documentary. Include only those things which were the highlight of the day.
- Spend a few moments going over the entire day and categorising the events which affected you the most.
- Focus on the emotions, feelings and thoughts that the day's event(s) triggered.
- Use a personal confessional tone as the entry is a record of your personal life and past.
- Maintain the correct chronological order while noting things. Avoid skipping from one thought to the other.
- An anticipatory note at the end of the entry and looking forward to the following day is a good way of concluding an entry.
- Use grammatically correct sentences and avoid spelling mistakes. Also avoid using long complex sentences.

## Sample Diary Entries

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### Sample 1

Sunday, 21st December 2014  
9.00 pm

Picnic to Shangrila Resort

Dear Diary,

I am very sorry for not writing in you last night. I was extremely tired after enjoying the entire day at Shangrila Resort. I could not even keep my eyes opened. The place was so huge that by the end of the day we still felt like we did not see the entire place. It had one large pool for adults, two pools for children over 10 years and a really shallow yet very cute pool for small children. There was a large waterfall as well. The entire place was surrounded with grass and trees. It felt as if we were in a real jungle. They also had speakers hidden in the trees giving sound effects of wild animals. The food too was fresh and filling. It gave us energy to go on playing. We had a great time and wished we could stay there forever.

Ashok

**Sample 2**

Friday, 5th June 2015

8.00 pm

Struggle for Admission

Dear Diary,

Our board exam results have not yet been declared and already the news of malpractice is making the rounds. There are cases of attempted bribery reported for admissions into esteemed colleges. Such news is really very disheartening. Especially when coupled with the various reservation schemes already existing. This leaves no scope for children like me who do not fit in any minority groups nor can sum up large amounts for donation. This is a very serious problem, and I am really threatened by it. Even if the malpractices are ignored or hushed up, as very often they will be, the fact that these students will not excel in their courses is inevitable, thus causing a loss of the country's resources employed in their training. I do not know what to look forward to anymore. I just hope and pray that such practices are tracked and nipped in the bud.

Priti

**Sample 3**

Friday, 8<sup>th</sup> May 2015

8.00 am

A Strange Dream

Dear Diary,

Last night, I had a very strange dream. I saw that two of my friends and I were going to attend my cousin's wedding reception. On our way a rather strange-looking man intercepted us. Despite our protests, he insisted on narrating to us his tale of resentment. He looked unnaturally old with skinny limbs and glittering eyes, and the tale he narrated seemed too surreal to be true. He said he used to be a mariner who shot an innocent albatross who was guiding their ship out of the perilous ice at sea. This act enraged a powerful spirit who used to love the bird. His actions resulted in the death of his crewmates. Also, he was doomed to feel a great deal of agony which was relieved only when he narrated the tale to somebody. The dream taught me a valuable lesson: Never hurt the hand which helps you.

Jiya

**Sample 4**

Monday, 23<sup>rd</sup> March 2015  
9.27 PM

Patriotism and our Nation

Dear Diary,

Today during history class our teacher shared with us stories of a few freedom fighters. They intrigued me a lot as I could never imagine people giving up everything valuable to them for the nation and its people. These people are models of inspiration, especially in today's day and age. The chief concern of every person these days is limited to his own luxuries and to that of his family. This has to change. As we see through history, progress can be achieved only when people give up their own interests in favour of the betterment of the larger society. The freedom fighters did their part in the struggle for our independence. It is our duty now to safeguard this freedom handed to us as a gift. We need to learn from them the value of selfless service and perseverance to do our part and give back to our country for the love and care we receive.

Komal

**Sample 5**

Tuesday, 7<sup>th</sup> July 2015  
8.00 PM

Elocution Competition Tomorrow

Dear Diary,

Tomorrow is the judgement day as they call it—the elocution competition that I have been preparing for all these days. I will be participating in it tomorrow. Just the thought of it has me shaken. My class teacher knows my insecurities about speaking to crowds. May be that's why she forced me to take this up. I wonder what will happen tomorrow. I have prepared a fairly good speech with my elder brother's help. I am proud of him, though I will never admit it to him. He has a good command over the language. He is confident that I will do a good job. I hope I do. I've already practised it so many times that I can recite it in my sleep. I have to go to sleep now or else I will be late to school.

Riya



**Sample 6**

Sunday, 13<sup>th</sup> February 2015  
11.45 PM

What is to Come...

Dear Diary,

We will be heading out any time now. Rahul is fast asleep and has no clue what is about to unfold. He will get the shock of his life tomorrow morning. We will be testing all his skills in this session. When he wakes up, there will be no trace of any of us. It is his job to find the way out of this place within the shortest time. We have hidden cameras all around this place to monitor his progress and to come to his aid should he face any fatal difficulties. This will be the most difficult activity since the resources we will be leaving behind are very limited. He has to collect all of them and use them to the best of his abilities putting the training he received to good use. His excellence in all the tests before this has brought him so far. Nothing but the best is expected to come from him.

**Sample 7**

Thursday, 24<sup>th</sup> September 2015  
7.50 PM

New Home, New School

Dear Diary,

Today was my first day at school. Since we recently shifted to this city, everything here is new to me. It is a little difficult and often frustrating to get adjusted to everything, especially the people. School was great though. My biggest struggle today was to find my class before the assembly began. Once I succeeded in wading through the swarms of students everything was fine. For the most part, the day was uneventful, except for me being asked to introduce myself over and over again by every teacher that came. I made a few new friends too. Raman, my bench partner, plays football. He invited me to play with him after school but I had to decline since I hadn't informed mom. I will go tomorrow though. I am sure I'll have great fun. I have already begun to like this place.

Raj

**Sample 8**

Saturday, 18<sup>th</sup> July 2015  
8.00 PM

My first visit to a bank

Dear Diary,

Today my father sent me all alone to the bank. He called me this morning and asked me to get his passbook updated. When I heard him I panicked for a moment. But the look in his eyes told me that he trusted me with the job. This brought me immense joy and I set out to prove him right. I had been to the bank many times before but never alone and surely never to get a job done. Once I stepped in, I regretted not paying attention to my dad when I accompanied him. I had to spend some time asking around to figure out how to get a pass book updated. A kind man showed me what exactly I had to do and I got the job done. I returned home to the treat of my favourite milkshake. I will never forget this trip to the bank.

Manav

**Sample 9**

Friday, 20<sup>th</sup> November 2015  
8.40 PM

Picnic to EsselWorld

Dear Diary,

We arrived at EsselWorld at about 9.30 AM today. Our school had booked the entire place so there were no outsiders. Since all the students in our school had come for the picnic, the place looked like a second school, but one where we could have a lot of fun. There were so many rides that we were sure to miss at least a few by the end of the day. As the school had arranged everything in advance, we did not have to pay for anything, even the rides. I enjoyed the pendulum and the rainbow the most. The food was delicious and filling too. There were a few handicrafts on sale. I bought a jute handbag for my mom. It was the best picnic I have ever attended. I would love to go there again.

Praful

**Sample 10**

Thursday, 13<sup>th</sup> August 2015  
9.00 PM

**Worst Day of my Life**

Dear Diary,

Today was the worst day of my life. It was as if I woke up from the wrong side of the bed. To begin with, I was late for school since there was no water supply in the morning. Then I tumbled and fell while on my way to my first class. If all this was not enough, I was scolded by my Miss Amera for not carrying my Math test book and the funny part is that the book was actually in my bag. Only I couldn't find it during the class. I cannot understand how so many incidents could occur in one single day. There must be something seriously wrong with me. The sad part is that I could not control what happened. All I can do is go to sleep now and just hope for a positive start tomorrow.

Sakshi



# ENGLISH





## QUESTION FORMATION

### What is Question Formation?

A question is asked either to seek information or to expect an affirmation or negation on a matter. In each of the cases, the structure of questions varies depending on the function they perform.

#### 1. Questions which seek information

While framing a question to seek information, the auxiliary verb in the sentence is brought forward and a question word is added before it. Such questions are also known as 'Wh' Questions. They cannot be answered with 'Yes' or 'No'.

##### Examples:

- **What** did the archbishop find in the casket?
- **Why** should I tell you who I am?
- **When** will the winner be announced?
- **Where** are the stairs to the next level?
- **How** did the thieves enter?

Questions seeking information begin with words such as **What, Why, When, Where** and **How**.

The general structure of such questions is

**Question word** + **Auxiliary Verb** + **Main Verb** + **Object**

OR

**Question word** + **Auxiliary Verb** + **Subject** + **Main Verb**

The placement of the Subject and the Object in these forms depends on which part is the answer to the question.

##### Example:

Article	Noun	Auxiliary Verb	Main Verb	Article	Noun
The	detective	will	file	the	report.
<b>Subject</b>		<b>Predicate</b>		<b>Object</b>	

1. Who	will	file	the report?
<b>Question word</b>	<b>Auxiliary Verb</b>	<b>Main Verb</b>	<b>Object</b>

Answer: **The detective**

2. What	will	the detective	file?
<b>Question word</b>	<b>Auxiliary Verb</b>	<b>Subject</b>	<b>Main Verb</b>

Answer: **The report**

**Other variations to the structure:**

1. When the question word is also the subject of the sentence:

- i. The auxiliary verb is omitted and
- ii. The Subject + Main Verb + Object? format is used.

**Examples:** *What happened to the chicken? What did happen to the chicken?*  
*Who told you this story? Who did tell you this story?*

2. If the order is reversed and the Question word is the Object of the sentence:

- i. An auxiliary verb is used after it to complete the question.

**Examples:** What will you gift her? Will – Auxiliary Verb  
 Whom did the children call? Did – Auxiliary Verb

**Questions with prepositions:**

When asking for information regarding some location or position, the placement of the preposition determines the formality of the question. (Note: This is not a hard and fast rule.)

Usually if the preposition is placed right before the question word, it makes the sentence appropriate for a formal conversation of inquiry.

If the preposition is placed at the end of the question statement, then it makes the statement acceptable for a casual conversation, though it may not always be grammatically correct.

**Examples:****Formal**

**To whom** did the client speak?

**For how** many guests did you order?

**From where** was the shot fired?

**Informal**

**Whom** did the client speak **to**?

**How** many guests did you order **for**?

**Where** was the shot fired **from**?

**2. Questions which ask for an affirmation or negation as the answer (Yes/No questions)**

These questions are framed differently based on three different types of sentences.

**Sentences with an auxiliary verb:** If a sentence which is to be converted to an affirmation or negation reply contains an auxiliary verb (including modal auxiliaries)

- i. The appropriate form of the auxiliary verb is placed before the subject in the question.

**Examples:**

1. **Was the gallon** filled when the buzzer sounded?

**Yes. The gallon was** filled when the buzzer sounded.

Subject: **the gallon; The gallon** Auxiliary Verb: **Was; was** Answer: **Yes**

**Can you** see the reason for this argument?

**No. I can't** understand the reason for this argument.

Subject: **you; I** Auxiliary Verb: **Can; can't** Answer: **No**

2. **Will** *they* report the incident?

**Yes.** *They will* report the incident.

Subject: *they; they*

Auxiliary Verb: **Will; will**

Answer: **Yes**

**Sentences without an auxiliary verb:** If the auxiliary verb is absent in the sentences

i. Verbs *do, does* or *did* are used before the subject and the original order of the sentence is maintained.

**Examples:**

1. Did the school nurse treat your injury?

Yes. The school nurse treated my injury.

2. Did you learn this craft at school?

Yes. I learned this craft at school.

In such cases, the verbs *do, does* or *did* become the question words and do not need an additional Question word before them.

### 3. Question tags

Question tags are phrases added at the end of declarative or imperative sentences to turn them into questions asking for confirmation. Interrogative phrases are used to form question tags.

Question tags are formed in the following manner:

auxiliary + n't + subject (for positive statements)

**Examples:**

Reena has been busy with her dance classes, **hasn't she?**

There is no smoke without fire, **isn't it?**

auxiliary + subject (for negative statements)

**Examples:**

Kunal does not know how to drive, **does he?**

Dushant and Veena are not present today, **are they?**

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# ENGLISH





## Notice Writing

### What is a Notice?

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A notice is a kind of an advertisement aimed at informing people about some upcoming event or new openings. They may include announcements about extracurricular activities at schools or public events like discount sales or social service camps.

The main purpose of a notice is to grasp the attention of the masses and encourage them to participate in the event described. It should carry all the relevant information so as to avoid any kind of misunderstanding in the minds of the readers.

### Format of a Notice

#### NOTICE

(Heading of the Notice)

Issued By (Name of the organisation issuing the notice)

Date

Details of the Event

(Here describe the event and mention all the relevant details pertaining to it.)

Contact Details

Name and

Designation (of the person issuing the notice)

### Tips for Writing a Notice

---

- The heading should be self-explanatory and crisp at the same time.
- Ensure that basic information like contact details and the detail of the event are listed accurately.
- The sentences in the body should be short and easy to understand. They should be easy to absorb in the passing.
- Suitable decorative templates could be used to grasp the attention of the readers; however, these templates should not be allowed to interfere with the content of the notice.
- Hard and fast grammatical rules do not apply to notices. You could use capital letters in the middle of sentences to highlight words. Underlining and use of short phrases are also accepted.
- Attempt to make the reader feel involved by using personal pronouns like *you*, *your* and *us*.

## Sample Notices

---

### Sample 1

Mrs Usha Patil, Principal, New Horizon High School, notifies all about the absence of the summer club this year due to maintenance work of school during the vacations.

#### NOTICE

School closed from 26<sup>th</sup> April-14<sup>th</sup> June 2015

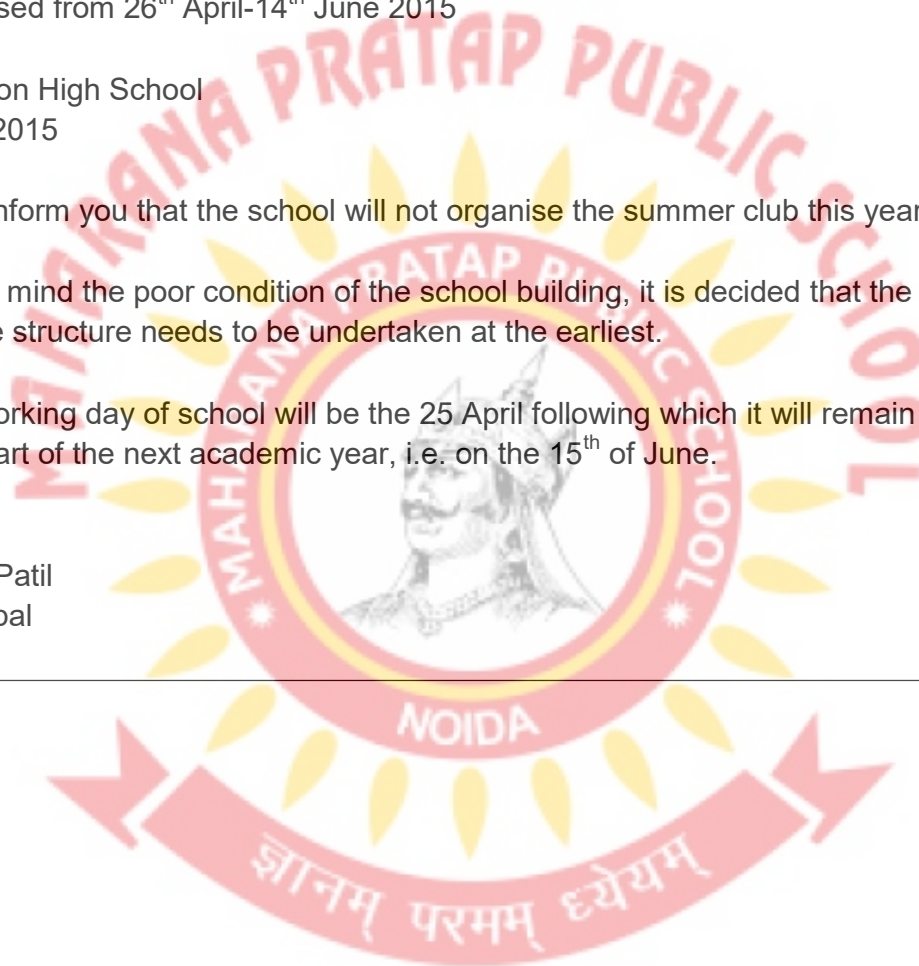
New Horizon High School  
24 March 2015

This is to inform you that the school will not organise the summer club this year.

Keeping in mind the poor condition of the school building, it is decided that the maintenance work of the structure needs to be undertaken at the earliest.

The last working day of school will be the 25 April following which it will remain closed for all until the start of the next academic year, i.e. on the 15<sup>th</sup> of June.

Mrs Usha Patil  
The Principal



**Sample 2**

Vice Principal Mr K Rathod of XYZ High School warns against disciplinary actions against indisciplined students

**NOTICE****Disciplinary Actions against Guilty Students**

XYZ High School

19<sup>th</sup> April 2015

It has been observed that many students are indiscriminately breaking school rules and influencing others to do the same.

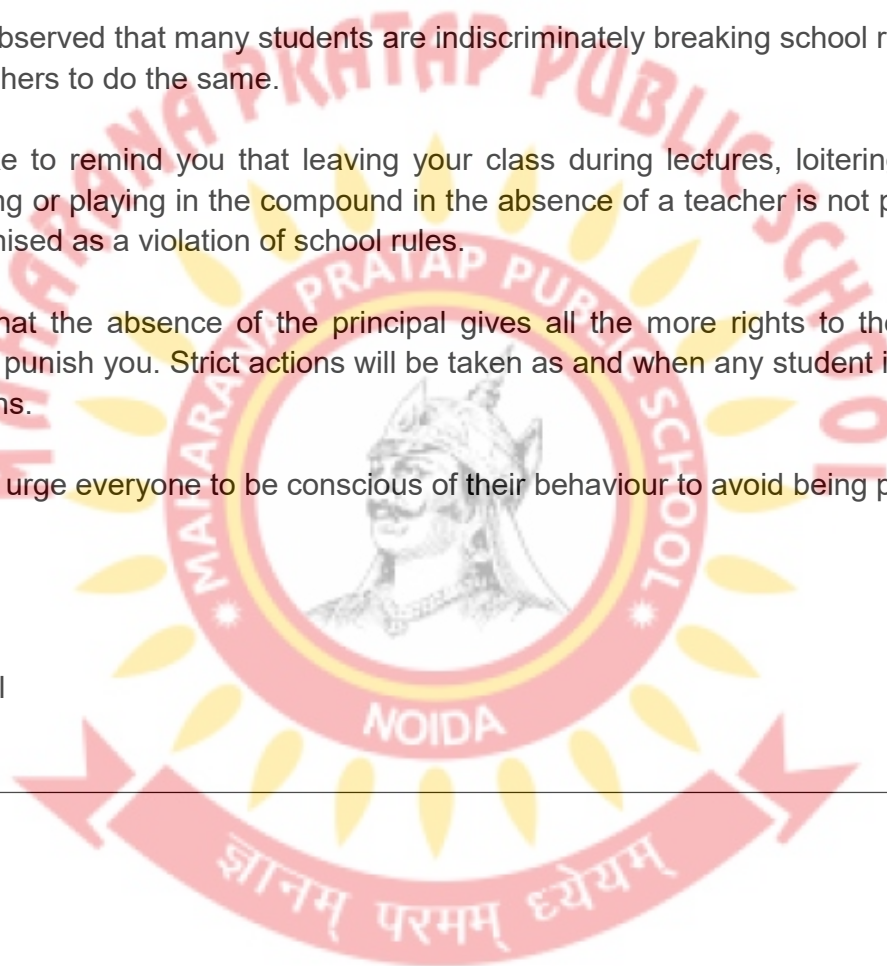
We would like to remind you that leaving your class during lectures, loitering around the school building or playing in the compound in the absence of a teacher is not permitted and will be recognised as a violation of school rules.

Remember that the absence of the principal gives all the more rights to the disciplinary authorities to punish you. Strict actions will be taken as and when any student is found guilty of such actions.

We therefore urge everyone to be conscious of their behaviour to avoid being penalised.

By Order,

Mr K Rathod  
Vice Principal



**Sample 3**

Shilpika Rane, President (Dramatics Association) notifies about the annual play of the S.V. Raman School Dramatics Association.

**NOTICE****Dramatics Association's Annual Play**

S.V. Raman High School,  
23<sup>rd</sup> November 2015

This is to bring to your notice that the Dramatics Association will be holding its annual play at the 3<sup>rd</sup> floor auditorium this weekend.

The play is open to all. The entry fee is priced at Rs 10 for students and Rs 20 for teachers and staff.

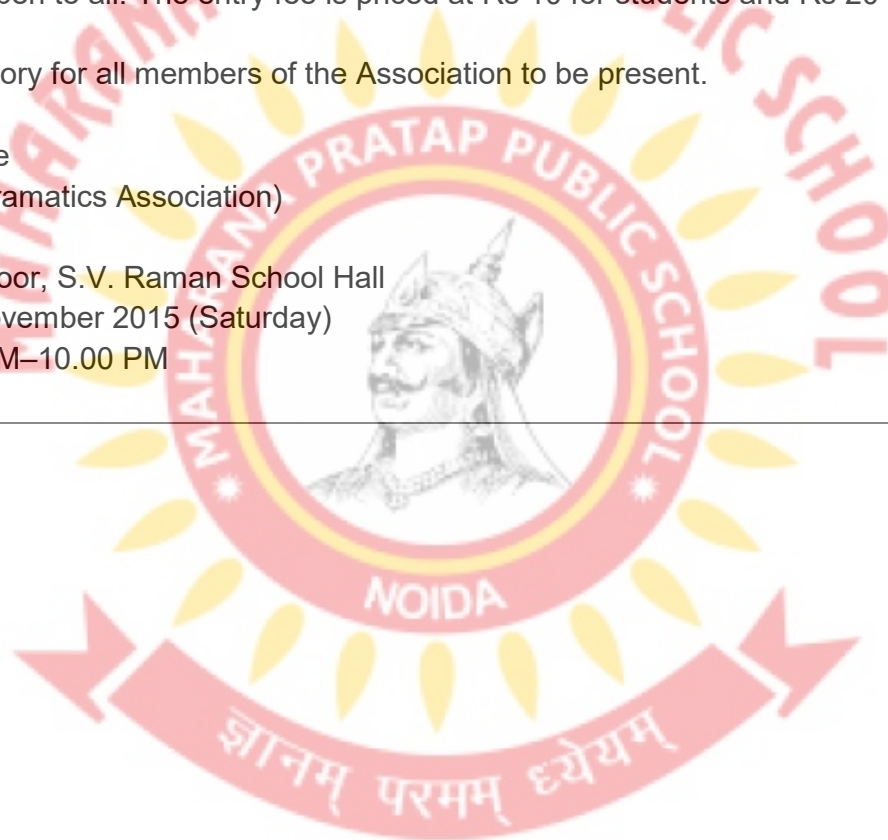
It is compulsory for all members of the Association to be present.

Shilpika Rane  
President (Dramatics Association)

Venue: 3<sup>rd</sup> Floor, S.V. Raman School Hall

Date: 28<sup>th</sup> November 2015 (Saturday)

Time: 7.00 PM–10.00 PM





**Sample 4**

A notice about a 15% discount by the British Council Library to school students till 30 August.

**NOTICE**

30% Discount for School Children

Senior Scottish School, Lower Parel

3<sup>rd</sup> August 2015

This is to bring to your notice that the British Council Library is offering a discount of 15% to all school-going students. We also offer you a lifetime membership at a discount of 40%.

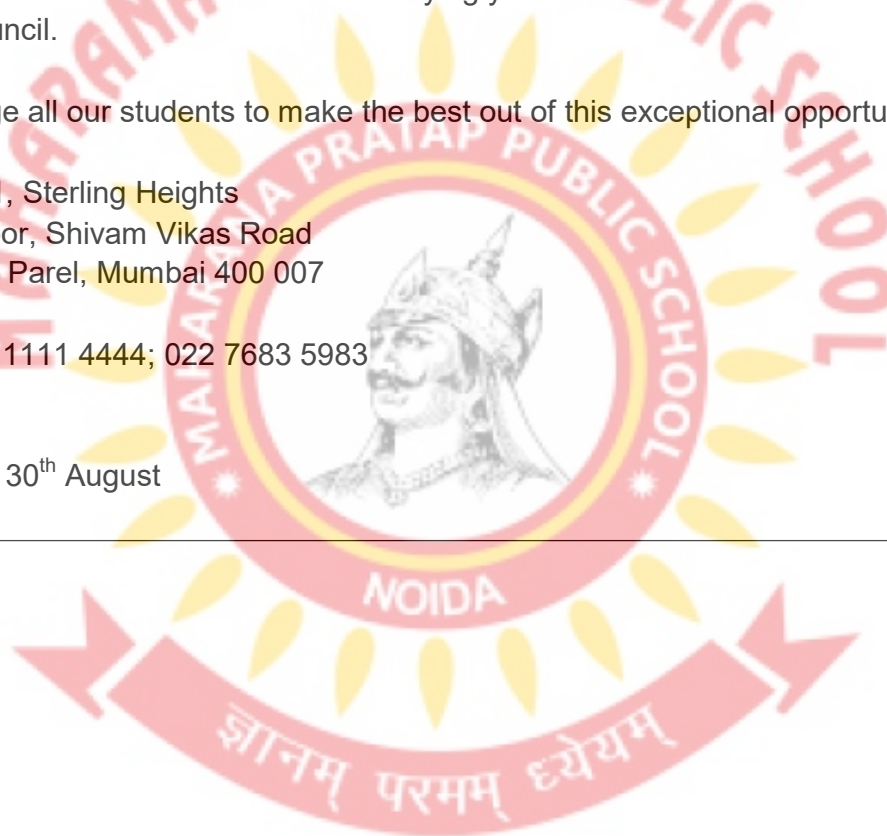
Visit us at the address mentioned below carrying your school I.D. cards and become a part of British Council.

We encourage all our students to make the best out of this exceptional opportunity.

Venue: A/501, Sterling Heights  
5<sup>th</sup> Floor, Shivam Vikas Road  
Lower Parel, Mumbai 400 007

Contact: 022 1111 4444; 022 7683 5983

Offer valid till 30<sup>th</sup> August



**Sample 5**

The president of Jay Raj Cultural Society informs about Patriotism Week in the college.

**NOTICE**

Patriotism Week

Jay Raj College

5<sup>th</sup> August 2015

This is to bring to your notice that the following week will be observed as Patriotism Week in the college.

All students are urged to participate and dress accordingly during the week. Traditional clothing is encouraged.

Raman Krishna (President)

Jay Raj Cultural Society

Dates: 10<sup>th</sup> (Mon)–15<sup>th</sup> (Sat) August 2015

**Sample 6**

Mrs Sufiya Pathan, the principal of Finland High School, informs the students about the cancelled Gujarat trip because of the drought in that region and collection of refund.

**NOTICE**

Trip to Gujarat Cancelled

Finland High School

13<sup>th</sup> September 2015

Kindly note that the school's trip to Gujarat which was to be held in October has been cancelled because of the drought situation in that area.

We will inform you as soon as a new location and the dates for the trip are finalised.

If any one wishes to cancel his registration, he can do so at the receptionist's desk. You can submit your fee receipt and collect your refund immediately.

Mrs Sufiya Pathan

Principal

**Sample 7**

Mr K Shrinivas, Principal, R. K. National High School notifies on the beginning of a fabric painting course on 24 August 2015.

**NOTICE****Fabric Painting Course to Begin Shortly**

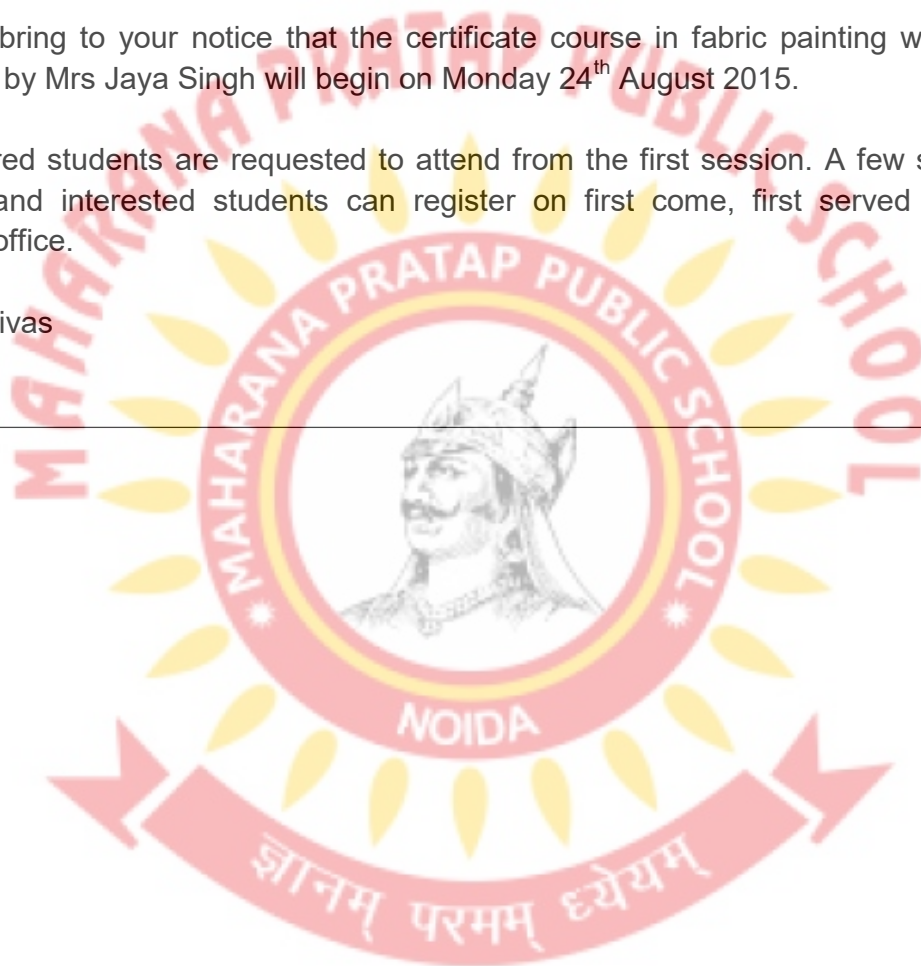
R. K. National High School

18<sup>th</sup> August 2015

This is to bring to your notice that the certificate course in fabric painting which is to be conducted by Mrs Jaya Singh will begin on Monday 24<sup>th</sup> August 2015.

All registered students are requested to attend from the first session. A few seats are still available and interested students can register on first come, first served basis in the Warden's office.

Mr K Shrinivas  
Principal



**Sample 8**

Samir Agnihotri, Head Boy, Acad Secondary School, notifies students of Grandparents Day celebration in school on 8 September 2015.

**NOTICE****Grandparents Day**

Acad Secondary School,  
4<sup>th</sup> September 2013

This is to bring to your notice that Acad Secondary School will be celebrating 'Grandparents Day' next week on the 8<sup>th</sup> of September 2013. The function is being held to felicitate our grandparents for their impressionable presence in our lives. Kindly collect the entry passes for the same from your respective class teachers.

Time: 4 pm

Venue: ABC Hall

Chief Guest: Dr Rege

For further information, please contact me on the following number.

+919222222222

Samir Agnihotri

Head boy

**Sample 9**

Senior Football Team Captain Mahinder Khanna notifies students of the upcoming interschool football match

**NOTICE****Interschool Football Match**

St John's School, Lucknow  
27<sup>th</sup> November 2015

This is to inform you that our sports club has organised an interschool football match on Monday the 15<sup>th</sup> of December 2015 on the school ground at 11:00 AM sharp. All are invited to watch and cheer. As students of both the participating schools will be present, please be on time to catch the best seats.

Mahinder Khanna

Senior Football Team Captain



**Sample 10**

Arvind Sharma, Secretary, Eco Club, invites participation for the Save the Earth Week organised by Nature Club.

**NOTICE****Ban Plastic To Save The Earth**

Modern School, Bikaner

18<sup>th</sup> July 2015

The Nature Club is organising a Save the Earth Week from 2<sup>nd</sup> to 8<sup>th</sup> August 2015 on the school premises. Ban on Plastic will be the theme of the week and will include activities like street plays, t-shirt painting and best out of waste competition. Entry is free for students of all the colleges of the city. Join us in large numbers bringing along all your friends and acquaintances.

