

Reading and Writing English

COURSE CODE: SGB24EG102AC

Ability Enhancement Course - English
For Four Year Undergraduate Programmes



SELF LEARNING MATERIAL



SREENARAYANAGURU
OPEN UNIVERSITY

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The State University for Education, Training and Research in Blended Format, Kerala

SREENARAYANAGURU OPEN UNIVERSITY

Vision

To increase access of potential learners of all categories to higher education, research and training, and ensure equity through delivery of high quality processes and outcomes fostering inclusive educational empowerment for social advancement.

Mission

To be benchmarked as a model for conservation and dissemination of knowledge and skill on blended and virtual mode in education, training and research for normal, continuing, and adult learners.

Pathway

Access and Quality define Equity.

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Semester - II

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Dear learner,

I extend my heartfelt greetings and profound enthusiasm as I warmly welcome you to Sreenarayanaguru Open University. Established in September 2020 as a state-led endeavour to promote higher education through open and distance learning modes, our institution was shaped by the guiding principle that access and quality are the cornerstones of equity. We have firmly resolved to uphold the highest standards of education, setting the benchmark and charting the course.

The courses offered by the Sreenarayanaguru Open University aim to strike a quality balance, ensuring students are equipped for both personal growth and professional excellence. The University embraces the widely acclaimed “blended format,” a practical framework that harmoniously integrates Self-Learning Materials, Classroom Counseling, and Virtual modes, fostering a dynamic and enriching experience for both learners and instructors.

The University aims to offer you an engaging and thought-provoking educational journey. “Reading and Writing English” is a foundational Ability Enhancement English course, common to all second-semester FYUG learners. Designed to strengthen essential English skills, this course focuses on developing reading comprehension and effective writing abilities. Structured exercises, engaging texts, and practical writing tasks equip learners with the necessary skills to analyse, interpret, and express ideas clearly in English. The Self-Learning Material has been meticulously crafted, incorporating relevant examples to facilitate better comprehension.

Rest assured, the university’s student support services will be at your disposal throughout your academic journey, readily available to address any concerns or grievances you may encounter. We encourage you to reach out to us freely regarding any matter about your academic programme. It is our sincere wish that you achieve the utmost success.



Warm regards.

Dr. Jagathy Raj V. P.

01-01-2025

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BLOCK - 01

Reading: The Effective Skill

Unit 1

Introduction to Reading

Learning Outcomes

Upon completion of the unit, the learners will be able to:

- ▶ acquire knowledge of various aspects of reading
- ▶ develop skills to appreciate and evaluate a poem, essay or short story
- ▶ acquire skills in comprehending passages

Prerequisites

You're sitting in a quiet cafe, sipping your coffee, when you pick up a book someone left behind on a nearby table. You start reading just out of curiosity, and within minutes, you're transported to a different time, a different place. The words on the page pull you in, and suddenly, you're lost in the story, seeing the world through someone else's eyes. This is the magic of reading. It's not just about words on a page, it's an experience that expands your mind and connects you to new ideas, emotions, and worlds. In this unit, we will explore how reading does exactly that. Whether it's a novel, an article, or a poem, reading opens up new ways of thinking and understanding, shaping our view of the world around us.

So, as we begin this unit, think about all the doors reading can open. It's not just about reading to get information, it's about reading to understand, to question, and to grow.

Keywords

Close reading, Fiction, Decoding texts

Discussion

When we read, we use our eyes. What we see are not abstract things, but words, phrases, sentences, etc. Our optical nerves carry the impression drawn by our eyes to our brain, where the impressions are analysed, the language elements are shorn off and the crux, the ideas, perspectives, etc. are absorbed. This absorption is the understanding of the

abstracts. What our brain does is decoding the text or message to absorb the abstract by employing the language elements. Hence, reading is the intellectual process of decoding a text or message and understanding its crux, which is abstract. Such a reading process can be classified into different types after considering the purpose and objective of the former.

1.1.1 Different Purposes of Reading

We read not for the same purpose always, and not in the same way. We read newspapers for information, mostly about the happenings of a day; articles for ideas and perspectives; academic books for knowledge; fiction, primarily for pleasure; and reference books or encyclopaedia for specific information. The focus and nature of reading a reference book differs from the mentality and approach of reading a novel. We read a prescribed text completely, repeatedly and with great attention for study purposes, whereas we rush through newspaper stories selectively. While reading fiction we may skip sentences, paragraphs, and, sometimes, even pages with the purpose of finishing the book faster. These differences in the methods of reading, thus, are based on the purpose of each reading.

Close reading, sometimes called explication of text, means developing an understanding of a text that is based on its small details and the larger ideas comprehended from the textual contents or suggestions. By looking at the various parts of a poem or passage of fiction, we come to appreciate the writer's artistry and understand how a writer uses various techniques to make a statement, suggest an emotion, or convey an idea. John Ciardi's classic book on analysing poetry is entitled *How Does a Poem Mean?* and that is the purpose of close reading: to analyse not just what a piece of literature means but how that meaning comes about.

When you write a close analytical essay, you start with the larger ideas you have discovered and use the small details the words

themselves and how they are arranged to support your interpretation of the particular area of discussion in the essay. The key to close reading is, of course, observation taking note of what you read and what you think about it, and asking questions. The good news is that the texts you are asked to read closely are usually not that long, which means you can read them several times. Each time you read a text, you will notice more and more. Let's start with what you notice when you first read a poem or passage of fiction.

Generally, literacy reading is directly related to the reasons for reading; broadly, these reasons include reading for pleasure and personal interest, learning, and participation in society. The early reading of most young students often includes reading of narrative texts that tell a story (e.g., storybooks or picture books) or informational texts that tell students about the world around them and answer questions. As young students develop their literary abilities and are increasingly required to read in order to learn across the curriculum, reading to acquire information from books and other print materials becomes more important.

Purpose for reading often is associated with certain types of texts. For example, reading for literary experience often is accomplished through reading fiction, while reading to acquire and use information generally is associated with informative articles and instructional texts. However, the purposes for reading do not align strictly with text types. For example, biographies or autobiographies can be primarily informational or literary, but serve both purposes.

- ▶ Reading is the intellectual process of decoding a text
- ▶ Read newspaper- information
- ▶ Academic books- knowledge
- ▶ To read reference book more attention is needed

Recap

- ▶ Reading is the intellectual process of decoding a text
- ▶ Read newspaper- information
- ▶ Academic books- knowledge
- ▶ To read reference book more attention is needed
- ▶ Different methods of reading- for different purposes
- ▶ Close reading- explication of text- minute analysis of the text
- ▶ Purpose for reading and types of texts
- ▶ Reading fiction- literary experience
- ▶ Instructional texts- get information

Objective Questions

1. Why do we read newspapers?
2. Why do we read articles?
3. What is meant by close reading?
4. Who has written the book titled *How Does a Poem Mean?*
5. How will you usually start analysing and essay?
6. Name a genre that serve both informational and literary purposes.

Answers

1. Information
2. For ideas and perspectives
3. It is an explication of text
4. John Ciardi
5. With larger ideas
6. Biography

Assignments

1. What are the different purposes of reading?
2. What is the nature of reading a fictional work?
3. What do most young students read in their early days?

Suggested Reading

- ▶ Jago, Carol., Renee H. Shea, Lawrence Scanlon and Robin Dissin Aufses. *Literature and Composition: Reading - Writing – Thinking*, Bedford, 2010.
- ▶ James, David . *Modernism and Close Reading*, Oxford UP, 2020.

Unit 2

Types of Reading: Methods and Techniques Involved in Reading

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ understand different types of reading and their specialities
- ▶ identify the methods of reading for each type of reading
- ▶ conduct an effective reading of texts according to various reading objectives

Prerequisites

You're rushing to finish an article for an assignment, and you quickly skim through the pages, trying to pick out the main points. Later, you sit down to read a novel for pleasure, letting the story unfold without any pressure. But what if I told you that both of these reading moments, though seemingly so different, are powerful in their own right, and each serves a unique purpose?

Today, we're going to explore the reading techniques that help us navigate through texts in a more meaningful way. Whether it's skimming for the essentials, scanning for specific details, or exploring close reading, each approach unlocks a different experience. And then, there's reading between the lines, where you look beyond the obvious to find hidden messages.

Keywords

Reading, Types, Methods, Skimming, Scanning, Close-reading, Amusive, Between lines.

Discussion

There are numerous reading materials available, including newspapers, novels, periodicals, pamphlets, articles, tracts, and even advertisements. By considering the content in each material and also the reading objective of the reader, the method and nature of the reading vary. All reading must involve some level of active mind and focus because reading in

general is a form of exercise. It is not feasible to read completely passively with our eyes shut and our minds asleep. Reading is best when it is active. One reader is superior to another in proportion to the extent to which he or she can read with a wider range of attention and puts forth more effort. As with writing, reading is also a complex process. It comprises many different actions that must all be executed in an effective and active reading. The more of

them you can do, the better reader you are. The following sections in this unit will discuss various types of reading:

1.2.1 Skimming

Skimming is fast reading, sometimes skipping portions, for a general comprehension or appreciation of a text. Some books should be read fast, while others should be read at a pace that allows for thorough comprehension. Many books are not worth even skimming. Speed reading techniques can assist you in resolving this issue because it is wasteful to read a book slowly when it is only suitable for a quick read. It is usually a good idea to skim or pre-read a book; this is especially important when you are unsure about the relevance of the book you are currently holding. Skimming will reveal to you the worth of the book. In order to obtain a sense of a book's shape and structure, it is typically advisable to skim even a book that you intend to read carefully.

While skimming a book, your major goal is to determine whether a closer reading of the text is necessary. Second, even if you decide not to read the book again carefully, skimming can still provide you with a wealth of additional information about it. This type of reading is employed in reading fiction, reading a news story, etc. Here are some ideas to conduct a skim reading of a book:

- A. Read the title page and the preface of the book.
- B. Go through the table of contents to avail a general idea of the book's content;
- C. Reading the Index page will give you an outline of the themes addressed, the types of books and writers referenced, and get a broad sense of the structure of the book.
- D. Now that you have a general but still somewhat hazy understanding of the book's substance, look at the

chapters that seem to be pivotal to its argument. If the introductory or concluding pages of these chapters have summary statements, read them carefully

1.2.2 Scanning

Scanning is going through lines, paragraphs, and pages quickly, but not thoroughly, to find out some specific information. While scanning we do not read the whole text, but only a few lines, which contain the information that we are looking for. The movement of our eyes is fast and we pause and focus only on the relevant lines or parts. Referring to a dictionary and reading a user's manual are examples of this type of reading.

Scanning can be also used for studies and research-related reading. Like skimming, it also makes use of structural hints and keywords. However, while the objective of skimming is to get a bird's-eye view of the content, the objective of scanning is to find and focus on specific data. If you have doubts about whether the book is likely to include the details you require, skim it first. Don't forget to read the headings, tables of contents, indexes, and typographic clues. Lists and tables can be understood better if you first skim them to determine their order, such as alphabetical, chronological, or most-to-least. After skimming, if you determine the information will be beneficial, scan it. In the following, the method of scanning a text or document is described.

A. Understand what you want to find. Select a few essential phrases or words—or, if you prefer, search terms. During the scanning process, you will be a living, breathing search engine.

B. Only one keyword should be searched at a time. Do numerous scans if you want to look for multiple keywords.

C. Let your eyes scan the paper quickly until you spot the word or phrase you're looking for.



D. When you find a keyword that captures your attention, thoroughly examine the text around it.

1.2.3 Close Reading/Thorough Reading

In this method, we read the whole text, without skipping any part, and paying keen attention to every word, sentence and even punctuation mark, in order to understand the text as completely and deeply as possible. Close reading is the reverse of skimming a text and demands intense concentration. Short passages are usually used to conduct this type of reading. Close reading is significant since it facilitates readers in fully comprehending a text. The approach enables readers in understanding how an author consciously employed particular phrases and literary devices to highlight main concepts. A deep understanding of the material through close reading helps in critical analysis. Examples of close reading are reading prescribed texts for study and reading articles on important topics. Consider the following steps of close reading while practising it.

1.2.3.1 Step 1: Read the text thoroughly

Readers should make an effort to comprehend the most crucial concepts and components of a text when reading it for the first time. Take for instance a novel, and while reading it, the readers should respond to the following questions:

- ▶ What is the central theme or message of this passage?
- ▶ In this passage, are there any characters or people? If so, what do they look like and who are they?
- ▶ What exactly is going on in this passage? Do characters speak to one another? Is there movement?
- ▶ How does this passage fit into the

overall narrative? (If the reader has read the entire text of the section).

1.2.3.2 Step 2: Understand patterns and methods

The reader should think about the patterns and methods they notice after reading the book for the first time. They could, for instance, examine the following questions:

- ▶ How has this text been organised?
- ▶ Are there any recurring themes, keywords, or phrases? In such a case, why might the author have made this choice?
- ▶ Is there any information in this book that is contradictory? What impact does that contrast have?
- ▶ Does the author employ any literary tactics like metaphors or hyperbole?

1.2.3.3 Step 3: Reread the passage

The reader becomes acquainted with the subject matter of the text during the first reading. The reader should read the full chapter a second time with a more deliberate focus on organisational patterns after taking note of patterns and strategies. When reading the section a second time, he or she should pay great attention to any repetition of certain words and consider how those repetitions affect the meaning of the text.

1.2.4 Amusive Reading

We read for pleasure. Such reading is known as Amusive Reading. For such reading, the choice of text is the reader's preference. The reader may ignore unfamiliar words and expressions, and sometimes he/she even skips complex constructions and details. This can be also called 'time-pass reading'. Reading a novel while travelling and a magazine while waiting for the bus are examples of amusive reading

1.2.5 Reading Between the Lines

This type of reading requires keen attention to every detail, for its purpose is to discover hidden meanings. The reader locates and specifically understands the author's messages following certain suggestions and clues, which he or she discerns in some words, expressions, sentence constructions, punctuations, associations, etc. Such reading requires wide knowledge, an analytical and logical mind, and an eye for hidden matters. Cunningly written advertisements and riddles are examples of this type of reading.

1.2.6 Practical Session

We may read the same text differently, as in the case of time-pass reading of a novel, and reading the same novel for writing a critical appreciation of it. Students have to master all types of reading to be successful in their studies. Now let us see how each type of reading is practised. Read the following excerpt of a story and try to answer the questions as quickly as possible:

Oak didn't wake up as he had wished. But Pola was there beside him, snoring harshly enough to annoy the beasts in the jungle. When Racy opened the door of their tiny room, what she saw disgusted her. She covered the boys with a sheet and stomped out, slamming the door. She went to Jaicy to complain, "Why were you so impatient to kick me out of bed so early, while your sons sing the devil's song through the nose even at this late morning?" Grinding her teeth, she stamped through the narrow hall to the warm bright sun.

Q. 1. Who was Jaicy?

To find out the answer you can rush through the lines till the last sentence, where Racy calls the boys "your sons." You scan the paragraph to find out the answer: Jaicy was the mother of Oak and Pola.

Q. 2. Was Racy composed?

Here the question is about mental state of Racy. You have to look for explicit or implicit pointers to the answer. You can ignore those parts of the paragraph, where Racy's mental state is not dealt with. The last sentences express her actions and feelings and they contain the answer. You skim through the lines to reach the sentences to locate the answer: No, Racy was not composed.

Q. 3. What have you understood about the place, time and persons referred to in this paragraph?

To answer this question, you have to read

the whole text carefully and with a focus on drawing all possible information about the place, time, and persons. The answer can be: The place is a rustic area near a jungle. The house is a small one, for the boys' bedroom is tiny and the hall is narrow. The time is late morning, as Racy tells. Jaicy, her sons Oak and Pola, and Racy are the characters mentioned here. Racy can be Jaicy's daughter. Jaicy is a conventional mother who thinks that women are responsible for all household chores and for maintaining traditional practices. They are not as privileged as men. So she imposes her authority on Racy, rather harshly, and leaves the boys to enjoy their sleep as long as they want. Racy is strong-headed and rebels against the discrimination between the boys and herself. After the expression of her anger, she steps out to the warm and bright sun, suggesting that she is right and her wish will be fulfilled. Oak can be a lazy boy. He wished to get up early but did not. Even Pola's loud and harsh snoring does not irritate him and makes



him get out of bed. Maybe he was not sleeping, but lying lazily. Pola is a divine sleeper, who is least bothered about time and others' conveniences. The boys do not show any sense of responsibility. Perhaps they are little boys.