For further details, contact the undersigned.

Arvind Sharma

Secretary Eco Club

+919811111111

arvindsharma@zmail.com



# ENGLISH



## Message Writing

### What is a Message?

---

A message is a short record of information noted for conveying it to the person whom it is for and who is not present at the moment to receive it. The aim of a message is to convey information to its owner as soon as he or she is back. Therefore, it is usually written on a small slip of paper and left at a place easily visible to him or her.

### Format of a Message

Message

Date: (When the message is written)

Time: (When the message is written)

Name, (of the person for whom the message is meant.)

Body: Important details, e.g. Caller's name and reason for calling (where applicable) and other information conveyed by the caller.

Message writer's name

### Tips for Writing a Message

---

- A message should be written in less than fifty words. So, keep it brief and to the point.
- Practise writing messages focusing on conveying more information with few words.
- While cutting down words, important information such as date and time when the message is noted should not be missed.
- Ensure easy understanding of the message by avoiding grammatical errors and spelling mistakes.
- Use simple or compound sentences instead of complex ones where possible.

## Sample Messages

---

### Sample 1

Message from a telephone operator about the dispatch of a parcel.

Message

24<sup>th</sup> March 2015

8.00 AM

Mr Sanadya,

Karan, dispatch head of Extel Conglomerate called. He thanked you for the order and said that the package has been dispatched and should reach within four working days.

Maya (Telephone Operator)

### Sample 2

Komal writes to Kajal about breakfast she has prepared and the evening plans.

Message

13<sup>th</sup> March 2015

7.30 AM

Kajal,

I was getting late for work so I couldn't wait for you to return home. I have prepared breakfast in case you are hungry. I will meet you in the evening. Till then, have a nice day.

Komal



**Sample 3**

Mother informs Monika about a call from the receptionist regarding a meeting.

Message

17<sup>th</sup> April 2015

7.30 PM

Monika,

The receptionist at your office called to inform that you have to attend the client's meeting with your boss scheduled for tomorrow. Your boss has mailed you a brief about the same. You are asked to go through it at the earliest.

Mom

**Sample 4**

Anjali informs Anuja about cousin Shrutee's trip has been postponed.

Message

20<sup>th</sup> June 2015

4.17 PM

Anuja,

Your mother called to inform that your cousin Shrutee has postponed her plan to visit. Her flight was cancelled at the last moment due to turbulent weather. She will contact you when the arrangements are done for the next visit.

Anjali

**Sample 5**

Maya informs Sameer about his brother's call regarding grandfather's illness and request to come back to Pune as soon as possible.

Message  
27<sup>th</sup> March 2015  
6.15 PM

Sameer,

Your brother Mohan called to inform that your grandfather is seriously ill and has been admitted to the hospital. He asked you to return to Pune as soon as possible. I called our travel agent and booked a seat for you on the next flight out.

Maya

**Sample 6**

Mother leaves a note for Amit to confirm his presence at Karan's 18<sup>th</sup> birthday party at a resort in Vasai.

Message  
16<sup>th</sup> July 2015  
6.30 PM

Amit,

Karan called to invite you for his birthday party which is on the 20<sup>th</sup> of this month. It is his 18<sup>th</sup> birthday so they are celebrating it at his uncle's resort at Vasai. He asked you to call back and confirm whether you will be attending.

Mother

**Sample 7**

Rajdeep informs Rohan about an apology call from Eat All Pizza House for the incorrect order they delivered and the compensation they will offer.

Message

31<sup>st</sup> February 2015  
12.15 PM

Rohan,

The manager of Eat All Pizza House called to apologise for the incorrect order they delivered yesterday. As compensation, they will send a Large Spicy Chicken with Double Cheese Pizza free of cost this evening.

Rajdeep

**Sample 8**

Mahesh leaves a message for his mother about his urgent appointment with the passport officer and the possibility of coming home late.

Message

4<sup>th</sup> September 2013  
4.45 PM

Dear Mom,

I have received an urgent call from the passport office. The officer needs a few details from me for my passport renewal. I have an appointment with him at 6 PM and the meeting may go on for another hour. Don't worry if I come home late.

Mahesh

**Sample 9**

Sandhya informs Jaya about Aunt Sarita's call regarding the organic vanilla plant stems she bought from Kerala for Jaya.

Message

15<sup>th</sup> August 2015

5.15 PM

Dear Jaya,

Aunt Sarita called to inform that she got the organic vanilla plant stems you asked for from Kerala. She would like to know when you can visit her and pick them. Please call her back.

Sandhya

**Sample 10**

Sandhya informs Kshama about her internship application being accepted by RD Corporation.

Message

31<sup>st</sup> March 2015

5.15 PM

Kshama,

The head of HR at RD Corporation called to inform that your application for internship at their organisation has been accepted. They asked you to call them back as soon as possible to finalise your date of joining.

Sandhya



# ENGLISH



## Conditionals

### What are Conditionals?

**Conditionals** are sentences used in English to

1. Predict what could happen
2. Guess what might have happened but didn't
3. Wish what would happen

If you read this book, you will gain a lot of knowledge.  
 Smitha could have joined us if you had informed her on time.  
 Unless he owns up to his mistake, we cannot take him back on the team.

### Characteristics of Conditionals

- They are complex sentences comprising a main clause and a dependent clause.

If my parents let me, I will join you for the movie.

Dependent clause

Main clause

- The dependent clause starts with 'If...' and is also known as an 'if clause'.

If time permits, we can watch a movie.

- They are made with different tenses.

If you keep the door open, the cat will run out.

Simple present tense

Simple future tense

- In the case of negative sentences, 'unless' is used instead of 'if'.

Unless he owns up to his mistake, the team will not take him back.

Negative clause

## Types of Conditionals

There are **four types** of conditionals in English.

- Zero conditional
- First conditional
- Second conditional
- Third conditional

### Zero Conditional

- The zero conditional is used for expressing general truths.
- The result of a zero conditional is always true.
- The dependent clause and the main clause of a zero conditional are in the simple present tense.

If the snow melts, the roads become slippery.

Simple present tense

Simple present tense

More examples:

#### Dependent Clause

If Mahesh **buys** a car,  
If you fail to show up,  
If it **rains**,

#### Main Clause

his jealous **neighbour** also buys a car.  
the opportunity goes to someone else.  
little green **shoots** erupt out of the earth.

### First Conditional

- The first conditional talks about possibilities in the present or the future.
- It speaks about things which may happen.
- The dependent clause is in the simple present tense and the main clause is in the simple future tense.

If he arrives in 10 minutes, we will apprise him of the matter.

Simple present tense

Simple future tense

More examples:

#### Dependent Clause

If you lead a simple life,  
If it rains,  
If you order now,

#### Main Clause

you will have no anxieties.  
we will need an umbrella.  
you will receive a free subscription for a year.

## Second Conditional

- The second conditional talks about hypothetical or unreal situations in the present or in the future.
- It speaks about things which have a slim chance of happening.
- The dependent clause is in the simple past tense and the main clause is in the simple future tense.

If I had your sense of humour, I would consider a career in comedy.

Simple past tense

Simple future tense

More examples:

Dependent Clause	Main Clause
If we had the means,	we would buy a car.
If I were the Prime Minister,	I would strive for the alleviation of poverty.
If Manish had more time,	he would finish his paper.

## Third Conditional

- The third conditional is used to express improbable situations in the past.
- It speaks of conditions in the past which didn't happen or are impossible.
- The dependent clause is in the past perfect tense and the main clause is in the future perfect tense.

If I had saved enough money, I would have bought that house.

Past perfect tense

Future perfect tense

More examples:

Dependent Clause	Main Clause
If she had informed us,	we would have cancelled our plans.
If they hadn't worked hard,	they would not have won.
If the purse had been stolen,	Manisha would have been left penniless.



## Variations in Form

- The order of the clauses of the conditions can be changed. The sentence can start with the main clause and end with the dependent clause.

Krishna would have failed if Balram hadn't intervened on time.

Future perfect tense

Past perfect tense

- Sometimes, the order of the verbs and the nouns in the conditional sentence can also vary. In such cases, 'if' is optional.

Were I in your place, I would set the records straight.

## Revision

	Usage	Dependent Clause	Main Clause
Zero Conditional	Facts	If + Simple Present	Simple Present
First Conditional	Possibilities	If + Simple Present	Simple Future
Second Conditional	Unreal Situations	If + Simple Past	Simple Future
Third Conditional	Improbable Situations	If + Past Perfect	Future Perfect



ज्ञानम् परमम् ध्येयम्

# ENGLISH



## SYNTHESIS OF SENTENCES

### What is Synthesis of Sentences?

Synthesis of sentences is the combination of many simple sentences into one new sentence. This new sentence can be **simple**, **compound**, or **complex**.

Let us look at the chief ways of synthesising sentences.

### Synthesis of Simple Sentences into a Single Simple Sentence

#### Using the Participle

1. The magician took pity on the mouse. He turned it into a cat.

**Taking** pity on the mouse, the magician turned it into a cat.

2. She gave up her situation. She was not happy with the compensation.

Not **satisfied** with her compensation, she gave up the situation.

3. I was walking along the street one day. I saw a dead rat.

**Walking** along the street one day, I saw a dead rat.

4. I have told you all the facts. I have nothing more to say. I will sit down.

**Having** told you the facts and **having** nothing more to say, I will sit down.

#### Using Noun or a Phrase in Apposition

1. His daughter received a job offer in Europe. She was a bright child.

**His daughter, a bright child,** received a job offer in Europe.

2. The man was extremely wealthy. He supported his nephew's education in London.

**The boy's uncle, an extremely wealthy man,** supported his education in London.

3. The boys represented their college at the conference. They were a group of historians.

**The boys, a group of historians,** represented their college at the conference.

4. Qin Shi Huangdi built the Great Wall of China. This is a magnificent structure. He was a great king.

**The Great Wall of China, a magnificent structure** was built by **Qin Shi Huangdi, a great king**.

OR

**Qin Shi Huangdi, a great king** built **the Great Wall of China, a magnificent structure**.

### Using Preposition with a Noun or a Gerund

1. The weather is pleasant. It is a little cold however.

The weather is pleasant **in spite of it being** a little cold.

2. It rained hard. The streets were flooded.

The streets were flooded **by the** heavy rain.

3. He entered the room with his coat on. His behaviour surprised me.

**To my surprise** he entered the room with his coat on.

4. He took the matter in his own hands. He was not justified in doing so.

He was not justified **in taking the matter** in his own hands.

### Using Nominative Absolute Construction

Nominative Absolute Construction is made by converting the verb phrase in one sentence to the 'Having + past participle' form thus using it as the post modifier to the noun phrase in the new sentence.

1. The reinforcements were called. The mob had grown wild.

The mob **having grown** wild the reinforcements were called.

2. The insects woke up at sunset. The garden came alive with their sounds.

The insects **having woken up** at sunset the garden came alive with their sounds.

3. The mischief maker was caught. He was punished.

His mischief maker **having been caught** was punished.

4. The manager's position was vacant. No suitable candidate applied. The company was in trouble.

No suitable candidate **having applied** the manager's vacant position left the company in trouble.

### Using the Infinitive

1. The thieves drew out their guns. They scared the guards away.

The thieves drew out their guns **to scare** the guards away.

2. The crew met on the deck at night. They planned a rebellion against their captain.

The crew met on the deck at night **to plan** a rebellion against their captain.

3. He is a very honest man. This will not indulge in such practices.

He is too honest **to indulge** in such practices.

4. He bought a snake. It scared people. It kept people away from his mansion.

He bought a snake **to scare** people and **to keep** them away from his mansion.



**Using an Adverb or an Adverbial Phrase**

1. They deserved to succeed. He failed.

He failed **undeservedly**.

2. He has succeeded. His success is beyond my expectation.

He has succeeded **unexpectedly**.

3. He was not at the meeting. His absence was unavoidable.

He was **unavoidably** absent at the meeting.

4. I have read Tagore. It has profited me greatly.

I have read Tagore **to my great profit**.

**Synthesis of Simple Sentences into a Compound Sentence**

A compound sentence is formed using coordinating conjunctions.

Coordinating conjunctions can be **Cumulative**, **Adversative**, **Alternative** or **Illative**.

**Synthesis of sentences into a Compound Sentence using Cumulative conjunctions**

Cumulative conjunctions are the ones that are used to add one statement to the other.

and, both...and, as well as, not only...but also

1. He worked hard every day. He finally achieved his dreams.

He worked every day **and** finally achieved his dreams.

2. The generous old lady invited the rag picker into her inn. She gave him some soup and bread.

The generous old lady **not only** invited the ragpicker into her inn **but also** gave him some soup and bread.

3. He is impatient. He is rude.

He is **both** impatient **and** rude.

4. They broke the door. They rescued the children.

They broke the door **as well as** rescued the children.

**Synthesis of sentences into compound sentence using adversative conjunctions**

Adversative conjunctions are those that express opposition or contrast between two statements.

but, still, yet, whereas, while

1. The bus was wrecked. No one was hurt.

The bus was wrecked **but** no one was hurt.

2. We must hurry up. We will miss the beginning of the show.

We must hurry up **or** we will miss the beginning of the show.

3. It was a stormy night. We ventured out.  
It was a stormy night **yet** we ventured out.

4. She is well-behaved. Her sister is impolite.  
She is well-behaved **whereas** her sister is impolite.

5. The woman slogged in the fields. The man slept through the day.  
The woman slogged in the fields **while** the man slept through the day.

### Synthesis of sentences into a compound sentence using alternative conjunctions

Alternative conjunctions, also known as disjunctive conjunctions, are those that present two alternatives.

or, either...or, neither...nor, neither, nor, otherwise, else

1. We must hurry up. We will miss the beginning of the show.  
We must hurry up **or** we will miss the beginning of the show.

2. They are clueless. They pretend to be innocent.  
They are **either** clueless **or** they pretend to be innocent.

3. He will not borrow money. He will not steal money.  
He will **neither** borrow **nor** steal money.

4. We must eat the cake today. It will go bad tomorrow.  
We must eat the cake today **otherwise** it will go bad tomorrow.

### Synthesis of sentences into a compound sentence using Illative Conjunctions

Illative conjunctions are those that express inference from another statement or fact.

for, so, therefore

1. We could not see. It was very dark.  
We could not see **for** it was very dark.

2. It is raining heavily. I will take a ride home.  
It is raining heavily **so** I will take a ride home.

3. The house was burgled. The police sealed it.  
The house was burgled **therefore** the police sealed it.

## Synthesis of Simple Sentences into a Complex Sentence

A complex sentence is formed using subordinating conjunctions to form **Adverbial**, **Adjective (Relative)** clauses, or **Noun** clauses.

### Using a Noun Clause

1. They said something. I did not hear it.  
I did not hear **what he said**.

2. Something may be worth doing. It is only worth doing well.  
**What is worth doing** is worth doing well.

3. He may be innocent. I don't know.  
I don't know **whether he is innocent**.

### Using an Adjective (Relative) Clause

1. You put it somewhere. Show me the place.  
Show me the place **where you put it**.

2. The man's companion was a young lad. His name was Shyam. They met in Banaras.  
The man's companion was a young lad named Shyam **whom he met in Banaras**.

3. The animals saw themselves as superior beings. They despised the barbaric humans.  
The animals **who saw themselves as superior beings** despised the barbaric humans.

### Using an Adverb Clause

1. Miss Wilkins died in 1950. Her son thereafter became the owner of the estate.  
**When Miss Wilkins died in 1950**, he became the owner of the estate.

2. He finished first. He began late.  
He finished first **though he began late**.

3. She was quite tired. She could scarcely stand.  
**She was so tired that** she could scarcely stand.

4. The master distrusted his servants. They had been serving the family for years.  
The master distrusted his servants **though they had been serving the family for years**.

## Summary

Simple sentences can be combined into a single simple sentence by

- Using the Participle
- Using Noun or a Phrase in apposition
- Using Preposition with a Noun or a Gerund
- Using Nominative Absolute Construction
- Using the Infinitive
- Using an Adverb or an Adverbial Phrase

Simple sentences can be combined into a compound sentence by using

- Cumulative conjunctions
- Adversative conjunctions
- Alternative conjunctions
- Illative Conjunctions

Simple sentences can be combined into a complex sentence by using

- Noun Clause
- Adjective (Relative) Clause
- Adverb Clause





# ENGLISH



# Prepositions

## What is a Preposition?

A preposition is a word which usually precedes a noun, a pronoun or a gerund. The word which follows the preposition is called the **object** of the preposition. It expresses the relationship between its object and another word or idea in the sentence.

Rachel kept the books **in** the shelf.

(The preposition 'in' expresses the spatial relationship between 'the books' and 'the shelf'.)

The bull charged **towards** the matador.

(The preposition 'towards' expresses the directional relationship between 'The bull' and 'the matador'.)

## Types of Prepositions

There are five basic types of prepositions:

1. Simple prepositions
2. Compound prepositions
3. Double prepositions
4. Participial prepositions
5. Phrase prepositions

## Simple Prepositions

One-word prepositions are known as **simple prepositions**.

in	on	by	to	off	till	through	of
up	out	with	from	for	down	under	over

The girl in the blue dress is smiling at me.

There is a package for you from Australia.

I want to go through the papers one last time.

## Compound Prepositions

Prepositions formed out of prefixing 'a-' or 'be-' with a noun or an adjective are known as **compound prepositions**.

along	between	beneath	across	about	beside	before	amidst
above	within	without	below	around	underneath	against	among

Manish wants his family to go along with him.

Place the bolster between the two cushions.

You should consume two pills after meals.

## Double Prepositions

Pairs of prepositions conveying the same idea are known as **double prepositions**.

away from	along with	apart from	from behind	up to
down on	up on	from inside	in to	outside of

You have indeed lived up to your reputation.

The child was lured away from its parents.

The seer had asked for nothing apart from some water.

## Participial Prepositions

When verbs ending in -ing or -ed/-en function as prepositions, they are called **participial prepositions**.

considering	notwithstanding	assuming	given	following
-------------	-----------------	----------	-------	-----------

Considering that he has an immaculate track record, we should give him another chance.

Assuming that the movie has not begun, we would miss the first 30 minutes even if we were to leave now.

Notwithstanding her initial dislike towards her husband, Shanti now dotes on him.

## Phrase Prepositions

Phrase prepositions are formed when a group of words come together to function as a single unit.

These prepositions usually have the **Preposition + Noun + Preposition** structure.

Preposition	Noun	Preposition	Phrase Preposition
in	accordance	with	in accordance with
by	the virtue	of	by the virtue of
in	regard	to	in regard to
in	front	of	in front of

The rituals were performed in accordance with the traditions.

For the sake of argument, what if you are wrong?

The match was postponed owing to the bad weather.

## Functions of Prepositions

### Prepositions Indicating Place

Some prepositions indicate the **spatial** (related to space) **relationship** between the words in the sentence.

on	around	in	at	atop	amidst	inside
by	through	outside	above	under	after	down

There are strange men standing at the door.

A scar could be seen above his left brow.

Is there an honest man amidst these liars?

### Prepositions Indicating Time

Some prepositions indicate the **temporal** (related to time) **relationship** between the words in a sentence.

on	from	until	during	in	at	for	since	till
----	------	-------	--------	----	----	-----	-------	------

They wed on the 23<sup>rd</sup> of December.

The boys sneaked out of the theatre during the interval.

The company has relied on the support of its investors since its inception.

### Prepositions Indicating Destination

Some prepositions are used to indicate the direction of the nouns' movement.

towards	to	into	for	in	at	for	since	till
---------	----	------	-----	----	----	-----	-------	------

The ship sailed towards the east.

The assailant took a shot at the Mayor.

The thieves made for the exit.

### Prepositions Indicating Origin

Prepositions are used to indicate **origin** or **source** of an action or movement of the nouns.

from	out of
------	--------

Tiny saplings sprouted out of the wet earth.

Naresh's uncle has come from Ajmer.

### Prepositions Indicating Motion

Some prepositions can be used to indicate the **movement** of the nouns in the sentence.

across	along	out of	away	past	through	into
--------	-------	--------	------	------	---------	------

The kitten sprinted across the room.

The secret was kept away from his own family.

This morning, my neighbour ran past my house screaming in fear.

### Prepositions Indicating Purpose

Prepositions can be used to indicate the **utility** or **purpose** of the subject of the sentence.

for
-----

Canoes were provided for transportation.

Dhruv had to buy books for school.



### Prepositions Indicating Agent

Some prepositions indicate that something is **responsible** for an action done on the subject. The action is always expressed in the passive voice.

by	with
----	------

The refugees arrived at the new coast by sea.

The bride's face is decorated with religious motifs.

Farida's car was vandalised by hooligans.

### Prepositions Indicating Contrast or Concession

Some prepositions are used to express **contrast** between two ideas in a sentence.

for	notwithstanding	with	for	despite	with
-----	-----------------	------	-----	---------	------

For a few exceptions, the little town is mostly crime-free.

Notwithstanding her claims, she did have a criminal background.

Despite all his wealth, he was far from content.

### Prepositions Indicating Measure

Prepositions can be used to indicate **measurement**.

by	in	for
----	----	-----

Cloth is sold by the metre.

Philip shut his eyes for thirty seconds.

They completed the lap in two minutes.

### Prepositions Indicating Possession

These prepositions are used to establish **possession** of a noun by the other.

to	of
----	----

The coat belongs to the gentleman wearing the top hat.

It is the decision of the council.

The food was cooked in the honour of the guests.

## General Rules for Prepositions

- A preposition is always followed by a noun, a pronoun or a gerund.

in <u>the sky</u>	of <u>them</u>	by <u>speaking</u>
-------------------	----------------	--------------------

- Although it is preferable not to end a sentence with a preposition, exceptions are possible if the sentence features a relative pronoun.

This is the hotel <u>where</u> we were put up <u>at</u> .
This is the farmer <u>whom</u> he sold his cattle <u>to</u> .

- The sentence can end in a preposition if it is in the interrogative form.

Is this what he asked <u>for</u> ?
Where are we headed <u>to</u> ?

- In some cases, prepositions are left without an object. They are known as stranded prepositions.

We have a lot to complain <u>about</u> .
There is nothing to be afraid <u>of</u> .

- A preposition is never followed by a verb.

## Common Errors with Prepositions

### Difference between 'for' and 'since'

- The preposition 'for' indicates duration.
- The preposition 'since' indicates the beginning of a duration.

I have been waiting here <u>since</u> 10:15 AM.
I have been waiting here <u>for</u> two hours.

### Difference between 'among' and 'between'

- The preposition 'among' is used to refer to more than two things.
- The preposition 'between' is used to refer to two things.

They shared it <u>among</u> the three of them.
The secret is safe <u>between</u> the two of us.

## Collocations

### Adjectives

- Adjectives such as '**inferior**', '**superior**', '**junior**', '**senior**', '**prior**', '**anterior**' and '**posterior**' are followed by '**to**'.

The Pandavas were superior to the Kurus.

- The adjective '**preferable**' is also followed by the preposition '**to**'.

Death is preferable to ignominy.

- The adjective '**different**' is followed by the preposition '**from**' or '**to**'.

The tribes are different from each other when it comes to rituals.

- '**Nice**', '**kind**', '**silly**', '**clever**', '**sensible**', '**intelligent**', '**generous**', '**rude**', '**thoughtful**', '**good**' and '**reasonable**' are followed by the preposition '**of**'.

How silly of you!

- '**Nice**', '**kind**', '**polite**' and '**rude**' are followed by the preposition '**to**'.

Sharad was rude to the staff.

- '**Happy**', '**pleased**', '**satisfied**', '**disappointed**', '**bored**', '**fed up**' and '**content**' are followed by the preposition '**with**'.

I am satisfied with your work.

- '**Excited**', '**worried**', '**sad**' and '**anxious**' are followed by '**about**'.

Mother was worried about your future.

- '**Sorry about**' doing something; '**Sorry for**' something.

- '**Full**', '**short**' and '**fond**' are followed by '**of**'.

Faisal is full of gratitude for you.

## Nouns

- 'Access', 'alternative', 'exception', 'reaction', 'confession', 'threat' and 'solution' are all followed by 'to'.

There are no exceptions to the rule.

- 'Advantage', 'characteristic', 'difference', 'intention', 'notice', 'opinion', 'result', 'smell', 'use', 'taste', 'sound' and 'feel' are all followed by the preposition 'of'.

Most people love the smell of wet earth.

- 'Love', 'hate', 'preference', 'need', 'reputation', 'talent', 'eye' and 'credit' are all followed by the preposition 'for'.

There is an urgent need for skilled practitioners.

## Verbs

- 'Accuse', 'approve', 'dream', 'rid' and 'remind' are followed by 'of'.

He was accused of high treason.

- 'Add', 'apologise', 'belong', 'complain', 'consent', 'explain', 'happen', 'introduce', 'invite', 'prefer', 'respond' and 'speak' are followed by 'to'.

He apologised to his mother for his bad behavior.

- 'Ask', 'blame', 'excuse', 'forgive', 'keep', 'pay', 'pray', 'search', 'vote', 'vouch' and 'work' are followed by 'for'.

Tejas was blamed for the failure of the project.

- 'Agree', 'comment', 'concentrate', 'depend' and 'insist' are followed by 'on'.

I want you to comment on this painting.





# ENGLISH



# Phrases, Clauses and Sentences

## Parts of a Sentence

A sentence is a group of words which makes complete sense. However, the sentence itself is made up of smaller elements called **phrases** and **clauses**.

### Phrase

Technically, words are the smallest units of a sentence. A group of words which has no subject or predicate is called a **phrase**. Grammatically, the phrase is the basic unit of English Grammar.

- A phrase can be a short group of words.

the man	in the jungle	an old man	on time
---------	---------------	------------	---------

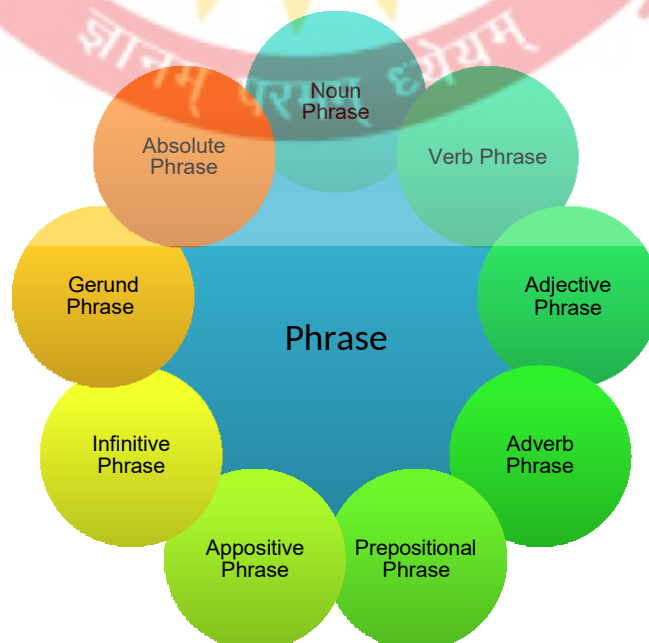
- It can also be a long group of words.

a small piece of jewellery which was handed down by my ancestors	
the room no one knows about	

- Phrases represent various parts of speech.

<u>The man standing at the other end of the room</u> gestured to me.	Noun phrase/subject
He wielded a sceptre <u>made of gold and diamonds</u> .	Adjective phrase
Manisha shifted <u>to a house at the end of the street</u> .	Adverb phrase
I <u>have heard</u> this song before.	Verb phrase

### Types of Phrases



### Noun Phrase

- A phrase which functions as a noun in a sentence is called a noun phrase.

The old creaky stairs of the haunted mansion makes eerie sounds when stepped on.  
I saw women with large feathers on their hats.

- The phrase comprises a **noun** along with one or more **modifiers**.

an important point

the long road

a toothbrush

a noun phrase

### Verb Phrase

- A verb phrase contains both a verb and an auxiliary or helping verb.
- It may contain a direct or an indirect object.
- It is the main part of the predicate of the sentence.

The manager had judiciously averted the problem.  
Little Red Riding Hood was hopping and skipping her way through the woods.

### Adjective Phrase

- An adjective phrase is a group of words which functions as the adjective in the sentence.
- The main word in the phrase is the adjective.
- It is placed before a noun or as a part of the predicate of the sentence.

The tiny grey tabby kitten mewed for its mother.  
The Sun is a bright golden fireball.

### Adverb Phrase

- An adverb phrase is a group of words which functions as the adverb in the sentence.
- It can modify either an adjective or another adverb in the sentence.

They spoke very softly to avoid attracting attention.  
I can speak Tamil quite fluently.

### Prepositional Phrase

- A prepositional phrase comprises a preposition and a noun or a pronoun which functions as its object.
- The prepositional phrase may also contain modifiers.
- It may function as an adjective or an adverb in the sentence.

A woman with a blue umbrella stepped out of the carriage.  
Manisha bought flowers for her mother.

### Appositive Phrase

- An appositive is a word which is placed next to another word in order to explain it.

Shah Rukh Khan, the actor, has contributed immensely to Bollywood cinema.

Raju, my nephew, has secured a distinction in his examination.

- An appositive phrase is nothing but a noun phrase which is used for modifying or explaining another word in the sentence.

Shivaji Maharaj, an Indian warrior king, is the greatest member of the Maratha clan.

The Mossad, Israel's secret service, is one of the most efficient espionage systems in the world.

### Infinitive Phrase

- An infinitive phrase comprises an infinitive (to + verb) and modifiers and complements.
- The complement of an infinitive is its indirect object and its modifier is its adverb.
- They can act as adjectives, adverbs or nouns.

The patient started to slowly open his eyes.

To know her is to love her.

### Gerund Phrase

- Gerunds are words which end in '**-ing**'.
- They look like verbs but act like nouns.
- The gerund phrase comprises a gerund, its object and modifiers.
- It performs all the functions of a noun.
- Prepositional phrases are often part of gerund phrases.

Working for this organisation has helped me hone my skills. (Subject of the sentence)

Ranjani enjoys knitting sweaters for the children in the orphanage. (Object of the sentence)

### Participial Phrase

- A participial phrase is an adjective phrase which comprises a **participle** (past or present) along with relevant complements and modifiers.
- It always functions as an adjective.
- It is separated from the rest of the sentence by a comma if they are used at the beginning of the sentence.
- It is separated from the rest of the sentence by two commas if it is used in between a sentence.

Leaving in a hurry, she dropped the keys with her neighbour.

The clock, frozen in time, has been standing at half past 10 for a century.



### Absolute Phrase

- An absolute phrase is a combination of a noun and a participle along with other complements and modifiers.
- It qualifies an entire sentence.

His lips quivering, he finally gathered the courage to confess.

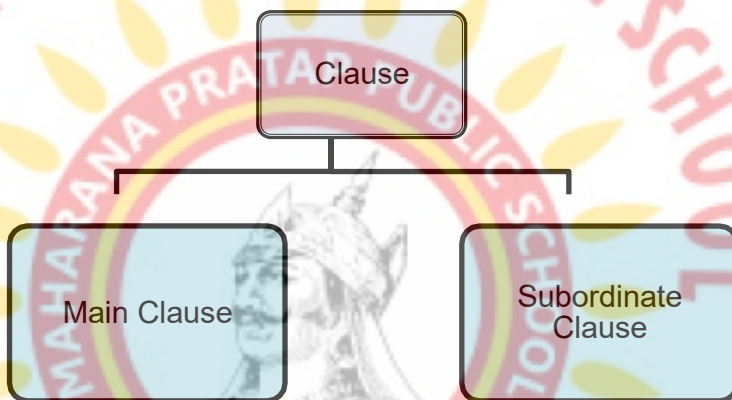
God willing, we will be able to face all adversities.

### Clause

A clause is a group of related words which contains a subject and a predicate. Unlike a phrase, a clause is complete in meaning and can function as an independent sentence.

There are two basic types of clauses:

- Main clause
- Subordinate clause



### Main Clause

The main clause contains a subject and a verb which can stand independently as a sentence.

One should take good care of one's teeth or one may end up with none.

The renowned singer rendered the song melodiously.

To err is human; to forgive is divine.

I admire his courage, but I cannot justify his actions.

Function	Conjunction	Conjunctive Adverb	Example
To add information or idea	and	in addition, besides, also, furthermore, moreover	Jagadish studied at the University during the day, and he worked as a waiter at the local bar at night.
To show the order of things or actions		first, second, later, lastly, ultimately	First, he opened the door. He then called out to anyone inside. Ultimately, when he got no answer, he ventured inside.
To show contradiction or contrast	but, yet	however, on the other hand, nevertheless, in contrast	She always passed by the expensive boutique, but she never dared to enter it.

Function	Conjunction	Conjunctive Adverb	Example
To show the consequence	so	hence, therefore, consequently, as a result, thus	Growing children have nutritional needs which are different from adults. Thus, a kids' health drink is made by keeping their requirements in mind.
To show alternatives	either...or	otherwise	Akshaya rings up her parents twice every day. Otherwise, they become extremely anxious.
To put emphasis on		certainly, indeed, in fact	I enjoy watching regional movies. In fact, they are the only ones I enjoy.
To provide an example		For example, for instance	Do a kind deed every day. For instance, say a kind word to someone to make them happy.
To conclude or to summarise		in conclusion, in short	Farid siphoned money from all the companies he had worked for. In short, he was the greediest and the most amoral person I have ever met.

### Subordinate Clause

The subordinate clause contains a subject and a verb, but unlike the main clause, it cannot stand independently as a sentence. It requires the support of the main verb in order to function properly.

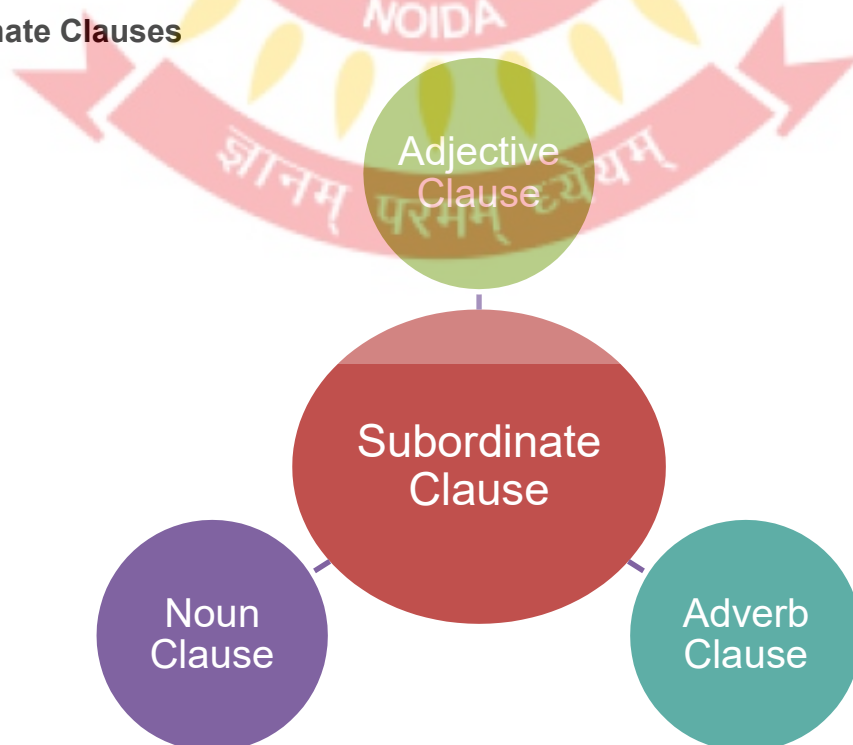
Though he was a wealthy man, he never took pride in his riches.

Unless the accused confesses to the crime, the case will not proceed any further.

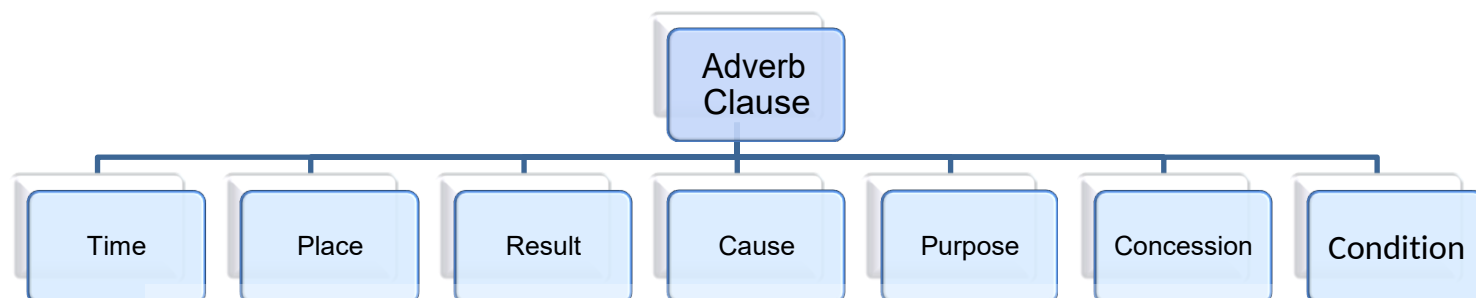
Geeta failed to understand how the thief got in because she had locked all the doors and windows.

Sarita gasped loudly when she saw a snake slither by.

### Types of Subordinate Clauses



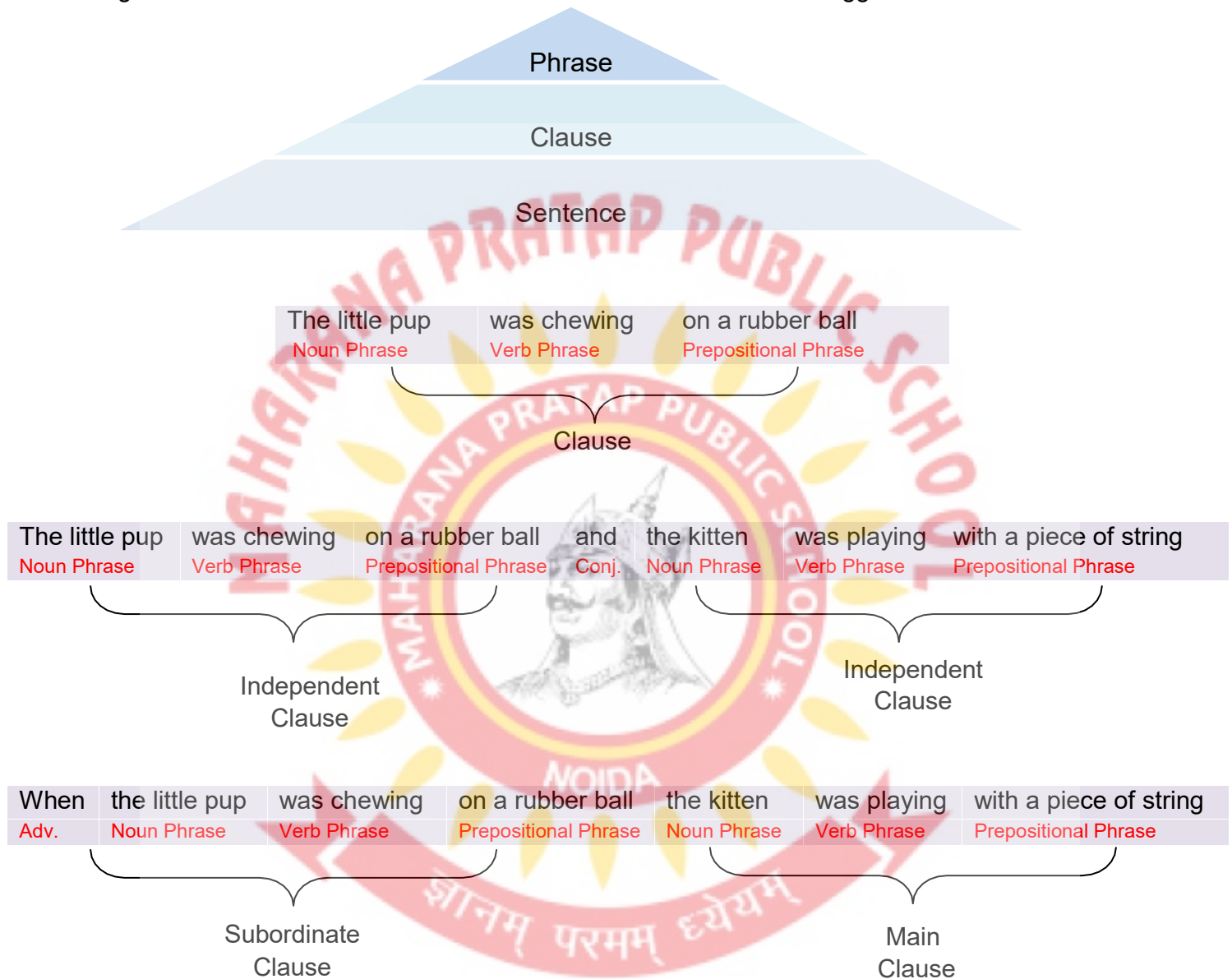
Adverb clauses can be further divided into 7 types:



Types of Clauses		Subordinators	Examples
Noun Clause		What, when, why, where, how, who, whom, which, whose, whether, that, if	Gauri believes <u>that she can get away with anything.</u>
		who, whom, which, whose, that, where, when	The flower <u>that has the unique markings</u> is a tiger lily.
Adjective Clause	Time	when, before, after, since, till, until	The lady left <u>before help could arrive.</u>
	Place	where, wherever	She will go <u>wherever she pleases.</u>
Adverb Clause	Result	so... that, such...that	Property in Mumbai is so expensive <u>that the common man finds it difficult to buy a house for himself.</u>
	Cause	because, since	Kajal travels by taxi <u>since bus journeys make her sick.</u>
	Purpose	in order to, so that	I took leave <u>so that I could tend to my sick friend.</u>
	Concession	although, even though	<u>Although Ram is highly qualified,</u> he settled for a low-paying job.
	Condition	if, unless	<u>Unless you try,</u> you will not succeed.

## Relationship between Phrases and Clauses

- Phrases are groups of words which act as parts of speech. When phrases come together, they form clauses.
- Clauses are simple sentences by themselves; however, two or more clauses can be joined together to form bigger sentences.





# ENGLISH



# Tenses

## What are Tenses?

**Tense** is something which tells us **when** the action expressed by the verb **took place**. There are three main divisions of tenses.

- Past Tense: The **past tense** is used to talk about actions which took place in the past.

Manjula studied in this school.  
Gretel was cleaning her house.  
Raman had perfected the art of hospitality.  
Harsh had been touring the country this time last year.

- Present Tense: The **present tense** is used to talk about actions which take place in the present.

Sarita lives with her parents.  
Yamini is preparing dinner for her family.  
I have finished my work.  
The company has been functioning well.

- Future Tense: The **future tense** is used to talk about actions which will take place in the future.

Geeta will return the book.  
I shall be travelling to Munich.  
Rajat will have completed his chores in some time.  
Beena will have been working with us for ten years.

## Present Tense

The present tense can be divided into four categories:

1. Simple
2. Continuous
3. Perfect
4. Perfect continuous

## Simple Present Tense

Examples of sentences in the **simple present tense**:

Habitual action	I <u>exercise</u> every day. Mala <u>visits</u> her mother on Tuesdays.
Ability	Manish <u>plays</u> the flute. Rishi <u>can drive</u> cars.
Events of the near future	We <u>leave</u> tonight. They <u>move</u> to their new apartment this week.
Facts	Mr Prasad <u>is</u> the CEO of this company. Man <u>is</u> a social animal.
Non-factual beliefs	The pen <u>is</u> mightier than the sword. I <u>trust</u> you more than I trust myself.

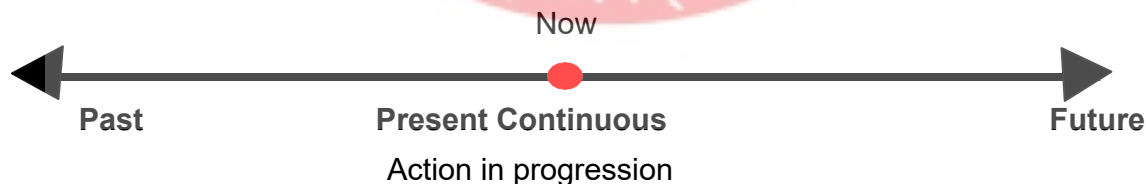
## Present Continuous Tense

- The **present continuous tense** is used to express actions which are currently in progress.
- Progressive helping verbs (**is, am, are**) are used along with the „-ing‘ form of the verb.

Helping Verbs	Main Verb (-ing form)
is	working
are	packing

Examples of sentences in the present continuous tense:

Present continuous tense on a timeline:



## Present Perfect Tense

- The **present perfect tense** is used to express an action which may have happened at a specific time before now.
- Perfect helping verbs (**has**, **have**) are used with the past participle form of the verb.

Helping Verbs	Main Verb (Past Participle)
has	frozen
have	moved

- The present perfect tense is never used when the time or date of the action is mentioned.
  - Frieda has visited us in 1999. *Incorrect*
  - Frieda visited us in 1999. *Correct*

Examples of sentences in the present perfect tense:

Recently completed action	Bob <u>has released</u> the birds from their cage. The train <u>has halted</u> at the station.
When the time of completion is unspecified	This <u>has happened</u> before. Jennifer <u>has met</u> you once.
A past action which is still in continuation	We <u>have believed</u> every word you said. Meera <u>has always used</u> the best cosmetics.
Changes which have happened over time	The despot <u>has led</u> the country to ruins. Pooja <u>has turned</u> into a high-flying socialite.
When the consequences are more important than the action itself	Manoj <u>has eaten</u> the last biscuit on the plate. The rebels <u>have ended</u> the rule of the autocratic king.
A past action whose benefits can be felt to this day	I have <u>learnt how</u> to speak in Mandarin. Ratna <u>has set up</u> an automatic burglar alarm.

**Present perfect tense** on a timeline:

Action completed  
in the past

Now



### Present Perfect Tense

Action which happened at a specific time before now



## Present Perfect Continuous Tense

- The **present perfect continuous tense** is used to express an action which may have happened in the past and has continued up to this very moment.
- It is formed out of the addition of perfect helping verbs (**has, have**) to the participle form of progressive helping verbs (**been**) and finally to the „-ing‘ form of the main verb.

Helping Verb (Perfect)	Helping Verb (Participle)	Main Verb (-ing)
has	been	speaking
have	been	playing

Examples of sentences in the present perfect tense:

### Actions of the past which continue to the present moment

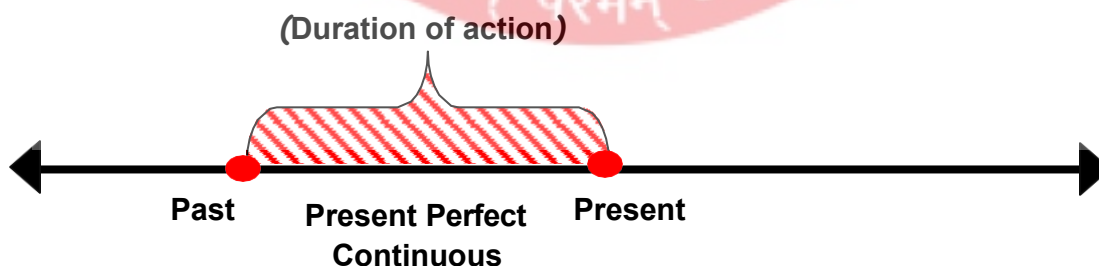
Lionel has been writing his assignment since 6 o'clock.

Meera has been waiting for you at the reception.

### Points to remember

- The words „**for**‘ and „**since**‘ are used with the present perfect continuous tense to indicate the duration of the action.
- Use „for‘ to talk about the duration of the action.
  - The Principal has been lecturing us **for one hour**.
  - It has been pouring **for four hours**.
- Use „since‘ to indicate when the action began.
  - Ram Singh has been working in this company **since 1980**.
  - Both the men have been toiling in the field **since morning**.

**Present perfect continuous** on a timeline:



## Past Tense

The **past tense** can be divided into four categories:

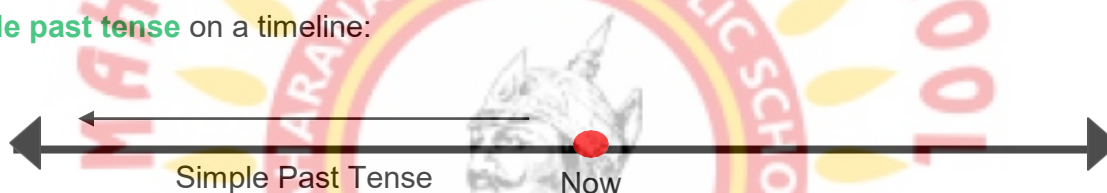
1. Simple
2. Continuous
3. Perfect
4. Perfect continuous

### Simple Past Tense

- The **simple past tense** is used to express an action which was completed at one point of time in the past.

<b>Completed actions</b>	I appeared for the interview yesterday. Meera paid her bills.
<b>Habitual actions of the past</b>	Usha taught at a college nearby. The princes practised archery by the river.
<b>Past facts or generalisations</b>	Queen Cleopatra was married to Julius Caesar. We lived only on bread and water.

**Simple past tense** on a timeline:



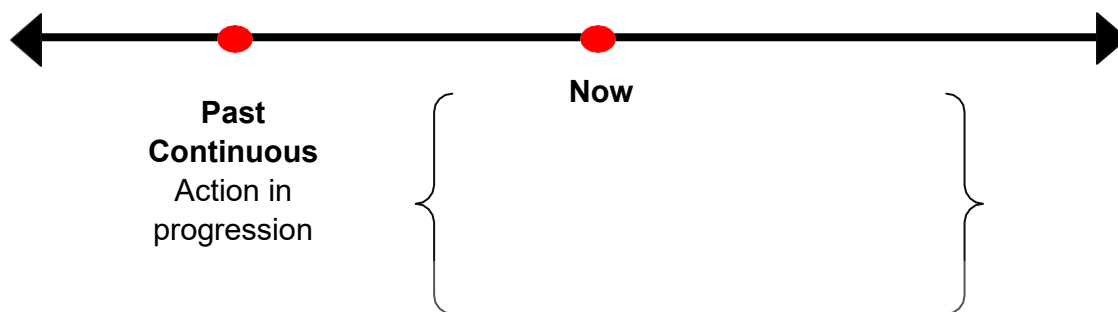
### Past Continuous Tense

- The **past continuous tense** is used to express actions which were in progression at one point of time in the past.
- It is formed when progressive helping verbs (was, were) are added to the „-ing’ form of the main verb.

Helping Verb	Main Verb (-ing)
was	having
were	thinking

<b>Continuing actions of the past</b>	Gerald was painting on a huge canvas. Sangeeta was talking in her sleep.
<b>To mention the action of longer duration while comparing two actions</b>	The bomb was ticking as they spoke. Lalith was sleeping when he heard the alarm bell.
<b>To talk about a progressive action in a narrative</b>	The mice were following the Pied Piper. The queen was listening to the minstrel's songs.

**Past continuous tense** on a timeline:



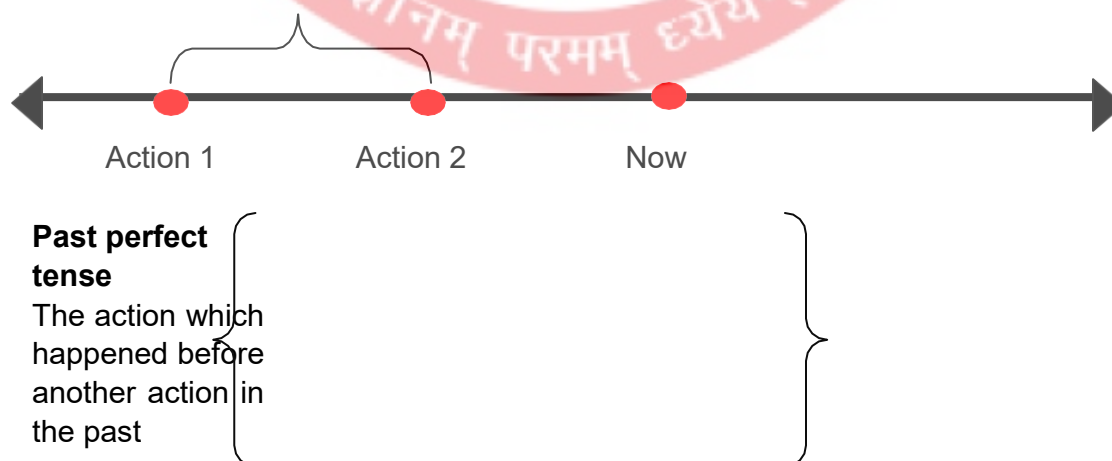
### Past Perfect Tense

- The **past perfect tense** is used to express an action which may have happened at a specific time before another action began in the past.
- The perfect helping verb 'had' is used with the past participle form of the verb.

Helping Verbs	Main Verb (Past Participle)
had	begun
had	insisted

- The past perfect tense is never used when the time or date of the action is mentioned.
  - Kirk **had graduated** in 2007. *Incorrect*
  - Kirk graduated in 2007. *Correct*

**Past perfect tense** on a timeline:



### Past Perfect Continuous Tense

- The **past perfect continuous tense** is used to express an action which may have started at a particular point of time in the past and may have ended at another point of time in the past.
- It is formed out of the addition of the perfect helping verb **had** to the participle form of the progressive helping verb **been** and finally to the „-ing' form of the main verb.

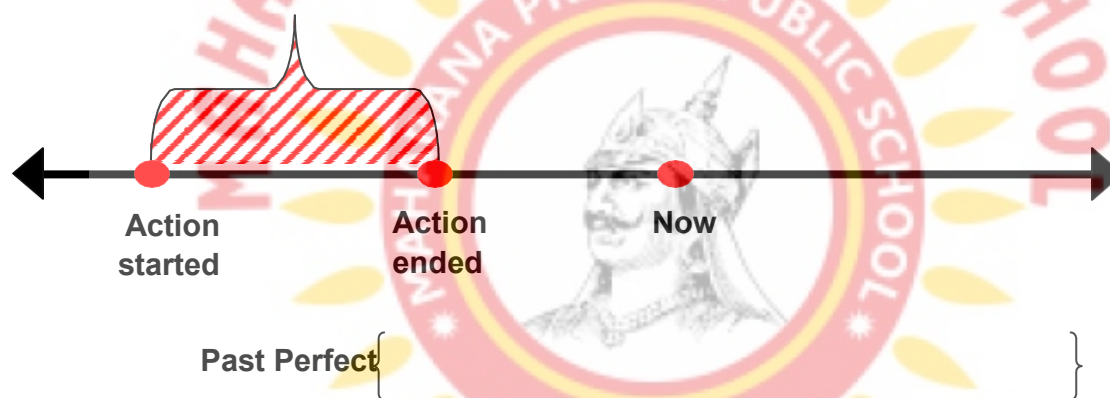
Helping Verb	Helping Verb (Participle)	Main Verb (-ing)
had	been	sleeping
had	been	talking

Examples of sentences in the **past perfect continuous tense**:

An action which may have **started and may have gone on for a while in the past**

Krishna had been talking to himself in a stupor.  
William had been sleeping during the lecture.

**Past perfect continuous tense** on a timeline:



### Future Tense

The future tense can be divided into four categories:

1. Simple
2. Continuous
3. Perfect
4. Perfect continuous

#### Simple Future

- The **simple future tense** is formed by adding the modal auxiliaries „**will**‘, „**would**‘, „**may**‘, „**shall**‘ and „**might**‘ to the simple present tense of the main verb.

Modal Auxiliary	Main Verb
will	leave
would	come
may	stay
shall	bring
might	rain



Events of the future	The lunch will be ready in 10 minutes. Dr Paranjpe will preside over the meeting.
Consequences of present actions	You will regret if you are hasty. Children would get the wrong message.
Expressing promise or a plan	I will travel to Ireland someday. Prince Dhruva will be the heir to the throne.
Future facts or habitual actions	Our child will study in this school. Nagma will report the matter to me.

Simple future tense on a timeline:



### Future Continuous Tense

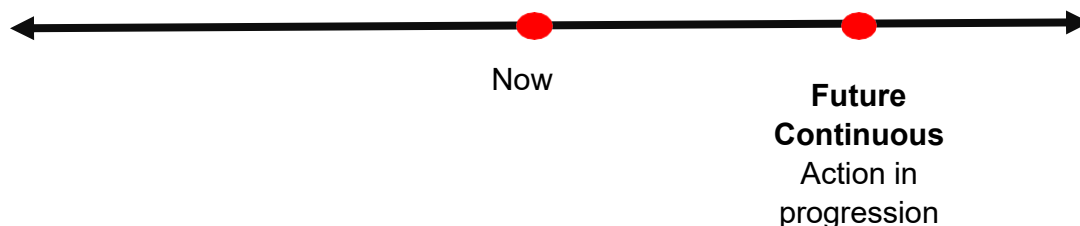
- The **future continuous tense** is formed by adding the modal auxiliaries „**will**“ or „**would**“ and the progressive helping verb „**be**“ to the „**-ing**“ form of the main verb.

Modal Auxiliary	Progressive Helping Verb	Main Verb
will would	be be	going breaking

Examples of sentences in the future continuous tense:

Future events which <b>will be in continuation</b>	Future events or plans
Rita <b>will be travelling</b> to Mumbai at this time tomorrow. George <b>would be listening</b> to music at night.	I <b>will be studying</b> in the National Institute of Technology. Falguni and I <b>will be accompanying</b> Sheetal to her house.

Future continuous tense on a timeline:



## Future Perfect Tense

- The future continuous tense is formed by adding the modal auxiliaries „will' or „would' and the perfect helping verb „have' to the participle form of the main verb.

Modal Auxiliary	Perfect Helping Verb	Participle Form of Main Verb
will	have	eaten
would	have	taken

### Future events which will be completed on or by a particular time

Manish will have cleaned the room by the time we return.  
The authorities will have arrested him by daybreak.



## Future Perfect Continuous Tense

- The **future perfect continuous tense** is formed by the addition of the modal auxiliaries will or would; perfect helping verb have; the past participle form of progressive helping verbs (**been**); and the present participle (**-ing**) form of the main verb.

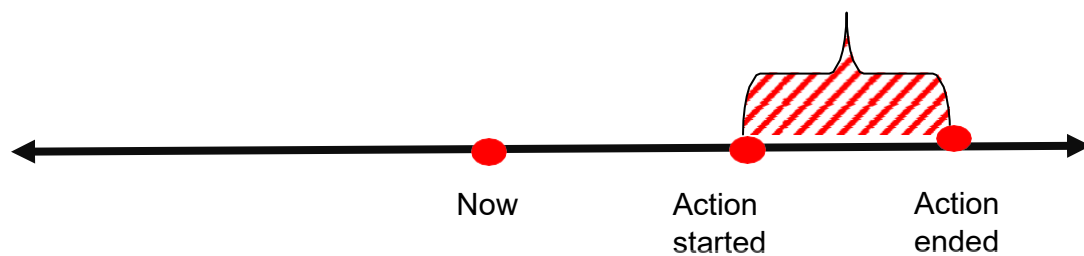
Modal Auxiliary	Perfect Helping Verb	Helping Verb (Past Participle)	Main Verb (Present Participle)
will	have	been	talking
would	have	been	sleeping

Examples of sentences in the future perfect continuous tense:

### A cause for something in the future

Jatin will have left as he will have been waiting for two hours by then.  
Anuja will have slept as she will have been awake for two hours.

Future perfect continuous tense on a timeline:



# ENGLISH





## Informal Letter

### What is an Informal Letter?

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Every person needs to write a letter at some point of time in his life. Letters not only carry formal discourses but are also means of friendly conversations. How language is used in a letter reflects the skills and finesse of the writer as well. Therefore, it is essential to master the skill of writing a good letter from an early age.

Informal letters or friendly letters help us communicate with our distant friends and relatives which in turn helps us stay in touch with them. It gives us an insight into their lives and experiences while we share a part of us at the same time. For this mutual exchange to occur satisfactorily, we need to study the basic rules and polish our skills through practice.

### Format of an Informal Letter

Sender's Address

(XYZ Society, \_\_\_\_\_  
Room No., Street Name, \_\_\_\_\_  
Land mark, \_\_\_\_\_  
Locality, City/Village Pin code) \_\_\_\_\_  
Date: (DD/MM/YYYY) \_\_\_\_\_

Salutation, (E.g.: Dear ...,)

Introduction: (Greet the person to whom the letter is addressed and reassure of your own well-being. Introduce the purpose behind writing your letter.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Body Paragraph: (Elaborate on the purpose of writing the letter by giving detailed information regarding the same.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion: (Summarise all the points mentioned in the letter without further elaborating upon them.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Subscription:

(E.g.: Yours sincerely/affectionately)

Sender's Signature

Sender's Name

**Points to remember**

- The address of the person writing the letter is noted at the top left-hand side of the sheet.
- The address is followed by the date the letter is written.
- The salutation in an informal letter carries the name of the receiver preceded by an endearment (E.g.: Dearest XYZ.)
- The salutation is preceded and followed by a blank line.
- The letter should be written (preferably) in three paragraphs.
- Restating your reason for writing the letter in the concluding paragraph is essential.

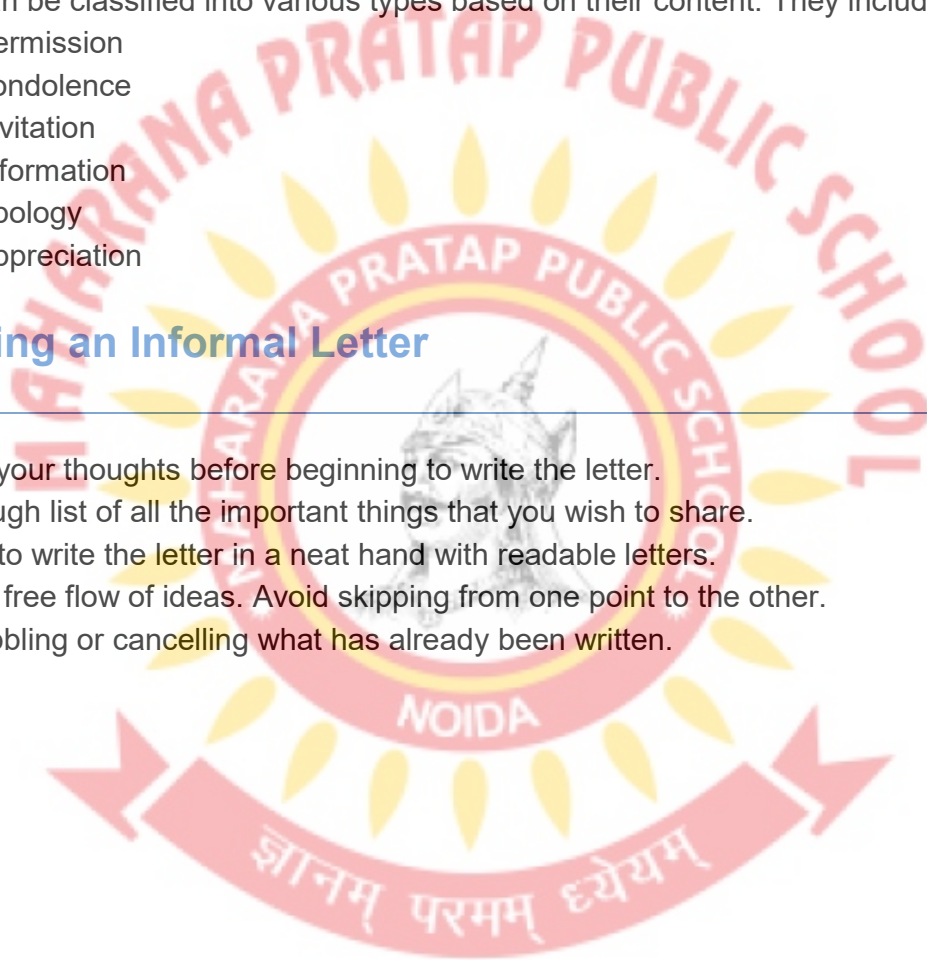
**Types of Informal Letters**

Informal letters can be classified into various types based on their content. They include

- Letter of permission
- Letter of condolence
- Letter of invitation
- Letter of information
- Letter of apology
- Letter of appreciation

**Tips to Writing an Informal Letter**

- Collect all your thoughts before beginning to write the letter.
- Make a rough list of all the important things that you wish to share.
- Take time to write the letter in a neat hand with readable letters.
- Maintain a free flow of ideas. Avoid skipping from one point to the other.
- Avoid scribbling or cancelling what has already been written.