Q. 4. What made Racy disgusted?

There are suggestions about the reasons for Racy's disgust. Pola's loud and harsh snoring and the boys sleeping even in the late morning are explicit reasons. One suggestion is that in their oblivious sleep they were not decently covered. That is why, though disgusted, she covers them with a sheet. But the most important reason is Jaisy's discrimination against her in favour of the boys. To arrive at these answers, you have to read the text with wisdom and keenness. Some explicit clues and some hidden suggestions are there to be considered. The explicit reasons will strike you while skimming and the implicit ones will be understood only when you read between the lines.

Q. 5. Will Racy be disgusted forever?

The end of the paragraph is a clear indication that Racy will get all the peace and happiness that she wishes for. When she gets out of the tiny, rustic house to the wide and beautiful nature, what awaits her is the warm and bright sun, a shiny promise. Your ability to read between the lines will take you to the right conclusions.

Q. 6. What technique has the author employed to emphasise optimism?

The author has employed contrasting images to emphasise his/her optimism. The first image of two irresponsible boys in bed in the late morning, indecently covered and snoring irritatingly; the idea that the place is a rustic forest land; the narrow hall and the smaller bedroom; and the discriminatory wielding of authority by Jaicy suggest bleakness, whereas the exterior to which Racy steps out is warm and bright. This contrast between the interior and the exterior of the house clearly suggests the author's optimism.

Q. 7. What can be the author's intention?

To understand the author's intention clearly and completely, a thorough reading of the text is necessary as several strains of ideas, perspectives, thoughts, etc. can be hidden behind some suggestions, clues, words, expressions and punctuations. Considering all such elements, we can conclude that the author's intention is to bring to light the following ideas: discrimination against women will not stand long, the success of the agitators against such discrimination is the promise of a bright future, the bleakness of life is in the interior of man, not in the wide, warm beautiful nature, and living in tune with nature is the only way to get a happy, contented life.

You can reach more such conclusions by analysing each and every part of the text. The modern concept is that the author's authority ends when the text comes to the reader. It is the reader who finds meaning in texts.

Recap

- ▶ There are two broad categories of reading: active reading and passive reading
- ▶ Various types of reading: Skimming, Scanning, Close reading, Amusive reading and Reading between the lines
- ▶ Skimming is fast reading, sometimes skipping portions, for a general comprehension or appreciation of a text

- ▶ Scanning is going through lines, paragraphs, and pages quickly, but not thoroughly, to find out some specific information
- ▶ Close reading means reading the whole text, without skipping any part, and paying keen attention to all textual elements in order to understand thoroughly and deeply
- ▶ Amusive reading is meant as reading for pleasure in free time
- ▶ Reading between the lines means giving keen attention to every detail of the text to discover hidden meanings with textual suggestions and clues
- ▶ There are three steps to practising close reading: 1. Read the text thoroughly. 2. Understand patterns and methods. 3. Re read the passage

Objective Questions

1. Which form of reading is considered to be the best?
2. What is the fast reading, sometimes skipping portions, for a general comprehension or appreciation of a text known as?
3. Name a type of book in which skimming can be used.
4. What is the type of reading in which you go through lines, paragraphs, and pages quickly to find out some specific information known as?
5. What is an example of a scanning type of reading?
6. If you have doubts about whether the book is likely to include the details you require, what would you do then?
7. What is the reverse of skimming a text?
8. What type of reading will help the critical analysis of a book?
9. What is the third step in the process of close reading?
10. What is the type of reading used to discover hidden meanings in a text?

Answers

1. Active reading
2. Skimming
3. Fiction
4. Scanning
5. Referring to a dictionary
6. Skimming
7. Close reading
8. Close reading
9. Rereading passage
10. Reading between the lines



Assignments

1. What are the benefits of skimming a book?
2. Write some ideas to conduct a skim reading of a book.
3. Differentiate between skimming and scanning.
4. Explain Amusive reading and Reading between the lines with examples.
5. Discuss the various steps involved in the close reading a novel.
6. Write in detail about the method of scanning a text.

Suggested Reading

- ▶ Adler, Mortimer J and Charles Van Doren, *How To Read A Book*, Simon & Schuster, 1940.
- ▶ Usman, M. and John Davidson, *How to Read a Book - What Book Should I Read?*, Mendon Cottage Books, 2016.
- ▶ Burnell, Carol, Jaime Wood, Monique Babin, Susan Pesznecker and Nicole Rosevear. *The Word on College Reading and Writing*, Open Oregon Educational Resources, 2020.

Unit 3

Reading Comprehension

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ identify the skills needed for an effective comprehension while reading
- ▶ understand the processes included in reading comprehension
- ▶ gain the practical knowledge of both textual and external elements in reading comprehension
- ▶ comprehend the various types and ways of interpreting a text

Prerequisites

Now, you might be thinking, “Isn’t reading just reading?” But here’s the thing, true reading comprehension isn’t just about getting through words on a page. It’s about understanding, analysing, and connecting what you read to the world around you. It’s like uncovering hidden layers in a text, making the experience much more engaging and insightful.

So, how do we become better at it? Well, it’s all about developing a few key skills. First, active reading. This means engaging with the text, not just passively skimming. Ask questions. Highlight key ideas. Next, comes vocabulary and context clues. When you encounter unfamiliar words, use the context to figure them out, it’s like solving a puzzle. Then, there’s identifying main ideas and supporting details. This helps you focus on what’s important in a text, instead of getting lost in the details. Finally, we’ve got critical thinking, asking deeper questions about the text: Why did the author say this? What’s the message behind it?

Reading comprehension is about more than just understanding a passage; it’s about connecting the dots, thinking critically, and engaging with the material on a deeper level. So, as we explore this unit, think of each text as a new opportunity to sharpen these skills and unlock more meaning from the words you read. Ready to become a reading pro? Let’s get started!

Keywords

Reading, Comprehension, Interpretation, Annotation, Skills, Processes, Methods



Discussion

It is entirely up to you how much you can develop your reading abilities. How much do you want to advance? Why do you think you should get better? How passionately will you work to achieve your objectives? How often will you use you to work toward reaching these objectives?

Some people believe that increasing reading proficiency is just for students or professionals. But many of these common people also struggle with the same issues. They cannot maintain the reading pace and comprehension they both need and want to. They frequently want to read correspondence, newspapers, magazines, and other sources, as well as leisurely reading. Many people desire to continue their hobbies or do higher studies, but they lack the time to complete the essential reading and study because of their poor reading skills. Others, being unsure about their ability to do so successfully, do not make the attempt.

Most people desire to learn more about the world around them, yet many do not have the time to read the daily news, and much less continue their education. If they improve their reading comprehension level, they could easily do the above-said needs. So, understanding the elements needed to improve reading comprehension level and practising them accordingly would benefit anyone who is willing to excel in this area.

1.3.1 What is Reading Comprehension?

Language enables the transmission of knowledge and ideas, and conveys meanings and viewpoints. When written communication is properly interpreted, reading can be a tremendous source of inspiration, fun, and transformation. Writing has the ability to transport readers to new settings, times and occasions. Texts can offer alternate viewpoints on the world; and they can “kindle” our imaginations to produce vivid mental pictures that may last a lifetime. Texts have the power to educate and advance our knowledge, teach us new words, and inspire fresh modes of thought. This chapter will explore the variety of written language and the complex procedures involved in reading by giving appropriate samples.

Let’s take a look at the following brief excerpt of an illustration of the richness of written language:

Upon interpreting the above passage, consider the following questions and think about them. Jennie sprang the bolt upright, but why? Where had Jennie gone? What could have caused her to feel confused? Whose faces are there in the framed family picture? Why did she freeze? Where did the thin voice originate? How did the button work? What did Jennie understand by a “two sweater day”? What exactly was Jennie doing with her bag?

Try to answer the above questions. Now

Jennie sprang bolt upright. Moments of disorientation followed before she recognised the now faded floral wallpaper and tatty matching curtains. Framed family faces stared down from the bookshelf. ‘Home for the holidays’ she remembered. Blinking and yawning she stumbled around for her slippers and gown. The tinny voice from the bedside table was delivering the news and warning of harsh winds and icy roads. Jennie reached across and hit the button. ‘Today is definitely a two sweater day,’ Jennie thought as she rifled around in her suitcase for her favourite winter clothing.

read an annotated version of the above story excerpt in the following. In the annotation, we have added some primary thoughts that you may have while reading the content.

- ▶ *Jennie sprang bolt upright*: Jennie may have suddenly awakened, be shocked, or be stunned. Jennie has her attention focused on something.
- ▶ *Moments of disorientation followed*: She could be perplexed, perhaps. She might be at an unknown location.
- ▶ *...before she recognised the now faded floral wallpaper and tatty matching curtains*: Although they were originally in good shape, they now appear worn and may be harder to identify.
- ▶ *Framed family faces...*: The only faces that come to mind are those in pictures or artwork. Perhaps these depict Jennie's family?
- ▶ *stared down from the bookshelf*: Since people cannot fit on a bookshelf, the faces in the frames are probably not real.
- ▶ *"Home..."*: By using this term, it is further implied that the family faces belong to her family.
- ▶ *...for the holidays,*" she remembered: She may not be in her regular residence because of the disorientation she is experiencing, and also because she is just there for the holidays. It can be related to one's visit at parents' house during holidays. Jennie may have grown up in this house.
- ▶ *Blinking and yawning...*: This implies that she has just gotten out of bed.
- ▶ *she stumbled around*: She might still feel disoriented or drowsy, which would make it harder for

her to coordinate her movements when looking for these things.

- ▶ *...for her slippers and gown*: Probably not a ball gown or graduation gown, but a dressing gown?
- ▶ *The tinny voice from the bedside table...*: The voice is not coming from the table because it is lifeless and lacks a means of transmitting sound. It must come from something on the table, instead.
- ▶ *...delivering the news and warning of harsh winds and icy roads*: The word 'tinny' gives the impression that a transmission, rather than a human voice, is being made. News can be delivered via telephone, television, or radio. Radios are frequently considered, like alarm clocks, as instrument to wake people up.
- ▶ *Jennie reached across and hit the button*: Typically, you press buttons on machines rather than clothing. You can turn things on or off using these. The alarm clock may have the button.
- ▶ *"Today is definitely a two sweater day"*: This means that she will wear two sweaters to stay warm due to the cold weather mentioned in the news report. Two sweaters would be warmer than one.
- ▶ *Jennie thought as she rifled...*: When employed as a verb, "rifled" indicates to search. As opposed to the noun "rifle," which is a gun, the word here has most likely the verbal meaning.
- ▶ *...around in her suitcase for her favourite winter clothing*: She is searching for winter clothing, which indicates that the holidays she will be spending at home are in the winter, possibly for Christmas or New Year.



1.3.2 Skills for Reading Comprehension

The above annotation illustrates how difficult it is to comprehend textual content. This kind of conscious “think-aloud” activity draws our attention on elements of reading comprehension that could otherwise be disregarded. In the illustration, you can see how our comprehension of the text’s message increases as we read it. Later information validates our assumption, the context explains highly risky words, and prior knowledge based presumptions are challenged. However, the annotations barely scrape the surface of the meaning and there might also be some other interpretations relevant for the above excerpt.

The ability to recognise the words, the capacity to retain information, the competence to scan backward and forward to relevant words and phrases, and the comprehension of signals from sentence structure and punctuation among many other skills and processes, are required to make connections between parts of the passage in order to build up an interpretation. Such skills improve our reading comprehension ability.

Reading comprehension is a task that is only partially contained inside the text. The interaction between the text and the reader’s interpretation of it leads to a deep understanding. Each of us read a book differently, and as a result, we generate a variety of viewpoints upon a similar content. The movie versions of books we have read rarely live up to our anticipated versions. We can discover that we have read the same line very differently when we discuss what we have read with others. We can also discover that our interpretations conflict with the author’s intended message. Although complex and challenging to understand, these variations in human response and imagination

are at the core of reading comprehension.

1.3.3 The process of interpretation

Three levels are used to characterise the processes involved in text interpretation. In the first level, which is the ‘**linguistic**’, the reader recognises and analyzes particular words and their meanings. The second method is called ‘**microstructure**’, and it requires the reader to understand and comprehend the content of bigger sections of text rather than just reading words alone. In the third level, the reader recognises and analyses themes, topics, and genre of the text, which is known as the ‘**macrostructure**’.

These three levels of categorization of reading comprehension form together a method called ‘**textbase**.’ The individual interpretation of the reader about the textual content is then integrated with the interpretation formed through the existing information or knowledge of the reader. That is, a ‘**situation model**’ is being developed here in which the readers at first obtain the meaning of the text only through the textual information. Then, the readers think beyond the textual meaning and integrate the textual meaning with general knowledge. This helps them to reach a personal or emotional level interpretation of the textual content.

We are inspired to read more when the subject we are reading is something we can fully comprehend and motivate us. Reading will be less enjoyable if comprehension is poor, which can result in spending only less time for reading, which will subsequently deteriorate reading abilities. Hence, the practice of reading is important to make it an enjoyable experience. Understanding how reading can change a person’s perspective and influence one’s capacity for learning is very important. While reading, we come across new phrases, ideas, and viewpoints that both test and broaden our understanding.

Recap

- ▶ The richness of written language and its complexity require some practical and intellectual skills in reading comprehension
- ▶ There could be different types of annotation for a single content of text whether it is fiction or nonfiction
- ▶ The skills required for a better understanding of a text are the ability to recognise the words, the capacity to retain information, the competence to scan backwards and forwards to relevant terms and phrases, and the comprehension of signals from sentence structure and punctuation
- ▶ Both textual meanings and external factors like general perspectives and emotional factors also influence one's reading comprehension skills.
- ▶ The three levels of interpretation in the reading comprehension process are linguistic, microstructure and macrostructure
- ▶ These three levels of categorization of reading comprehension form together a method called textbase
- ▶ A 'situation model' is developed in the reading comprehension process in which the readers at first obtain the meaning of the text only through the textual information and then integrate these meanings with general knowledge and personal feelings

Objective Questions

1. What is the level of textual interpretation in which the reader recognises and analyses particular words and their meanings known as?
2. What is the level of textual interpretation which requires the reader to understand and comprehend the content of bigger sections of text known as?
3. What is the level of textual interpretation in which the reader recognises and analyses themes, topics, and genre of the text known as?
4. The three levels of categorization of reading comprehension form together a method known as...
5. What is the broad process of the reading comprehension explained in this unit known as?
6. The interaction between the text and the reader's interpretation of it leads to...
7. What is the element that makes reading more enjoyable?
8. In reading comprehension, the competence to backwards and forwards is very important.
9. In reading comprehension, the comprehension of from sentence structure and punctuation is very important.
10. What is generated when we read a similar content many times?

Answers

1. Linguistic
2. Microstructure
3. Macrostructure
4. Textbase
5. Situation model
6. Deepened understanding
7. Reading comprehension skills
8. Scan
9. Signals
10. Variety of viewpoints

Assignments

1. What are the three levels involved in the textual interpretation?
2. Read the following passage and answer the questions that follow.

“For a long time, historians were primarily concerned with politics. Freeman, an English historian of the 19th century, defined history as “past politics”. Herodotus, the first great historian, neglected social and economic forces and over emphasised the personal element. Today students of history disagree as to which of the various phases is most important. The economic determinists claim that “the fundamental condition of all life is economic”, while the hero-worshippers and others think that the individual is all important. These are extreme points of view: the first is fatalistic, neglect ethical forces, and minimises the importance of great men; the second fails to recognise the fact that great men do not produce the age but are manifestations of it. The correct interpretation of history proceeds from the combination of the two in a modified form.” (An excerpt from J. E. Swain’s *A History of World Civilisation*)

Now, attempt the following questions:

- a. What, according to you, is the purpose of writing this passage?
- b. How do the author and the other historians differ in their approach to writing history?
- c. Whom do you support: the author or the other historians? Why?
- d. Can you prove your answer to Question no. 3?
- e. How would you reach the answers to the above questions?