## Sample Informal Letters

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### Sample 1

#### Letter of Invitation

Amit Kumar  
B-2, Kamal Kunj  
Khar (W)  
Mumbai 400 006  
24<sup>th</sup> February 2015

Dearest Rajesh,

I am pleased to inform you that my father has finally bought a home here in Mumbai. It is right in the middle of the city and just the one we were looking for.

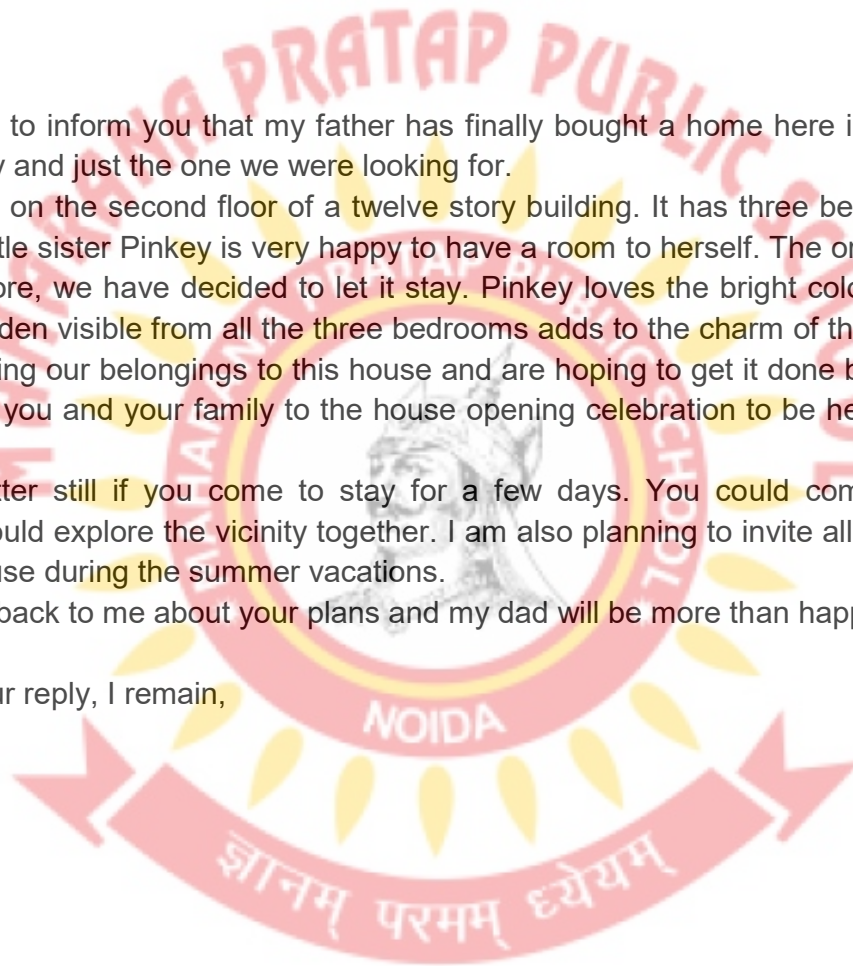
The house is on the second floor of a twelve story building. It has three bedrooms, a sitting room and a kitchen. My little sister Pinkey is very happy to have a room to herself. The original paint is of a very good quality; therefore, we have decided to let it stay. Pinkey loves the bright colours of the house. The beautiful society garden visible from all the three bedrooms adds to the charm of the house. We are in the process of transporting our belongings to this house and are hoping to get it done by 5<sup>th</sup> March. I take this opportunity to invite you and your family to the house opening celebration to be held on 15<sup>th</sup> March 2015 at 12:48 am.

It will be better still if you come to stay for a few days. You could come during the summer vacations and we could explore the vicinity together. I am also planning to invite all my school friends to a party at our new house during the summer vacations.

Please write back to me about your plans and my dad will be more than happy to come to receive you.

In anticipation of your reply, I remain,

Yours sincerely,  
Amit Kumar



**Reply to the invitation**

Rajesh Gupta  
15/B Sumit Sadan  
Bal Gangadhar Tilak Marg  
Shivneri, Pune 320 008  
1<sup>st</sup> March 2015

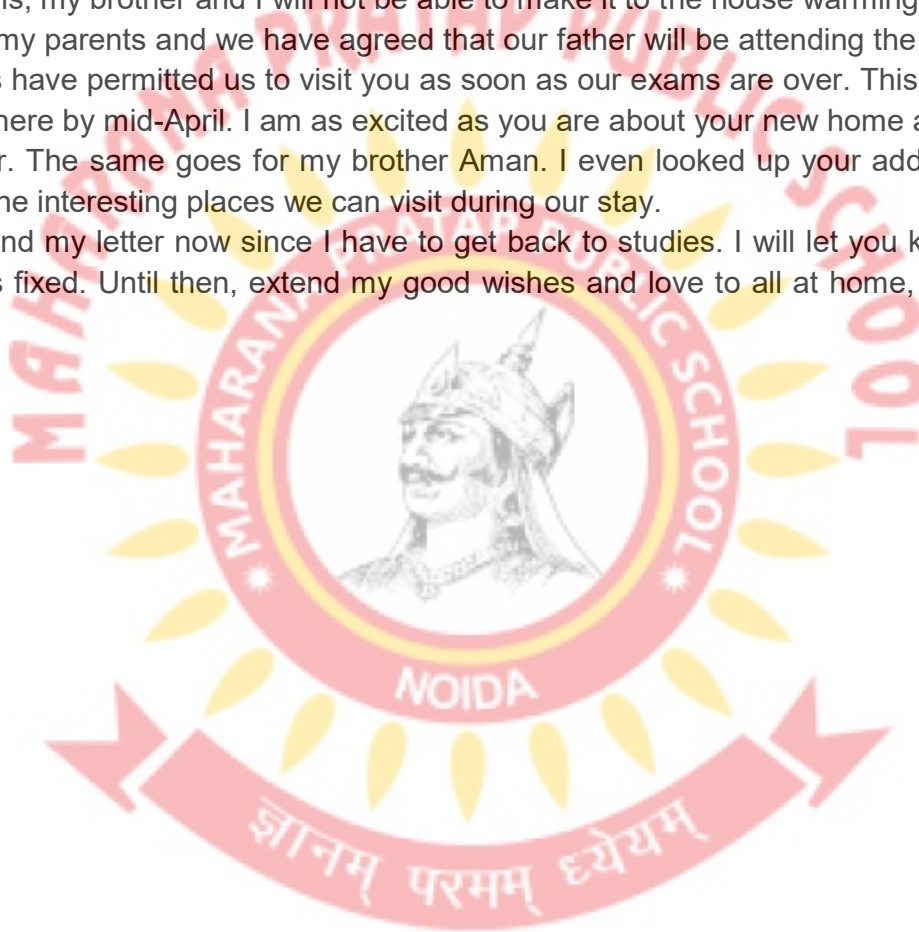
Dearest Amit,

I am extremely glad that you shared this happy moment with me. It was with great pleasure that I read your letter to my mother. However, I am afraid I am about to diminish your joy. Due to the approaching exams, my brother and I will not be able to make it to the house warming ceremony.

I spoke to my parents and we have agreed that our father will be attending the ceremony on behalf of us. Our parents have permitted us to visit you as soon as our exams are over. This means that you can expect us somewhere by mid-April. I am as excited as you are about your new home and can't wait for the exams to get over. The same goes for my brother Aman. I even looked up your address on the net and made a list of all the interesting places we can visit during our stay.

I have to end my letter now since I have to get back to studies. I will let you know as soon as the date of our visit is fixed. Until then, extend my good wishes and love to all at home, especially your little sister.

Yours sincerely,  
Rajesh Gupta





**Sample 2****Letter of Information**

Raghav Pavar  
Parimal Flats  
Ambawadi  
Anand 380001  
24<sup>th</sup> February 2015

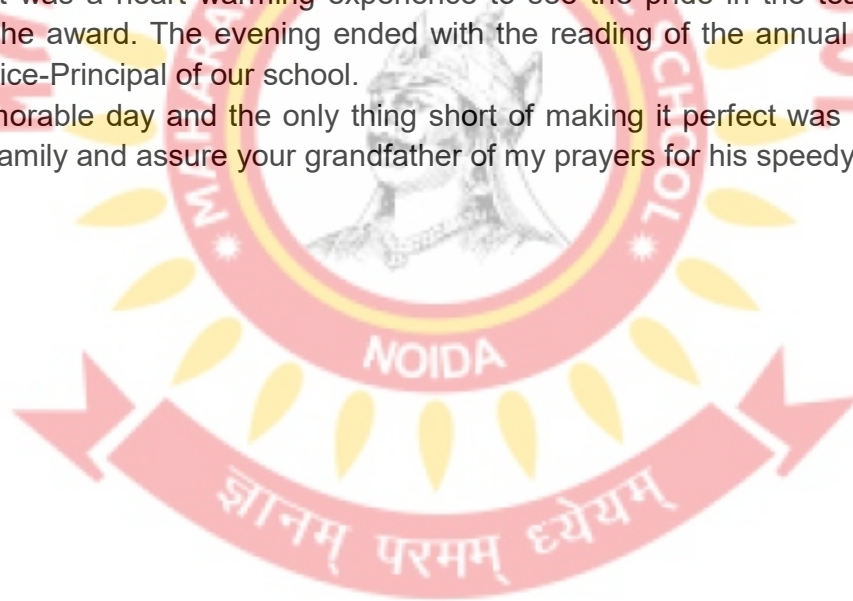
Dearest Madhav,

I hope you are in good health and are enjoying your stay at your grandfather's place. It is with great pleasure that I write today to share a surprise with you.

The annual prize distribution ceremony of my school was held this week. As it was a yearly event, a lot of planning and preparations preceded the day. A stage was built on the school ground and the place was decorated by students. Mrs Varma, a retired Hindi teacher, was the chief guest of the ceremony. The event began with a speech recited by the head boy and a welcome song sung by the children of the primary section. This was followed by the distribution of various prizes alternated with performances where children portrayed their talents before their fellow students, teachers and parents. You will be pleased to know that I too won a prize. I was awarded the R.K. Menon Award for educational assistance to fellow students. It was a heart warming experience to see the pride in the teacher's eyes while she presented me with the award. The evening ended with the reading of the annual report and the vote of thanks given by the Vice-Principal of our school.

It was a memorable day and the only thing short of making it perfect was your absence. Convey my regards to your family and assure your grandfather of my prayers for his speedy recovery.

Yours sincerely,  
Raghav Pavar



**Reply to letter of information**

Madhav Kulkarni  
24/B Maya Mansion  
D'monte Road  
Panaji, Goa 400 029  
03<sup>rd</sup> March 2015

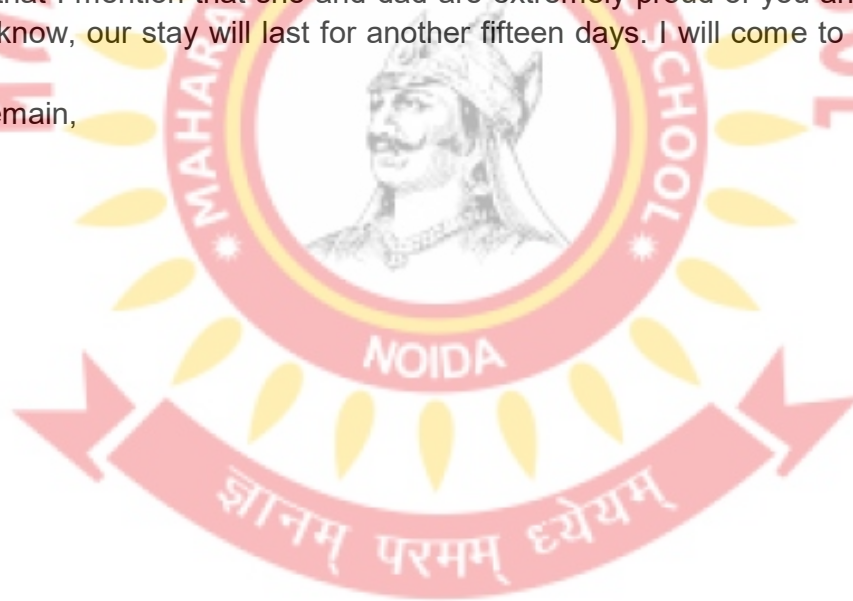
Dearest Raghav,

Thanks for writing to me. This visit to my grandparent's house has been a peaceful one so far and I am glad to inform you that Grandpa is recovering steadily. I loved your description of the annual day celebration. It almost made me feel as if I was present at the ceremony in person.

Annual day celebrations are very special. I really regret not being present for it. I always looked forward to the display of talents held during the annual day. Nevertheless, the award you won is a pleasant compensation for the same. Whatever you believe, the award did not come as a surprise to me. I do not consider any one else more worthy of this recognition. You have always been a good friend and a helpful classmate. I have always seen you eager to help anyone who is weak in studies. The teachers too have always praised you for your efforts. It was about time that you were recognised for your efforts.

My parents and all at home send you their love and wish to congratulate you for your achievement. My mother insisted that I mention that she and dad are extremely proud of you and are glad that we two are friends. As you know, our stay will last for another fifteen days. I will come to meet you as soon as I am back.

Until then I remain,  
Your loving friend,  
Madhav Kulkarni



**Sample 3****Letter seeking advice**

Prashant Tambe  
11, Gokul Nivas  
R.V. Singh Road  
Parel, Mumbai 400 027  
22<sup>nd</sup> March 2015

Dearest Grandpa,

Hope you and all at home are in good health. My exams went well and I hope to pass with flying colours. As suggested by you, I practised yoga during my exams and am glad to say that it really helped in calming my nerves. Your academic advice has always been beneficial to all of us.

The next step now is to choose the subjects for my junior college years. Our school teachers stressed upon selecting the subjects wisely with adequate guidance as they will play an instrumental role in the profession we wish to enter.

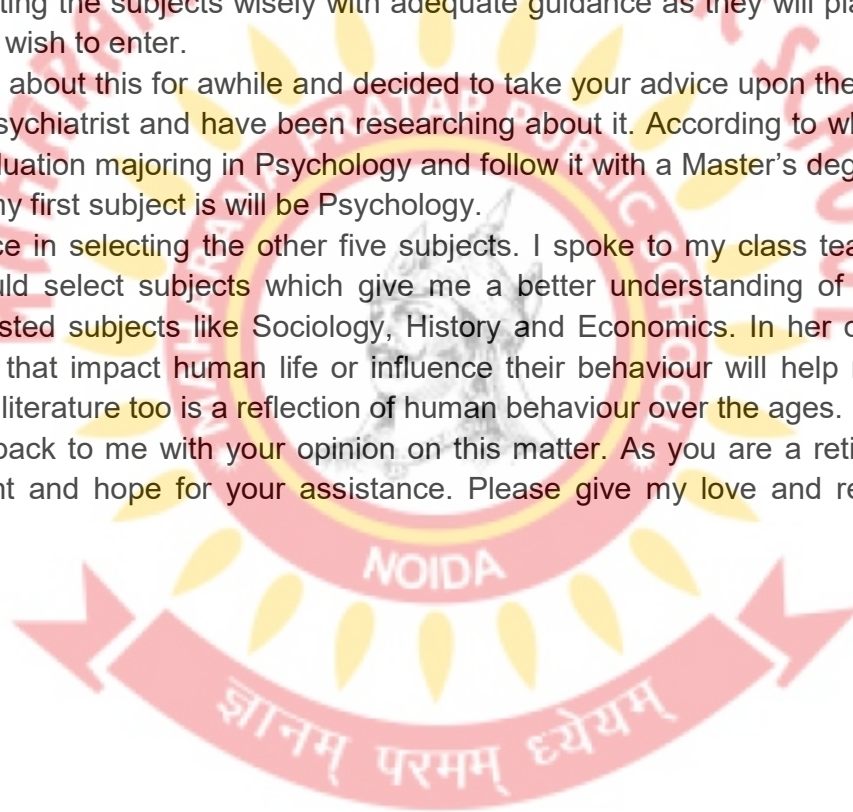
I have been thinking about this for awhile and decided to take your advice upon the matter. As you know I wish to become a psychiatrist and have been researching about it. According to what I gather, I will have to complete my graduation majoring in Psychology and follow it with a Master's degree in the same. Thus, it is confirmed that my first subject is will be Psychology.

I need your guidance in selecting the other five subjects. I spoke to my class teacher about it and she believes that I should select subjects which give me a better understanding of people and society in general. She suggested subjects like Sociology, History and Economics. In her opinion, these subjects which tackle issues that impact human life or influence their behaviour will help me understand people better. I believe that literature too is a reflection of human behaviour over the ages.

Kindly write back to me with your opinion on this matter. As you are a retired college principal, I trust your judgement and hope for your assistance. Please give my love and regards to all at home, especially grandma.

Thanking you,

Yours affectionately,  
Prashant Tambe



**Letter of Advice**

Mahesh Tambe  
Vaishali Bhavan  
Kherwada  
Jalgaon, Nagpur 300 004  
26<sup>th</sup> March 2015

Dearest Prashant,

Everyone here is in good health and sends their love to you. I received your letter yesterday and decided to devote this morning to reply to it. I am glad that you hold me and my advice in such high regards. I am also glad that you approached me in this moment of indecision. You and your siblings have made me extremely proud with your academic excellence over the years. I dearly hope that you all continue the good work and excel in whichever field you choose.

As you mentioned, selecting the subjects which best suits your professional pursuit will be beneficial in the long run. I read your letter closely and deduced that your teacher's advice is quite apt. If you wish to become a psychiatrist, the subjects within the stream of Humanities will be better able to equip you with the necessary skills.

Humanitarian subjects, as the name goes, are chiefly concerned with the study of human life and society. You have chosen a profession wherein you will be working to bring repose to the minds of distressed people. This cannot be achieved without understanding the kinds of stress people undergo in their day-to-day lives. Therefore, you need to understand society and the lifestyle of people. The study of Sociology will give you this knowledge. The society we live in is in turn influenced by its cultural, historical and economic past. The basis for this field will be provided to you by History and Economics. Finally, you will receive the training you will need to form unbiased opinions in your profession through the study of English Literature. The subject will acquaint you with different aspects of human life and discipline you to treat people objectively without judging their actions or way of thinking. Finally, as far as my knowledge goes, you will be asked to opt for either Hindi or French. As all the subjects you will be learning are new to you, I suggest you should select Hindi. Since you have already studied Hindi, the subject will not tax you much. Studying an entirely new language like French is difficult and demands a lot of attention and effort.

Keep in mind that everything you learn from these subjects will be beneficial to you at some point or the other. Therefore, give each subject equal importance and devote yourself entirely to your studies. Your efforts will pay back in the long run. Do write back to me once your results are out.

Yours truly,  
Grandpa



**Sample 4**  
**Friendly Letter**

E/34 Ekta Society  
Vinayak Gupte Marg  
Malad, Mumbai  
20<sup>th</sup> February 2015

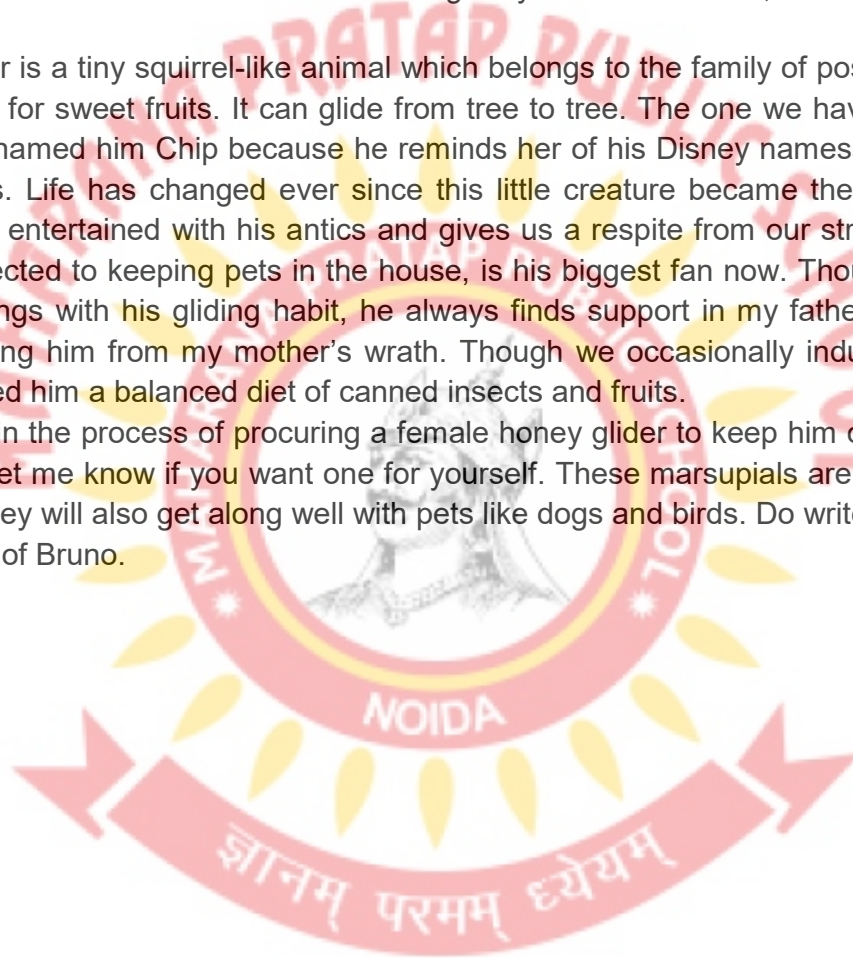
Dear Lavina,

I was thrilled to know that little Bruno is now a strapping young pup of one and half years. He looks majestic in his pictures. I too have attached something for you with this letter; it is a picture of my new pet, a sugar glider.

A sugar glider is a tiny squirrel-like animal which belongs to the family of possums. It lives on trees and has a fondness for sweet fruits. It can glide from tree to tree. The one we have only glides between furniture. Mom has named him Chip because he reminds her of his Disney namesake and because he is fond of potato chips. Life has changed ever since this little creature became the fourth member of our family. He keeps us entertained with his antics and gives us a respite from our stressful lives. My father, who had earlier objected to keeping pets in the house, is his biggest fan now. Though he knocks utensils over and breaks things with his gliding habit, he always finds support in my father who bails him out of every situation, saving him from my mother's wrath. Though we occasionally indulge him with delicious treats, we mainly feed him a balanced diet of canned insects and fruits.

We are now in the process of procuring a female honey glider to keep him company since he gets lonely at times. Do let me know if you want one for yourself. These marsupials are very adorable and are easy to maintain. They will also get along well with pets like dogs and birds. Do write to me soon and send some more pictures of Bruno.

Yours truly,  
Shreya



**Sample 5****Letter of Advice**

3, Sunita Building  
1<sup>st</sup> Floor, Gokhle Road  
Khar (W), Mumbai 400 008  
8<sup>th</sup> August 2015

Dearest Kumar,

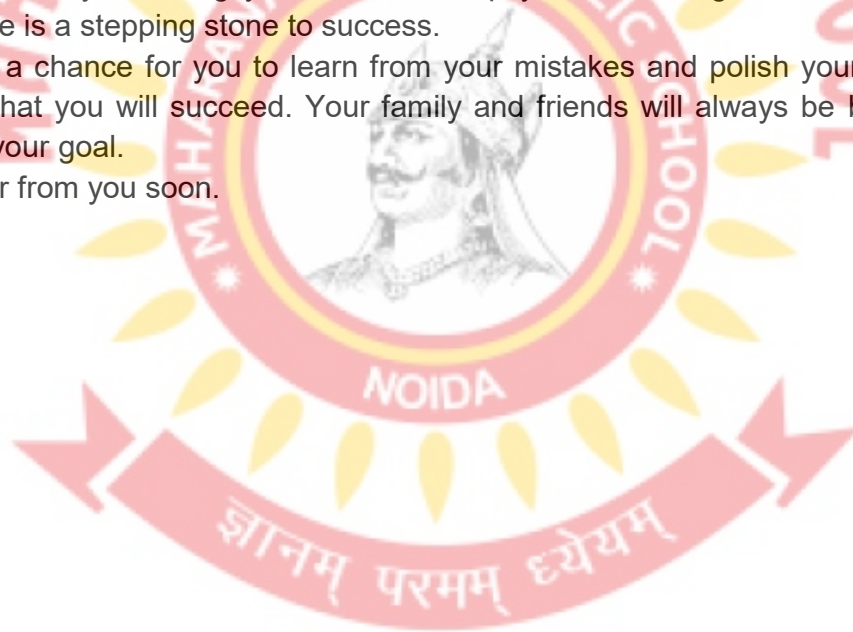
I was recently informed that you were not able to clear your Engineering Entrance Exam and I know how disheartened you must be with your results. I therefore took this time out to urge you not to take this failure to heart.

Unlike others, you are a very sincere student. We all know how hard you worked to crack this exam and we are very proud of you. You should not take this failure as a judgement of your knowledge. Although you did not leave anything to luck while studying, examinations are just that. There are many factors that impact the results of a student. Your preparation is just a part of it. Moreover, your illness during the exams is also a factor which must have had an impact on your results. It is true that this result was not expected by anyone, but none of us blame you for it and we hope you stop blaming yourself too. You are a very smart boy. Wasting your time in self-pity is something no one expects from you. Do remember that failure is a stepping stone to success.

Look at it as a chance for you to learn from your mistakes and polish your skills. Try harder this time and we know that you will succeed. Your family and friends will always be by your side while you struggle to achieve your goal.

I hope to hear from you soon.

Your loving uncle,  
Ravi



**Sample 6****Letter of gratitude**

Room No. 5, B. R. Chawl  
Kaushik Nagar  
Sion (E), Mumbai 40 077  
18<sup>th</sup> June 2015

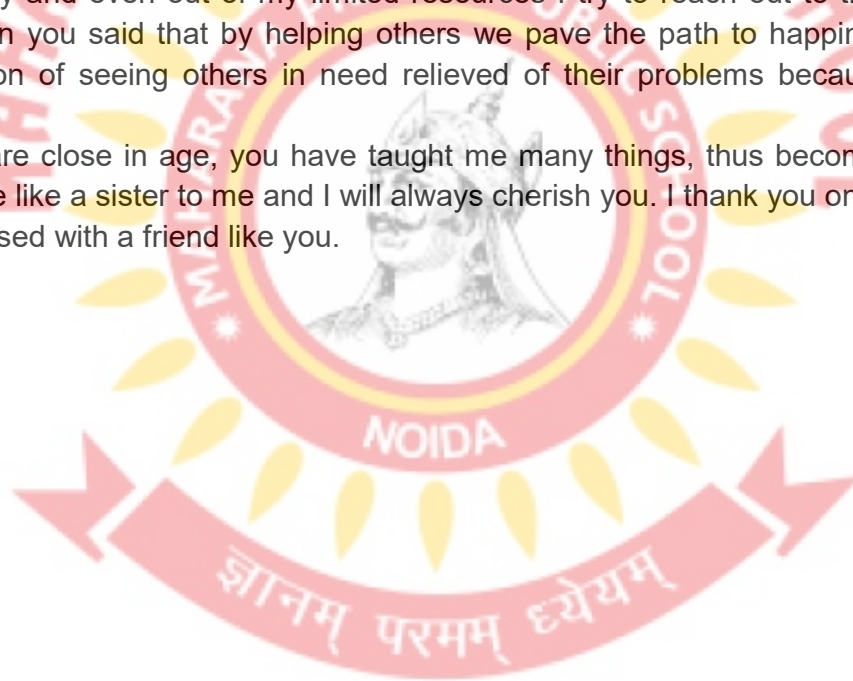
Dearest Jaya,

I take this opportunity to thank you for lending me your past year's notes. You have been of great assistance to me over these years and I will never be able to thank you enough for the same.

You saw my eagerness to learn and helped me when I did not have the means to take it up. It is needless to say that I would have been forced to give up studies a long while ago if you had not supported me both financially and emotionally. I still remember how you struggled to convince your parents to pay for my school fees in Class 6. The first class which I procured this year in the board exams is because of you and I will never forget it. Moreover, your generosity taught me to be helpful to others. It is through your example that I realised what a major difference a small act of kindness can make. I have taken this lesson very seriously and even out of my limited resources I try to reach out to those who are in need. You were right when you said that by helping others we pave the path to happiness for ourselves too. Truly, the satisfaction of seeing others in need relieved of their problems because of me is a unique feeling in itself.

Though we are close in age, you have taught me many things, thus becoming my mentor during these years. You are like a sister to me and I will always cherish you. I thank you once again and pray that every person is blessed with a friend like you.

Yours lovingly,  
Anita Pathak



**Sample 7****Letter of information**

12, Soham Society  
L.J. Road  
Karjat 400 009  
28<sup>th</sup> June 2015

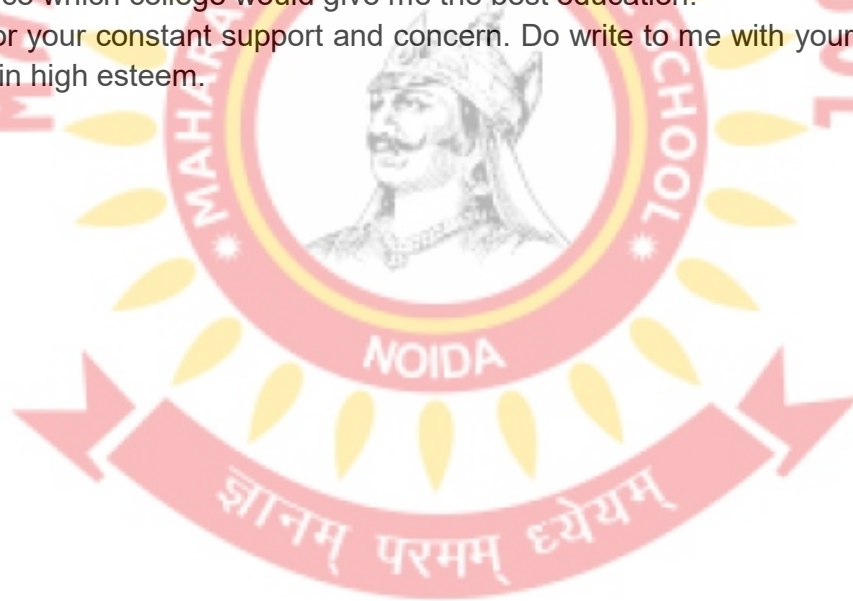
Dear Uncle Ravi,

In your last letter you asked me why I chose the Arts stream when I could easily enter the Science or the Commerce fields. Well, first, I would like to ensure you that this stream was neither selected in haste nor chosen because I was weary of serious studies.

I had given much thought to the profession I wish to take up before my results were declared. I wish to become an archaeologist. I have done some research and I realised that I did not need to take up science or commerce for that. Besides, if I took up Arts, then I could study History, Geography, Literature and Sociology. I am sure that these subjects will help me build a base for my career ahead. I have spoken to my parents and we have agreed that it would be a good idea to complete my graduation majoring in History first, and then going on to achieve a Master's degree in Archaeology. I am still researching on colleges which offer a Masters degree in Archaeology. Though time is on my side for now, it would not hurt to plan in advance which college would give me the best education.

I thank you for your constant support and concern. Do write to me with your opinions and advice. I do hold your advice in high esteem.