Suggested Reading

- ▶ Clarke, Paula J., Emma Truelove, Charles Hulme and Margaret J. Snowing. *Developing Reading Comprehension*, John Wiley & Sons, 2014.
- ▶ Ostrov, Rick. *Power Reading*, The Education Press, California, 2002.
- ▶ Singh, Ajay. *Proficiency in Reading Comprehension Simplifying the 'Passage' for You*, Arihant Publications, 2018.
- ▶ Schoenbach, Ruth., Cynthia Greenleaf and Lynn Murphy. *Reading for Understanding*, Wiley, 2012,

Unit 4

Analysing Literature

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ get an idea on how to approach a literary work
- ▶ to have a basic idea regarding how to analyse a piece of literature
- ▶ acquire a general idea on approaching different literary genres

Prerequisites

“Shall I compare thee to a summer’s day? Thou art more lovely and more temperate.”

What makes this line so powerful? It’s not just the meaning, it’s the way Shakespeare plays with language. The brevity of the line, the imagery of a summer day, and the comparison to the beloved’s beauty all come together in a few words. But then, you also feel the rhythm, the repetition of sounds, and the careful choice of each word. This is poetry: compact, intense, and designed to evoke emotions and imagery in ways that prose simply can’t.

Now, let’s shift gears a bit. Think about a novel, like *To Kill a Mockingbird*. The language here is different, it’s storytelling, immersive, and detailed. You’re not just feeling the rhythm of the words, you’re being taken on a journey with characters whose struggles and triumphs you witness firsthand. Fiction lets us explore complex themes, characters, and plots, all wrapped in a narrative that unfolds over time.

And prose? It’s everywhere, in newspapers, essays, even casual conversations. But when used in literature, prose can still be poetic, meaningful, and layered. Think about the subtle beauty in the description of a scene or the emotions conveyed through simple dialogue. In this unit, we’ll be exploring how these different forms, poetry, fiction, and prose, each use language in unique ways to communicate, to connect, and to provoke thought. Whether it’s the elegance of poetry, the storytelling of fiction, or the straightforwardness of prose, each form has something special to offer. Ready to analyse how these literary forms shape the way we read and write? Let’s get started!

Keywords

Analyse, Genres, Essay, Poetry, Themes, Symbols

Discussion

A literary essay isn't a book review: you're not being asked whether or not you liked a book or whether you'd recommend it to another reader. A literary essay also isn't like the kind of book report you wrote when you were younger, where your teacher wanted you to summarise the book's action. A high school or college - level literary essay asks, "How does this piece of literature actually work?" "How does it do what it does?" and, "Why might the author have made the choices he or she did?"

When you are assigned a literary essay in class, your teacher will often provide you with a list of writing prompts. Lucky you! Now all you have to do is choose one. Do yourself a favour and pick a topic that interests you. You'll have a much better (not to mention easier) time if you start off with something you enjoy thinking about. If you are asked to come up with a topic by yourself, though, you might start to feel a little panicked. Maybe you have too many ideas—or none at all. Don't worry. Take a deep breath and start by asking yourself these questions:

Did a particular image, line, or scene linger in your mind for a long time? If it fascinated you, chances are you can draw on it to write a fascinating essay.

Maybe you were surprised to see a character act in a certain way, or maybe you didn't understand why the book ended the way it did. Confusing moments in a work of literature are like a loose thread in a sweater: if you pull on it, you can unravel the entire thing. Ask yourself why the author chose to write about that character or scene the way he or she did and you might tap into some important insights about the work as a whole.

Is there a phrase that the main character uses constantly or an image that repeats throughout

the book? If you can figure out how that pattern weaves through the work and what the significance of that pattern is, you've almost got your entire essay mapped out.

Following are three literary texts belonging to three literary genres: essay, short story and poetry. Reading these texts enables you to understand the analytical patterns of different literary forms. As a model of essay A. P. J. Abdul Kalam's "The Dream and the Message" (Chapter 1 of *Ignited Minds*) is analysed; H.H. Munro's short story entitled "The Open Window" is read with a view to familiarising students how to approach a short story; the reading of Dante Gabriel Rossetti's "The Blessed Damozel" can provide direction for students to approach a poem.

1.4.1 "The Dream and the Message" By Dr. A.P.J Abdul Kalam

About the Author: Dr. A. P. J. Abdul Kalam was one of the most accomplished scientists in India. As he was involved in the development and operationalization of India's strategic missiles, he was known as the "missile man of India." He played a key role in the creation of SLV-3, India's first satellite launch vehicle. From 2002 to 2007, Dr. Kalam held the coveted position of the President of India. He truly enjoyed interacting with kids and students. He had written fifteen books on various subjects. Throughout the world, his books were translated into numerous languages. *Wings of Fire*, *India 2020: A Vision for the New Millennium*, *Ignited Minds: Unleashing the Power Within India*, and *Target* are some of his best-known books.

Ignited Minds: *Ignited Minds* is one of the magnificent books authored by A. P. J. Abdul Kalam. The book offers a roadmap for moving the country forward and toward a magnificent future. Readers are motivated to work toward creating a new and improved India, especially



the young readers. It investigates why we, who are so obviously capable of being the best, frequently settle for the worst, given all our abilities, resources and talents. At the core of *Ignited Minds* is the conviction that a nation's citizens have the ability to realise their dream. "The Dream and the Message" is the first chapter of *Ignited Minds*.

1.4.1.1 Summary

A.P.J. Abdul Kalam narrates an event in his life which happened on 30 September 2001. He was on his journey from Ranchi to Bokaro. Their helicopter crashed minutes before its landing. All travelers had a miraculous escape. Kalam went ahead with his scheduled programme of interaction with students, unfazed by the accident. As a suggestion from the doctors, Kalam takes tranquiliser to alleviate the shock of the accident. This use of drugs made him wake up late.

In his disturbed sleep, Kalam thinks about the reason for the division and violence among human beings. He imagines a conversation between five people whom he admires. In this dream, he finds himself positioned in a desert surrounded by sand and the place is lit with the light of the moon. The five men whom he imagines are Mahatma Gandhi, Albert Einstein, Emperor Asoka, Abraham Lincoln and Caliph Omar who stand as a circle and their clothes could be seen ruffling by the wind.

Kalam feels dwarfed by the majestic presence of Emperor Asoka. The two lives combined in Asoka were that of a merciless conqueror and a compassionate ruler. He had to pay a heavy cost to become victorious in the wars. As an instance, consider the battle of Kalinga in which lives of 300,000 people were claimed and a comparable number were wounded. Though Asoka caused horror and destruction, claiming many lives, he accepted Ahimsa and Dharma, and decided to spread the message of love through them.

Kalam wonders why Kalinga war happened and what were the reasons behind the assassinations of Mahatma Gandhi and Abraham Lincoln. In that blissful moment, Mahatma speaks that the divine message that we hearing is the message of creation. He believes that as we all belong to this planet, it is necessary to give a message to mankind. This is a message how people of different religions, races and languages can co-exist prosperously and peacefully together. Mahatma says that God has blessed everyone with some unique qualities that should be passed on to mankind in the form of our efforts and actions. He stresses the need of assimilating beauty into the human soul which may lead to the blossoming of happiness in the human body and mind. Asoka describes his realisation that a victory cannot be considered a victory if it causes suffering.

Caliph Omar says that after entering Jerusalem, he realises that all men are equal. So there is no point in compelling others to follow our path. People get only what they have been ordained for and God is the only sovereign. Omar never bothers about his special privileges as a ruler, instead he considers government as a sacred trust which should not be betrayed at any cost.

The next speaker is Einstein who says that he would like to recall the view of Werner Heisenberg. Werner said that in the West they had built an attractive large ship with all the comforts but one thing was missing in it, that was a compass so that they could not identify their destination. People like Tagore and Gandhi found this compass. If this compass is installed in a human ship, the purpose of life could be identified.

The great American leader Abraham Lincoln fought against slavery which is a parallel story of Mahatma in some respects. Lincoln says that happiness is acquired when a family ensures prosperity at various levels. Human

lives become blessed only if there is the grace of God. Two important features of godly life on earth are happiness and bliss. In the contemporary world, there are numerous conflicts among human beings and nations, as we forget ethical values in our pursuit of power and prosperity.

We should contemplate on the role of human consciousness. Does it possess parts for political, scientific and theological thoughts? How far spirituality could be given importance in the business of life. Mahatma Gandhi recalls the pronouncement of sage Ashtavakra. He states that the phenomenal universe is not separate from us but it is a phenomenon inside our consciousness. So there is no question of acceptable and unacceptable. Life is all about peace and prosperity and there is no question of exploitation and conflict. The message that can be shared to the planet is that every doctrine that we follow and every action we pursue should be good for the whole of mankind.

1.4.1.2 Analysis

“The Dream and the Message” is the first chapter of *Ignited Minds*. It is a seminal book by A.P.J. Abdul Kalam which entreats Indian youth to ignite their mind and heart with light of aspirations. The book motivates the youth to innovate themselves to make India a more prosperous and rich country. This is a long process, which requires a drastic change in attitude and aptitude. Though the country is renowned for its riches of manpower and material, the nation needs a peaceful condition to support the creative energies of the youth.

In “The Dream and the Message”, Kalam recollects one of his past experiences when his helicopter crashed. In the impact of this accident and the tranquiliser, he broods over the chaos and violences that humans undergo. Kalam thinks about how the greatest personalities fought against these divisions and violence.

Kalam tries to get clues from great leaders and innovators like Gandhi, Lincoln, Asoka, Omar and Einstein to make his own conclusions. Coming to the conclusion, he realises that the only method to solve the destructive side in humans is acquiring education. Along with the material opportunities/possibilities involved in education, Kalam advocates the necessity to incorporate spiritual aspects to it. This symbiosis of the spiritual and the material is inevitable to solve the contemporary hurdles of humankind. This balance between the material desires and spiritual pursuits helps a person to achieve peacefulness in his life.

Kalam suggests Indian youth to unleash their inner power to serve their motherland. In this pursuit, he recommends both the scientific temper and spirit of enquiry to take this nation rich with resources into a happier one. To acquire this aim, he recommends adopting the models of exemplary personalities.

1.4.2 “The Open Window” By H.H Munro

Hector Hugh Munro, often known as H.H. Munro, was a Scottish author of plays, short stories and novels. He writes using the pen name Saki. His writing is distinguished by its use of humour and satire aimed at English society and convention during the Edwardian era. “The Open Window,” arguably Saki’s most well-known short story, first appeared in *Beasts and Super Beasts*, a collection of short stories that was published in 1914 soon before Munro left for World War I. Most people enjoy “The Open Window” for its unexpected conclusion, which reveals that the readers are also misled by the protagonist Vera’s grim tale of death and desperation. The following is the complete version of the short story.



The Open Window

“My aunt will be down presently, Mr. Nuttel,” said a very self-possessed young lady of fifteen; “in the meantime you must try and put up with me.”

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

“I know how it will be,” his sister had said when he was preparing to migrate to this rural retreat; “you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice.”

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

“Do you know many of the people round here?” asked the niece, when she judged that they had had sufficient silent communion.

“Hardly a soul,” said Framton. “My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here.” He made the last statement in a tone of distinct regret.

“Then you know practically nothing about my aunt?” pursued the self-possessed young lady.

“Only her name and address,” admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

“Her great tragedy happened just three years ago,” said the child; “that would be since your sister’s time.” “Her tragedy?” asked Framton; somehow in this restful country spot tragedies seemed out of place. “You may wonder why we keep that window wide open on an October afternoon,” said the niece, indicating a large French window that opened on to a lawn. “It is quite warm for the time of the year,” said Framton; “but has that window got anything to do with the tragedy?”

“Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favourite snipeshooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe

in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it.” Here the child’s voice lost its self-possessed note and became falteringly human. “Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing ‘Bertie, why do you bound?’ as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window - “

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance. “I hope Vera has been amusing you?” she said. “She has been very interesting,” said Framton. “I hope you don’t mind the open window,” said Mrs. Sappleton briskly; “my husband and brothers will be home directly from shooting, and they always come in this way. They’ve been out for snipe in the marshes to-day, so they’ll make a fine mess over my poor carpets. So like you men-folk, isn’t it?”

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

“The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,” announced Framton, who laboured under the tolerably wide-spread delusion that total strangers and chance acquaintances are hungry for the least detail of one’s ailments and infirmities, their cause and cure. “On the matter of diet they are not so much in agreement,” he continued. “No?” said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention - but not to what Framton was saying.

“Here they are at last!” she cried. “Just in time for tea, and don’t they look as if they were muddy up to the eyes!” Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction. In the deepening twilight three figures were walking across the lawn towards the window; they all carried

guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: "I said, Bertie, why do you bound?" Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly-noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid an imminent collision.

"Here we are, my dear," said the bearer of the white mackintosh, coming in through the window; "fairly muddy, but most of it's dry. Who was that who bolted out as we came up?" "A most extraordinary man, a Mr. Nuttel," said Mrs Sappleton; "could only talk about his illnesses, and dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost." "I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone their nerve." Romance at short notice was her speciality.

1.4.2.1 A Close Reading of the Story

The narrative is divided into three distinct parts, with the first beginning with a chat between Vera and Framton, the second with the appearance of the aunt, and the third with the hunting party's return. To separate these three sections, Munro uses flashbacks, breaking up the present with a story-within-a-story that is motivated by Vera's imagined past. The reader learns that Vera, whose name stands for "veracity" (meaning "truth"), is hilariously anything but truthful in "The Open Window," which, like many of Munro's stories, has a surprising finish.

Munro deceives readers into thinking that Vera is a reliable storyteller just as Vera deceives Framton. The author partially achieves this by turning Vera into a young girl. It was uncommon for a woman to be depicted as "cunning" or "conniving" during Munro's time. Instead, women and girls were typically shown as the characters that could be trusted, whereas men and boys were the scumbags. Munro breaks assumptions about how young ladies should act by having the troublemaker as a woman in

his novel.

Vera, the protagonist of this tale, is portrayed as a troublemaker who performs pranks using her imagination. A careful reader of the story can also learn some things about Vera's genuine character from Munro's portrayal of her. The most notable of these is how Vera is described as a storyteller whose expertise is "romance at short notice." Vera has frequently been interpreted by critics as a personification of narrative "authority" and as a portrayal of Munro himself.

Vera plays a significant role in "The Open Window" by introducing the concept of childhood, which appears in many of Munro's writings. Munro regularly depicts, through his writings, childhood as a sad situation in which youngsters are imprisoned in a dull adult world. The aunt is a commanding presence from which Vera longs to flee and manages to do so through creative storytelling and cunning. The window is a metaphor for this need to get away. It represents a portal into another realm that Vera can use to enter and create her own unique alternate universe. Vera's fanciful

tales serve as an escape from the dull adult reality in this way.

Muro regularly parodies and undermines the norms of the upper-middle-class society of the Edwardian era, of which the author was a part. In “The Open Window,” he accomplishes this by disrupting and altering the traditional serene and “country” environment of the house. When the aunt comes in, the story gets even darker since Munro keeps talking about how happy the scene is, despite the aunt’s tragically misunderstood intentions. The author subverts the Edwardian sitting room’s conventional setting by using terms like “bustled,” “whirl” and “cheerfully.” To change the settings of the monotonous and dull existence of Edwardian society, this alteration is required.

1.4.2.2 Themes of the Story

Chaos/Wildness vs Order: A usual and uneventful house visit is contrasted here with usual and unusual incidences of ghost presence and fatal death. This turbulence enters the well organised sitting-room scenario through the open window. With wild dogs, dangerous topography and a forest, Munro uses a specific kind of anarchy in this narrative. The author frequently utilises disorder as a way to parody English society’s traditions because he finds adult life’s monotonous order boring in comparison to anarchy.

A desire to flee: Vera and Framton share a deep desire to run away. Vera uses her imagination and storytelling to try to get away from the grown-up world she lives in. In an effort to go away and heal from his nerve ailment, Framton is brought to a small town in the countryside. Vera’s escape succeeds and is enjoyable, but Framton’s is less successful and causes more turmoil than quiet.

The impact of storytelling: In his writing, Munro frequently employs the “story within a story” approach. In “The Open Window,” he goes one step further by employing Vera as the

storyteller to express a subject about storytelling as a form of art. Both Vera and Munro use the short tale to deceive their audience. Munro, who primarily uses short stories to express his ideas, incorporates the concept of storytelling in this story to convey its harmony with the comic plot.

Rural Peace: The rural calm and the chaos vs. order themes are strongly related. Multiple characters make reference to the apparent tranquillity of the rural area. For example, Framton’s doctors advise it as a retreat to soothe his anxiety, and Framton expresses amazement that tragedy could ever happen in such a serene setting.

Comedy: Vera’s stories are shown at the end of the story to be magical and hilarious delusions of a child’s creation. Therefore, humour is presented as an escape from the serious and stuffy environment and way of life.

1.4.2.3 Window as a Symbol

The window serves as both a representation of Vera’s vivid imagination and of the aunt’s desire that her husband and brothers will come back. Vera makes use of the window to escape the dull grown-up world and to conjure up a more fantasy one.

1.4.3 “The Blessed Damozel” By D.G Rossetti

*The blessed Damozel lean’d out
From the gold bar of Heaven:
Her blue grave eyes were deeper much
Than a deep water, even.
She had three lilies in her hand,
And the stars in her hair were seven.*

Her robe, ungirt from clasp to hem,



No wrought flowers did adorn,
 But a white rose of Mary's gift
 On the neck meetly worn;
 And her hair, lying down her back,
 Was yellow like ripe corn.
 Herseem'd she scarce had been a day
 One of God's choristers;
 The wonder was not yet quite gone
 From that still look of hers;
 Albeit, to them she left, her day
 Had counted as ten years.

(To one it is ten years of years:
 ...Yet now, here in this place,
 Surely she lean'd o'er me,—her hair
 Fell all about my face....
 Nothing: the Autumn-fall of leaves.
 The whole year sets apace.)

It was the terrace of God's house
 That she was standing on,—
 By God built over the sheer depth
 In which Space is begun;
 So high, that looking downward thence,
 She scarce could see the sun.

It lies from Heaven across the flood
 Of ether, as a bridge.
 Beneath, the tides of day and night
 With flame and darkness ridge
 The void, as low as where this earth
 Spins like a fretful midge.
 But in those tracts, with her, it was
 The peace of utter light
 And silence. For no breeze may stir
 Along the steady flight
 Of seraphim; no echo there,

Beyond all depth or height.

Heard hardly, some of her new friends,
 Playing at holy games,
 Spake gentle-mouth'd, among themselves,
 Their virginal chaste names;
 And the souls, mounting up to God,
 Went by her like thin flames.

And still she bow'd herself, and stoop'd
 Into the vast waste calm;
 Till her bosom's pressure must have made
 The bar she lean'd on warm,
 And the lilies lay as if asleep
 Along her bended arm.

From the fixt lull of Heaven, she saw
 Time, like a pulse, shake fierce
 Through all the worlds. Her gaze
 still strove,
 In that steep gulf, to pierce
 The swarm; and then she spoke, as when
 The stars sang in their spheres.
 'I wish that he were come to me,
 For he will come,' she said.
 'Have I not pray'd in solemn Heaven?
 On earth, has he not pray'd?
 Are not two prayers a perfect strength?

'There will I ask of Christ the Lord
 Thus much for him and me:—
 To have more blessing than on earth
 In nowise; but to be
 As then we were,—being as then
 At peace. Yea, verily.

'Yea, verily; when he is come

*We will do thus and thus:
Till this my vigil seem quite strange
And almost fabulous;
We two will live at once, one life;
And peace shall be with us.'*

*She gazed, and listen'd, and then said,
Less sad of speech than mild,—
'All this is when he comes.' She ceased:
The light thrill'd past her, fill'd
With Angels, in strong level lapse.
Her eyes pray'd, and she smiled.*

*(I saw her smile.) But soon their flight
Was vague 'mid the poised spheres.
And then she cast her arms along
The golden barriers,
And laid her face between her hands,
And wept. (I heard her tears.)*

1.4.3.1 Summary of the Poem

The blessed damozel is constrained in heaven. She is leaning against the heavenly gold fence and longingly gazing down at the planet earth. Her eyes are “still” and devoid of emotion; more precisely, they are like deep waters. The thoughts that are hidden in the damozel’s mind are incomprehensible just as it is impossible to perceive what lies beneath the surface of the pond. She has seven stars in her hair and three lilies in her hand.

The damozel’s gown is hanging from her waist to the floor. She doesn’t have a buckle or clasp on. She also doesn’t have any embroidered flowers on her gown. She is wearing a white rose that the Virgin Mary gave her in appreciation of her selfless service. Her back is covered with her ripe-comma-yellow hair.

She feels as though she has just been in heaven for a single day. She sings in the choir and is constantly praising God. Her eyes are still filled with astonishment. She has only recently entered heaven, so she continues to be in wonder of everything there. The people on earth who have lost the blessed damozel are very sad. Time moves slowly, it seems. They have the impression that ten years have gone by.

The damozel’s lover fantasises having her bend over him so he can feel her hair on her face and longs for her. He discovers that the sensation he thought was his lover’s hair was actually a leaf dropping, which likewise denotes the passage of time.

The blessed damozel is positioned on the barrier that God erected around heaven. This rampart represents the beginning of space. The blessed damozel cannot see the sun since it is so far from heaven.

The fact that God’s dwelling is located here makes heaven special. Outside heaven, there is a large area. It is actually filled with ether, a translucent substance, rather than being empty. The poet compares day and night to oppositely light and dark waves that move forward and backward. The earth is far away and appears to be a minuscule two-winged insect flying in circles as it revolves around the sun and itself.

The blessed damozel is so lost in her own thoughts that she hardly notices what is going on in heaven around her. The recently-ascended souls have made friends with the blessed damozel. The spirits are engaging in friendly and supportive games that encourage fraternity. They are addressing one another by their new names, which reflect the purity they have just attained. The fresh souls are ascending to God’s throne. None of these things seem important to the blessed damozel.

The blessed damozel stoops and continues to gaze downward from heaven at the world



below. She has been leaning on the heavenly gold bar for a while and her breasts begin to warm the bar. The lilies she is holding have faded even more. It appears as though the lilies are dozing off.

The blessed damozel observes that time begins in heaven and expands throughout the cosmos. Nothing seems to be able to fend off the effects of time. It is likely that the blessed damozel feels anxious about what her sweetheart might have experienced on earth as time passed. She then starts to talk with a voice as sweet as the heavenly or planetary melody.

The crescent moon rises as the sun sets. The moon, according to the poet, has floated across space like a tiny feature. A melodious voice that resembles the melody of the stars is used by the blessed damozel as she starts to speak.

The lover on earth associates the pleasant singing of the saintly damozel with that of birds. He believes that when church bells ring, the blessed damozel is approaching him by ascending the staircase that connects heaven and earth.

The blessed damozel asks God to bring her and her lover back together. The same kind of prayer has also been uttered by her partner. The damozel is sure that God will answer their mutual prayer. She need not give up hope.

The blessed damozel envisions her lover entering paradise dressed in white with an aureole wrapped around his head. He will represent his newly attained status as a blessed soul with an aureole. She offers to accompany him on a hand-in-hand journey to “the deep wells of light,” where they would bathe in the divine presence like in a stream.

The blessed damozel suggests taking her beloved to the heavenly shrine. The prayers offered by the believers help the lamps at the shrine burn. When God answers prayers, they dissipate like a little cloud.

The blessed damozel intends to lie with her lover under the Tree of Life, whose fruit is said to grant invincibility to those who consume it. The Dove, a representation of the Holy Ghost, resides among this Tree’s leaves. The names of God are boldly spoken by the leaves touched by the dove’s feathers.

The blessed damozel intends to impart to her sweetheart all the heavenly and devotional melodies she has so far learned. The lover can be a hesitant student who takes several breaks. But he will learn something new at each break.

The lover claims that the union he once shared with the blessed damozel is no longer there. He believes that she has advanced spiritually much more than he has. Their love is the one thing they have in common. God is unable to unite them permanently based solely on their mutual love.

The blessed damozel offers to take her beloved to the groves where she might view the Virgin Mary and her five handmaidens, Rosaly, Gertrude, Margaret and Cecily. These young women have the same symphonic good spirit.

Bright birth robes are being woven by the handmaidens for individuals who pass away on earth and are reborn in heaven.

The Virgin Mary’s presence could leave the lover speechless and in a state of shock. The blessed damozel will thereafter take the lead. Without any reluctance or sense of modesty, she will place her cheek on his and declare their love for one another in front of Mary. Mary will be touched by her ardent proclamation of love and will give her the opportunity to continue.

The blessed damozel and her lover will be carried by the Virgin Mary to Jesus Christ, who stands before the assembled blessed souls, heads bowed. When angels meet the lovers, they will play their musical instruments, the

citherns and citoles, to celebrate their love.

The blessed damozel declares that she will ask Christ to keep her and her partner together in heaven permanently, as they were while they were living on earth.

The blessed damozel finally wakes up from her daydream at this point. She says in her soliloquy that only when her lover enters heaven will she be able to ask God to keep them together there eternally. She believes he will soon enter paradise. She then smiles.

She can be seen smiling in heaven by her earthly lover. Space quickly becomes dark. As there are insurmountable obstacles standing between the blessed damozel and her sweetheart, she becomes dejected as she stands on the heavenly ramparts. She sobs vehemently while burying her face in her hands. Because there is no indication that her lover will enter paradise.

1.4.3.2 Analysis of the Poem

Context:

The context of a poem serves as the foundation for understanding it. It is essentially about how a poem is impacted by culture, an event, and the historical period in which it is composed. The context of a poem can also include the background information of the poet while composing the poem.

“The Blessed Damozel” tells the story of a young woman in heaven and her devastated lover on earth who longs to be with her. But even at the end of the poem, the couple is still apart—the lover is trapped on Earth, and the damozel is trapped behind the “gold bars” of Heaven.

Themes

A poem’s theme is its major topic, subject, or message. The theme of a poem tells what the poem is about, whether it is about nature, love, loss, patriotism, or anything else. Poems

can contain various themes as well. Multiple themes can sometimes be related to one another.

The major themes of the poem are: (1) **Love beyond Death:** The affection and desire of the two lovers for each other transcend time and death in “The Blessed Damozel”. The damozel can’t be happy in heaven since she keeps waiting for her beloved. (2) **Grief beyond Death:** Damozel’s death triggered the poem’s emotions of hope, desire, and sadness. According to the poem, she has been dead for ten years, but to the lover who remains on Earth, it feels ten times that long. (3) **Religion:** The love between the damozel and her lover is depicted more in religious terms than in romantic terms in “The Blessed Damozel.” She imagines that her beloved will come to her and she will take him to Mary to proclaim their love. They will be brought before Christ by Mary, and they will remain forever together in heaven.

Imagery

Imagery is a vivid and dynamic kind of description that engages the senses and imagination of the reader. Despite its meaning, “imagery” refers to the complete range of sensory experiences, including interior emotions and bodily sensations. Some of the common images used in poems are visual imagery, auditory imagery, olfactory imagery, and so on.

Throughout the poem, the poet uses religious imagery (Christian imagery) in portraying the relationship between the damozel and her lover. The depiction of the damozel as a pious woman in heaven longing for her lover, the physical description of heaven, and the image of reunited lovers – all these images reinforce the idea of the ascension of souls who make it to heaven. The poem also mentions that the damozel is confident that she will be able to convince Mary and Jesus to let her lover stay with her in heaven forever whenever he gets there.



Symbols

The use of symbols to depict ideas or meanings is referred to as symbolism. They have characteristics that are often only interpretable in context. In this poem, Virgin Mary gives the damozel a white rose as a sign of Mary's favour as well as the damozel's purity and blessedness. The white rose has long been connected with Mary, Jesus' mother, in Christian iconography. The colour white represents purity and morality, while the thorns of the rose represent the crown of thorns that Jesus wore before his crucifixion.

Lily is another flower that is frequently used as a Christian symbol. White lilies are traditionally used as a sign of Christ's resurrection during Easter. The damozel in this poem holds three lilies, which represent the Holy Trinity: Father, Son and Holy Spirit. These strengthen the damozel's relationship with God and her religious commitment.

Fire comes in a variety of shapes and forms, some subtle, others obvious; yet, the underlying symbolic meaning of fire remains consistent throughout the poem, particularly as the only source of pain in heaven.

Form

The structure of a poem is its form, which includes aspects such as line lengths and metres, stanza lengths, rhyme schemes (if any), and sequences of repetition. The poem "The Blessed Damozel" is divided into 24 stanzas of six lines each. ABCBDB is the recurring rhyming scheme. The metre is iambic tetrameter with four stressed syllables and four unstressed syllables.

Thus, to analyse a poem, one should break it down into its basic elements. Then examine the elements to find out what inner meaning the poem holds. The basic idea behind the analysis of a poem is to assess how the poet and the poem produce an effect on the reader.

Recap

- ▶ Things to check while analysing a literary piece: striking ideas, confusing moments and pattern of the work
- ▶ "The Dream and the Message" as a recollection of Dr A.P.J Abdul Kalam's past experience, and his thoughts over the chaos and violence
- ▶ Themes in H.H Muno's "The Open Window": chaos vs order, rural peace, story-telling, urge to flee and comedy
- ▶ The poem "The Blessed Damozel" as story of a young woman in heaven
- ▶ Themes in "The Blessed Damozel": love, grief and religion
- ▶ Christian imagery and symbol in "The Blessed Damozel"

Objective Questions

1. Which book of A.P.J Abdul Kalam consists of the chapter "The Dream and the Message."?
2. In "The Dream and the Message", APJ Abdul Kalam anecdotes an event in his

life which happened on ...

3. Where does APJ Abdul Kalam find himself in the dream?
4. What is the pen name of the writer Hector Hugh Munro?
5. Who is the protagonist of the short story "The Open Window"?
6. Which significant concept is portrayed in the short story "The Open Window"?
7. What stands as a symbol and metaphor in the short story "The Open Window"?
8. Who wrote the poem "The Blessed Damozel"?
9. What does the white lily flower in "The Blessed Damozel" symbolise?
10. Write a theme of "The Blessed Damozel"

Answers

1. Ignited Minds
2. 30 September 2001
3. In a desert
4. Saki
5. Vera
6. Childhood
7. Window
8. Dante Gabriel Rossetti
9. Christ's resurrection
10. Grief beyond Death

Assignments

1. What were the thoughts of five great thinkers who appear in the dream of Kalam?
2. What is the dream of Kalam to make India a developed nation?
3. How did Kalam differentiate the good struggling and capacity of destruction?
4. What message does Kalam intend to convey in the dream and the message?
5. What message did Mahatma Gandhi convey?
6. What is Abraham Lincoln's philosophy of life?
7. Describe the helicopter mishap that Kalam faced?
8. What were the thoughts of five great thinkers who appear in the dream of Kalam?
9. What is the dream of Kalam to make India a developed nation?
10. How did Kalam differentiate the good struggling and capacity of destruction?
11. What message does Kalam intend to convey in the dream and the message?



12. What message did Mahatma Gandhi convey?
13. What is Abraham Lincoln's philosophy of life?
14. Write about the gender roles and their reversal in "The Open Window"
15. What is the symbolic relevance of the window in "The Open Window"?
16. Comment on the form of the poem "The Blessed Damsel"
17. What are the different themes dealt in "The Blessed Damsel"?
18. Elaborate on the imagery employed in "The Blessed Damsel"
19. Find out the significance of symbols in "The Blessed Damsel"

Suggested Reading

- ▶ Abdul Kalam, A P J. *My Life: An Illustrated Biography*, Rupa, 2015.
- ▶ Fuller, James. "Saki H. H. Munro's the Open Window," Dramatic Publishing Company, 1964.
- ▶ Munro, Ethel M. *The Short Stories of Saki (H.H. Munro)*, Modern Library, 1958.
- ▶ Rossetti, Dante Gabriel. *Collected Poetry and Prose*, Yale U P, 2003.

BLOCK - 02

Language Development Part-1

Unit 1

Parts of Speech

Learning Outcomes

Upon the completion of this unit, the learners will be able to:

- ▶ acquire a general insight into the classification of words in the English language
- ▶ identify the different types of words in the English language
- ▶ familiarise themselves with the proper usage of words
- ▶ develop necessary knowledge to frame grammatically correct sentences

Prerequisites

In the intricate world of language, the parts of speech serve as the essential components that form the very foundation of communication. Each part of speech has a distinct role in a sentence, helping to create meaning, structure, and flow. Think of them as the building blocks of every conversation or written text, each contributing its unique function to the overall message.