Yours sincerely,  
Kavita





**Sample 8****Letter of apology**

5, Karol Bagh Society  
Messrs Street  
Ambala 608 075  
28<sup>th</sup> February 2015

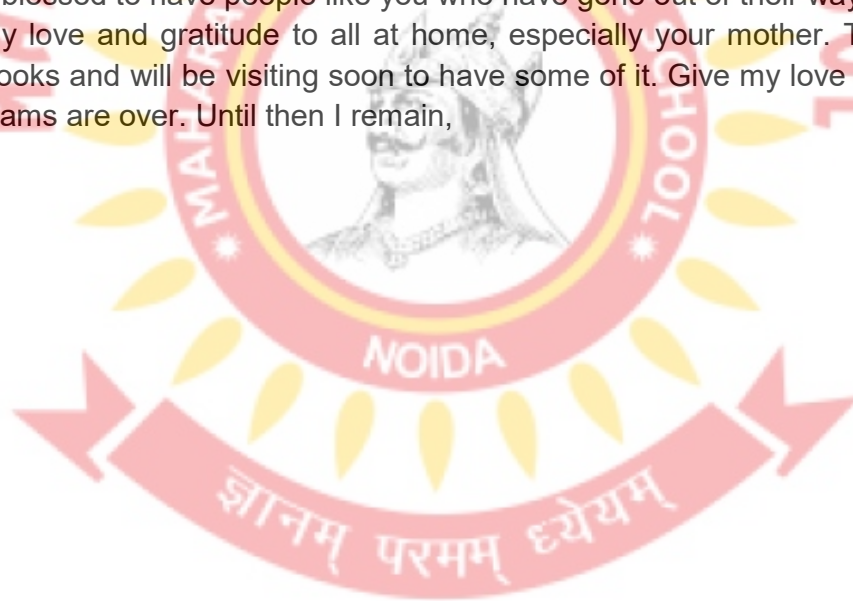
Dearest Ravi,

I am extremely sorry that I could not accept your invitation for the picnic. As you know I am currently preparing for my upcoming board exams. I aim to excel in these exams so that I can go on to achieve a master's degree in history following this.

I am therefore very busy these days. This does not mean that I have forgotten my family and friends and do not care about them. On the contrary, I want to achieve my goals so that I can make you all proud of me. As you already know the responsibility of my parents and younger siblings is on my shoulders. This is another reason which pushes me to work harder. The scholarships which have allowed me to continue my studies are boons in disguise and I do not want to waste them at any cost. I am therefore concentrating on my studies as of now. I also have to go to college every day since two of my teachers have agreed to assist me in my studies. Their aid is another blessing which I will never be able to repay. I am really blessed to have people like you who have gone out of their way to help me.

Do extend my love and gratitude to all at home, especially your mother. Tell her that I miss the delicious food she cooks and will be visiting soon to have some of it. Give my love to your sister too. I will visit you once my exams are over. Until then I remain,

Tours truly,  
Shashank



**Sample 9****Letter of information**

12, M. N. Nagar  
Thakur Road  
Juhu, Mumbai 850 012  
7<sup>th</sup> July 2015

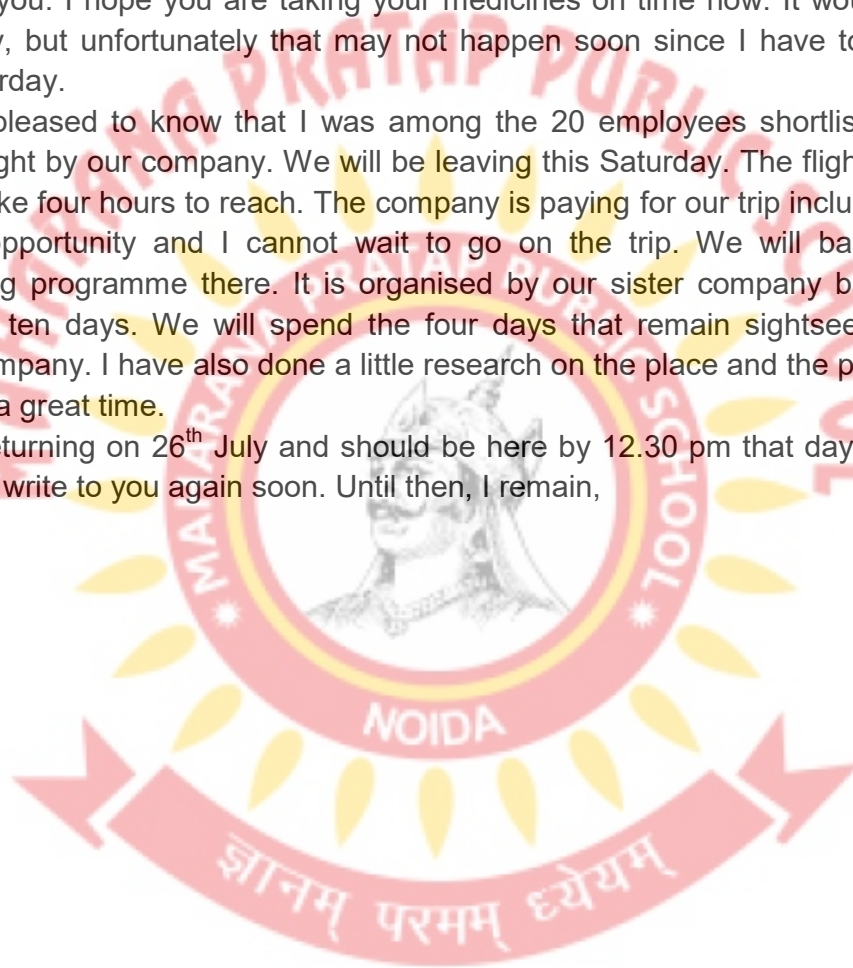
Dearest Grandma,

I am so glad to hear from you at last. Everyone at home was concerned about your ill health since we last heard from you. I hope you are taking your medicines on time now. It would be nice to come to meet you some day, but unfortunately that may not happen soon since I have to go Bangkok with my colleagues this Saturday.

You will be pleased to know that I was among the 20 employees shortlisted out of 250 to visit Bangkok for a fortnight by our company. We will be leaving this Saturday. The flight is scheduled for 7.00 pm. The flight will take four hours to reach. The company is paying for our trip including the food and stay. It is an excellent opportunity and I cannot wait to go on the trip. We will basically be attending a management training programme there. It is organised by our sister company based in Bangkok. The training will last for ten days. We will spend the four days that remain sightseeing. This too is being organised by the company. I have also done a little research on the place and the people living there. I am sure that I will have a great time.

We will be returning on 26<sup>th</sup> July and should be here by 12.30 pm that day. I promise I'll come to meet you then. I will write to you again soon. Until then, I remain,

Yours sincerely,  
Rohan



**Sample 10****Letter of complaint**

12, Sunshine C.H.S.  
Gopinath Road  
Mulund 700 006  
28<sup>th</sup> January 2015

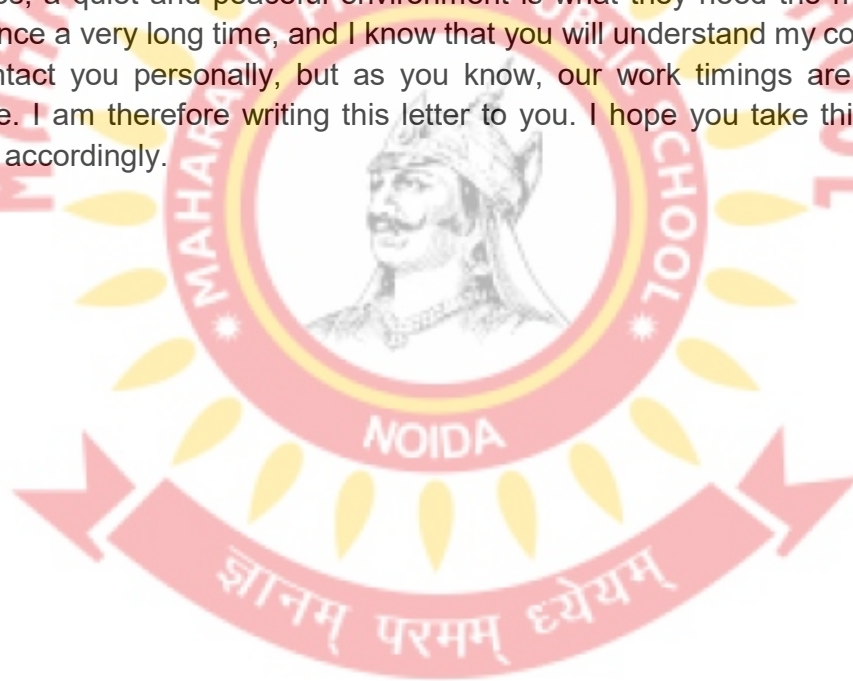
Dear Mr Khanna,

I am writing this letter to bring to your notice the trouble caused by the loud noise coming from your house day after day due to the music.

I have observed that your children switch on the music system in your house as soon as they return from school in the afternoon. They play the music very loudly and this continues till evening. This has been going on for a few days now and is causing a lot of problem to many people including us. There are many senior citizens living in this building who need a few hours of peaceful sleep. Such disturbance not only annoys them but also affects their health. You may also be aware that my eldest daughter is preparing for her medical entrance exams and the younger one will be appearing for her Class XII board exams. At such times, a quiet and peaceful environment is what they need the most. Our families have known each other since a very long time, and I know that you will understand my concern.

I tried to contact you personally, but as you know, our work timings are such that it becomes difficult to coordinate. I am therefore writing this letter to you. I hope you take this matter seriously and advise your children accordingly.

Yours sincerely,  
Poonam Chaudhary



# ENGLISH





## Idioms and Phrases

### What are Idioms and Phrases?

A phrase is a group of words which represents a part of speech.

- The big bad wolf – Noun Phrase
- Surprisingly good – Adjective Phrase
- Was sleeping – Verb Phrase

When the group of words or a phrase represents an idea or a thought which has a deeper, figurative meaning, it is called an **idiom**.

- Wolf in sheep's clothing – A deceptive person or a thing
- Flesh and blood – related by blood
- No love lost – not on good terms

In this chapter, we shall learn some commonly used English idioms and phrases.

### Idioms Related to Animals

- **To cry wolf**

**Meaning:** To raise a false alarm

**Usage:** Naresh has a tendency to cry wolf every time, so don't pay attention to him.

- **A bull in a china shop**

**Meaning:** Someone who is clumsy or unskilled

**Usage:** Mario was like a bull in a china shop when it came to handling the finances.

- **A fly in the ointment**

**Meaning:** Something which spoils the beauty or balance

**Usage:** The only fly in the ointment is the ugly looking house amid the beautiful buildings.

- **To be the underdog**

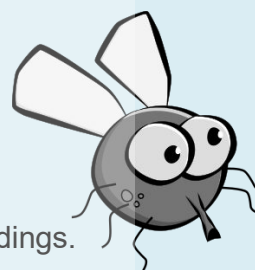
**Meaning:** A competitor who has little or no chance of winning

**Usage:** No one had expected an underdog like Floyd to beat the three-time champion.

- **The elephant in the room**

**Meaning:** A deliberately unaddressed topic which may cause embarrassment or awkwardness if mentioned

**Usage:** Rohini's ugly divorce was the elephant in the room at the party.



- **Barking up the wrong tree**

**Meaning:** To make a wrong choice or to ask the wrong person

**Usage:** If the detectives think the house help is involved in the theft, they are barking up the wrong tree.

- **Cat's got one's tongue**

**Meaning:** To neither speak nor respond

**Usage:** Why aren't you answering? Did the cat get your tongue?

- **The lion's share**

**Meaning:** The biggest part

**Usage:** Being the person who invested the most, Rajan got the lion's share of the profits.



- **A red herring**

**Meaning:** A deceptive piece of information intended to mislead someone from the truth

**Usage:** The scarf at the crime scene was a red herring which made us think that the culprit is a woman.

- **Raining cats and dogs**

**Meaning:** To rain very heavily

**Usage:** Last night, it rained cats and dogs. Fortunately, everyone was indoors.

- **Straight from the horse's mouth**

**Meaning:** Information taken from a reliable or an authorised source

**Usage:** Jagan, Krishna's best friend, said that he is indeed resigning. I heard it straight from the horse's mouth.

- **Until the cows come home**

**Meaning:** For a very long time

**Usage:** We cannot delay the matter till the cows come home.

## Idioms Related to the Paranormal

- **Baying for blood**

Wanting to punish or hurt someone

After the con artist decamped with their money, the swindled residents are now baying for his blood.

- **Witch hunt**

A campaign to punish people who may have unconventional views

The authorities launched a witch hunt against the people who voted for the opponent.

- **Devil's advocate**

A person who presents a counter view just for argument

Let me play the devil's advocate and ask you what happens if plan A fails.



- **To come back to haunt someone**

**Meaning:** A memory which recurs to affect someone in an adverse way

**Usage:** The mistakes of Sushant's past came back to haunt him.

- **Witching hour**

**Meaning:** Midnight or the time between 3 and 4 AM when witches and evil spirits are known to be active

**Usage:** Who could be calling us on the phone during the witching hours?

- **Skeleton staff**

**Meaning:** The minimum number of people needed to run business

**Usage:** The office comprised only the skeleton staff after the downsizing.

- **A ghost town**

**Meaning:** A town in which no or very few residents live

**Usage:** El Fantasmal is now reduced to a ghost town after the war.

## Idioms Related to Food

- **Apple of someone's eye**

**Meaning:** A beloved person cherished more than any other

**Usage:** Samantha was the apple of her father's eye.

- **The salt of the earth**

**Meaning:** A person who is giving, trustworthy and honest

**Usage:** I am glad that my friend married Kamlesh. He truly is the salt of the earth.

- **With a grain of salt**

**Meaning:** To not trust something completely; to treat something with suspicion

**Usage:** The news related to the cricketer's retirement should be taken with a grain of salt.

- **Put all your eggs in one basket**

**Meaning:** To depend on something entirely

**Usage:** By depending entirely on the written section of the examination, you have put all your eggs in one basket.

- **Bread and butter**

**Meaning:** Livelihood

**Usage:** Singing is my bread and butter.

- **Bring home the bacon**

**Meaning:** Earn a livelihood

**Usage:** These days, women not only look after the needs of their family but also bring home the bacon.





- **A bad egg**

**Meaning:** A dishonest person

**Usage:** Nilesh is a bad egg who was accused of stealing money from his workplace.

- **Cool as a cucumber**

**Meaning:** A calm and relaxed person

**Usage:** Our new manager is as cool as a cucumber; he handles everything calmly.

- **Cry over spilled milk**

**Meaning:** To worry about something which cannot be undone

**Usage:** You cannot take back the harsh things you said to him; there is no use crying over spilled milk.

- **Full of beans**

**Meaning:** To be very energetic and spirited

**Usage:** Gregory who is usually morose is full of beans today.

- **Eat the humble pie**

**Meaning:** To be humbled by an experience which proves one wrong

**Usage:** If I am right, I will gloat about it; if I am wrong, I will gladly eat the humble pie.

- **Piece of cake**

**Meaning:** An extremely easy task

**Usage:** Test driving the new fully automatic car was a piece of cake.



## Idioms Related to Mental State

- **Method to the madness**

**Meaning:** A plan in somebody's seemingly illogical behaviour

**Usage:** It is easy to dismiss Van Gogh's works as products of an unstable mind; however, there is a method to his madness.

- **To lose one's marbles**

**Meaning:** To lose one's mental balance

**Usage:** The man was rambling about how he fought in the world war. I think he has lost his marbles.

- **Harebrained idea**

**Meaning:** A silly or impractical idea

**Usage:** Don't fall for Dinesh's harebrained ideas. He is not the most sensible person around.

- **Stark raving mad**

**Meaning:** Completely crazy

**Usage:** Imagine keeping a cobra as a pet. Looks like she is stark raving mad!



- **Not playing with a full deck**

**Meaning:** Mentally unsound

**Usage:** It was embarrassing to hear her talk senselessly in front of the audience. Seems like she wasn't playing with a full deck.

- **Mad as a hatter**

**Meaning:** Crazy or mad

**Usage:** Gajendra is an eccentric writer who can seem as mad as a hatter to some.

## Idioms Related to Household Items and Miscellaneous Things

- **Can't hold a candle to**

**Meaning:** Cannot be compared to something which is vastly superior

**Usage:** Darshana cannot hold a candle to Meena when it comes to intelligence.

- **To blow off steam**

**Meaning:** Do something to relieve pent-up frustration or other negative emotions

**Usage:** I play cricket with my friends after a long day at school to blow off steam.

- **Too big for his boots**

**Meaning:** To become overconfident

**Usage:** After three consecutive wins, Marshall has become too big for his boots.

- **To blow the whistle**

**Meaning:** To report a wrongdoing

**Usage:** Manisha blew the whistle on her employers who were procuring material through unlawful means.

- **A pot calling the kettle black**

**Meaning:** Calling out someone for a wrongdoing which he himself is guilty of in the first place

**Usage:** The ex-convict turned minister criticising his opponent of having mafia links is a case of a pot calling the kettle black.

- **Not the sharpest knife in the drawer**

**Meaning:** Not very intelligent

**Usage:** I am not surprised that Harish failed the interview. He is not the sharpest knife in the drawer.

- **Dead as a doornail**

**Meaning:** Lifeless

**Usage:** These flowers look as dead as a doornail.



- **Born with a silver spoon**

**Meaning:** Born affluent

**Usage:** Mark will never know the value of hard-earned money. After all, he was born with a silver spoon in his mouth.

- **Storm in a teacup**

**Meaning:** Creating a fuss about trivial things

**Usage:** The news channels are exaggerating the incident. It's just a storm in a teacup.

- **Writing on the wall**

**Meaning:** Signs that something may fail

**Usage:** Many political observers foresaw the dissolution of the party. It was only the party members who refused to see the writing on the wall.

## Idioms Related to Parts of the Body

- **Scratch someone's back**

**Meaning:** Do a favour for someone in the hope that the favour would be returned someday

**Usage:** I will give you a part of the loot if you co-operate; you scratch my back and I scratch yours.

- **A chip on her shoulder**

**Meaning:** To be enraged easily

**Usage:** Maya who tends to have a chip on her shoulder did not take too kindly to Asha's remarks.

- **Take heart**

**Meaning:** To get courage and comfort from a reassuring fact

**Usage:** After Puneet's speech, the underprivileged students took heart from his rags-to-riches story.

- **Burn fingers**

**Meaning:** To suffer as a result of a bad decision

**Usage:** Neeraj burnt his fingers after foolishly spending crores on property in an inhabitable part of the city.

- **By the skin of one's teeth**

**Meaning:** Just barely

**Usage:** Richa escaped the wrath of the teacher by the skin of her teeth.

- **Thick in the head**

**Meaning:** Dull or stupid

**Usage:** Roofus is too thick in the head to understand his master's instructions.



- **Down in the mouth**

**Meaning:** Depressed/sad

**Usage:** After her friend's departure, Margaret is a little down in the mouth.

- **All ears**

**Meaning:** To listen attentively

**Usage:** Tell us all about your trip to Peru. We are all ears!

- **Break a leg**

**Meaning:** A phrase said to actors in an ironic manner to avoid bad luck before a performance

**Usage:** I hope you all perform well. Go break a leg!

- **Cost an arm and a leg**

**Meaning:** Cost a lot/expensive

**Usage:** Vineeta's new house by the bay cost her an arm and a leg.

- **Get something off one's chest**

**Meaning:** Make a confession

**Usage:** I want to get something off my chest; it was my dog that destroyed your flowerbed.

- **Have one's head in the clouds**

**Meaning:** To be in a fantasy world

**Usage:** He seems to have his head in the clouds ever since the boss promised him a promotion.

- **Keep one's chin up**

**Meaning:** To be optimistic during trying times

**Usage:** Be positive and keep your chin up. Your efforts will be rewarded.

- **Play something by ear**

**Meaning:** To not have a plan and to take things as they come

**Usage:** None of us have any formal training; we just play by the ear.

- **Rule of thumb**

**Meaning:** A basic principle

**Usage:** The thumb rule for making a delicious cake is getting the proportions of the ingredients right.

- **Wash one's hands of something**

**Meaning:** To disassociate oneself from a problem

**Usage:** I have washed my hands of my neighbours; they are on their own now.





## Idioms Related to History/Mythology

- **Cross the rubicon**

**Meaning:** Pass a point of no return

**Explanation:** Julius Caesar had crossed a river (the rubicon), after which he became a part of a civil war.

**Usage:** Salim crossed the rubicon by accepting the position of the assistant manager.

- **Achilles' heel**

**Meaning:** A weak spot/primary weakness

**Explanation:** Achilles, the greatest warrior on earth, was invincible. The only part of his body which was vulnerable was his heel. He was killed after being struck on the heel with a poisonous arrow.

**Usage:** Math has always been her Achilles' heel.

- **Pyrrhic victory**

**Meaning:** A victory which comes at a huge cost

**Explanation:** It is named after King Pyrrhus who incurred great losses despite his victory over the Romans.

**Usage:** The king conquered new kingdoms but lost all his best men. It was unfortunately a pyrrhic victory.

- **Trojan horse**

**Meaning:** Something which looks harmless but intends to harm covertly

**Explanation:** It is named after the wooden horse the Greeks gifted the Trojans as a peace offering. In reality, it was a ruse and the wooden horse was full of Greek soldiers who were wheeled into Troy by the unsuspecting citizens. The soldiers broke out at night and burnt the city to the ground.

**Usage:** His seemingly harmless offer is actually a Trojan horse; he will strike when you least expect it.

(Note: Some harmful computer programs are also called Trojans/Trojan horses.)

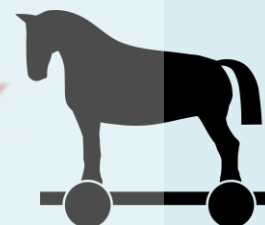
- **Beware the Greeks bearing gifts**

**Meaning:** Do not trust your enemies even if they seem to have the best intentions

**Explanation:** Refer to the explanation for 'Trojan Horse'.

**Usage:** Person A: My arch rival is being good to me these days.

Person B: You know the saying: beware the Greeks bearing gifts.



- **The face that launched a thousand ships**

**Meaning:** To be the primary cause of a big problem

**Explanation:** It alludes to Helen of Troy who was the main cause of the war breaking out between the Greeks and the Trojans. She eloped with the young prince Paris which caused her husband King Menelaus to declare war on Troy.

**Usage:** Hers is a face that launched a thousand ships. Both suitors were warring against each other in a bid to court her.



- **Hounds of hell**

**Meaning:** To be pursued by evil forces as a retribution for a wrongdoing

**Explanation:** In Greek mythology, the underworld is guarded by devilish looking hounds. These hounds are also known to pursue sinners to punish them.

**Usage:** If one dares to oppose the mafia crime boss, one would be pursued by his hounds of hell.

- **Midas touch**

**Meaning:** An ability to make money easily

**Explanation:** The phrase is named after king Midas who was known to turn anything he touched into gold.

**Usage:** Subodh is a rich man today because of his fine business acumen. He is known to have a Midas touch.

- **Caesar's wife should be above suspicion**

**Meaning:** A person in a high public position should have a very good reputation and should even be free of suspicion

**Explanation:** Julius Caesar's wife Pompeia was divorced by him since she was suspected of adultery. Even though Caesar knew that his wife was innocent, he still divorced her stating even the taint of suspicion should not befall his wife.

**Usage:** The new political party positioned themselves as a cleaner alternative to existing corrupt parties. They should guard their reputation with their lives since Caesar's wife should be above suspicion.

## Idioms Related to Business and Work

- **Cash cow**

**Meaning:** A business venture which gives steady returns and good profits

**Usage:** 50% of our revenue is made of the sales of our renowned jalebi. It is safe to say that the sweetmeat is our primary cash cow.

- **Golden handshake**

**Meaning:** A payment given to someone who leaves or loses a job

**Usage:** Hamid was given the golden handshake when he was laid off last year.



- **Grease someone's palms**

**Meaning:** To offer a bribe

**Usage:** Whose palms do I have to grease to speed things up?

- **Hold the fort**

**Meaning:** To take care of a place in the absence of the person who is usually in charge

**Usage:** When the owner Mrs Sousa is on a business trip, her assistant Mr Cardoza holds the fort.

- **Give a blank cheque**

**Meaning:** To give someone complete freedom to act in the way they deem fit

**Usage:** Mr Dutta gave Rajnish a blank cheque for the administrative work in the organisation.

- **Back to the salt mines**

**Meaning:** To return to work

**Usage:** After the short vacations, it is back to the salt mines again!

- **Hold all the aces**

**Meaning:** To have all the advantages

**Usage:** Manish's rivals are jealous because he holds all the aces in the company.

- **Ace up your sleeve**

**Meaning:** To have advantages which others have no knowledge of

**Usage:** Christopher has an ace up his sleeve; he knows how to floor the guests with his signature dessert.

- **Too many chiefs and not enough Indians**

**Meaning:** Too many people who give orders and not enough people who follow orders

**Usage:** The work will not be completed if everyone wants to be the boss. There are too many chiefs and not enough Indians.

## Idioms Related to Studies

- **By heart**

**Meaning:** To know something from memory

**Usage:** After repeating it around a hundred times, I now know the chemical formula by heart.

- **Copycat**

**Meaning:** Someone who has a habit of copying from others

**Usage:** I am seated beside that copycat Sakshi for the exams.

- **Teacher's pet**

**Meaning:** A student who enjoys privileges on account of being the favourite of the teacher

**Usage:** Veena got the best topic for the assignment; could she be the teacher's pet?

- **Thinking cap on**

**Meaning:** To think hard or to try to find a solution to a difficult problem

**Usage:** Let us all put on our thinking caps and figure out how to organise the class picnic.



- **Bookworm**

**Meaning:** Someone who spends most time in reading

**Usage:** You rarely see Radhika without a book. She is the biggest bookworm I have ever known.

- **A for effort**

**Meaning:** Acknowledging someone for his or her efforts even if it was not successful

**Usage:** Although he didn't pass, I have to give Ganesh an A for effort.

- **Back to basics**

**Meaning:** Learn the basic concepts again

**Usage:** I have forgotten all the formulas. Looks like I have to go back to basics.

- **Cover a lot of ground**

**Meaning:** To accomplish a great deal within a short span of time

**Usage:** Although she was allotted only a week, our substitute teacher covered a lot of ground in History.

- **Show of hands**

**Meaning:** To put up one's hands for the purpose of votes or survey

**Usage:** Through a show of hands, how many of you would want Gauri as the class representative?

- **School of hard knocks**

**Meaning:** Learning through life's negative experiences

**Usage:** Whatever Bill has learnt in life is through the school of hard knocks.

- **An old head on young shoulders**

**Meaning:** Someone who is wise for his or her age

**Usage:** The precocious young child speaks with wisdom which is rare for a child of her age. She is truly an old head on a young body.

- **Learn the ropes**

**Meaning:** To understand the tricks and workings of a job

**Usage:** In barely a year, Vinayak has learnt the ropes in the industry.

- **Schoolboy error**

**Meaning:** A silly mistake

**Usage:** How can an inveterate lawyer commit such a schoolboy error?

# ENGLISH





## Précis Writing

### What is a Précis?

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A précis is an intelligent summary of a long passage. It aims at testing your understanding of the passage. As it is a summary, it is always shorter than the original passage. It expresses only the main theme as concisely as possible.

### Writing a Précis

#### DOs

- Read the passage carefully; more than once if needed.  
Make a note of the important points.
- Make at least two drafts—a rough one and a fair one.
- The rough draft has the essence of the original passage.
- The fair draft is a good summary of the main points from the rough draft.

#### DON'Ts

- Express your own opinion.
- Use a question in the précis.
- Use abbreviations or contractions.

Let us examine a few précis writing samples.

## Précis Writing Samples

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### Sample 1

There is an enemy beneath our feet—an enemy more deadly for his complete impartiality. He recognises no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the Earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes and, perhaps at some time in the near future, mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst and gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal—the city was destroyed entirely and 450 killed; 1970: Peru—50,000 killed. In 1968, an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some property. (329 words)

### Rough Draft

1. Earthquake is one of the worst enemies of mankind.
2. It causes great damage as it strikes without warning.
3. Scientists are finding ways to combat the disaster.
4. Earthquakes cause great damage to life and property.
5. Statistics have reported that the intensity of earthquakes can be so terrible that they can move an entire continent.
6. Alaska moved over 80 feet farther west into the Pacific Ocean when an earthquake struck in 1968.

**TITLE: Earthquake—the enemy beneath our feet**

**PRECIS:** An earthquake is one of the worst enemies of mankind as it causes great damage to life and property. Statistics have reported that the intensity of earthquakes can be so terrible that they can move an entire continent. Alaska moved over 80 feet farther west into the Pacific Ocean when an earthquake struck in 1968. Scientists are finding ways to combat the disaster, but the problem is that it strikes without warning, and only precautionary measures can be taken to save life and property. (84 words)

## Sample 2

Coffee is traditionally grown in Karnataka, Kerala and Tamil Nadu in India. It is predominantly an export-oriented commodity and 65% to 70% of coffee produced in the country is exported, while the rest is consumed within the country. In the international market, Indian Robusta is highly preferred for its good blending quality. Arabica coffee from India is also well received in the international market. Coffee is an export product with low import intensity and high employment content. This is evident from the fact that more than six lakh persons are directly employed and an equal number of individuals get indirect employment from this sector. Arabica is mild coffee, but the beans being more aromatic; it has higher market value compared to Robusta beans. On the other hand, Robusta has more strength and is therefore used in making various blends. Arabica is grown in higher altitudes than Robusta. The cool and equable temperature, ranging between 15°C and 25°C, is suitable for Arabica, while for Robusta, hot and humid climate with temperature ranging from 20°C to 30°C is suitable. Arabica requires more care and nurture and is more suitable for large holdings, whereas Robusta is suitable irrespective of the size of the farm. Arabica is susceptible to pests and diseases such as White Stem Borer, leaf rust, and requires more shade than Robusta. The harvest of Arabica takes place between November and January, while for Robusta, it is from December to February. (240 words)

### Rough Draft

1. Coffee is grown in India as an export commodity in Karnataka, Kerala and Tamil Nadu.
2. Six lakh persons are directly employed because of coffee as an export product.
3. Arabica and Robusta are the two varieties grown in the Indian market.
4. Arabica has more market value being more aromatic.
5. It requires more nurturing as it is prone to pests and diseases.
6. It is harvested between November and January, while Robusta is harvested between December and February.

### TITLE: Coffee in India

**PRECIS:** India grows coffee as an export commodity in Karnataka, Kerala and Tamil Nadu. Coffee production employs six lakh persons directly in India. Arabica and Robusta are the two varieties grown in the Indian market and the former has more market value as it is more aromatic than Robusta. Arabica requires more nurturing as it is prone to pests and diseases. It is harvested between November and January, while Robusta is harvested between December and February. (75 words)



**Sample 3**

When we survey our lives and efforts, we soon observe that almost the whole of our actions and desires are bound up with the existence of other human beings. We notice that whole nature resembles that of the social animals. We eat food that others have produced, wear clothes that others have made, live in houses that others have built. The greater part of our knowledge and beliefs has been passed on to us by other people through the medium of a language which others have created. Without language and mental capacities, we would have been poor indeed comparable to higher animals.

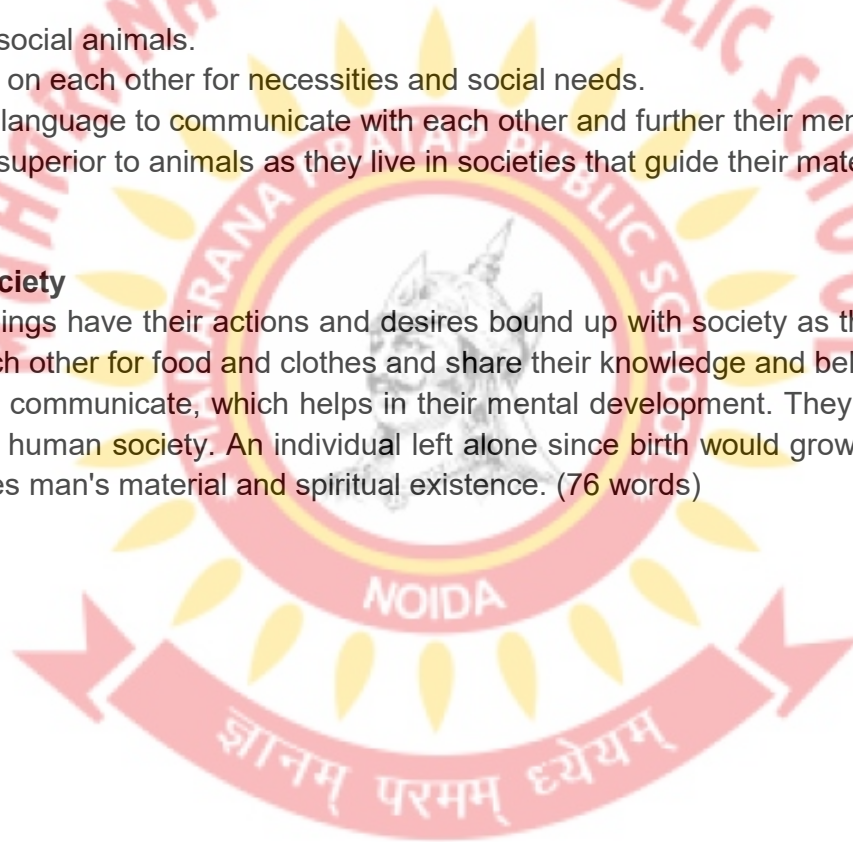
We have therefore to admit that we owe our principal knowledge over the least to the fact of living in human society. The individual if left alone from birth would remain primitive and beast like in his thoughts and feelings to a degree that we can hardly imagine. The individual is what he is and has the significance that he has not much in virtue of the individuality, but rather as a member of a great human community, which directs his material and spiritual existence from the cradle to the grave. (193 words)

**Rough Draft**

1. Humans are social animals.
2. They depend on each other for necessities and social needs.
3. Humans use language to communicate with each other and further their mental development.
4. Humans are superior to animals as they live in societies that guide their material and spiritual existence.

**TITLE: Man and society**

**PRECIS:** Human beings have their actions and desires bound up with society as they are social animals. They depend on each other for food and clothes and share their knowledge and beliefs, and use language created by others to communicate, which helps in their mental development. They are superior to beasts because they live in human society. An individual left alone since birth would grow utterly beast like. The human society guides man's material and spiritual existence. (76 words)





**Sample 4**

One of our most difficult problems is what we call discipline and it is really very complex. You see, society feels that it must control or discipline the citizen, shape his mind according to certain religious, social, moral and economic patterns.

Now, is discipline necessary at all? Please listen carefully. Don't immediately say YES or NO. Most of us feel, especially while we are young, that there should be no discipline, that we should be allowed to do whatever we like and we think that is freedom. But merely to say that we should be free and so on has very little meaning without understanding the whole problem of discipline.

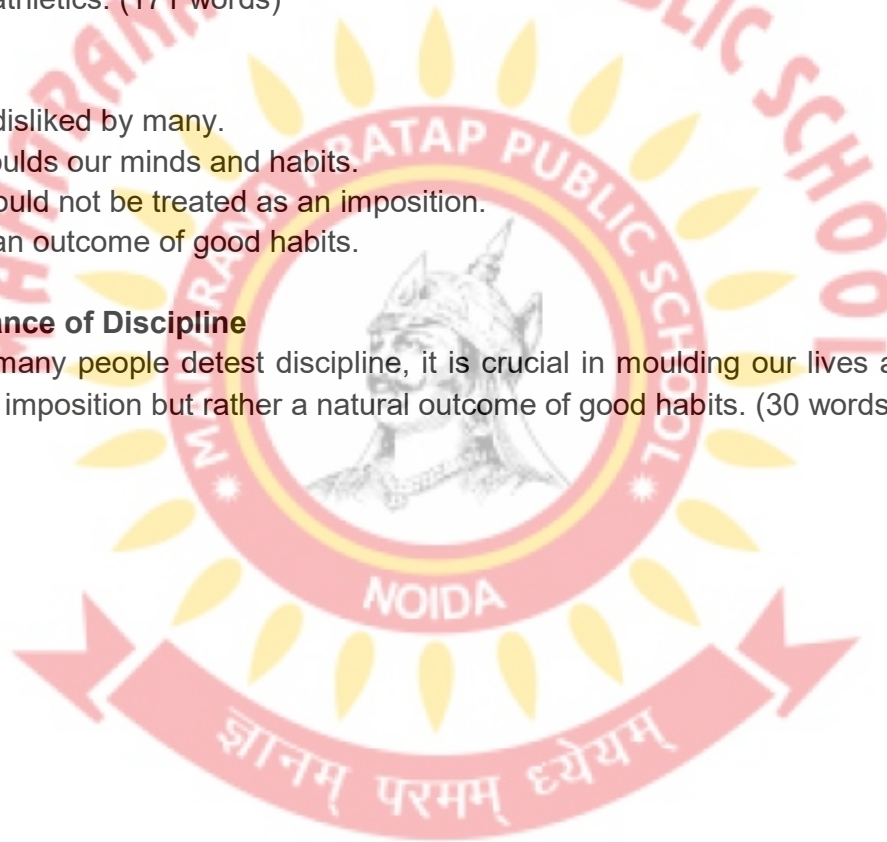
The keen athlete is disciplining himself the whole time, isn't he? His joy in playing games and the very necessity to keep fit makes him go to bed early, refrain from smoking, eat the right food and generally observe the rules of good health. His discipline and punctuality is not an imposition but a natural outcome of his enjoyment of athletics. (171 words)

**Rough Draft**

1. Discipline is disliked by many.
2. Discipline moulds our minds and habits.
3. Discipline should not be treated as an imposition.
4. Discipline is an outcome of good habits.

**TITLE: The Importance of Discipline**

**PRÉCIS:** Although many people detest discipline, it is crucial in moulding our lives and habits. It should not be treated as an imposition but rather a natural outcome of good habits. (30 words)



**Sample 5**

Teaching is one of the noblest of professions. A teacher performs the sacred duty of making his students responsible, compassionate, and disciplined. Apart from developing their intellect, a teacher is also responsible for inculcating the qualities of good citizenship, cleanliness, politeness, and etiquette. These virtues are not easy to be imbibed. Only a person who himself leads a quality life of characterised by simplicity, purity and rigid discipline can successfully cultivate these habits in his pupils.

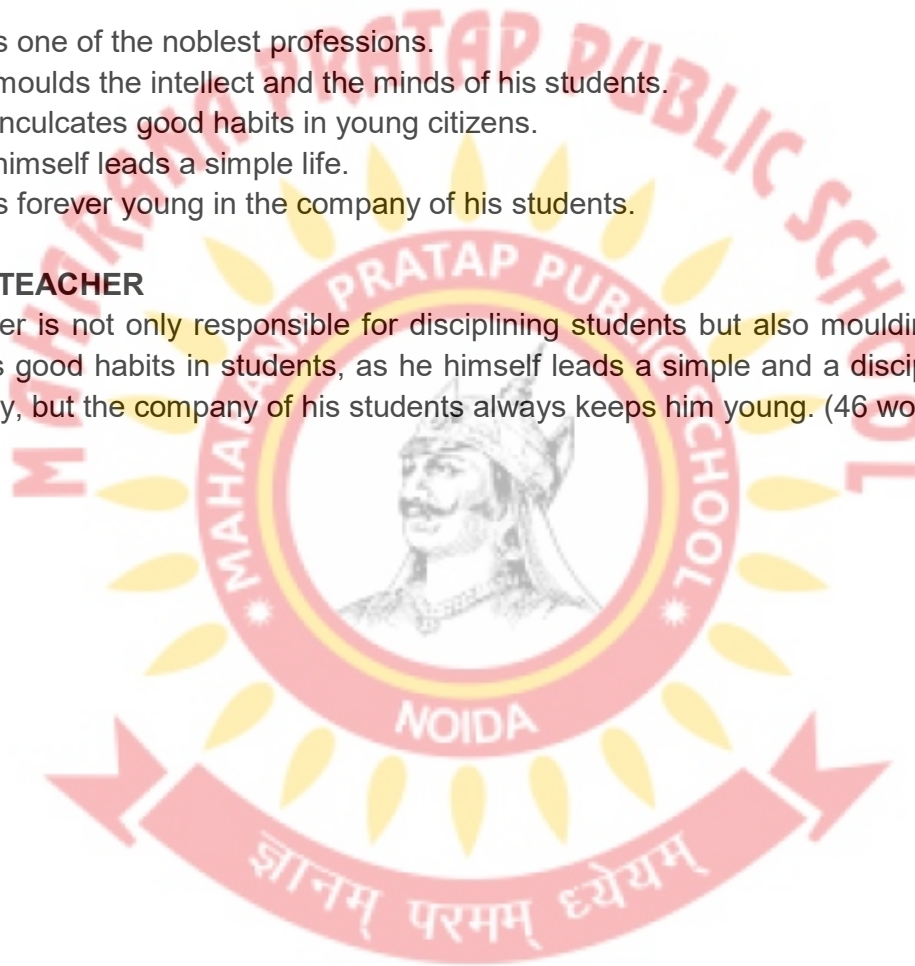
A teacher always remains young at heart, although he may grow old in age. Perpetual contact with budding youngsters keeps him hale and hearty. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair. (126 words)

Rough Draft

1. Teaching is one of the noblest professions.
2. A teacher moulds the intellect and the minds of his students.
3. A teacher inculcates good habits in young citizens.
4. A teacher himself leads a simple life.
5. He remains forever young in the company of his students.

**TITLE: BEING A TEACHER**

**PRÉCIS:** A teacher is not only responsible for disciplining students but also moulding their character. A teacher inculcates good habits in students, as he himself leads a simple and a disciplined life. A teacher may age physically, but the company of his students always keeps him young. (46 words)



**Sample 6**

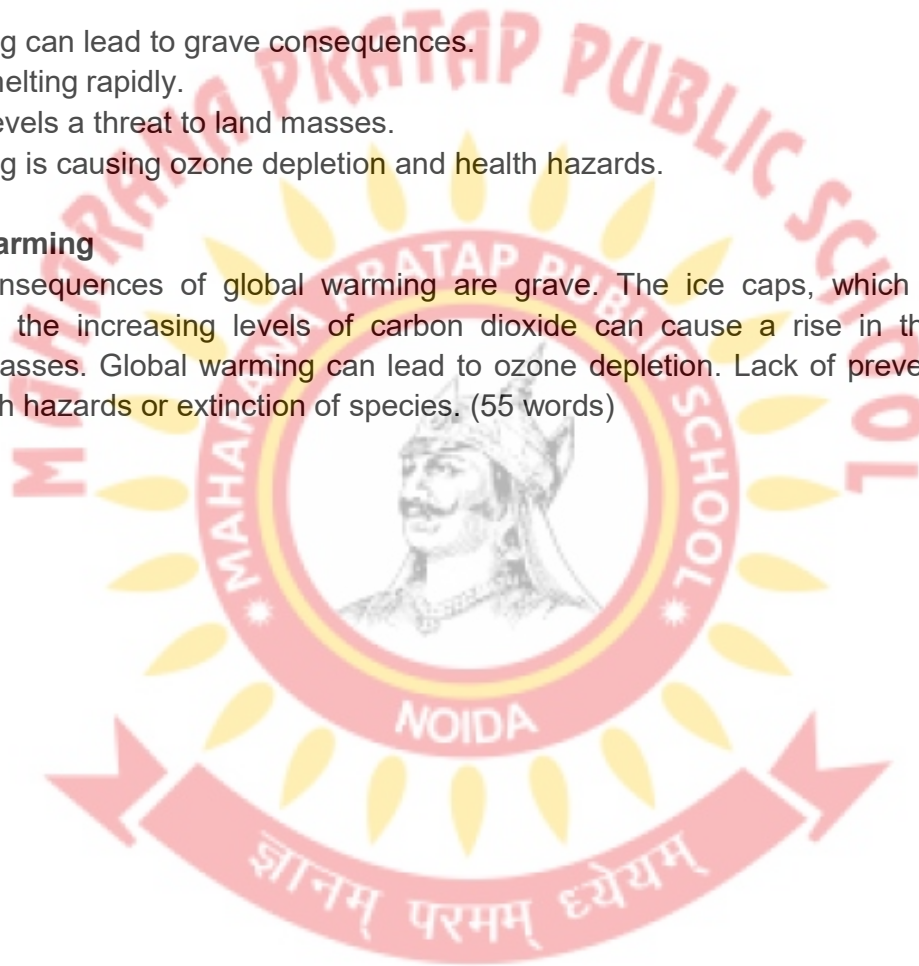
A recent visit to the Arctic region brought me face to face with the problem of global warming. It made me realise how massive the change is and how grave its consequences will be for all. The ice caps at the Polar Regions are melting rapidly due to deforestation and the increasing levels of carbon dioxide in the atmosphere. If steps are not taken soon, the rising water levels will submerge all the land masses. Ozone depletion is another serious consequence of global warming. These holes or breaches in the protective cover of our planet let harmful UV rays reach us unfiltered. They in turn cause health hazards which are very difficult to treat. Awareness of these effects of our actions and sustainable steps to prevent it is the need of the hour. (134 Words)

**Rough Draft**

1. Global warming can lead to grave consequences.
2. Ice caps are melting rapidly.
3. Rising water levels a threat to land masses.
4. Global warming is causing ozone depletion and health hazards.

**TITLE: Global Warming**

**PRÉCIS:** The consequences of global warming are grave. The ice caps, which are melting due to deforestation and the increasing levels of carbon dioxide can cause a rise in the water levels and submerge land masses. Global warming can lead to ozone depletion. Lack of preventive measures can either cause health hazards or extinction of species. (55 words)



**Sample 7**

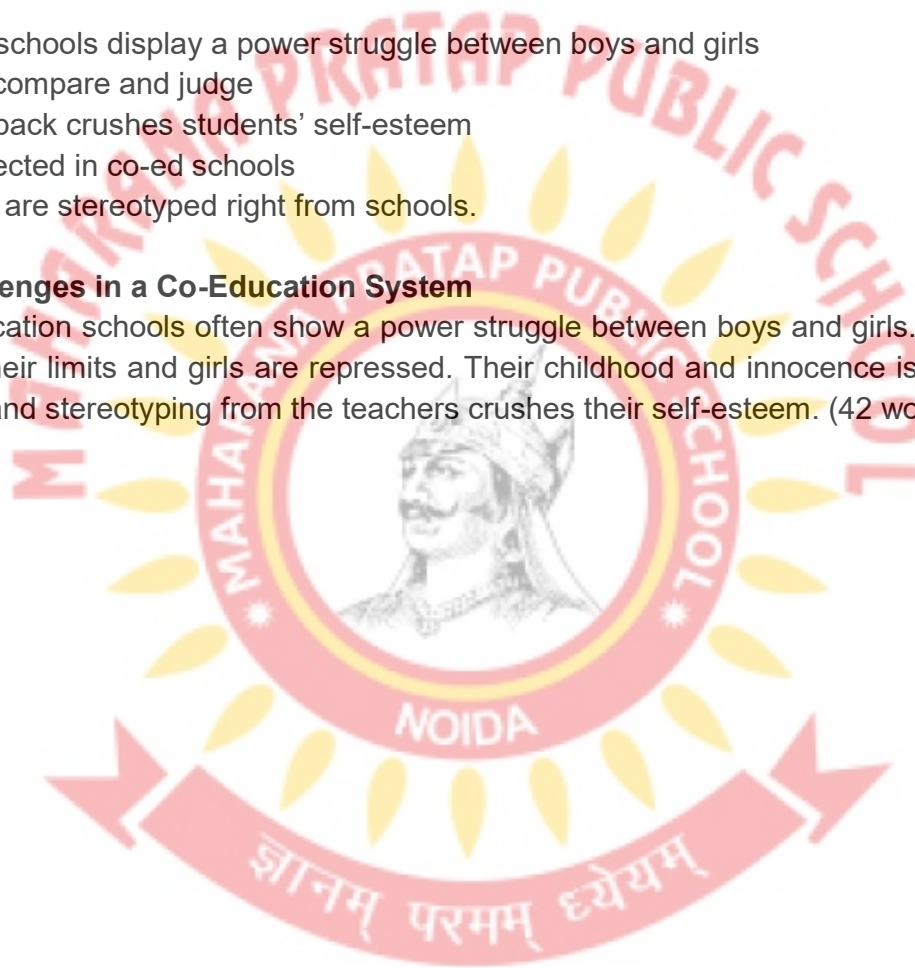
It is observed that in schools offering co-education, there is often a power struggle between boys and girls. Even teachers become a part of this when they compare the two and pass gender-biased judgements. Such a treatment is harmful for the overall wellbeing of the students, as their self-esteem is damaged on receiving undue criticism from teachers. According to research, boys are often neglected in co-ed schools. Right from their childhood, they are expected to be tougher, stronger and better than the girls. This is a disadvantage for both the genders. When girls are not challenged enough, it makes them repressed and dependent. On the other hand, boys are challenged to such an extent that their childhood and innocence is lost. (121 words)

**Rough Draft**

1. Co-education schools display a power struggle between boys and girls
2. Teachers too compare and judge
3. Negative feedback crushes students' self-esteem
4. Boys are neglected in co-ed schools
5. Boys and girls are stereotyped right from schools.

**TITLE: The Challenges in a Co-Education System**

**PRÉCIS:** Co-education schools often show a power struggle between boys and girls. Boys are constantly pushed beyond their limits and girls are repressed. Their childhood and innocence is lost in this struggle, as the negativity and stereotyping from the teachers crushes their self-esteem. (42 words)





**Sample 8**

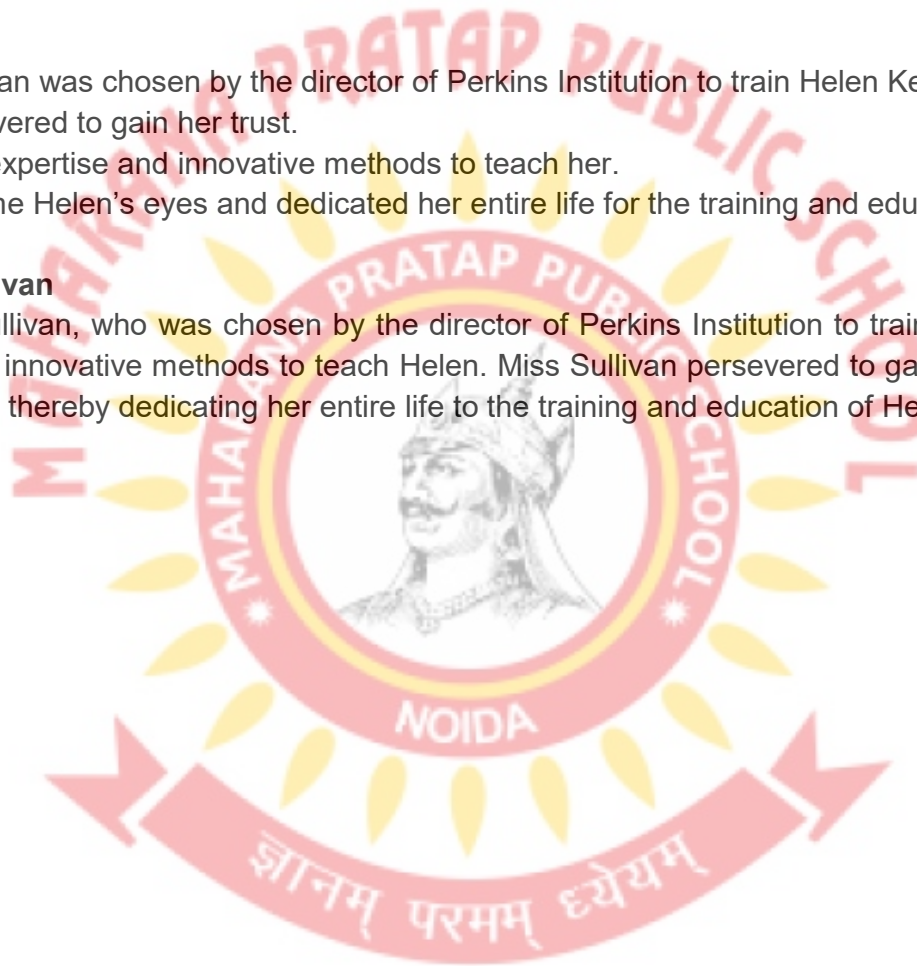
Miss Sullivan was an exceptionally brilliant teacher to Helen Keller. She dedicated her entire life for the training and education of Helen. She was chosen by Mr Anognos, the director of Perkins Institution, and took up the challenge with conviction. She had to face a lot of difficulties to get the child to respond to her presence. She was kicked and pinched by Helen, but her resistance did not waver Miss Sullivan's decision. She persevered to gain her trust and then gradually began to teach her. She used her expertise and patience while developing innovative methods to teach Helen. She loved her student dearly and was always available for her aid. She helped Helen see the world through her eyes. She dedicated herself entirely for her education. Her dedication and constant support motivated Keller in her life. The day she first met Helen was rightly called by her as 'her soul's birthday'. (152 words)

**Rough Draft**

1. Miss Sullivan was chosen by the director of Perkins Institution to train Helen Keller.
2. She persevered to gain her trust.
3. Used her expertise and innovative methods to teach her.
4. She became Helen's eyes and dedicated her entire life for the training and education of Helen.

**TITLE: Miss Sullivan**

**PRÉCIS:** Miss Sullivan, who was chosen by the director of Perkins Institution to train Helen Keller, used her expertise and innovative methods to teach Helen. Miss Sullivan persevered to gain her trust and thus became her eyes, thereby dedicating her entire life to the training and education of Helen. (48 words)



## Sample 9

*How I Taught My Grandmother to Read* is a short story written by Sudha Murthy who remembers one of her childhood experiences when her grandmother wanted to learn the Alphabet. The author was still young, and the story is about a time when there were no television serials or movies in India. The elders took interest in the stories and novels published in a popular Kannada magazine. One of the novels was Kaashi Yatre, written by Triveni. It was the grandmother's favourite novel, as she identified herself with the old woman in the novel. Like the old woman in the novel, the author's grandmother also dreamt of being educated. After being married at a young age and bearing children, grandmother had to abandon studies. Therefore, unable to read or write, she would ask the author to read the novel to her. Once, when the author had gone for a wedding, the magazine arrived but grandmother could not read it as the author was away. When the author returned home, her grandmother requested her to become her guru and teach her to read. Grandmother explained her little granddaughter about her long forgotten love to learn reading and writing. The author agreed to teach her grandmother. In a few days, grandmother could read the Alphabet. On the day of Durga Puja, she read the title of the book, Kaashi Yatre, on her own. The author gave her a copy of the book Kaashi Yatre and grandmother touched her feet in respect; as she was a student touching the feet of her teacher. (260 words)

### Rough Draft

1. Sudha Murthy's grandmother liked the novel Kaashi Yatre, written by Triveni.
2. Since she couldn't read, she was dependent on the author who would read the novel to her every week.
3. Once when the author was away from home, the magazine arrived.
4. Grandmother couldn't read it and had to wait for her granddaughter to return home.
5. Grandmother decided to learn the Alphabet from her.
6. Eventually, her grandmother could read the title of the novel on her own.
7. On Durga Puja day, the grandmother touched the author's feet as a mark of respect for her guru.

### TITLE: Grandmother Learns to Read

**PRÉCIS:** Sudha Murthy's grandmother was dependent on her for reading her favourite novel, Kaashi Yatre published in the weekly magazine because she couldn't read it on her own. Once when the author was away, the magazine arrived but her grandmother couldn't read it. When the author returned, her grandmother requested her to become her teacher and help her learn the Alphabet. The author's grandmother not only learnt to read but also touched the author's feet as a mark of respect for her guru on Durga Puja day. (86 words)

**Sample 10**

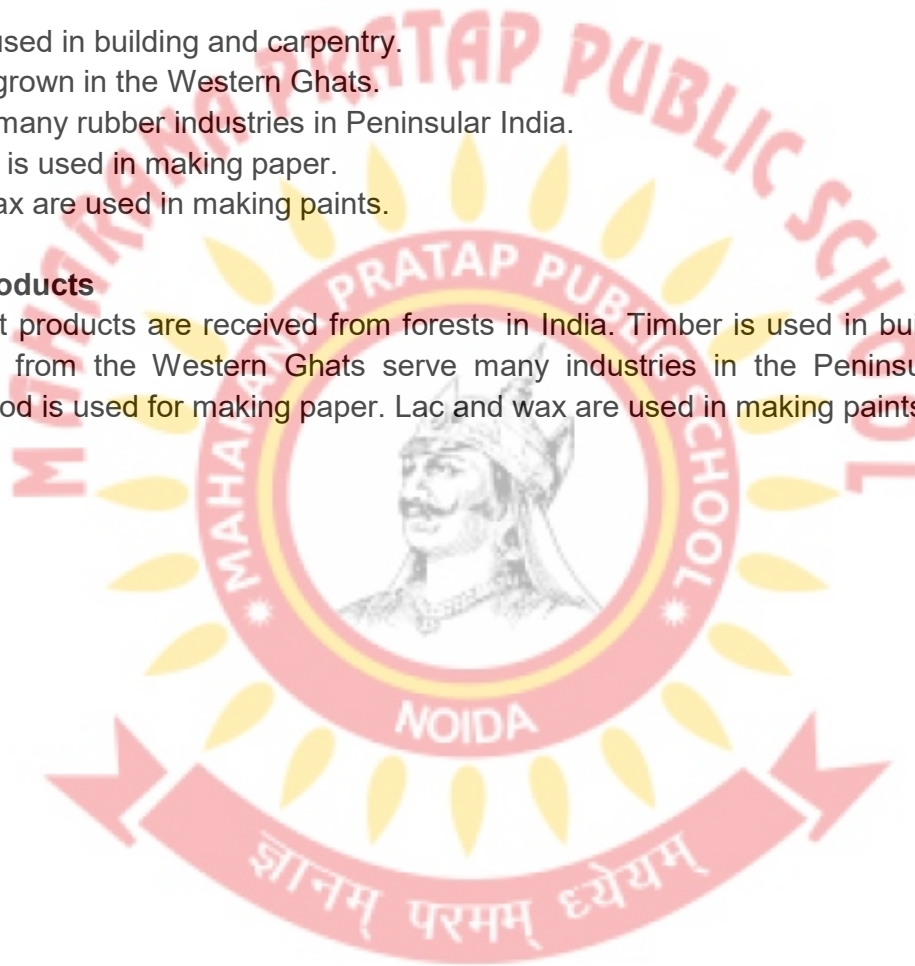
There are different types products received from forests in India. Forest products are important in the growth and development of industries. Timber is utilised in building activities, industries and in carpentry workshops. Asia's largest saw mill is in operation in the Andaman Islands. Rubber trees are grown in large numbers on the Western Ghats. A large number of industries are dependent on rubber in the Peninsular India. Wood pulp is made from the wood of the forests and paper is manufactured from the pulp. The States of Tamil Nadu, Maharashtra, West Bengal and Madhya Pradesh have several paper mills The city of Nepa in Madhya Pradesh has a newsprint industry. Lac and Wax are used in manufacturing paints. (118 Words)

**Rough Draft**

1. Timber is used in building and carpentry.
2. Rubber is grown in the Western Ghats.
3. There are many rubber industries in Peninsular India.
4. Wood pulp is used in making paper.
5. Lac and wax are used in making paints.

**TITLE: Forest Products**

**PRÉCIS:** Different products are received from forests in India. Timber is used in building and carpentry. The rubber trees from the Western Ghats serve many industries in the Peninsular India. The pulp extracted from wood is used for making paper. Lac and wax are used in making paints. (47 words)



# ENGLISH





## Debate Writing

### What is a Debate?

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A debate is a formal discussion on a subject about which people have different opinions. It is like an argument but in a formal setup. For instance, some people are in favour of lavish marriage ceremonies, while some feel that marriages should be simple and low-key affairs. Some people think that computers are important for children, while others feel that they spoil them. These and many more issues can be debated upon by engaging in a persuasive speech.

### Debate Writing

- A debate is a formal way of arguing in favour or against a topic.
- It is generally in the format of a speech.
- A debate is presented before an audience.
- The audience includes students, the Principal and teachers, and may have a Chairperson or a Chief Guest.
- The speaker's intention is to win the interest of the audience with persuasive comments expressing his/her stand on the topic.
- A good speaker knows what the opposition is going to say and hence is always ready with a counter argument in advance.

### Points to Remember while Writing a Debate

- Address the audience before you begin your discussion.
- Do mention whether you are in favour or against the given topic or motion or issue.
- Write a debate speech of at least 150-180 words.
- Use short and grammatically correct sentences to present your views.
- Use a variety of words and phrases to make the debate interesting.
- Avoid using harsh language or impolite expressions while expressing your opinion.
- Avoid repetition, as this will make your argument weak and uninteresting.



## Debate Samples

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### SAMPLE 1

#### Reservation system should be abolished in India.

##### For the motion:

Respected Principal, teachers and dear friends, today I am going to speak for the motion – Reservation system should be abolished in India.

In India, reservation was introduced to uplift the lower strata of society. However, over the years, the reserved classes have been enjoying privileges offered by the government without really contributing to the country's progress. The equality of opportunity has turned into a chance to misuse the relaxations offered to the lower classes. The result: the lower classes glorify their so-called 'low' status and eat into the positions at various levels in the country.

In the modern times, people receive education irrespective of their caste; they are informed and can fight for their rights. The current reservation system then becomes an obsolete way of evaluating who needs aid from the government.

The government should amend the reservation system and make a person's financial status the parameter to offer or withdraw privileges.

Positions in schools and government offices should be filled taking into account a candidate's education and financial background.

This is a huge change, but if brought about, will only produce better citizens who could do the nation proud at the national and the global level. It is time that the present reservation system is abolished in India.

Thank you.

##### Against the motion:

Respected Principal, teachers and dear friends, today I am going to speak against the motion – Reservation system should be abolished in India.

Although the country has developed at various levels, people are still discriminated based on their caste and religion. The disparity between the privileged and the underprivileged continues to thrive. The reservation system only ensures that the rights of such people are protected.

Thanks to reservation, more children are getting admitted in schools and colleges. Education is no more the right of the higher classes. If people from the lower castes also receive quality education, then they can find better employment opportunities and help their community prosper and flourish.

Discrimination has always been a major concern in India since the ancient times. Despite education and social development, a part of the Indian society will always believe that only the upper castes deserve all rights and privileges. The reservation system ensures that discrimination based on caste and religion is under control in India. Therefore, the reservation should not be abolished.

Thank you.

**SAMPLE 2****Books should not be made into movies.****For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – Books should not be made into movies.

In my opinion, making a book into a movie makes people lazy. It diminishes a person's interest in reading the book. If you could watch all that happened in the seven books of Harry Potter in one movie spanning a few hours, why would you read the seven books?

Each reader perceives a book and its components differently. For instance, for some readers, a character might become a hero by the end of the book. However, for others, he might become a villain. Each character, episode or scene is written so that people can think over it. I strongly feel that movies kill the imaginative streak in people.

A story, its characters and the events are born out of the author's imagination. You cannot recreate someone's imagination. Every recreation will be a different version and the uniqueness and originality will be lost eventually.

A movie can never do justice to a book. Books shouldn't be made into movies.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – Books should not be made into movies.

Making a book into a movie can generate more readers. Those who saw the movie Harry Potter but hadn't read the book would surely want to read the book to know more about the characters and the events.

Imagine reading books such as *Gulliver's Travels*, *The Chronicles of Narnia*, *Life of Pi*, *A Christmas Carol*, and *The Invisible Man*; now imagine watching these as movies. Isn't it more enjoyable to see Gulliver and his encounters with the little Lilliputians? Watching Aslan and the White Witch fight for Narnia is more exciting than reading the book.

Movies translate an author's imagination into a series of fast-paced scenes which have a lasting effect on the audience. It makes people relate closely to the characters and the events described in a book. Audio-visual inputs also help children absorb the story better than reading the book.

I strongly feel that books should be made into movies.

Thank you.



**SAMPLE 3****A nuclear family is better than a joint family.****For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – A nuclear family is better than a joint family.

In a joint family, the eldest member, often a male, who is the head of the family, has a say in all the matters concerning his big family. The other members of the family cannot make their own decisions independently. One's self-respect and identity is often compromised. In a nuclear family, decisions are made after mutual discussions. There is no shifting of responsibility, so the elders can think independently for themselves and the children.