At the heart of this structure are nouns and verbs-the dynamic duo. Nouns name the people, places, things, and ideas we talk about, while verbs express actions, occurrences, or states of being. But the richness of language extends beyond these, with adjectives and adverbs adding flavour by describing nouns and verbs, respectively, making our speech and writing more vivid and precise. Pronouns step in to avoid repetition, while prepositions guide us through time, place, and direction, helping to establish relationships within sentences. Conjunctions are the connectors, ensuring smooth transitions between ideas, and interjections bring in a burst of emotion or exclamation, adding excitement or emphasis where needed.

Each part of speech plays a pivotal role in crafting clear, effective communication, whether we're telling a story, making an argument, or simply having a conversation. Understanding these roles not only enhances our ability to convey meaning but also empowers us to wield language with greater precision and creativity. In essence, the parts of speech are the essential tools that allow us to construct a world of ideas, emotions, and experiences through language.

Keywords

Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Interjection

Discussion

2.1.1. Noun

Look at the following words:

Resmi, college, friendship, beauty

These words refer to the name of persons, places or things. They are called nouns. A noun is a naming word.

2.1.1.1 Concrete and Abstract Nouns

Nouns are classified as **Concrete nouns** and **Abstract nouns**. Analyse the following sets of nouns:

Set 1: *Boy, man, India, Kerala, etc.*

Set 2: *Temperature, sleep, poverty, brightness, reality, awareness, sanity, etc.*

The nouns in set 1 are tangible, while the nouns in set 2 do not have a material shape. Those nouns which are tangible or have a real physical existence are called **Concrete nouns**. **Abstract nouns** are those nouns which do not have a material shape but refer to feelings, ideas or qualities.

Concrete nouns are classified into four types:

Proper Noun	Name of a particular person or place. <i>Eg: Gandhi, India, etc.</i>
Common Noun	Names used in common to describe a person or thing belonging to the same class or kind. <i>Eg: man, teacher, nation, city, etc.</i>
Collective Noun	Name of a group of persons or things. <i>Eg: crowd, team, government, etc.</i>
Material Noun	Name of a material, substance or a thing. <i>Eg: coir, soil, wood, gold, etc.</i>

2.1.1.2 Countable and Uncountable Nouns

Countable nouns are those nouns which can be counted and have a plural form. They are preceded by *a, an* or *the*.

Eg. There is *an apple* on the table.

The lion is the king of the forest.

Uncountable nouns are impossible to count, as they represent abstract ideas like wisdom,

fun, etc. They do not have any plural form and are not preceded by *a, an* or *the*. Some common examples of the same are:

Advice, applause, baggage, weather, work, money, mud, conduct, equipment, footwear, information, luggage, news, poetry, progress, music, milk, traffic, health, laughter, employment, offspring, sugar, water, machinery, courage, dancing, dirt, litter, heroism, fun, stationery, wisdom, research, patience, leisure, parking, etc.



Certain nouns are countable or uncountable depending on the meaning; *Stone, fruit, shampoo, toothpaste, rain, snow, sound, space, abuse, business, language, life, beer, cake, difficulty, fear, character, fish, success, war,* etc. Take a look at the following sentences:

- Coffee is good for health. (uncountable)
Please serve three coffees to that table. (countable)
- Chocolate is a sweet food made from cocoa beans. (uncountable)
She has already eaten two chocolates. (countable)
- She has curly hair. (uncountable)
There are a few grey hairs on your head. (countable)
- Keep quiet. Don't make noise. (uncountable)
I heard a strange noise. (countable)

Incorrect	Correct
Here are my luggages.	Here is my <i>luggage</i> .
The teacher gave her many good advices.	The teacher gave her much good <i>advice</i> .
Remya arranged the furnitures in her room.	Remya arranged the <i>furniture</i> in her room.
These baggages are very heavy.	This <i>baggage</i> is very heavy.

2.1.1.3 Compound nouns and Possessive nouns

Set 1	Set 2
Rainfall, policeman, dining table, lunchbox, etc.	Shalini's car, children's magazine, Arjun's bicycle, ladies' bag, etc.

In set 1, the nouns are formed by the combination of two or more words. Such nouns are called **Compound nouns**. In set 2, 's is added to singular and plural nouns to show possession. **Possessive Nouns** indicate ownership or possession. It is to be noted that, for plural nouns ending in s, add only an apostrophe (') towards the end of the word to show possession.

2.1.1.4 Gender

The three distinct genders in the English Language are:

- Masculine Gender - denotes male sex

Eg: Man, Uncle, Brother, etc.

b) Feminine Gender- denotes female sex

Eg: Women, Aunt, Sister, etc.

c) Neuter Gender- denotes inanimate things

Eg: pencil, box, book, etc.

Masculine Feminine

King Queen

Nephew Niece

Heir Heiress

Peacock Peahen

Master Mistress

2.1.1.5 Singular and Plural Nouns

Plurals are formed by:

- Addition of **–s** or **–es**

Eg: Monkey- monkeys

Pen- pens

Flower- flowers

- Nouns ending in a consonant and followed by letter **y**: change **y** to **–ies**.

Eg: Story- stories

Company- companies

City- cities

- Nouns ending in a vowel and followed by letter **y**: add **–s**.

Eg: Valley- valleys

Tray- trays

Key- keys

- Nouns ending in **–f** or **–fe**: **f/fe** is changed into **–ves**

Eg: Wife- wives

Knife- knives

Leaf- leaves

- Plurals formed by changing the vowels.



Eg: *Goose- geese*

Man- men

Tooth- teeth

- Plurals of Compound nouns.

Eg: *brother- in-law - brothers- in-law*

Manservant- menservants

Girl friend- Girlfriends

- Nouns with the same singular and plural forms.

Eg: *Sheep- sheep*

Deer- deer

2.1.2. Verb

Read the following sentences:

She is *dancing*.

He is *reading* a short story.

The words *dancing* and *reading* indicate an action. A Verb is a term used to indicate an action or state of being or occurrence. Thus, the two terms *dance* and *read* are examples of verbs.

2.1.2.1 Lexical verbs and Auxiliary verbs

Certain verbs such as *learn, eat, sleep, write, etc.* have an independent meaning. While certain other verbs, such as *am, is, are, was, were, has, have, had, do, does, did, etc.* do not have an independent meaning. The verbs which have an independent meaning are called

Lexical verbs. Lexical verbs are also known as Main verbs.

Auxiliary verbs or Helping verbs are grammatical words. Unlike lexical words, they do not have an independent meaning. They are *am, is, are, was, were, has, have, had, do, does, did, can, could, will, would, shall, should, being, been, may, might, must, used to, ought to, need, dare etc.*

Auxiliaries are of two types: **Primary auxiliaries and Modal auxiliaries**

Uses of Primary auxiliaries

Uses of be:

Forms of *be*: *am, is are, was, were, be, being, been.*

- In continuous forms.

Eg: He *is* laughing.

Primary auxiliaries	Modal auxiliaries
am, is, are, was, were, has, have, had, do, does, did, being, been.	will, would, shall, can, could, should, may, might, must, used to, ought to, need, dare.

They *are* making dolls.

- In passive forms.

Eg: He *was* helped by his friend.

A bridge *was* constructed.

- Be + *infinitive* is used to suggest a plan or order.

Eg: She *is to guide* these students.

The President *is to address* the nation tonight.

- Be about + *infinitive* is used to denote the immediate future.

Eg: The meeting *is about to start*.

He *is about to leave*.

Be as main/lexical verb is used:

- To indicate a physical or mental condition.

Eg: She *is* delighted.

He *is* angry.

- To indicate age, weight, size, prices, etc.

Eg: She *is* short.

How much *is* this toy?

- To suggest existence.

Eg: He *is* a lawyer.

The morning *is* calm and serene.

- To express requests or commands.

Eg: *Be* bold.

Be kind.

- The form **there is/are/was/were** is used, when the subject of **be** is an indefinite person or thing.

Eg: *There is* someone waiting outside your door.

There are some flowers in the garden.

Uses of have:

Forms of *have*: *has, have, had*.

- *Have* + the past participle is used to form different tenses.

Eg: She *has* sent a letter. (Present perfect)



He *had* written a poem. (Past perfect)

- *Have + object + past participle.* (to engage someone to do something)

Eg: I *had* my rooms cleaned.

I *had* the television repaired.

- *Have to* is used to express obligations.

Eg: I *have to* study well.

I *have to* do my homework.

- *Had better + bare infinitive* (had represents an unreal past)

Eg: I *had better stay* at home.

You *had better leave* that house.

Have as main verb:

- *Have* means to possess or to own something.

Eg: She *has* a red car.

He *has* a piano.

- *Have* is used with *do* to indicate habitual actions.

Eg: Do you *have* heat waves in May?

Do they *have* a tea break at 5 pm?

- *Have* is used to imply 'take a meal', 'give a party', etc.

Eg: They *have* a party tomorrow.

I *have* my dinner at 8 pm.

Uses of do:

Forms of *do*: *do, does, did*.

- *Do/did + infinitive* form (for special emphasis)

Eg: She thinks I *didn't* know about it, but I *did* know.

I *do* promise that I will support you.

- To avoid repetition of the main verb.

Eg: She likes reading comic books and so *does* her sister.

They didn't attend the function, *did* they?

Note: *Do* is used in short questions to avoid repetition of the lexical verb.

Eg: Do you sing? No, I *don't*.

Did you read the newspaper today? Yes, I *did*.

- In comparisons.

Eg: She runs faster than I *do*.

She dances better than her friend *does*.

- *Do + imperative* is used to make a request more effective.

Eg: *Do* join us for the marriage function.

Please *do* help your brother.

Do as main verb:

- *Do* means to perform or to act.

Eg: I didn't *do* it.

Does she *do* it?

- Formal greetings.

Eg: How are you *doing*?

How do you *do*?

- Other uses.

Eg: What does she *do* now? (occupation/employment)

We have nothing to *do* with your promotion. (no role)

Uses of Modal auxiliaries:

Shall

Shall is used:

- With the First-person to express simple futurity.

Eg: I *shall* visit my hometown tomorrow.

I *shall* leave for Kochi tomorrow morning itself.

- With the Second and Third persons to express a command.

Eg: You *shall* not repeat this mistake.

He *shall* leave this place at once.

- Promise and threat.

Eg: You *shall* get a prize if you win this competition.

He *shall* be punished for his carelessness.

- To express determination.



Eg: He *shall* overcome this crisis.

He *shall* execute all the orders of his officer.

Should

Should is used:

- To express duty or obligations.

Eg: You *should* obey your teacher.

You *should* not tell lies.

- To express possibilities or suppositions in Conditional clauses.

Eg: If she *should* come, tell her to meet me.

Should she call, convey my regards.

- To express unreal conditions.

Eg: If I were you, I *should* accept their decisions.

If I were you, I *shouldn't* reject the job offer.

- Used after *lest*.

Eg: We listened to him lest he *should* be angry.

The thief ran away lest he *should* be caught by the police.

- To express possibility or likelihood.

Eg: He *should* be able to complete this task.

You *should* be able to compete with them.

Note 1: Should, as compared to *shall*, indicates less probability.

Eg: He *shall* be happy to hear this news.

He *should* be happy to hear this news.

Note 2: The expression 'should like' indicates politeness in statements. For eg: I should like to tell you that we are yet to finish the current project.

Can

Can is used:

- To express ability.

Eg: He *can* talk Hindi fluently.

She *can* lift this heavy box.

- To give permission. (used in the sense of *may*)

Eg: You *can* sit here.

You *can* watch the play outside now.

Could

Could is used:

- To express possibility or uncertainty.

Eg: You *could* achieve success if you worked hard.

We *could* complete it if we all tried together.

- To ask polite questions.

Eg: *Could* I get a piece of paper?

Could I have a cup of tea?

- To indicate a skill or ability of the past period.

Eg: In my childhood, I *could* easily climb a tree.

Earlier, my grandfather *could* walk without a walking stick.

Would

Would is used:

- To express willingness or determination.

Eg: He said he *would* visit a doctor at the earliest.

My senior officer *would* have his own ways.

- To express a habitual or customary action in the past.

Eg: After lunch, he *would* sleep for an hour.

He *would* sit in his room and watch his favourite films for hours.

- To express a wish.

Eg: I *would* like to become a doctor.

She *would* like to meet you.

- To ask polite questions.

Eg: *Would* you please give me a pen?

Would you like to watch a movie?

- To express impossible or improbable conditions.

Eg: If I were a minister, I *would* build a new hospital.

If I were a nightingale, I *would* sing melodiously.

Note: *Would rather* is used to express a choice or preference.

Eg: He *would rather* read a book than play games.

She *would rather* apologise than pay the fine.

May

May is used:

- To express permission.

Eg: *May* I use your notebook? Yes, you may.

May I help you?

- To express possibility.

Eg: He *may* come this year.

He *may* be happy to hear about your victory.

- To express a wish.

Eg: *May* all your dreams come true.

May God give him the courage to face all troubles.

- To express a purpose.

Eg: Use spectacles so that you *may* read without any strain.

Study well so that you *may* get good marks.

Might

Might is used:

- To express a doubtful possibility.

Eg: He *might* win this election.

He *might* help you.

- To express a gentle rebuke or to indicate extreme politeness in a conversation.

Eg: You *might* thank me later for pointing out this common error.

If I *might* make a suggestion, couldn't we discuss the matter after our meeting?

Ought to

Ought to is used:

- To express a moral obligation or duty.

Eg: He *ought to* help the poor and the old.

He *ought to* help his brother.

- To express necessity.

Eg: He *ought to* buy some utensils.

He *ought to* buy chairs for his new office.

- If *ought to* refers to a past time, it should be followed by the Perfect Infinitive.

Eg: He *ought to* have encouraged his sister.

He *ought not to* have scolded his friend.

Note: '*Ought to*' is more powerful than 'should', but not as powerful as must.

Dare

Dare means to defy:

- As a principal verb.

Eg: He *dared* to call the leader a coward.

He *dares* you to solve this puzzle.

- As an auxiliary verb, *dare* is used with not or in interrogative sentences.

Eg: He *dares* not argue with his father.

How *dare* she blame us?

Must

Must is used:

- To express a strong obligation or duty.

Eg: He *must* take care of his family.

You *must* help the aged.

- To express necessity.

Eg: He *must* find a job at the earliest.

You *must* walk fast to catch the bus.

- To express probability or likelihood.

Eg: He *must* be a fool to do that.

That *must* be his car.

- To express strong determination.

Eg: He *must* qualify for this test.

I *must* go to Manali, no matter how cold the place is.



Need

Need as a principal verb means require.

Eg: He *needs* some food.

You *need* some rest.

Need as an auxiliary verb:

- Used with *not*.

Eg: He *need not* work in that factory.

He *need not* buy such a costly car.

- Used with *hardly*.

Eg: He *needs hardly* earn the money.

I *need hardly* listen the advice.

- Used with *only*.

Eg: He *needs only* say about what he did yesterday.

You *need only* give creative ideas.

- While referring to a past time, *need* should be followed by the Perfect Infinitive.

Eg: He *need not* have acted in that film.

You *need not* have paid all the money then.

2.1.2.2 Regular and Irregular Verbs

Look at the following words:

paint- painted- painted

talk- talked –talked

enjoy- enjoyed- enjoyed

The above lexical verbs have the same Past and Past Participle forms. Lexical verbs with the same Past and Past Participle forms are called Regular verbs (usually formed by the addition of **-d** or **-ed**).

Irregular verbs have different Past and Past Participle forms.

Eg: *sing- sang – sung*

rise- rose- risen

draw- drew- drawn

2.1.2.3 Transitive and Intransitive Verb

Verbs are classified into Transitive and Intransitive based on the requirement of an Object. Subject and Object are two common terms in English grammar. In a sentence, the Subject is the person/thing who does the action and the Object is the person/thing who is affected by the action of the Subject.

Note: A simple way to identify the Direct Object in a sentence is by asking the question 'what' or 'whom' to the verb. For eg: *Sanju is playing cricket.*

(Here Sanju is the one who does the action and thus he is regarded as the Subject. Cricket is the Direct Object as it answers the question, what is Sanju playing?)

Raju bought mangoes.

Subject: Raju

Object: mangoes

He has directed a film.

Subject: He

Object: a film

Examine these sentences:

Sanju is playing cricket.

Sanju is playing.

In the first sentence, the verb play has linked the subject with the object. A **Transitive verb** is a verb which requires an object. An **Intransitive verb** does not require an object.

Eg: We are *learning English grammar*.
(Transitive verb)

Manu is *speaking* about his friend. (Transitive verb)

He is *sleeping*. (Intransitive verb)

They are *talking*. (Intransitive verb)

2.1.2.4 Stative and Dynamic Verbs

Look at the following verbs:

Set 1: *Love, feel, know, smell, trust, etc.*

Set 2: *Run, jump, write, say, cook, etc.*

What do you think is the difference between the two sets of verbs? Set 1 refers to verbs which express a state or condition. They are called **Stative verbs**. It is also known as **State verbs**. They are not used in the Continuous Tense forms.

Set 2 represents **Dynamic verbs**. They are also called action verbs. They indicate the beginning, development or end of an action.

Stative Verbs

Love, feel, desire, own, like, want,
understand, suppose, recognize,
know, forgive, possess, sound,
belong, taste, mean, seem, think,
smell, trust, consider, denote,
declare, see, believe, regard,
include, exclude, have(to own), etc.

Dynamic Verbs

Run, write, fall, build, draw, perform, measure,
look, eat, go, grow, watch, work, learn, read,
sleep, talk, type, jump, call, sit, swim, open,
break, melt, listen, say, hit, cook, etc.

2.1.2.5 Linking Verbs

Look at the following verbs:

be, look, feel, seem, appear, turn, grow, remain, become, etc.

These verbs are commonly used to link the Subject with its Complement. They are called Linking verbs. For eg:



Shiju *is* an architect.

She *turned* happy.

They *became* friends.

He *looks* brave.

Note: A Complement is either a noun or an adjective or a pronoun which describes the Subject.

2.1.2.6 Finite and Non-finite Verbs

Read the following sentences:

She *swims* fast.

They *swim* fast.

Note the change in the form of the verb *swim*. Finite verbs are those verbs which change their forms with a change in number and person of the Subject. They have different forms in different tenses. Non-finite verbs are verbs which do not change their forms with a change in number and person of the Subject.

Eg: She wants *to sing* a song.

They want *to sing* a song.

Non-finite verbs

Non-finite verbs are of three types:

1. The Infinitive
2. The Participle
3. The Gerund

1. The Infinitive

The Infinitive is of two types; *to infinitive* and *bare infinitive*.

Eg: He *wants to* enjoy his holidays. (to-infinitive)

He can *enjoy* his holidays. (bare infinitive)

(a) *To-infinitive* is used:

- As Subject:

Eg: *To win* the title is his only aim.

To give up smoking is what the doctor advised him.

- As Object:

Eg: She wants *to withdraw* money from her account.

They have decided *to do* exercises regularly.

- As Adjective:

Eg: That was a brilliant game *to watch*.

It is time *to switch* off the lights.

- As Adverb:

Eg: She is eager *to talk* to you.

It is good *to hear* that from you.

- As the Complements of Verbs:

Eg: He is *to reach* that place before Monday morning.

She wanted me *to leave* her house.

(b) Bare infinitive is used:

- After modal auxiliaries and do forms:

Eg: I don't *like* them.

She can *help* you.

Note: If *dare* and *need* are used as main verbs, they are to be followed by *to-infinitive*.

Eg: Did he *dare to* do it?

We *need to* talk about the incident.

- After main verbs, such as *make, bid, let, hear, have*, etc.

Eg: Let him *talk* first.

She *made me* do it.

- After *rather* and *had better*:

Eg: I would *rather sleep* than be awake.

You *had better stop* smoking.

- After prepositions like *except, but, save, than*:

Eg: She does nothing *but plays* online games.

What can I do *except accounting*?

2. The Participle

The Present Participle or **-ing** form indicates an ongoing action and Past Participle indicates a completed action. Past Participle usually ends in **-d** or **-ed** or **-en**.



Use of Present Participle:

- As Adjective:
Eg: A *rolling* stone gathers no moss.
A *sleeping* cat can't catch a rat.
- As Subject Complements:
Eg: Working a night shift is *exhausting*.
The theme of that film is *interesting*.
- As Object Complements:
Eg: Manasi was seen *crying*.
I found him *talking* with our manager.
- To form the Continuous or Progressive tense:
Eg: They are *digging* a well.
She is *standing* in the shade of a tree.

Use of Past Participle:

- To form the Perfect Tense:
Eg: They have *reached* their destination.
She has been *invited* to our home.
- As Adjective:
Eg: *Fallen* leaves from trees are cleared from the ground.
Eat some *boiled* eggs to stay healthy.
- As Subject Complement:
Eg: He felt *dejected*.
That little girl looks *delighted*.
- As Object Complement:
Eg: They *saw* him *excited*.
The police found the statue *destroyed*.

3. The Gerund

The Gerund, also known as Verbal Noun, is formed by adding -ing to the base form of the verb.

Eg: *Dancing, telling, flying, moving, etc.*

Uses of Gerund:

- As Subject of a Verb:

Eg: *Drinking* alcohol is injurious to health.

Flying kites is an interesting activity.

- As Subject Complement:

Eg: She enjoys *dancing*.

His favourite activity is *riding* bicycles.

- As Object of a Verb:

Eg: Do you enjoy *working* in this field?

They denied *burning* the building.

- As the Objects of Prepositions, such as *at, by, for, about, in, on*, etc.

Eg: He is capable *of achieving* his goals.

This wood is suitable *for building* a house.

- In apposition to a noun:

Eg: Her job, *editing documents*, is difficult.

2.1.3. Adjectives

Read the following sentences:

He is a *smart* boy.

Munnar is a *beautiful* hill station.

Analyse the two words *smart* and *beautiful*. Here, these two words are used to qualify a noun. A word which qualifies a noun is called an adjective. Thus, *smart* and *beautiful* are examples of adjectives.

2.1.3.1 Kinds of Adjectives

- Adjective of Quality – describes the quality of the nouns.

Eg: *clever* boy, *beautiful* woman, *small* box, etc.

- Adjective of Quantity – shows the quantity or the amount.

Eg: *much, many, few, whole, some*, etc.

- Demonstrative adjectives – used to refer to nouns or point out things.

Eg: *this, that, those, some, such*, etc.

- Possessive adjectives – used to show ownership or possession.



Eg: *my, our, your, his, her, its.*

- Participial Adjectives - formed by the addition of **-ing/- ed/ -en** to the verbs.

Eg: *shining diamond, defeated players, fallen leaves*

- Distributive adjective- refers to each person/ thing in a group.

Eg: *each, every, neither, either*

- Compound adjectives- formed by joining two or more adjectives.

Eg: *short-tempered person, a part-time job, long-lasting friendship*

2.1.3.2 Correct usage of some special adjectives

Is there any difference between *little* and *a little*? Is *later* same as *latter*? Let us see:

(a) Later, latter, latest, last

Later: suggests an indefinite time in future.

He is planning to visit us *later*.

Latter: suggests position or order.

Meena and Seena are cousins. The *latter* is studying abroad.

Latest: means a recent happening.

He is talking about his *latest* book.

Last: suggests a position or a point.

He is sitting on the *last* bench.

(b) Little, a little, the little

Little: means nil.

He has *little* money in his hand. (used in a negative sense)

A little: means some.

He has *a little* money in his hand. (used in a positive sense)

The little: a small amount, but all that was there.

The *little* money he had was lost on the train.

(c) Few, a few, the few

Few: means none/nil.

Few chocolates are left in the box.(negative)

A few: means some.

There are *a few* chocolates in the box. (positive)

The few: all that was there.

He took *the few* chocolates left in the box.

(d) Elder, eldest, older, oldest

Elder: only used to refer to members of the same family.

Karthik is the *elder* of my two sons.

Eldest: only used to refer to members of the same family.

Karthik is my *eldest* son.

Older: used for comparison of persons or things.

Karthik is *older* than his friend.

Oldest: used for both persons and things.

This is the *oldest* monument in India.

(e) Farther, further

Farther: denotes distance.

Bangalore is *farther* from my home.

Further: means additional.

The court has ordered a *further* investigation into the corruption case.

(f) Many, a great many, many a, much

Many: represents a large number, used with countable nouns.

There are *many* books in the library.

A great many: a large number

A great many boys watched the match.

Many a: means several.

Many a soldier was killed in the war.

Much: used to represent quantity.

Hurry up! We don't have *much* time.

2.1.3.3 Position of Adjectives: Attributive and Predicative

Analyse the position of the following adjectives:

The *generous* king.



The king is *generous*

An adjective which precedes the noun modifying it is called an Attributive adjective.

For eg: *A violent mob, sincere officer, snow-clad mountains, hot soup, cold climate*, etc.

An adjective which occurs after the verb or which occurs in the Predicate is called a Predicative adjective.

Eg: The soup is *hot*.

The child seems *happy*.

Note 1: Adjectives used only in attributive position: *old friend, elder son, eldest daughter, main problem, major surgery*, etc.

Adjectives used only in predicative position;

He is *asleep*.

She is *afraid*.

Note 2: When a noun is modified by a number of adjectives, follow the order: number or quantity; quality; size or weight; colour.

Eg: Manju has *long, thick, black hair*.

We saw *two beautiful red butterflies*.

2.1.3.4 Degrees of comparison

Look at the following sentences;

Sam is *tall*.

Sam is *taller than* Sanju.

Sam is the *tallest* boy in our class.

The adjective tall in these sentences have three forms: *tall, taller, tallest*. It is known as its Degrees of Comparison. The adjective *tall*, the simplest form, is said to be in the Positive Degree. *Taller* is in the Comparative Degree. Comparative Degree is used for the comparison of two units. *Tallest* is in the Superlative Degree, the highest degree of quality. It is used when three or more units are compared. Thus, the three Degrees of Comparison of an adjective are **Positive Degree, Comparative Degree and Superlative Degree**.

2.1.3.5 Construction of sentences with comparisons

Positive form: *as...as* and not *as/ not so...as*

Comparative form: *than*

Superlative form: *the...in/of*

Eg: The Ganga is the *longest* river in India. (Superlative Degree)

No other river in India is *as long as* Ganga. (Positive Degree)

Ganga is *longer than* all other rivers in India. (Comparative Degree)

Gangais *longer than* any other river in India. (Comparative Degree)

Venus is the *hottest* planet in the solar system. (Superlative Degree)

Very few planets in the solar system are *as hot as* Venus. (Positive Degree)

Most other planets in the world are *not so hot as* Venus. (Positive Degree)

Venus is *hotter than* most other planets in the solar system. (Comparative Degree)

2.1.3.6 Determiners

Read the following phrases:

This lady, These pens, Many books, My son, Several children, Five kilometers

The above-italicized words have either specified an amount or quantity or illustrated what the noun is referring to. Such words are called determiners. Determiners are a set of words which function as adjectives. They are usually placed before nouns.

Different types of determiners are:

1. **Articles-** *a, an, the.*

Eg: *A* lemon, *an* elephant, *the* sun

2. **Demonstratives-** *this, that, these, those.*

Eg: *This* document, *that* table, *these* girls

3. **Possessives-** *my, our, his, her, your, its, their.*

Eg: *Our* college, *his* uncle, *your* car

4. **Quantifiers-** *few, little, much, more, less, most, several, many, etc.*

Eg: *a few* students, *many* customers, *some* drawings

5. **Numbers** (both cardinal and ordinal)- *one, two, etc, first, second, etc.*

Eg: *First* prize, *two* lions.

Articles

Articles are classified as:

1. The Definite Article - *the*

2. The Indefinite Article - *a, an*



Uses of the Indefinite article:

- ▶ The Indefinite article **a** is used before the words which begin with a consonant sound and **an** is used before the words which begin with a vowel sound.

a chair, a girl, a lion, a pencil

an apple, an elephant, an hour, an honest child

However, there are certain words such as European, union, university, etc., which have consonant sounds, though they begin with a vowel letter. So, the Indefinite article **a** is used before them.

A European, a union minister, a university, a one-rupee coin Similarly, a yard, a year, etc.

- ▶ Used before Singular Nouns which are countable.
a notebook, a box, an actor
- ▶ Used with Nouns which refer to a class.
An ox is used for ploughing in the field. (All *oxen* are used for ploughing.)
A frog can live in land and water. (All *frogs* can live in land and water)
- ▶ Used before certain expressions of quantity, number, price, speed, etc.
A lot of questions were asked in the interview.
Will you buy me *a dozen* of bananas?
The train is running at *a speed* of 80km/hr. (80km an hour)
He visits his homeland once *a year*.
- ▶ Used in exclamatory sentences before a singular countable Noun.
What a marvellous victory!
Such an entertaining show!
- ▶ Used in the sense of *one* and *every*.
There is *a piece* of cake on the table.
I need *an hour* to finish this work.
She spends Rs.1000 *a month*.
You have to pay Rs.500 *an hour* for riding this car.

Note: A/an is not used before Plural Nouns and Uncountable Nouns. Instead, a little/little is used before Uncountable Nouns and a few/few is used before Plural Nouns.

Add a little sugar to this tea.

Only a few students have enrolled in this course.

Uses of the Definite article:

- ▶ Used before certain Nouns which are very unique, such as:
The moon, the earth, the sky, the universe, the world, etc.
- ▶ Used before a Noun which was already mentioned before.

She wrote *a new story* and the story is a thought-provoking one.

- ▶ Used before Adjectives in the superlative degree.

She is the shortest girl in our class.

Mr. Narayan is the richest man in our village.

- ▶ Used before certain words like *next, last, ultimate, first, second*, etc.

Nehru was the first Prime Minister of India.

We visited Hampi on the last day of our tour.

- ▶ Used before Nouns which represent a class.

The snake is a venomous reptile

The hen lays eggs.

Note: The Definite article **the** is not used before the word **man** when it represents the human race.

The man is the only animal who can talk. (Incorrect)

Man is the only animal who can talk. (Correct)

- ▶ Used before Adjectives to indicate a class of people.

The rich- rich people

The honest- honest people

The illiterate- illiterate people

- ▶ Used before the names of mountain ranges, island groups, rivers, canals, oceans, seas, gulfs, straits, etc.

The Alps, the Ganga, the Red Sea, the Bering Strait, the Gulf of Mannar, the Arabian Sea, etc.

- ▶ Used before the names of newspapers, holy books, epics, etc.

The Ramayana, The Bible, The Hindu, The Hindustan Times, etc.

- ▶ Used before the names of deserts, forests, trains, hotels, etc.

The Great Indian desert, the Gir forest, the Island Express, the Hyacinth hotel, etc.

Omission of the Definite article:

- ▶ Before the name of a single mountain, peak, island.

Sri Lanka, Everest, Nanda Devi, Nanga Parbat, etc.

- ▶ Before the names of places.

India, Mangalore, Rajasthan, etc.

- ▶ Before Abstract Nouns.

Honesty is the best policy.

- ▶ Before the Nouns, such as *church, hospital, school, college*, etc., when they are



visited for the purpose for which they are constructed. However, when one visits any of these places for any other purpose, *the* should be used.

She went to school. (to study)

He is admitted to a hospital. (as a patient)

She went to the school to visit the principal.

He went to the hospital to meet Mr. Rajeev.

- ▶ When the word *work* is used to indicate a place of work.

She is on her way to work.

- ▶ When the word *home* is used alone. But when the word *home* is described by a phrase or word, *the* should be used.

We went home together.

The home for the disabled.

- ▶ When a person speaks about his/her own town.

We are going to town to buy some vegetables.

- ▶ Before certain idiomatic expressions like *at sea, at noon, at night, on foot, by hand*, etc.

- ▶ The Definite article *the* is not used before institutions that are named after places or persons.

Cambridge University, Oxford University, Kerala University, etc.

But if the term *University* is followed by a name of any place, *the* is used.

The University of Kerala, The University of Cambridge, etc.

2.1.4. Adverbs

Read the following sentences:

Sandhya laughs *loudly*

She is a *very* clever officer.

Let us analyse the two words *loudly* and *very*. In the first sentence, the verb *laugh* is modified by the word *loudly*. Similarly, the adjective *clever* is modified by the word *very*. Words such as *loudly* and *very* are called Adverbs. Adverbs are words which modify a verb, or an adjective. It is also used to modify another adverb. For eg:

She walked even more rapidly.

(The adverb *more* is modified by the word *even*)

Adverbs are usually formed by adding **-ly** to the adjectives.

Eg: *Respect- respectfully*

Kind- kindly

High- highly

Angry- angrily

Loud- loudly

Easy- easily

Wise- wisely

2.1.4.2 Position of Adverbs

Adverbs of Manner

- ▶ If the verb is intransitive, the adverbs of manner are usually placed after it.
Eg: She walked carefully.