Women in a joint family have to live in the shadows of the men. They are seldom allowed to have a career of their own. They face many restrictions and are always busy in household work. As a result, they never find time to look after their children or think about themselves. In a nuclear family, a woman is equal to the man of the house. She gets time to take care of herself and can consider having a career. She can make her own decisions.

Children are not individually looked after by parents in a joint family. They are always attended by the other members as women are always taking care of the huge family. Education is not given utmost importance and children join the family occupation. Children seldom discover their true interests and calibre. On the other hand, the number of children in a nuclear family is lesser than that in a joint family. Therefore, children get individual attention from parents. Parents closely monitor their education and give them an independent but liberal upbringing.

A nuclear family allows its members to lead a better life than a joint family. Hence, it is better than a joint family.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – A nuclear family is better than a joint family.

The father and the mother are the only elders in a nuclear family. They have to not only earn but also make time for the other responsibilities towards their children and home. Unlike in a joint family, they aren't guided by other elders and hence can either make wrong decisions or end up feeling stressed because of too many responsibilities on them.

Both the parents in a nuclear family have to go out and earn because of the high standard of living in a nuclear family. This often leaves the children alone and unguided. Children may make wrong decisions when they turn to their friends for advice. In a joint family, the older members are experienced and available if children need attention. They can guide the young ones and provide solutions to their problems.

Women in nuclear families tend to neglect their children, as they too have to work because of the family expenses. Children are often sent off to day-care centres. Therefore, children don't bond well with the mothers. Mothers are ignorant of the developments in their children's lives and miss out on being a part of the milestones of their life.

Nuclear families force members to lead an isolated life, and therefore, joint families are better than nuclear families.

Thank you.



**SAMPLE 4****Education in India should be skill-based rather than knowledge-based.****For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – Education in India should be skill-based rather than knowledge-based.

In India, education is more about scoring more marks than acquiring an understanding of the concepts taught to students. Students learn to process facts and information but are poorly engaged in the process of learning. However, they seldom learn how to apply what they have learnt. Skill-based learning teaches students problem solving, critical thinking and interpersonal skills. These help students design a better life for themselves.

Different students have different IQs and interests. Some of them may be good with numbers, some with words, while some might be good with arts and sports. Life skills-based education aims at helping students realise their potential and achieve excellence in their area of expertise.

Knowledge-based education leads to competition among students and brain wrecking rote learning. This not only destroys a student's identity but also causes many of them to commit suicide under pressure. Skill-based learning inculcates the values of tolerance and patience in students and teaches them the skills of sociability, money management and even business management.

Skill-based education is a combination of knowledge and skills, and should be encouraged because it produces better individuals.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – Education in India should be skill-based rather than knowledge-based.

Skills such as problem-solving, critical thinking and developing interpersonal relationships are no doubt important. However, it is equally important to gain the knowledge of how to think critically, develop interpersonal relationships and solve problems. Therefore, knowledge-based learning should continue in schools as it forms the foundation for students.

Teaching different life skills to different students will mean a great deal of expenditure. This will be recovered from the students by schools. In a country like India, even today, several children do not have access to basic amenities, leave alone primary education. How will they then afford skill-based education?

Knowledge-based education ensures that all children receive at least basic skills at minimum costs.

Skill-based education is applicable only at a higher level when students have absorbed all necessary knowledge. Therefore, education in India should be knowledge-based rather than skill-based.

Thank you.

**SAMPLE 5****Military service should be made mandatory in India.****For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – Military service should be made mandatory in India.

The Indian armed forces are recently finding it difficult to attract bright youngsters to serve their country. Youngsters aspire to become doctors and managers, but no one wants to fight for or protect their country. If military service is made compulsory, the youth of the country will have to offer their services to the nation.

While our soldiers sacrifice their life at the border, many ignorant youngsters misuse their rights and freedom. They take their responsibility towards the country for granted and often behave in an uncivilised manner. Making military training compulsory will ensure that the country's youth are obliged to show their commitment towards the nation. It will also help the youngsters understand what goes into protecting one's country against all odds.

Military service makes you a disciplined individual. Discipline goes a long way in building one's character. Military service also inculcates the values of integrity and excellence at a young age. Making military service compulsory will help the armed forces train more soldiers and officers to build a better nation.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – Military service should be made mandatory in India.

Many citizens are reluctant to join the armed forces because individuals in the forces are expected to serve the country before themselves. If military service is made compulsory, youngsters will join the training because they have to and not because they wish to serve their country. This will produce soldiers and officers sticking around only to enjoy the benefits offered by the government.

Training a soldier involves high costs and time. It also involves sharing confidential details about the country's army, navy and air force. Therefore, only those with a high level of integrity and commitment towards one's country should be allowed to join the armed forces.

Conscription shows successful results in countries with smaller populations. In India, it can lead to mismanagement and regional discrimination. Therefore, military training shouldn't be made compulsory in India.

Thank you.

**SAMPLE 6****Working women make better mothers than women who stay at home.****For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – Working women make better mothers than women who stay at home.

Gone are the days when the onus of supporting the family financially was solely the responsibility of the man. After the Second World War, women had to take up the jobs that were earlier the prerogative of men. Women who had been content with housekeeping were now forced to fill the gap left by their men who died at war. They were now financially independent and capable of financially supporting their families. Despite this newfound independence, women were not freed from traditional responsibilities of taking care of the household and the children. However, since then, women have been striking a fine balance between their professional and personal lives.

A working woman plays many roles and effectively balances her responsibilities. A working woman makes a better mother as she understands the demand of the constantly evolving world. She prepares her children to deal with the vicissitudes of the world. She inspires them to make their own identity and instils discipline into their lives. Being accustomed to handling workplace stress, she knows how to manage the ever-changing needs of her children as they grow up. She helps them keep pace with the changing world. Children look up to their financially independent mothers and aspire to be like them.

Working women are not confined to the four walls of their houses. They explore the world outside and have a better understanding of what is right and wrong. In the world of price rises and competitiveness, one working parent cannot fulfil the needs of the family. A working woman can supplement the family's income and relieve the burden from the shoulders of her husband. Working mothers, therefore, make better mothers than their stay-at-home counterparts no matter what the sceptics say.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – Working women make better mothers than women who stay at home.

Working people are not new to making sacrifices for the sake of their career. Often, these sacrifices come at a bigger cost of their personal relationships. The ever-growing needs of the modern family have caused many women to take up jobs at the cost of raising their children. This has given rise to a trend wherein women soft pedal the needs of their family to pursue their career.

Some think that children only need support in the first few years of their growth. In their formative years, the mother has to spend a lot of her time and resources to nurture her child. Commitment to work would mean that the mother has to rush back to the office leaving the child in the care of either the grandparents or a baby-sitter. Such a decision results in the child receiving conflicting messages about the parenting style of the mother. If the child does not receive the required attention, it grows increasingly aloof. The parent-child relationship is thus strained.

Research suggests that children benefit greatly from the contact with their mothers. The best form of attachment begins when the mother does not leave the child alone regularly. The child's life is full of milestones such as uttering the first word, standing up on its own and walking. The working mother will never get to partake in all this. The stay-at-home mother is more likely to be in touch with her child's activities. She is better placed to sense the needs of her child. Child rearing has to be dealt with a hands-on approach, which only a stay-at-home mother can achieve. Therefore, it is clear that working women do not make better mothers.

Thank you.



**SAMPLE 7****Sex education should be compulsory in India.****For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – Sex education should be compulsory in India.

Sex education is not only limited to the organs of reproduction. It aims at teaching young children the difference between a good touch and a bad touch. Unfortunately, many families in India equate sex education with sexual relations, and think that children will 'eventually come to know about everything related to sex'.

With the increasing exposure to TV and the Internet, children often pick up wrong information and get into trouble. Therefore, it becomes imperative that children are informed about their own bodies and made comfortable with their sexuality when they attain puberty.

The cases of child sex abuse are increasing in India. The number of unwanted childbirths has been increasing in India in the past few years. The government must include sex education in the school curriculum to counter problems such as teenage pregnancy, molestation, child abuse and rape.

Research has shown that sex education does not promote promiscuity but only spreads awareness. Therefore, it should be made compulsory in schools.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – Sex education should be compulsory in India.

It is inappropriate to expect school authorities to conduct sessions on sex education. A child's family is the closest to him/her, and hence, it is the parent's responsibility to educate children about their bodies and sexuality.

If children learn about sexuality in schools, they might end up using that information in a wrong way. Introducing sex education in schools can divert the attention of children. Instead of using the information to be safe, it might be used in taking advantage of knowing how one's body works.

The cases of child sex abuse can increase if schools impart sex education to children. An offender can also be a school student who may use the information shared by the school to exploit younger children.

Making sex education compulsory in India will increase the number of young sexual offenders. Hence, it shouldn't be made compulsory in India.

Thank you.



**SAMPLE 8****Children should be allowed to live independently after the age of 18 in India.****For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – Children should be allowed to live independently after the age of 18 in India.

In India, children never really live alone at any point of time in their life unless it is for higher studies or an out-of-station job. Even in those cases, parents expect children to return home and start living with them again. The Indian family system promotes interdependence and living together. However, if children move out of their parental homes and start living on their own, they will be more confident, self-reliant and responsible.

A young man or a woman is entrusted with responsibilities only when they get married and begin living with their spouses. However, before that, they have very little experience in making important decisions, planning finances or even handling critical situations. This puts them in a very difficult situation and doubts their position as responsible adults. If they are allowed to exercise their rights from the age of 18, they become better at judging good from bad. They get opportunities to see life and experience it firsthand.

Living independently helps children become accountable for their actions and teaches them to make sensible decisions in life.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – Children should be allowed to live independently after the age of 18 in India.

An 18-year-old will not get a decent job in India because of his limited educational qualifications. As a result, he might take up odd jobs or stress himself to earn money. Youngsters might be attracted to criminal activities to earn more money. Allowing them to live alone can result in losing them forever.

When children move out of their parental homes, it becomes impossible to monitor their behaviour or track their whereabouts. If they get into wrong company or are mislead, chances are that parents will be ignorant of what's happening until it is too late. When children live with their parents, it is easier to know what is happening in their lives and the chances of them being mislead are few.

Living alone is very common in western countries because laws and regulations are better equipped to handle circumstances. However, in India, the legal or employment system has many loopholes. Hence, children should not be allowed to live independently after the age of 18.

Thank you.

**SAMPLE 9**

**All girls or all boys schools provide a better learning environment than co-educational schools.**

**For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – All girls or all boys schools provide a better learning environment than co-educational schools.

It is our duty to ensure that our children feel a sense of security and freedom at school. In an all boys or an all girls school, a student receives unbiased attention from the teacher. The fact that boys schools often have male teachers and girls schools have female teachers is an advantage to students who feel more comfortable approaching them.

In a country like India, same-sex schools are advantageous at various levels. Especially, where there is a need for sex education, it becomes easier to educate boys and girls separately without making them embarrassed about each other.

Research has reported that students perform better in a same-sex school irrespective of their social background. In addition, such educational institutions are a boon for girls as parents readily send their girl-children to schools to gain knowledge and life skills.

Children grow and develop best in surroundings of their own kind. Therefore, all girls or all boys schools provide a better learning environment than co-educational schools.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – All girls or all boys schools provide a better learning environment than co-educational schools.

Same-sex schools may promote gender bias in a country like India. In a co-education system, there is no discrimination between boys and girls. Co-education can become a medium to promote equality between the two sexes. These schools stress at gender-specific teaching where boys and girls are sensitised towards each other. In a same-sex school, the absence of the opposite sex will make it difficult for either one to understand the other person. This leads to problems later in life.

Co-education is a boon to a country where there is a shortage of well-trained teachers. The same staff can teach both boys and girls at the same time in the same class. Establishing more co-educational institutes can help in spreading literacy even with the limited teaching staff and infrastructure. This will help build a better nation.

When students step out of a same-sex school, it may prove difficult for them to adjust to a co-ed work atmosphere after they graduate. On the other hand, students from co-ed schools are comfortable talking to people of the opposite sex and are not intimidated by their presence.

Co-education systems are economical and generate a spirit of comradeship between boys and girls. Therefore, co-educational schools are better than all girls or all boys schools.

Thank you.

**SAMPLE 10****Private tuitions are a necessary evil.****For the motion:**

Respected Principal, teachers and dear friends, today I am going to speak for the motion – Private tuitions are a necessary evil.

Private tuitions offer academic coaching for students who need guidance in addition to their school routine. Today, apart from academics, students are made to partake in many activities. They are allotted marks for participation in sports and for creative activities such as drawing, painting, dancing and singing. Students have a lot on their plate and often find it difficult to give studies undivided attention. Under such circumstances, it would be helpful for students to receive some help in their studies.

Many schools are understaffed and find it difficult to cater to each student individually. It is difficult to address academic problems of students at a personal level. Therefore, students need to turn to someone for their problems. Private tuitions usually have a favourable student–teacher ratio. The private tutor can help students with their studies and give them their undivided attention. The tutor can manage students at a micro level and monitor their progress at a closer range.

When it comes to studies, having a private tutor also gives students a variety in learning. Tutors can give students a fresh perspective in learning as compared to the techniques taught in schools. They nurture the students' thirst for knowledge away from the noisy din of their classrooms. Private tuitions provide an environment where students can express their doubts without any inhibitions or the fear of ridicule. It is therefore a boon for introverted students who often feel shy in class.

I strongly believe that private tuitions should exist alongside academic institutions such as schools and colleges because it provides an alternative to classroom education and can bolster the child's confidence in academics.

Thank you.

**Against the motion:**

Respected Principal, teachers and dear friends, today I am going to speak against the motion – Private tuitions are a necessary evil.

Private tuitions are institutions that offer academic coaching for students apart from the training given at their schools. However, I believe that these institutions destroy the very spirit of learning which is innate in every child.

Private tutors often charge an exorbitant amount of money for less than 20 hours a month. I believe that it gives undue advantage to a privileged child as compared to his less privileged counterpart. It is unfortunate that somebody with money is given an edge over the others. In a world where opportunities are rare, the underprivileged student may never get a chance to come up in life because the rich student has the access and the means to them.

It also destroys the ability of the child to think for itself. By being spoon fed by the tutor, the child refuses to make any effort of its own. The innate ability to question and ponder is destroyed by the private tutor. The child will then become unnaturally dependent on the tutor for its academic needs. It promotes the idea that nothing can be earned in life, only bought. The children internalise the wrong notion that success can be bought and not earned.

Tutors also swindle parents by charging exorbitant amounts of money to tutor students for less than 20 hours a month. Some parents foolishly trust such people and expect them to miraculously improve their children's grades. The value of school teachers also diminishes in the eyes of students. They do not respect the teachers and may not pay attention in class because they believe that their academic success is safe in the hands of their private tutors.



Owing to these reasons, I strongly oppose the practice of private tutoring. I urge students to study independently without taking help from these so-called 'tutors'.

Thank you.





# ENGLISH



## Figures of Speech

### What are Figures of Speech?

Figures of speech are literary devices which are used to express ideas that move beyond their literal meaning.

### Functions of Figures of Speech

- They impart beauty to the language by stimulating the **visual**, **aural** and **sensory** appeal of the verses.
- The reader is made to use his imagination to create rich mental pictures.
- They provide freshness of expression and clarity of meaning.
- They can be used in poetic as well as in everyday language.
- Language of speeches and debates can also be enriched with the use of figures of speech.
- In short, figures of speech make the language more colourful, descriptive and interesting.

### Types of Figures of Speech

There are more than **200** types of figures of speech in English. In this chapter, we will be covering a few of them.

Simile	Metaphor	Personalisation	Synecdoche
Transferred Epithet	Metonymy	Pun	Euphemism
Tautology	Inversion	Antithesis	Irony
Oxymoron	Paradox	Repetition	Alliteration
Onomatopoeia	Apostrophe	Hyperbole	Understatement
	Climax	Anticlimax	



### Simile

- **Simile** is a figure of speech which directly compares two things which may have similar qualities.
- It employs the use of words such as **'like'** or **'as'**.
  - (a) The prisoners languished **like** caged animals. (The prisoners are likened to caged animals.)
  - (b) Manish is **as** thin **as** a reed. (Manish is compared to a reed.)

#### Popular Examples:

—She entered with ungainly struggle **like** some huge awkward chicken, torn, squawking, out of its coop.  
 —Sir Arthur Conan Doyle, *The Adventure of the Three Gables*

—In the eastern sky there was a yellow patch **like** a rug laid for the feet of the coming sun . . .  
 —Stephen Crane, *The Red Badge of Courage*

—O my Luve's **like** a red, red rose  
 That's newly sprung in June;  
 O my Luve's **like** the melodie  
 That's sweetly played in tune.  
 — Robert Burns, *Red Red Rose*

—The air smelled sharp **as** new-cut wood, slicing low and sly around the angles of buildings.  
 —Joanne Harris, *Chocolat*

### Metaphor

- **Metaphor** is a figure of speech which makes a direct equation between two things which share similar qualities.
- Unlike similes, metaphors do not use words such as **'as'** or **'like'**.
  - (a) **My old employer was the devil incarnate.** (The old employer is equated with the devil.)
  - (b) **The pen is the tongue of the mind.** (The pen is equated with the tongue.)

#### Popular Examples:

—All the world's a stage,  
 And all the men and women merely players||  
 — Shakespeare, *As You Like It*

—I fall upon the thorns of life.  
 — P. B. Shelly, *Ode to the West Wind*

—Entangled in the cobweb of the schools.  
 — William Cowper, *The Task*

We also use various metaphors in our day-to-day language.

**Flogging a dead horse** – It is a metaphor for a pointless argument which refuses to die.

Why does the boss have to flog the dead horse? I thought the matter is already settled.

**Elephant in the room** – It is a metaphor for an uncomfortable or unpleasant fact that everyone sees but no one acknowledges for the fear of causing embarrassment or awkwardness.

Mitesh's dismissal from his job is the veritable elephant in the room tonight.

**A gift that keeps on giving** – It is a metaphor for something will continue to be useful longer than it is intended to be.

Friendship with a good person is a gift that keeps on giving.

**Music to my ears** – It stands for something which brings joy to the listener.

The fact that my favourite actor has won an award is music to my ears.

### Personification

- **Personification** is a figure of speech where human qualities or activities are attributed to animals, non-living things or abstract ideas.
- Through personification, writers and poets offer a fresh perspective to the reader.
- Readers relate to the inanimate as they would relate to humans.
  - (a) The skies **wept**. (The skies are given the human ability to weep.)
  - (b) Your arrogance **betrayed** you today. (Arrogance is said to have the ability to betray.)

### Popular Examples:

—When well-apparelled April on the heel  
Of limping winter **treads**.||

— Shakespeare, *Romeo and Juliet*

—Stormy, husky, **brawling**,  
City of the big **shoulders**||

— Carl Sandberg, *Chicago*

—Ah, William, we're **weary** of weather,  
said the sunflowers, shining with dew.||

—William Blake, *Two Sunflowers Move in The Yellow Room*

—O Rose thou are **sick**||

—William Blake, *The Sick Rose*





### Synecdoche

- **Synecdoche** is a figure of speech where a part is used to signify the whole.  
 (a) The family has many **mouths** to feed. (The word 'mouth' represents members of the family.)  
 (b) Two **heads** are better than one. (The word 'heads' represents people.)

#### Popular Examples:

—Blind **mouths**! that scarce themselves know how to hold!

—John Milton, *Lycidas*

—"You run about, my little Maid,

Your **limbs** they are alive!

—William Wordsworth, *We are Seven*

—The **hand** that mocked them and the **heart** that fed.

—P. B. Shelly, *Ozymandias*

—The western **wave** was all a-flame.

—Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*

—I should have been a pair of ragged **claws**

Scuttling across the floors of silent seas.

—T. S. Elliot, *The Love Song of J. Alfred Prufrock*

### Transferred Epithet

- **Transferred epithet** is a figure of speech where a quality of one noun is ascribed to another.
- By doing so, the adjective is transferred to a noun to which it does not belong.  
 (a) Phillip's **happy** days are here again. (Phillip is the one who is happy, but the noun 'days' is ascribed the quality of happiness.)  
 (b) Priti has committed too many **careless** mistakes. (Here, Priti is the one who is careless. But the quality is ascribed to the noun 'mistakes'.)

#### Popular Examples:

"The new man wrote a question at which I stared in **wide-eyed amazement**!

—Ralph Ellison, *The Invisible Man*

—Lord Ullin reach'd that **fatal shore**!

—Thomas Campbell, *Lord Ullin's Daughter*

—... may be completely destroyed in that second's instant of a **careless match**,"

—William Faulkner, *Golden Land*

—...until it shines, like her own **honest forehead**, with perpetual friction."

—Charles Dickens, *David Copperfield*

## Metonymy

- **Metonymy** is a figure of speech where the name of one thing is used for another because of their close association or recurrent relationship with each other.
- It is not to be confused with synecdoche because the term used to describe another is not a part of it.
  - (a) **Europe** has opened its doors to the immigrants. (‘Europe’ is the metonymy for European government or the people of Europe.)
  - (b) **The court** has issued a summon. (‘The court’ is the metonymy for the judge.)

### Popular Examples:

"**The pen** is mightier than **the sword**,"

— Edward Bulwer Lytton, *Richelieu*

(The ‘pen’ stands for the intelligent and educated, while the sword stands for the brawny.)

—as **doublet** and **hose** ought to show itself courageous to **petticoat**

—Shakespeare, *As You Like It*

(The words ‘doublet and hose’ represent masculinity and ‘petticoat’ represents femininity.)

—Friends, Romans, countrymen, lend me your **ears**!

—Shakespeare, *Julius Caesar*

(The word ‘ears’ represents ‘attention’.)

—As he swung toward them holding up the hand

Half in appeal, but half as if to keep

The **life** from spilling.

—Robert Frost, *Out, Out*

(The word ‘life’ represents blood.)



## Pun

- Pun is a figure of speech where multiple meanings of the same word are exploited for poetic or comic effect.
- It imparts a 'double meaning' to the word in a witty manner.
- It exploits both the literal and the figurative meaning of the word.
  - A pessimist's blood type is always **B-negative**.  
(It is a play on the word negative because pessimists always have a negative outlook towards life.)
  - An elephant's opinion carries a lot of **weight**. (The word 'weight' stands for the elephant's weight in the literal sense and for its figurative sense.)

### Popular Examples:

—winter of our discontent...made glorious summer by this **Son** of York.‖

—Shakespeare, *Richard III*

(The word 'Son' also puns on its homophone 'Sun' since summer and winter are referenced in the sentence.)

—I always told you, Gwendolen, my name was **Ernest**, didn't I? Well, it is **Ernest** after all. I mean it naturally is **Ernest**.‖

(The speaker puns on the word 'Earnest'. Along with stating his name, he also wants to emphasise his earnestness.)

—Oscar Wilde, *The Importance of Being Earnest*

—You see the earth takes twenty-four hours to turn round on its **axis**—

—Talking of **axes**, said the Duchess, 'chop off her head!'

—Lewis Carroll, *Alice in Wonderland*

—Not I, believe me. You have dancing shoes with nimble **soles**; I have a **soul** of lead‖

(The words 'sole' and 'soul' are homophones.)

—Shakespeare, *Romeo and Juliet*

## Euphemism

- **Euphemism** is figure of speech where an offensive or a harsh word is substituted with a milder and a less egreious expression.
- By using a euphemism, the writer or the poet makes the unpleasant sound **poetic** and **polite**.
  - (a) The Sharma's dog was put to sleep because it was in a lot of pain.  
(The term 'put to sleep' is a less offensive term used instead of 'killed' or 'euthanised'.)
  - (b) Let us offer a prayer in the memory of those **departed**.  
(The term 'the departed' is a milder expression used instead of 'the dead'.)

### Popular Examples:

-For the time being, he explains, -it had been found necessary to make **a readjustment of rations**. (The term 'a readjustment of rations' is a milder term for reduction in food supply.)

—George Orwell, *Animal Farm*

-But he could do little for them; and now **he is gone**

(The phrase 'he is gone' stands for death.)

—Thomas Hardy, *Afterward*

—And will any say when **my bell of quittance** is heard in the gloom

(The phrase 'my bell of quittance' stands for the death knell or a bell which is rung at the event of a person's death.)

—Thomas Hardy, *Afterward*

-The Migration or Importation of such **Persons** as any of the States...but a **Tax** or duty may be imposed on such Importation, not exceeding ten dollars for each **Person**.

(The term 'Persons' is a milder term used for slaves.)

— Constitution of the United States, Article 1, Section 9

## Tautology

- **Tautology** is a figure of speech where the same ideas are repeated using different words.
- Another term for tautology is redundancy.
- It helps in reinforcing the idea in the mind of the reader.
- Tautology is considered faulty in modern writing.

(a) Will you please **repeat** the last sentence **again**.

Repeating is an action which happens again. Hence, the term 'again' is unnecessary when the word 'repeat' is use.

(b) I was **astonished**, **amazed** and **surprised**.

The words 'astonished', 'amazed' and 'surprised' are synonyms.

### Popular Examples:

—Polonious: What do you read, my lord?

Hamlet: **Words, words, words**.

—Shakespeare, *Hamlet*



-The stars, O astral bodies!!

—Anonymous

-With malice toward none, with charity for all.

—Abraham Lincoln

### Inversion

- **Inversion** is a figure of speech where the order of the words in the sentence is jumbled for poetic effect.
- Through inversion, the writer uses poetic liberty to make the sentence sound more pleasing.
- Sometimes, the writer may employ inversion to make the line rhyme with the previous one.  
The sun shines and the birds **tweet**,  
Sing the womenfolk their songs **sweet**.
- (a) Powerful you have become; the dark side I sense in you.  
The order of the sentence has been changed. The correct order is 'You have become powerful; I sense the dark side in you'.
- (b) Through vales and dales, blows gently the wind.  
The correct order of the sentence is 'Through vales and dales, the wind blows gently'.

### Popular Examples:

"There was a ship," quoth he.

—Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*

-This is the forest primaeval. The murmuring pines and the hemlocks

—Henry Wadsworth Longfellow, *Evangeline*

"How many pictures of one Nymph we view, All how unlike each other, all how true!"

—Alexander Pope, *Epistle to a Lady*

### Antithesis

- Antithesis is a figure of speech where opposite ideas are brought together in a sentence for poetic effect.
  - He toiled all **day** and he slept all **night**.  
(Contrasting words 'day' and 'night' are brought together.)
  - Madhu is **disciplined** in her professional life but **disorganised** in her personal life.  
(Contrasting words 'disciplined' and 'disorganised' are brought together.)

#### Popular Examples:

-Love is an **ideal** thing; **marriage** is a **real** thing. I

—Goethe

-That's **one small step** for man, **one giant leap** for mankind. I

—Neil Armstrong

"We must learn to **live** together as brothers or **perish** together as fools."

—Martin Luther King, Jr.

—Give every man thy **ear**, but few thy **voice**. I

—Shakespeare, *Hamlet*

-It was the **best** of times, it was the **worst** of times, it was the age of **wisdom**, it was the age of **foolishness**, it was the epoch of **belief**, it was the epoch of **incredulity**, it was the season of **Light**, it was the season of **Darkness**, it was the **spring** of **hope**, it was the **winter** of **despair**, we had **everything** before us, we had **nothing** before us, we were all going direct to **Heaven**, we were all going **direct the other way**. I

—Charles Dickens, *A Tale of Two Cities*

### Irony

- Verbal irony** is a figure of speech where the speaker says the exact opposite of what he or she intends.
- Some writers employ verbal irony to indirectly criticise or to taunt.
- Dramatic irony** is a figure of speech where the spectator or the reader knows more about the outcome of the story than the character in a film, novel or play.
- Situational irony** is where there is a deviance from what is usually expected from the situation.
  - Suresh is the busiest man I know. Between gambling and sleeping, he barely finds time for work.**  
(By saying he barely finds time to work, the writer intends to criticise Suresh who is whiling away his time sleeping and gambling.)
  - The most discreet person in the office is Shalini who cannot help discussing sordid details of her private life with anyone who comes her way.**  
(By calling her 'The most discreet person', the speaker goes on to narrate Shalini's indiscretion.)

**Popular Examples:**

-Water, water, everywhere,  
And all the boards did shrink;  
Water, water, everywhere,  
Nor any drop to drink. |

—Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*

In Sophocles' *Oedipus Rex*, the King ventures out to find the murderer of King Laius without realising he himself is the murderer.

**Oxymoron**

- Oxymoron is a figure of speech where two contrasting words are conjoined.
- This conjoining of contrasting words may seem ridiculous if literally interpreted, but it may be meaningful if it is figuratively understood.
  - (a) **Seriously joking** – The words 'joking' and 'serious' are contrasting, but they are brought together to mean that someone was actually joking.
  - (b) **Bittersweet** – The word is made of contrasting adjectives 'bitter' and 'sweet'. Both are conjoined to refer to a taste which is both bitter and sweet.

**Popular Examples:**

O heavy lightness! Serious vanity!

Mis-shapen chaos of well-seeming forms!

Feather of lead, bright smoke, cold fire, sick health

—Shakespeare, *Romeo and Juliet*

-I am a deeply superficial person. |

—Andy Warhol

-Why then, O brawling love, O loving hate!

—Shakespeare, *Romeo and Juliet*

—And lined the train with faces grimly gay!

—Wilfred Owen, *The Send-Off*

—And faith unfaithful kept him falsely true."

—Alfred Tennyson

-conventionally unconventional, suggesting a -tortuous\* spontaneity!

—Henry James, *The Lesson of the Master*

\*tortuous – full of twists and turns

**Paradox**

- Paradox is a statement or a general truth which may sound absurd or illogical, but on deeper analysis, it may make complete sense.
- Paradox is similar to oxymoron because both yoke together contrasting ideas.
- But the former stands for a rule or a truth which is rooted in reality.

**(a) When it comes to speaking, less is more.**

(The statement 'less is more' sounds absurd. If one were to analyse it, it means brevity of speech can accomplish more than verbosity.)

**(b) Child is the father of man.**

(The statement sounds illogical if one were to interpret it literally. Figuratively, it means that childhood is an important stage where man imbibes qualities which will become synonymous with his personality in adulthood.)

**Popular Examples:**

"All animals are equal, but some are more equal than others"

—George Orwell, *Animal Farm*

—I can resist anything but temptation.

—Oscar Wilde

—To be natural is such a very difficult pose to keep up.

—Oscar Wilde, *The Importance of Being Earnest*

—The swiftest traveller is he that goes afoot."

—Henry David Thoreau, *Walden*

"War is peace."

"Freedom is slavery."

"Ignorance is strength."

—George Orwell, 1984



**Repetition**

- **Repetition** is a figure of speech where a word or a phrase within a sentence is repeated.
- It is done for poetic effect or for emphasis.
- It is a very commonly used figure of speech.

**(a) I searched and searched and searched.**

(The act of searching is highlighted and emphasised.)

**(b) He came, He saw, He conquered.**

(The pronoun 'He' is repeated thrice for emphasis.)

**Popular Examples:**

—'I'm nobody! Who are you?

Are you nobody too?!

—Emily Dickinson, *I'm Nobody! Who are You?*

—If you think you can win, you can win."

—William Hazlitt

—Because I do not hope to turn again

Because I do not hope

Because I do not hope to turn...||

—T. S. Elliot, *Ash-Wednesday*

—To the swinging and the ringing

of the bells, bells, bells—

Of the bells, bells, bells, bells

Bells, bells, bells—

—Edgar Allan Poe, *The Bells*

—And my father sold me, while yet my tongue

Could scarcely cry "'weep! 'weep! 'weep! 'weep!'"

—William Blake, *The Chimney Sweeper*



### Alliteration

- Alliteration is the repetition of sound of words which are in a sequence or which are close to each other.
- It is the repetition of the sound of the consonants in the words.
- It makes the lines sound lyrical and rhythmic.
- Alliteration also renders a pleasing flow to the verses.

(a) **Susie suddenly sounds serious on the phone.**

(The consonant sound s is repeated for a pleasing effect.)

(b) **Pitter patter of petite feet**

(The consonant sound p is repeated for a pleasing effect.)

### Popular Examples:

-When to the sessions of sweet silent thought

—Shakespeare, *Sonnet 30*

-Once upon a midnight dreary while I pondered weak and weary

—Edgar Allan Poe, *The Raven*

-When loosed and missioned, making wings of winds

—P. B. Shelly, *The Witch of Atlas*

-The fair breeze blew, the white foam flew,

The furrow followed free;

**We** were the first that ever burst

Into that silent sea.

—Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*

—And while the world laughed outside.

**Cloony** the **C**lown sat down and cried.

— Shel Silverstein, *Clooney the Clown*

## Onomatopoeia

- Onomatopoeia is a figure of speech where words resembling their actual sounds are used.
- Noises made by humans, animals, objects and natural phenomena constitute onomatopoeia.
- Like alliteration, onomatopoeia imparts a lyrical quality to the sentences or verses.

### (a) The audible purr of the kitten

The word 'purr' is onomatopoeic sound because it resembles the actual purring sound made by kittens.

### (b) The battleground resonated with the clanking of the swords.

The word 'clanking' resembles the sound of metal instruments clashing.

### Popular Examples:

—Yet the ear it fully knows,

By the twanging

And the clanging!

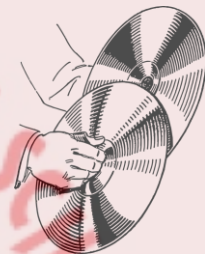
—Edgar Allan Poe, *The Bells*

—And murmuring of innumerable bees...||

—Alfred Lord Tennyson, *Come Down, O Maid*

—But just the clatter of their bones, / Rolling, rattling carefree circus||

—Ogden Nash, *Fossils*



CLANG



## Apostrophe

- Apostrophe is a direct address to an absent person or a non-living thing.
- The character detaches himself or herself from reality and evokes the thing or the person.

**(a) Hello darkness my old friend.**

(Here the word 'darkness' is addressed as if it were a real person.)

**(b) Dear God. Are you listening?**

(The person is addressing God directly.)

### Popular Examples:

—Is this a dagger which I see before me,  
The handle toward my hand?  
Come, let me clutch thee!  
I have thee not, and yet I see thee still.  
—Shakespeare, *Macbeth*

—Death be not proud, though some have called thee  
Mighty and dreadful, for, thou art not so!  
—John Donne, *Death Be Not Proud*

—O holy virgin! clad in purest white,  
Unlock heav'n's golden gates, and issue forth!  
—William Blake, *To Morning*

—Oh! Stars and clouds and winds, ye are all about to mock me!  
—Mary Shelly, *Frankenstein*

—"O wind, rend open the heat,  
cut apart the heat,  
rend it to tatters."  
—Hilda Doolittle, *Heat*



## Hyperbole

- Hyperbole is a figure of speech where a statement is exaggerated for a dramatic effect.
- Another name for hyperbole is overstatement.

**(a) She has been warned thousands of times before.**

(A dramatic is added to the sentence by exaggerating the number of times she has been warned.)

**(b) Her awful singing voice made my ears bleed.**

(By saying 'my ears bleed', the speaker aims to dramatically highlight the fact that the person concerned had an awful voice.)

### Popular Examples:

"I'll love you, dear, I'll love you / Till China and Africa meet, / And the river jumps over the mountain / And the salmon sing in the street."

—W.H. Auden, *As I Walked Out One Evening*

—So first of all, let me assert my firm belief that the only thing we have to fear is fear itself."

—Franklin Roosevelt

-At that time Bogota was a remote, lugubrious city where an insomniac rain had been falling since the beginning of the 16th century.

—Gabriel Garcia Márquez, *Living to Tell the Tale*

—Here once the embattled farmers stood / And fired the shot heard round the world."

—Ralph Waldo Emerson



### Understatement

- Understatement is the opposite of hyperbole.
- It is a figure of speech where the significance of something is downplayed or minimised.
- In other words, something is deliberately projected in a less important manner.
- By doing so, the writer accentuates the idea he wishes to deliver to the reader.
- Other figures of speech such as irony and sarcasm are highlighted through understatement.

**(a) The terrorist attacks in the city spoiled the weekend plans of many a citizen.**

(The terrorist attacks are projected as a minor impediment which only ruined the weekend plans of the citizens. By doing so, the writer intends to highlight the irony.)

**(b) Weighing around a quintal, he is not exactly the thinnest person in the world.**

(A person who weighs a quintal will be a morbidly obese person let alone the thinnest person in the world. The writer wishes to capture the attention of the reader by understating the person's obesity.)

#### Popular Examples:

-I have to have this operation. It isn't very serious. I have this tiny little tumour on the brain.

—J. D. Salinger, *The Catcher in the Rye*

—'I've got a nice place here,' he said, his eyes flashing about restlessly. Turning me around by one arm, he moved a broad flat hand along the front vista, including in its sweep a sunken Italian garden, a half acre of deep, pungent roses, and a snub-nosed motor-boat that bumped the tide offshore.

—F. Scott Fitzgerald, *The Great Gatsby*

### Climax

- Climax is a figure of speech where the actions start moving in the ascending order of importance.
  - He came, he saw, he conquered.**  
(The actions of the person become more intense.)
  - The cat crouched on all fours, locked its target, pounced high and struck its target down in a swift move.**  
(The actions of the cat are arranged in the ascending order of importance.)

#### Popular Examples:

"...Lost, vaded, broken, dead within an hour."

—Shakespeare, *The Passionate Pilgrim*

"Look! Up in the sky! It's a bird... it's a plane... it's Superman!"

—*The Adventures of Superman*

—Let a man acknowledge his obligations to himself, his family, his country, and his God.

—George Washington

—My brother, my captain, my king.

—J. R. R. Tolkien

### Anticlimax

- Anticlimax is a figure of speech where the events or ideas in the sentence are arranged in the descending order of importance.
- The purpose of anticlimax is to first arouse the interest of the reader and then to create a trivial or an unimpressive conclusion.
  - I thought the chest contained gold coins, trinkets or jewels, but to our dismay, it was filled with rocks.**  
(The writer enumerates valuables as the possible contents of the chest, but ultimately reveals that it was filled with rocks. There is an initial build-up of excitement after which there comes a fall.)
  - The much-hyped event which everyone was waiting for turned out to be a boring affair with the turnout as less as 50 people.  
(Here, the writer starts by describing the event as 'much-hyped' and later calls it a 'boring affair' in an anti-climatic manner.)

#### Popular Examples:

—Here thou, great Anna, whom three realms obey,  
Dost sometimes counsel take, and sometimes tea.

—Alexander Pope, *The Rape of the Lock*

—And as I'm sinkin' The last thing that I think is, did I pay my rent?"

—Jim O'Rourke, *Ghost Ship in a Storm*

"In moments of crisis I size up the situation in a flash, set my teeth, contract my muscles, take a firm grip on myself and without a tremor, always do the wrong thing."

—George Bernard Shaw

### Uses of Figures of Speech

- Figures of speech lend freshness to literature by departing from the usage of plain words.
- They spur the reader to use their imaginative powers.
- They appeal to the aesthetic sensibilities of the reader.
- They help the writers express themselves in a variety of ways.
- Without figures of speech, works of literature such as poems, drama, novels and speeches may sound monotonous and uninteresting.





# ENGLISH



# Comparatives

## Comparison of Adjectives

An adjective is used to make comparisons between two or more nouns. It may highlight the similarity or difference between the nouns. There are three degrees of comparison:

- Positive degree
- Comparative degree
- Superlative degree

The **positive degree** of the adjective is used when only the noun is being described.

Bengaluru is a big city.

(The adjective 'big' merely describes the city.)

In the positive degree, the adjective **alone** is used in the sentence. Sometimes, in the positive degree, the phrase 'as (adjective) as' is used to show comparison between two things.

Sita is as tall as Gita.

More Examples:

This is a quiet place.

Shankar is a qualified employee.

Hema bought a beautiful house.

The **comparative degree** of the adjective is used when the noun is compared to another.

Delhi is bigger than Bengaluru.

(The adjective 'bigger' is used to compare 'Delhi' to 'Bengaluru'.)

In the comparative degree, the preposition 'than' is used after the adjective.

More Examples:

Rajesh is smarter than his brother.

The first batch of bread is tastier than this one.

Bindu is clearly more confident this time.

The **superlative degree** of the adjective is used when the noun is compared to three or more things.

But Mumbai is the biggest city of all.

(The adjective 'biggest' is used to compare 'Mumbai' to 'Delhi' and 'Bengaluru'.)

More Examples:

Milk is the most important ingredient.

Krishna is the eldest among his siblings.

This is the worst class I have ever seen.

In the superlative degree, the definite article 'the' is used with the adjective.

## Regular Comparison

Most adjectives with single syllables end with the suffix '-er' or '-est' in the comparative degree and superlative degree, respectively.

Positive	Comparative	Superlative
tall	taller	tallest
short	shorter	shortest
kind	kinder	kindest
bold	bolder	boldest
great	greater	greatest

When the positive degree adjectives end in '-y' preceded by a consonant, the 'y' becomes 'i' and 'er' and 'est' are added.

Positive	Comparative	Superlative
busy	busier	busiest
lazy	lazier	laziest
happy	happier	happiest
cheery	cheerier	cheeriest
easy	easier	easiest

When the adjective ends in a 'consonant-vowel-consonant' structure, the last consonant is repeated and 'er' or 'est' is added.

Positive	Comparative	Superlative
hot	hotter	hottest
red	redder	reddest
big	bigger	biggest
fat	fatter	fattest
thin	thinner	thinnest

Some adjectives which contain two or more syllables form the comparative and superlative degrees by adding the words 'more' and 'most', respectively.

Positive	Comparative	Superlative
gorgeous	more gorgeous	most gorgeous
talented	more talented	most talented
spacious	more spacious	most spacious
contagious	more contagious	most contagious
beautiful	more beautiful	most beautiful

Some comparisons are irregular and do not follow the same rules as conventional adjectives. Their comparative and superlative degrees are not formed from their positive degree.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
much/many	more	most
far	farther	farthest
ill	worse	worst
fore	former	foremost
fore	further	furthest
out	utter	utmost
old	elder	eldest

## Changing the Degree

It is possible to change the degree of the adjective without changing its meaning. Let us read the following sentences:

Krishna is the tallest boy in the class. (superlative)
No other boy in the class is as tall as Krishna is. (positive degree)
Krishna is taller than any other boy in the class. (comparative)

In the above sentences, the degrees of the adjectives are different; however, the meaning of all the three sentences is the same. Let us look at the rules for changing the degree of the adjectives.



### Changing into the Positive Degree

While changing the sentence into any degree, it is important to understand what kind of comparison is made.

- a. Manu is the smartest person I have ever met.
- b. Manu is one of the smartest people I have ever met.

- In Sentence a, Manu is the smartest; in Sentence b, Manu is one of the smartest people which means there are other smart people whom the speaker has met.
- While changing Sentence a to the positive degree, the phrase 'No other...' should be used to start the new sentence. The adjective in the positive degree should be accompanied by the phrase 'as (adjective) as'.

- a. Manu is the smartest person I have met.  
No other person I have met is as smart as Manu is.

- While changing Sentence b into the positive degree, the phrase 'not many people' or 'few people' can be used to introduce the sentence.
- Even in such cases, the adjective in the positive degree should be accompanied by the phrase 'as (adjective) as'.

- b. Manu is one of the smartest people I have met.  
Not many people I have met are as smart as Manu is.  
Few people that I have met are as smart as Manu is.

Let us look at more examples:

- a. The Queen of Sheba was wiser than any other woman in the world.\_  
No other woman in the world was as wise as the Queen of Sheba was.

- b. Chandran is one of the sneakiest thieves he has encountered.\_  
Few thieves he has encountered are as sneaky as Chandran is.

- c. The building is one of the tallest buildings in the area.\_  
Few buildings in the area are as tall as this building.

### Changing into the Comparative Degree

While changing a sentence into the comparative degree, first understand the nature of the comparison.

- a. Jaya is the most accomplished person in the industry.  
b. Jaya is one of the most accomplished people in the industry.

- In Sentence a, the sentence implies that Jaya is the most accomplished person and there are no others who are as accomplished as he is.
- To change the sentence into the comparative degree, use the comparative form of the adjective (more accomplished).
- The adjective has to be followed by the preposition 'than'.
- Use the phrase 'any other' in the sentence to imply that there are no others who could be compared to Jaya.
- The noun which follows 'any other' is always singular (any other person).

- a. Jaya is the most accomplished person in the industry.  
Jaya is more accomplished than any other person in the industry.

- In Sentence b, there are many accomplished people; Jaya is one among them.
- It has to be changed into the comparative degree using the comparative form of the adjective and the phrase 'many other' instead of 'any other'.
- This implies that there are other accomplished people in the industry.
- The noun which follows 'many other' is plural (many other people).

- a. Jaya is one of the most accomplished people in the industry.  
Jaya is more accomplished than many other people in the industry.

Let us look at more examples:

1. Meenal was the fastest runner in the school.  
Meenal was faster than any other runner in the school.

2. Sarita Prabhu is one of the best novelists in the country.  
Sarita Prabhu is better than many other novelists in the country.

3. No other report is as accurate as the one written by Grant.  
The report written by Grant is more accurate than any other report.

### Changing into the Superlative Degree

Let us consider the following examples.

- a. No other pupil is as bright as Sumesh is.
- b. Sumesh is brighter than many other pupils.

Let us change both into superlative degrees.

- a. No other pupil is as bright as Sumesh is.  
Sumesh is the brightest pupil.

Remember to use the definite article 'the' with the superlative adjective.

- a. Sumesh is brighter than many other pupils.  
Sumesh is one of the brightest pupils./Sumesh is among the brightest pupils.

Sentence a implies that there are other bright pupils. So, one should use the phrase 'one of the...' or 'is among the...' to indicate there are others who are at par with Sumesh.

Let us look at more examples:

1. Jagruti is better than most candidates we have.  
Jagruti is the best among all the candidates we have.

2. No animal on land is as fast as the cheetah.  
The cheetah is the fastest animal on land.

## Rules

### When two qualities are compared

The comparative 'more' is used with adjectives when two qualities in the same person are compared. Usually, two nouns are compared for the same quality. In that case, we say,

This soup is saltier than that soup.

If we wish to compare two qualities or adjectives in the same noun, we say,

This soup is more salty than savoury.

Let us look at more examples:

Miriam is braver than intelligent. (Incorrect)  
Miriam is more brave than intelligent. (Correct)

Ajay is cleverer than cunning. (Incorrect)  
Ajay is more clever than cunning. (Correct)



### Special Adjectives

- Adjectives such as **interior**, **exterior**, **ulterior**, **major** and **minor** are Latin adjectives. They are always in the positive degree.
- Adjectives such as **prior**, **inferior**, **superior**, **anterior**, **posterior**, **senior** and **junior** are comparative adjectives which are followed by the preposition 'to' instead of 'than'.

prior to	superior to	inferior to	junior to	senior to
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- Adjectives such as **perfect**, **complete**, **full**, **eternal**, **perpetual**, **circular**, **universal** and **unique** are adjectives which do not have degrees.

Rahim's work is more perfect. (Incorrect)  
 Rahim's work is perfect. (Correct)

### Comparison

- Comparison always happens between things which belong to the same category. Always check for illogical comparisons.

(a) The population of China is more than India. (Incorrect)  
 (b) The population of China is more than that of India. (Correct)

- In (a), the comparison is illogical because the sentence gives us the impression that the population of China is compared to the country India.
- In the correct sentence (b), the population of China is compared to the population of India.

## Comparison of Adverbs

An adverb is a word which describes a verb, an adjective or another adverb. It can also be used for comparing adjectives, verbs and adverbs. Like adjectives, some adverbs too have three degrees of comparison.

- Positive degree
- Comparative degree
- Superlative degree

The **positive degree** of the adverb is used merely to describe an action or its quality.

The swift-footed hare sprinted fast.

(The action 'sprinted' has been described.)

The **comparative degree** of the adverb is used for comparing two actions.

The agile horse ran faster than the swift-footed hare.

(The actions of the horse and the hare are compared.)

The **superlative degree** of the adverb is used to compare the action of one noun to two or more nouns.

The cheetah ran the fastest.

(The action of the cheetah is compared to the hare and the horse.)

### Regular Comparison

If the adverb has one syllable, the comparative degree is formed by adding the suffix '-er' and the superlative degree is formed by adding the suffix '-est'.

Positive	Comparative	Superlative
fast	faster	fastest
slow	slower	slowest
hard	harder	hardest
loud	louder	loudest
long	longer	longest

If the adverbs end in '-ly', it will form the comparative and superlative degrees by adding 'more' and 'most', respectively.

Positive	Comparative	Superlative
quickly	more quickly	most quickly
easily	more easily	most easily
wisely	more wisely	most wisely
surprisingly	more surprisingly	most surprisingly

Exception to this rule:

Positive	Comparative	Superlative
early	earlier	earliest

## Irregular Comparisons

Some adverbs have irregular comparative and superlative forms.

Positive	Comparative	Superlative
well	better	best
badly	worse	worst
little	lesser	least
far	farther	farthest

The rules related to adverbs are similar to those of adjectives with respect to comparison.

- In the positive degree, the phrase 'as...as' or 'so much as' is used.

Rajani ran as fast as the other athletes.  
Tim cannot see so much as another man in the house.

- In the comparative degree, the adverb is followed by the preposition 'than'.

The students in the adjoining class were quarrelling louder than the ones in our class.  
This time, she spoke more earnestly than last time.

- In the superlative degree, the adverb can sometimes be preceded by the definite article.

Mitra spoke the loudest.  
He who laughs last laughs the longest.

- Only adverbs of manner, degree and time are capable of being compared.
- Some adverbs cannot be subjected to comparison.

Examples: now, where, here, somewhere



# ENGLISH





## Synonyms and Antonyms

### What are Synonyms?

**Synonyms** are words which are used as substitutes for other words. Sometimes, synonyms need not mean exactly the same as the other word. They can also be a close substitute which means they can mean nearly the same as the other word.

**Synonyms can belong to any word category:**

Category	Word	Synonym	Synonym
<b>Noun</b>	Paramour	Lover	Beau
<b>Adjective</b>	Pleasing	Alluring	Fetching
<b>Verb</b>	Scan	Swindle	Deceive
<b>Adverb</b>	Candidly	Blatantly	Flagrantly

English is a language that has multiple influences. The socio-political history of England has helped shape the language into what it is today. Imperialism also had a big impact on the English language since the British took home new words from the countries they had colonised. Today, we have in English, words originating in Chinese, Sanskrit, Arabic and other colonial languages. It also has words that have originated in French, Spanish, German and Italian.

Word	Meaning	Language of Origin
<b>Ketchup</b>	A condiment	Chinese
<b>Gung-ho</b>	Enthusiastic	Chinese
<b>Tycoon</b>	An industrialist	Chinese
<b>Gunny</b>	A sack	Sanskrit
<b>Juggernaut</b>	An unstoppable object	Sanskrit
<b>Mahout</b>	Elephant rider	Sanskrit
<b>Alcohol</b>	An intoxicant	Arabic
<b>Magazine</b>	Storage	Arabic
<b>Zenith</b>	Highest point	Arabic
<b>Gaffe</b>	Mistake	French
<b>Riposte</b>	A sharp reply	French
<b>Macabre</b>	Gruesome	French
<b>Incommunicado</b>	Not communicating	Spanish
<b>Bonanza</b>	A profit, a rich find	Spanish
<b>Armada</b>	Fleet of ships	Spanish
<b>Bravura</b>	An act of bravery	Italian
<b>Imbroglia</b>	A big quarrel	Italian
<b>Virtuoso</b>	Someone who is skilled	Italian

## Usage of Synonyms

Synonyms are used for the purpose of bringing variety in language. Apart from this, synonyms are also used to match **the register** and the **mode of communication**.

Neutral	Formal	Informal
Buy	Purchase	Get
Complete	Exhaustive	Whole-hog
TV	Television	Telly
Children	Offspring	Kids
Criminals	Offenders	Crooks
Stupid	Imbecile	Dumb
Tired of	Dissatisfied	Sick of
Parents	Progenitors	Folks

Synonyms are also used to distinguish speech from writing. Some words are preferable in writing, while some sound better in speech. Often, one reserves formal and sophisticated words for writing and casual words for speech.

Writing	Speech
Subsequently	Later
Alas!	Oh no!
In sum	To sum up
Awe-inspiring	Awesome
Recalibrated	Measured again
For (conjunction)	Because (conjunction)

Synonyms are also used to replace the archaic or obsolete words in the English language.

Archaic Word	Modern Counterpart
Behove	Responsibility
Brimstone	Sulphur
Dispraise	Criticise
Handmaid	Female servant
Meat	Any type of food
Scaramouch	A braggart
Wherefore	For what reason
Yonder	Over there
Smite	Conquer
Saturnism	Lead poisoning
Rede	Advice

Sometimes, a word does not do justice to the emotion behind it. The tone or the emotion behind a person's voice can also dictate which word has to be used.

- A. Mayuri was **annoyed** by the hotel staff's delay in the order.  
 B. Mayuri was **indignant** at the hotel staff's misbehaviour.

The words **annoyed** and **indignant** are synonyms. However, indignant is more intense and forceful than annoyed. A simple delay may make the subject annoyed, but misbehaviour is bound to cause indignation.

## What are Antonyms?

In contrast with synonyms, **antonyms** are words which are opposite in meaning to the other. This may sound strange, but often, to understand a word better, we have to look at its antonym. We learn the meaning of the word by understanding how it contrasts with its antonym.

Like synonyms, there can be more than one antonym for a given word.

Category	Word	Antonym	Antonym
Noun	ally	foe	detractor
Adjective	bold	lily-livered	cowardly
Verb	sanctify	desecrate	ravage
Adverb	completely	inadequately	partially

## Types of Antonyms

There are three types of antonyms:

- Gradable antonyms
- Complementary antonyms
- Relational antonyms

### Gradable Antonyms

Gradable antonyms are words which are the extreme opposites of each other. Imagine a spectrum or a scale. Gradable antonyms will be at equal distances from the centre on the scale. However, these words may have a spectrum of words between them. All these words may exist together on the same scale.



In the above example, **Horrible** is the polar opposite of the word **Excellent**. But together, they exist on the same spectrum as **Bad**, **Mediocre** and **Good**. Each word on the spectrum is an antonym of the other. For example, the word **Good** is the antonym of **Horrible**, **Bad**, **Mediocre** and **Excellent**.

loving	hateful	confident	overconfident	black	white
virtuous	impious	ancient	modern	billionaire	pauper

### Complementary Antonyms

Unlike gradable antonyms which have a spectrum of words between them, complementary antonyms are words which express two extreme ideas without the possibility of 'middle' words. They do not lie on a continuous scale and are the exact opposites of each other.

complete	incomplete	unique	ordinary	flawless	blemished
dead	living	drunk	sober	unlimited	limited

### Relational Antonyms

Relational antonyms are words which are opposite to each other by the virtue of their relationship alone. One finds meaning through the existence of the other. For example, the word **up** exists in relation to the word **down**.

grandparent	grandchildren	employee	employer	husband	wife
host	guest	predator	prey	perpetrator	victim

## Synonyms and Antonyms

Word	Synonym			Antonym		
abominable (adj)	awful	abhorrent	execrable	attractive	likeable	appealing
adroit (adj)	skilful	proficient	adept	skilful	awkward	inept
aggression (n)	belligerence	offense	attack	retreat	calmness	befriending
amateur (n)	rookie	beginner	novice	professional	skilled	expert
amiable (adj)	friendly	cordial	charming	unfriendly	unsociable	hostile
antagonise (v)	anger	torment	affront	aid	help	please
antediluvian (adj)	old	ancient	prehistoric	modern	young	current



Word	Synonym			Antonym		
baffle (v)	confuse	confound	puzzle	clarify	explain	enlighten
baleful (adj)	deadly	sinister	evil	favourable	promising	good
balk (v)	hesitate	refuse	resist	accept	face	help
banal (adj)	boring	bland	mundane	exciting	original	uncommon
bedlam (n)	confusion	chaos	hubbub	calmness	order	harmony
benevolent (adj)	kind	giving	sympathetic	cruel	malevolent	hateful
cacophony (n)	noise	harshness	discord	euphony	silence	melody
cadaver (n)	corpse	dead body	carcass	the living	living being	-
candid (adj)	frank	honest	direct	biased	dishonest	lying
cantankerous (adj)	angry	cranky	snappy	cheerful	pleasant	friendly
charlatan (n)	fraud	con man	cheat	the honest	the genuine	the frank
clumsy (adj)	awkward	bulky	inept	expert	dexterous	adept
colossal (adj)	gigantic	huge	large	miniscule	tiny	microscopic
dapper (adj)	stylish	classy	prim	untidy	plain	shabby
detriment (n)	loss	disability	harm	advantage	aid	blessing
dilettante (n)	rookie	amateur	dabbler	veteran	experienced	expert
decadent (adj)	immoral	degraded	evil	pure	good	moral
dolorous (adj)	sad	mournful	painful	cheery	happy	positive
dubious (adj)	doubtful	uncertain	ambiguous	certain	clear	sure
eccentric (adj)	quirky	crazy	bizarre	common	simple	conventional
effervescent (adj)	spirited	bubbly	enthusiastic	flat	dull	stale
egregious (adj)	horrible	bad	intolerable	good	pleasant	mild

Word	Synonym			Antonym		
eloquence (n)	expressive	oration	articulation	muteness	dullness	tacit
emancipate (v)	free	liberate	release	bind	imprison	detain
fabricate (v)	fake	concoct	invent	tell truth	-	-
fallacy (n)	falsehood	untruth	deceit	truth	accuracy	fact
fetching (adj)	attractive	beautiful	pretty	ugly	awful	hideous
flamboyant (adj)	showy	colourful	flashy	dull	plain	modest
frail (adj)	delicate	fragile	dainty	strong	calloused	solid
frivolous (adj)	petty	shallow	childish	profound	deep	wise
gargantuan (adj)	colossal	huge	large	tiny	microscopic	miniscule
gaudy (adj)	bright	loud	flashy	modest	normal	plain
gregarious (adj)	friendly	social	affable	unfriendly	antisocial	rude
grandeur (n)	grandness	opulence	luxuriance	simplicity	modesty	dullness
habitual (adj)	addicted	chronic	accustomed	temporary	occasional	intermittent
halcyon (adj)	serene	harmonious	peaceful	chaotic	agitated	troubled
haughty (adj)	snobbish	egoistic	proud	humble	modest	shy
heinously (adv)	horribly	shockingly	brutally	kindly	peacefully	mildly
hinder (v)	stop	obstruct	impede	encourage	assist	aid
hone (v)	whet	sharpen	shape	dull	exhaust	tire
iconoclast (n)	sceptic	radical	rebel	believer	follower	devotee
idiosyncrasy (n)	eccentricity	whimsy	peculiarity	normality	regularity	routine
ignominy (n)	taint	disgrace	blot	honour	esteem	respect
impair (v)	damage	hurt	weaken	aid	assist	strengthen

Word	Synonym			Antonym		
jaunty (adj)	carefree	breezy	jovial	morose	dull	gloomy
jeer (v)	mock	taunt	ridicule	praise	adulate	compliment
jeopardy (n)	danger	threat	peril	assurance	safety	protection
jest (n)	banter	fun	gag	seriousness	gravity	sincerity
jettison (v)	abandon	discard	throw	keep	cherish	retain
jovial (adj)	happy	cheerful	sanguine	gloomy	maudlin	lachrymose
keen (adj)	interested	ardent	eager	nonchalant	apathetic	uninterested
kindle (v)	ignite	burn	inflame	extinguish	put out	snuff
laconic (adj)	brief	succinct	terse	wordy	verbose	prolix
lament (v)	grieve	complain	bemoan	praise	laud	compliment
lampoon (v)	mock	ridicule	jeer	flatter	praise	adulate
lethargy (n)	apathy	disinterest	dullness	energy	interest	liveliness
linger (v)	stay	remain	lag	move	leave	continue
lush (adj)	abundant	dense	green	barren	dry	dead
macabre (adj)	brutal	frightening	grisly	charming	pleasant	delightful
magnanimous (adj)	generous	charitable	benevolent	mean	petty	miserly
maelstrom (n)	agitation	chaos	turbulence	calm	harmony	peace
malleable (adj)	flexible	adaptable	supple	rigid	brittle	stiff
moribund (adj)	dying	doomed	fading	thriving	living	flourishing
nadir (n)	base	bottom	lowest point	zenith	top	summit
naive (adj)	innocent	childish	simple	artful	aware	wise
nebulous (adj)	vague	hazy	murky	bright	clear	certain

Word	Synonym			Antonym		
niche (n)	slot	compartment	corner	closure	-	-
nimble (adj)	skilled	agile	lithe	awkward	clumsy	inept
nonplussed (adj)	surprised	baffled	astounded	enlightened	bored	calm
obnoxious (adj)	unpleasant	repulsive	disgusting	pleasant	attractive	agreeable
obfuscate (v)	confuse	baffle	complicate	explain	clarify	simplify
odious (adj)	horrid	vile	foul	likeable	pleasant	delightful
ominous (adj)	threatening	dangerous	apocalyptic	encouraging	assuring	promising
onerous (adj)	difficult	laborious	arduous	easy	effortless	helpful
opulent (adj)	rich	lavish	decadent	impoverished	modest	economical
pacifist (n)	placater	appeaser	conciliator	agitator	instigator	radical
paradox (n)	contradiction	anomaly	mystery	normality	standard	regularity
peril (n)	jeopardy	danger	threat	safety	assurance	security
pithy (adj)	concise	terse	brief	wordy	lengthy	verbose
pristine (adj)	pure	unblemished	immaculate	impure	corrupt	blemished
quack (n)	charlatan	fraud	phony	genuine	sincere	true
quaint (adj)	old-fashioned	fancy	attractive	common	new	regular
quantum (n)	amount	sum	measure	whole	entirety	-
quixotic (adj)	fanciful	impractical	unrealistic	sensible	practical	realistic
raconteur (n)	storyteller	anecdotalist	narrator	listener	audience	reader
ramification (n)	consequence	complication	effect	cause	source	origin
rapport (n)	agreement	vibe	friendship	disagreement	coldness	enmity
rational (adj)	practical	sensible	wise	careless	silly	illogical



Word	Synonym			Antonym		
refulgent (adj)	bright	glowing	brilliant	dull	dark	black
sacrosanct (adj)	sacred	holy	pious	profane	corrupt	sacrilegious
sagacious (adj)	wise	intelligent	knowing	ignorant	naive	moronic
savant (n)	expert	academic	intelligent	amateur	ignorant	dimwit
senile (adj)	aged	ancient	decrepit	alert	young	sane
scrupulously (adv)	carefully	meticulously	accurately	carelessly	precariouly	recklessly
sedulously (adv)	actively	busily	diligently	irresolutely	weakly	unyieldingly
tactfully (adv)	skilfully	cautiously	deftly	indelicately	strongly	uncarefully
tangible (adj)	touchable	actual	solid	abstract	unreal	conceptual
tentative (adj)	temporary	unsettled	ad interim	certain	conclusive	definite
timid (adj)	fearful	weak	bashful	confident	brave	bold
turbid (adj)	unclear	muddy	ambiguous	clear	-	-
ubiquitous (adj)	omnipresent	common	pervasive	rare	scarce	uncommon
ulterior (adj)	secret	hidden	concealed	open	expressed	known
unabashed (adj)	blatant	brazen	audacious	concealed	silent	subtle
unassailable (adj)	unconquerable	powerful	invulnerable	weak	vulnerable	defenceless
unbridled (adj)	uncontrolled	unrestrained	unchecked	restrained	subdued	controlled
vacuous (adj)	stupid	dumb	moronic	aware	intelligent	knowing
vain (adj)	arrogant	boastful	conceited	humble	shy	modest
valour (n)	bravery	courage	grit	cowardice	timidity	weakness
vanguard (n)	leader	pioneer	-	follower	disciple	-
waive (v)	abandon	allow	defer	approve	continue	deny

Word	Synonym			Antonym		
wane (v)	dim	lessen	decrease	wax	increase	expand
weary (adj)	tired	fatigued	lethargic	energetic	spirited	buoyant
xenophobia (n)	bigotry	bias	prejudice	fairness	good will	tolerance
yielding (adj)	humble	compliant	docile	obstinate	rigid	inflexible
zeal (n)	enthusiasm	ardour	eagerness	apathy	indifference	neglect