She sang loudly.
- ▶ If the verb is transitive, the adverbs of manner are placed after the object.
Eg: She opened the door gently.

She ate the sweets hurriedly.
- ▶ If the adverbs, such as *stupidly*, *generously*, *foolishly*, *kindly*, etc. (adverbs related to character) are placed before the verb, it applies to the action. However, there occurs a change in meaning if it is placed after the verb or object.
Eg: She talked to the poor lady kindly.

She kindly talked to the poor lady.
- ▶ The adverbs of manner, *badly* and *well* are placed before the verb or the object in the active voice and before the past-participle in the passive.
Eg: She treated her friend badly.

Her friend was badly treated.

Adverb of Place

- ▶ Adverbs of Place, such as *here*, *there*, *nowhere*, *somewhere*, *away*, *everywhere* etc. are placed after the object if the verb is transitive.
Eg: *She searched her spectacles everywhere.*
She kept her books there.
- ▶ If there is no object, the adverbs of place are usually placed after the verb.
Eg: *She sits there.*
She walked away.
- ▶ *Somewhere* and *anywhere* (used in the same way as that of *some* and *any*).
Eg: *She has gone somewhere.*
She hasn't gone anywhere.
- ▶ *Here* and *there* can be followed by verbs such as *go* and *come*.
Eg: *Here comes my friend.*
There goes my bus.

Adverb of time	Soon, lately, early, recently, never, ever, yet, still, ago, already, etc.
Adverb of place	Here, there, away, everywhere, nowhere, inside, outside, up, down, etc.
Adverb of manner/quality	Bravely, sadly, carefully, well, thus, so, etc.
Adverb of frequency	Usually, always, occasionally, never, seldom, often, etc.
Adverb of degree	Fairly, entirely, very, enough, totally, almost, etc.
Interrogative Adverb	When, why, how, how often, etc.
Relative Adverb	Where, when, how

Adverb of Time

- ▶ Adverbs of time, such as *now, recently, soon, afterwards, eventually, lately*, etc., are placed either at the beginning or end of the clause.
Eg: *Recently she bought a new bicycle.*
Her article was published recently.
- ▶ Adverbs of time, such as *before, early, late, immediately*, etc. are usually placed at the end of the clause.
Eg: *She came immediately.*
She has not been to Mumbai before.
- ▶ *Since* and *ever since* are usually placed at the end position.
Eg: *She left her home in 1995. We haven't heard from her since.*
We met in 1990. We have been friends ever since.
- ▶ *Yet* is usually placed after the verb or verb+ object. But if the object has many words, *yet* is placed before the verb.
Eg: *She hasn't met her teacher yet.*
She hasn't yet completed the work which I have given to her two weeks ago.

Note: *Yet* refers to 'until the present time' and *still* implies continuous action.

Eg: *She hasn't called me yet.*
She still doesn't call me.

Adverb of Frequency

- ▶ Adverbs of frequency such as *ever, never, hardly, rarely, seldom, always, frequently, occasionally, usually, often, once*, etc., are placed after the be form of the verb.

Eg: *She is usually optimistic and bright.*

She is never late.

Note: The above-mentioned adverbs are usually placed after the auxiliary+ subject in interrogative sentences.

Eg: *Has she often been overtired?*

Exception: These adverbs are usually placed before *used to* and *have to*.

Eg: *She often used to watch movies with them.*

They often have to cook food for themselves.

- ▶ If there is no auxiliary verb, frequency adverbs are usually placed before the Main Verb.

Eg: *She occasionally visits her grandmother's house.*

She often helps her friend.

- ▶ If the adverbs, such as *hardly, ever, rarely*, etc., occur at the beginning of the sentence, then the main verb must be inverted.

Eg: *Scarcely ever did she try to please him.*

Seldom have I heard such a foolish opinion.

Note: Adverbs such as *hardly, no sooner, never*, etc., are placed at the beginning of the sentences to give emphasis.

Eg: *Hardly had she reached the airport, when the flight took off.*

No sooner did she reach the airport, than the flight took off.

Never before has he behaved so arrogantly.

Adverbs of Degree

- ▶ Adverbs of Degree, such as *quite, almost, absolutely, barely, enough, rather, completely*, etc. modify an adjective or another adverb and are placed before it.

Eg: *She is quite humble.*

She had almost reached Calicut.

- ▶ Adverbs of Degree, such as *almost, barely, enough*, etc. modifies verbs.

Eg: *She almost fell down from the ladder.*

She could barely see the lane.

- ▶ *Just* and *only* are placed before the word it applies to.



Eg: She wrote *only* one poem.
She has *just* finished her task.

- *Fairly* is used in a positive sense while *rather* is used in both positive as well as negative sense.

Eg: She played *fairly* well in the tournament.
She is *rather* too naïve.

2.1.4.3 Order of Adverbs

When a sentence has two or more adverbs in it, follow the order:

Manner- place-time

Eg: She talked *cheerfully in the meeting* for ten minutes.
The children prayed *silently in the assembly hall* for some time.

Note: *Away, back, down*, etc., are placed before adverbs of manner.

Eg: She went *silently* back. (wrong)
She went back *silently*. (correct)

2.1.5 Pronouns

Read the following sentences:

Annie is an architect. *Annie* is working in a private company. *Annie* is a very hardworking person.

Here instead of writing *Annie* every time, the noun *Annie* can be replaced by the word *she*. Thus, the sentence can be modified in the following way:

Annie is an architect. *She* is working in a private company. *She* is a very hardworking person.

Now let us look at another example:

Raju built a palatial house. *He* is a rich man.

She and *he* are called Pronouns. Pronouns are words which are used as substitutes for nouns.

Personal Pronouns depict 'persons' in many forms.

- First-person: refers to the person who is speaking.
I, We
- Second person: refers to the person who is spoken to.
You
- Third-person: refers to the person being spoken about.
He, she, it, they

Personal Pronouns	Subjective Case	Objective case	Possessive case
First-person	I	me	my/mine
First-person	we	us	our/ours
Second person	you	you	Your / yours

Third-person	he	him	his
Third-person	she	her	her
Third-person	it	it	its
Third-person	they	them	their

Uses of *it*:

- ▶ To refer to non-living things or animals.
Eg: Look at that picture. *It* is beautiful.
This is a whale. *It* is the largest animal on earth.
- ▶ To express time and distance.
Eg: *It* is 5 am.
It is only 2 kilometers from here.
- ▶ To represent a previously mentioned person or thing.
Eg: He drinks alcohol and his wife doesn't like *it*.
This is a diamond necklace. *It* is very costly.
- ▶ Introductory *it*.
Eg: *It* was Hema who helped me to write this letter.
It is not easy to solve this mathematics problem.
- ▶ *It* as a subject for impersonal verbs.
Eg: *It* seems that he is busy.

It appears that he is losing his consciousness.

- ▶ The pronoun *it* is used as a substitute for child and baby.
Eg: The baby is crying. *It* might be hungry.

The child itself has done *it*.

- ▶ Reflexive pronouns are used when the subject and object of a sentence are the same. They are formed by adding –self/selves to personal pronouns.
- ▶ The reflexive pronouns must be placed only after the verb or the object.
Eg: You should not hurt *yourself*.

The team blamed *themselves* for their failure in the match.

Note: Emphatic pronouns

Reflexive pronouns used for emphasis are called emphatic pronouns. They are used to emphasize both the subject and object.

Eg: The Chairman *himself* congratulated him.

He carried the heavy box *himself*.

Personal pronoun	Reflexive pronoun
I	Myself
We	Ourselves
You	Yourselves
She	Herself
He	Himself
It	Itself
They	Themselves

Neither of them is sincere.

- **Interrogative pronouns** are used to ask questions.

Who, whom, whose, what, which

Eg: *Who* is your favourite author?

What is your aim?

Uses of **Interrogative pronouns**:

- *Who, whom* and *whose* are used only with persons.

Eg: *Whose* bottle is this?

Who is the author of the book *Oliver Twist*?

- *What* is used only with things.

Eg: *What* is the matter?

What happened to your car?

Note: *What* + *be...like*?

Eg: *What* does he *look like*?
(asking about someone's appearance)

Also note: *What* is he? (asking about someone's profession)

- *Which* is used both with persons and things.

Eg: *Which* is your pen?

Which of these plants is native to India?

- **Distributive pronouns** are used to indicate members of a group separately.

Each, either, neither

Distributive pronouns take singular verbs.

Eg: *Each* of you will be given a notepad.

- *Neither* and *either*

Neither and *either* are used to talk about two persons or things. *Neither* means 'not the one and not the other person or thing'.

Either means 'one or the other of two persons or things.'

Eg: *Neither* of them was invited to the function.

Either of you can sing a song.

- *Neither...nor* and *either...or*

Eg: He is *neither* optimistic *nor* intelligent.

Either he *or* his sister is responsible for this callous act.

- **Reciprocal pronouns** are pronouns which indicate a reciprocal relationship.

Each other, one another

Each other is used to refer to two persons or things

Eg: The brothers loved *each other*.

These two kings fought against *each other*.

- *One another* is used to refer to more than two persons or things.

Eg: We can all trust *one another*.

All the people in my village know *one another*.

- **Indefinite pronouns** are used to refer to persons or things in a general way.

Everybody, everyone, nobody, nothing, all, every, each, many, few, one, some, both, etc.

Eg: *One* of my students has



passed the exam.

Nothing is impossible.

■ Each, every, both

Each and *every* take a singular verb. *Both* takes a plural verb.

Eg: *Each* player knows the rules.

Both players know the rules.

■ Some and any

Some and *any* are usually used with plural nouns. However, *some* is used in a positive sense and *any* is used in a negative sense.

Eg: She has bought *some* vegetables.

She hasn't bought *any* vegetables.

Note: *Some* and *any* are used with singular nouns to refer to something which is not specific, as in the following cases.

Eg: *Some* intellect has done this.

Any fool will easily solve this puzzle.

Both...and is suggestive of a combination.

Eg: He is *both* clever *and* bold.

He likes *both* coffee *and* tea.

Compounds of *some*, *any* and *none* such as *somebody*, *someone*, *nobody*, *no one*, *anybody*, *anything*, etc. take a singular verb.

Eg: *Somebody* cleaned the table.

Anyone can draw a picture of a flower.

► The use of *One*

Personal pronouns like *he* or *she* should not be used to replace the indefinite pronoun *one*.

Eg: *One* should love his country. (Incorrect)

One should love *one's* country. (Correct)

One should obey her parents. (Incorrect)

One should obey *one's* parents. (Correct)

► **Demonstrative pronouns** are used to point out a specific person or thing.

This, that, these, those

Eg: *This* is the actor who won the National award.

These are the boys who played the game in the classroom.

► **Demonstrative Pronouns** can function as adjectives.

Eg: *These* students are very creative.

This book is very interesting.

► When demonstrative pronouns are used as adjectives, they agree with the nouns in terms of their number.

Eg: *This* girl is a dancer.

These girls are dancers.

► **Demonstrative pronouns** are sometimes used for emphasis. (also called double possessives)

Eg: *This* pen of mine. (instead of my pen)

This bag of yours. (instead of your bag)

► **Relative Pronouns** are pronouns which describe the nouns that are mentioned before it.

Who, when, where, which, that

Eg: This is the boy *who* is interested in directing an action film.

These are flowers *which* were brought from Chennai.

► **The use of Relative pronouns**
who, which, that.

- *Who* is used for persons.

Eg: He is the one *who* has cooked the food.

She is the woman *who* is interested in teaching.

- *Which* is used for animals and things

Eg: This is the park *which* we used to visit in our childhood.

He has written a book *which* is yet to be published.

- *That* is used for persons and things.

Eg: This is the book *that* I was searching for.

The box *that* was kept on the table is found missing

2.1.6 Prepositions

Read the following sentences:

The examination will be conducted *on* Monday.

He is working *in* a bank.

What do you think is the purpose of the underlined words? The words *on* and *in* indicate the relation of a noun or pronoun to other words in a sentence. They are called **Prepositions**. They are usually placed before nouns or pronouns.

2.1.6.1 Simple Preposition and Phrase Preposition

Simple Prepositions are single-word prepositions.

Eg: *in, at, on, above, up, with, since, between, besides, of, within, without.*

Phrase Prepositions are certain word-groups which function as prepositions.

Eg: *along with, instead of, because of, due to, apart from, owing to.*

2.1.6.2 Use of Prepositions

1. Prepositions used to express time

- *At* denotes exact time.

at nine, at midnight, at dawn, at the beginning of the meeting, etc.

Eg: The party will begin *at* 7 pm.

We reached our destination *at* noon.

Note: *At* is also used before festivals.

Eg: Maya saw her nephew *at* Christmas.

- *On* is used for days, dates or part of any day.

on the evening of 10 June, on the morning, on the afternoon, etc.

Eg: Can I meet you *on* Monday?

Her birthday is *on* 23 March.

Note: *On* is not used if 'day' is preceded by an adjective.

Eg: The old man visits the mosque every day.

- *In* is used for

a) a period of time

Eg: You should submit the report *in* the evening.

b) months and years.

Eg: I am going to Kashmir *in* December.

c) to indicate the total length of time taken to complete an activity.

Eg: This bus will take you from Kottayam to Kochi *in* an hour.

Note: He is *on time*.

Here *on time* refers to a scheduled time. He is *on time* indicates that he reached at the



scheduled time, not early or late.

He came back *in time* for my wedding.

Here *in time* means not late.

He arrived *in good time*.

Here *in good time* means without the risk of being late.

- ▶ **Within** denotes an action which was/will be completed *within* a certain time period.

Eg: The teacher ordered the students to finish their project work *within* a month.

The articles for the college magazines should be sent *within* a week.

- ▶ **For** is used to denote the duration of an action.

Eg: She had been living in Dubai *for* years.

Sita was playing online games *for* hours.

- ▶ **Since** indicates a point of time in the past.

Eg: The child has been missing *since* Monday.

I have not been working *since* last year.

- ▶ **During** is suggestive of duration.

Eg: The kids were playing *during* break time.

Krishna learned cooking *during* the summer holidays.

- ▶ **After** means at a later time.

Eg: Meet me *after* your examination.

Can we talk *after* lunch?

- ▶ **From** is used to indicate the starting time of something.

Eg: The shop is open *from* 10 am to 5 pm.

He was deaf *from* birth.

- ▶ **Until** is used to denote the continuance of an action to a certain time.

Eg: They played tennis *until* it got dark.

Please wait here *until* I come back.

Note: *Till* is used as a variant of *until*.

2. Prepositions used to denote place

- ▶ **At** is used to indicate a particular place or location.

Eg: He is standing *at* the railway station.

Taj Mahal is located *at* Agra in Delhi.

Note: He is *at* work. Here, *at work* denotes a place of work.

He is *at/in* the office. Here, *at/in* the office means to hold an official position.

- ▶ **In** is used to indicate places in general: names of countries, continents, large towns, capital cities, etc.

Eg: Sudha lives *in* Chennai.

Merlin was born *in* Australia.

Note: *In* is used before the words *village* and *town*

Eg: He likes to stay *in* a village.

- ▶ **On** is used, if the place of work is not a building.

Eg: The villagers are working *on* a plantation.

My brother is employed *on* an estate.

3. Prepositions used to denote movement

- ▶ **To** is used to denote direction or destination.

Eg: He is going *to* the library.

Into is used to denote entry into a particular space.

Eg: The warden came *into* our room.

- ▶ *Through* is used to indicate the passage from one point to another.

Eg: We walked *through* the woods.

- ▶ *Up* indicates movement towards an elevated point.

Eg: The fireman climbed *up* the ladder.

- ▶ *Down* is used to denote movement from a higher position to a lower position.

Eg: The puppy fell *down* the stairs.

- ▶ *From* is used to denote the beginning or starting point of a movement.

Eg: Are you coming *from* your college?

- ▶ *Over* is used to denote the movement above the top of something.

Eg: The eagle is flying *over* the clouds.

- ▶ *Across* denotes movement from one side to another.

Eg: The Sardar Sarovar dam is built *across* the river Narmada.

- ▶ *Under* refers to below or beneath something.

Eg: He is hiding *under* the bush.

2.1.6.3 Usage of other Prepositions

- ▶ *Between* and *among*

Between is used when two things or persons are referred to.

Eg: The Palk Strait is situated *between* India and Sri Lanka.

- ▶ *Among* is used when more than two things or persons are referred

to.

Eg: Sam is the wisest man *among* us.

- ▶ *Beside* and *besides*

Beside means by the side of.

Eg: Please sit *beside* me.

Besides means in addition to.

Eg: *Besides* these toffees, we need a cake.

- ▶ *In front of*, *opposite* and *beneath*

In front of means a position ahead of someone or something.

Eg: A tall boy is standing *in front of* me.

- ▶ *Opposite* means on the other side. (facing each other)

Eg: He took a seat *opposite* her.

- ▶ *Beneath* is used to indicate a lower position.

Eg: The money was hidden *beneath* a pile of books.

- ▶ *With* and *by*

With is used for instruments.

Eg: He drew the picture *with* his favourite pen.

By is used for agents or doers of an action.

Eg: *Macbeth* is written *by* Shakespeare.

- ▶ *Up to*

Up to indicates a limit for doing something.

Eg: He spent *up to* Rs. 20000 monthly for his family.

- ▶ *In* and *into*



In is used to denote:

Position	Maya is a clerk in a school.
Dress	She looks gorgeous in that traditional attire.
Surroundings or condition	The children were playing in the rain

Into is used to denote:

motion or direction	The swimmer jumped into the pool.
change in state	The wooden pulp is converted into paper.

Note: Certain prepositions are used after several verbs, nouns and adjectives.

For eg:

Agree to someone

Depend on something

Apply for an interview

Anxious about the results

Busy with work

Proud of something

Suitable for someone

Interest in something

Love for music

Devoid of something

Resemblance to someone

Fondness for something

Desire for something

Progress in something

Compete with someone

Angry with a person

Jealous of someone

Obliged to someone

Grateful for something

Similar to something

2.1.7 Conjunctions

Look at the following sentences:

He was not well, so he went to hospital.

Meet me after the class.

What do you think is the function of the above-underlined words? Here the words so

and after are used to connect a group of words. Such terms which are used to connect words or groups of words together are called **Conjunctions**. They are considered connectives or linkers.

Eg; And, but, because, however, neither... nor, either...or, though, etc.

2.1.7.1 Types of Conjunctions

1. Co-ordinating Conjunction

Co-ordinating Conjunctions are words which join units of equal importance.

And, but, so, still, for, yet, then, or, etc.

Eg: The doctor advised the patient to take rest, *and* to take medicines on time.

She danced well, *but* she could not win the prize. What do you want; tea or coffee?

He is interested in medicine, *so* he joined the MBBS course.

2. Subordinating Conjunction

Subordinating Conjunctions are words which connect the main clause with a subordinate clause. Some of the Subordinating Conjunctions are: *Because, however, since, if, before, after, that, since, lest, though, till, when, whenever, while, even, although, as if, despite, in spite of, etc.*

Eg: He is angry *because* his friends teased him.

I have not *even* heard about such a place.

We can go to the museum *if* you are free tomorrow.

You should practise well *lest* you should fail.

He is so brilliant *that* he can easily complete the task.

Maya talked *as if* she knew everything.

It is a difficult task; *however*, you have to finish it soon.

Though it was raining, we went to play cricket.

Although she is rich, she leads a simple life.

When we were kids, we used to play

together.

While we were walking to our home, we saw an elephant.

In spite of his hard work, he failed the entrance test.

Despite the cold weather, we all went swimming.

Note: A main clause is a group of words which has a subject and a verb. Subordinating clauses are groups of words which depend upon another clause to get a complete meaning

3. Correlative Conjunctions

Correlative Conjunctions are co-ordinators used in pairs: *Either...or, neither...nor, both...and, not only...but also, no sooner...than, hardly/scarcely...when, whether...or, etc.*

Eg: He is *neither* too happy *nor* too sad.

No sooner had she heard the news, *than* she rushed to her home.

She is *not only* optimistic *but also* graceful.

You can *either* spend this money *or* deposit it in a bank.

Both Teena *and* Kavya are selected for this job.

This soldier is brave *as well as* generous.

2.1.8. Interjection

Analyse the following underlined words:

Hurrah! We won the championship.

Ouch! It hurts.

Oh! I forgot to take the key.

Interjections are words used to express sudden emotions or feelings. They help us to understand the emotion of the speaker. Interjections are usually used at the beginning of a sentence. They do not have any grammatical



relation with any other part of the sentence.

2.1.8.1 Interjections are of different types

- ▶ Interjections indicating happiness: *Hurrah!, Wow!, Yippee!*

Eg; *Hurrah!* My son cleared the entrance examination.

Wow! What a thrilling victory!

- ▶ Interjections indicating praise or approval: *Well done!, Brilliant!, Bravo!*

Eg: *Well done!* You got the promotion.

Brilliant! She settled the dispute in a short time.

- ▶ Interjections indicating surprises:
Eh!, Oh!, What!, Ah!, Gosh.

Eg: *What!* You got a gift from your teacher.

Oh! He got appointed as chairman.

- ▶ Interjections indicating pain or grief: *Alas!, Ouch!, Ah!, Oh!*

Eg: *Alas!* We lost the main documents.

Ouch! I cut my finger and now it is bleeding.

- ▶ Interjections indicating doubts:
Hmm, Uh, Er

Eg: *Uh,* Shall we go?

Hmm, Is everything alright?

Recap

- ▶ Verbs
- ▶ Lexical verbs
- ▶ Auxiliary verbs
- ▶ Primary auxiliary
- ▶ Modal auxiliary
- ▶ Adverbs
- ▶ Kinds of adverbs.
- ▶ Position of adverbs.
- ▶ Order of adverbs.
- ▶ Pronouns.
- ▶ Types of pronouns.
- ▶ Prepositions.
- ▶ Simple and Phrase prepositions.
- ▶ Uses of prepositions.
- ▶ Conjunctions.
- ▶ Types of conjunctions.
- ▶ Interjection.
- ▶ Types of interjections.

Objective Questions

1. What is a verb?
2. What are lexical verbs?
3. What are auxiliary verbs?
4. Which verbs are also known as helping verbs?
5. Which are the two different types of auxiliaries?
6. Write any two examples of primary auxiliary verbs.
7. Write any two examples of modal auxiliaries.
8. What are adverbs?
9. Which are the different kinds of adverbs? (Write any two)
10. What are pronouns?
11. Which type of pronouns are used to point out a specific person or thing?
12. Which type of pronouns are used to depict persons in many forms?
13. What are relative pronouns?
14. What are reciprocal pronouns?
15. What are interrogative pronouns?
16. What are prepositions?
17. What are phrase prepositions?
18. What are conjunctions?
19. Which are the different types of conjunctions?
20. Write any two examples for subordinating conjunctions.
21. What is an interjection?
22. Write an example for an interjection indicating happiness.

Answers

1. A verb is a term which indicates an action or state of being or occurrence.
2. The verbs which have an independent meaning.
3. Grammatical words which do not have an independent meaning.
4. Auxiliary verbs.
5. Primary auxiliary and modal auxiliary.
6. Am, is
7. Will, shall
8. Adverbs are words which modify a verb, an adjective or another adverb.
9. Adverbs of place, adverbs of time.
10. Words which are used as substitutes for nouns.
11. Demonstrative pronouns.
12. Personal pronouns.
13. The pronouns which describe the noun that is mentioned before it.
14. The pronouns which indicate a reciprocal relationship.



15. Interrogative pronouns are used to ask questions.
16. Words which indicate the relation of a noun or pronoun to other words in a sentence.
17. Word-groups which function as prepositions. Eg: *along with, because of*.
18. Words used to connect a group of words.
19. Co-ordinating Conjunctions, Subordinating Conjunctions and Correlative Conjunctions.
20. Because, however.
21. Words used to express sudden emotions or feelings.
22. Hurrah!, Yippee!

Assignments

1. Given below is a list of nouns. Categorize them into different groups.

Malini, Germany, committee, village, Taj Mahal, team, crowd, cat, teacher, Brazil, man, table, panel, soil, jury, silver, tea, school, building, England, family, egg, sand.

Proper nouns	Common nouns	Collective nouns	Material nouns

- . Fill in the blanks with suitable articles.

1. He is actor.
2. She bought umbrella.
3. He is tallest boy in our class.
4. Can you give me..... one-rupee coin?
5. There is..... notebook on the table.
6. Poland is..... European country.
7. There is..... egg in the basket.
8. Simon bought..... pair of shoes.

Suggested Reading

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Unit 2

Sentences

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ acquire a basic familiarity with different types of sentences
- ▶ correctly identify all kinds of sentences
- ▶ gain the skill to construct meaningful sentences
- ▶ determine the importance of different types of sentences

Prerequisites

In the study of rhetoric and sentence structure, it is essential to understand how different types of sentences are constructed and the function each serves in communication. Sentences are the building blocks of language, and they express complete thoughts. However, not all sentences are the same. They vary based on their structure, purpose, and the emotions they convey.

At the most fundamental level, sentences can be categorised into four types: assertive, interrogative, imperative, and exclamatory. An assertive sentence makes a statement or assertion, such as “He is cooking food for the guests,” and ends with a period. The interrogative sentence, on the other hand, asks a question, such as “Is he cooking food for the guests?” and ends with a question mark. Imperative sentences give commands or requests, such as “Please help me clean the room.” Lastly, exclamatory sentences express strong emotions or reactions, such as “What a beautiful day!”

The structure of a sentence also includes two essential parts: the subject and the predicate. The subject is the noun or pronoun that the sentence is about, while the predicate tells us something about the subject. For example, in the sentence “Mohan is a scientist,” “Mohan” is the subject, and “is a scientist” is the predicate.

Additionally, sentences can be classified based on their complexity. Simple sentences consist of only one independent clause, such as “She went to church.” Compound sentences are made up of two or more independent clauses connected by coordinating conjunctions, like “Radha went to the bookstall, and she bought some new books.” Complex sentences, on the other hand, contain one independent clause and at least one dependent clause, as seen in “Although she is tired, she chose not to rest.”

Finally, sentences can be positive or negative. A positive sentence makes an affirmative statement, such as “He is a teacher,” while a negative sentence includes a negative word, like “He is not a teacher.” The transformation of one sentence type to another as changing an assertive sentence to an interrogative or vice versa shows the flexibility and richness of language, making it a powerful tool for both communication and persuasion.

Thus, understanding the various forms and structures of sentences enhances not only clarity and precision but also the ability to express a wide range of ideas, emotions, and questions in both written and spoken forms.

Keywords

Sentences, Subject, Predicate, Assertive, Imperative, Interrogative, Simple, Compound, Positive and Negative sentences

Discussion

Read the following sentences.

He is cooking food for the guests.

He is cooking food for the guests!

Is he cooking food for the guests?

Do you think that all the above-mentioned sentences have the same meaning? If not, what makes each one of them different from the other? Note down your observations.

2.2.1 What is a Sentence?

Read the following list of words given below.

scientist Mohan is a.

What do you think about it? Is it a sentence? No, it is only a group of jumbled words. Now let us rewrite the above list of words in such a way that it conveys a meaning.

Mohan is a scientist.

Now you might have understood that every group of words is not a sentence. A sentence is a group of words which expresses a complete thought. When a set of words are put together

to convey a meaning, it is called a sentence

Eg: *Mohan is a scientist.*

Which book is Mohan reading now?

Please give me Mohan's address

Hurrah! Mohan's team won the match.

2.2.2 Subject and Predicate

Look at the following sentence and answer the questions.

Mohan is a scientist.

What is the name of the person that we are talking about?

Ans: Mohan

What is Mohan's profession?

Ans: Mohan is a scientist

Subject and Predicate are two main components of a sentence. The Subject is the naming part in a sentence. It names the person, place or thing that we are talking about. It includes all the words which describe the Subject. The Predicate is that part of the sentence which tells something about the Subject.

Eg: *Mohan is a scientist.*



Subject: *Mohan*

Predicate: *is a scientist.*

Eg: *Mohan is living in a palace.*

Subject: *Mohan*

Predicate: *is living in a palace.*

Eg: *That man wearing a red shirt is working with Mohan.*

Subject: *That man wearing a red shirt*

Predicate: *is working with Mohan.*

2.2.3 Types of Sentences

Sentences are divided into four classes based on their word order and meaning.

2.2.3.1 Assertive Sentence

Action speaks louder than words.

Delhi is the capital of our country.

The above-cited sentences express certain facts. A sentence which explains a fact or makes a statement or an assertion is known as an Assertive Sentence. It is also known as a Declarative Sentence. It ends with a full stop.

2.2.3.2 Interrogative Sentence

What is your ambition?

Are you going to town?

Generally, sentences which begin with question words are called questions. An interrogative sentence is a sentence which asks a question. It should end with a question mark (?).

Interrogative sentences are classified as;

► **Yes or No Interrogatives**

Are you happy?

Can you write well?

What are your answers to the above questions? Probably, Yes or No.

Yes or No Interrogatives are questions which demand a Yes or no answer.

► **Wh-interrogatives**

What is your name?

Where are you studying?

Unlike the Yes or No Interrogatives, the above-mentioned questions ask for information. Questions which begin with question words, such as *who, what, where, whose, which, when, how*, etc. are termed as **Wh-interrogatives**.

Question Tags

Look at the following sentence:

You have a sister, don't you?

In the above sentence, a statement is followed by a short question which is asking for confirmation. Now read the following sentence:

He is very happy today, isn't he?

Here the short question *isn't he* is used to emphasize the statement. Such short questions which are used to emphasize a statement or to express an opinion, probability etc. are called Question tags or tag questions. It consists of an auxiliary verb and a pronoun. If there is no auxiliary, the **do** form of the verb is used in the question tag. Rules of question tags are as follows:

General rule regarding the question tag is that, if the statement is positive, tag is negative and if the statement is negative, tag is positive.

Eg: *He is a pilot, isn't he?*

They are helping the poor man, aren't they?

She doesn't have a car, does she?

He walked through the forest, didn't he?

She can sing well, can't she?

Note: If a sentence has the following semi-negative or negative words, the tag is positive

Hardly, scarcely, barely, seldom, few, little, no, none, neither, nothing, etc.

Eg: **He rarely visits his home, does he?**

- The Question tag for an imperative sentence is **will you?** But **won't you?** is used to indicate urgency.

Eg: *Please, lend me a book, will you?*

- For suggestions or proposals beginning with **Let us**, the tag is **shall we?**

Eg: *Let us go for a movie, shall we?*

- The tag for sentences beginning with **I am** is **aren't I?** The tag for sentences beginning with **I am not** is **am I?**

Eg: *I am reading, aren't I?*

I am not very greedy, am I?

- **Didn't** is the tag used for sentences which have **used to** in them

Eg: *They used to play hockey in their school, didn't they?*

She used to draw well, didn't she?

- For sentences beginning with **this** or **that**, the pronoun **it** should be used in the tag.

Eg: *This is a wonderful idea, isn't it?*

That was your old car, wasn't it?

Note: If the subject of the statement is there, the tag must have the same subject there.

Eg: There were many flowers in my garden, weren't there?

If the subject of the statement is any one of the following, they is used in the tag;

Somebody, someone, anybody, anyone, nobody, none, neither, none of, no one, etc.

Eg: *Anyone can solve this problem, can't they?*

If the subject of the statement is one, the tag must have the same subject one.

Eg: One should believe in one's ability, shouldn't one?

2.2.3.3 Imperative Sentence

Read the following sentences.

Get out of the room.

Please help me to clean the room.

The former sentence is an example of a command and the latter is a request. A sentence which makes a command or wish or request is known as an Imperative sentence.

2.2.3.4 Exclamatory Sentence

Sometimes we express our sudden feelings or emotions in a few words like:

What a huge building!

Oh! What a nice idea!

A sentence which expresses a sudden feeling or an emotion is known as an Exclamatory sentence. It ends with an exclamation mark (!).

2.2.4 Transformation of one sentence type to another.

2.2.4.1 Statements to Questions

Statements can be converted into questions in different ways:

a) *He can study well.* (Statement)

Can he study well? (Question)

Terrorism is a crime. (Statement)

Is terrorism a crime? (Question)



The above statements are converted into questions by inverting the word order.

b) *London is the capital of England.* (Statement)

Which is the capital of England? (Question)

He is staying at my aunt's house. (Statement)

Where is he staying? (Question)

Here we have used question words for the conversion of statements to questions.

c) *He loves travelling.* (Statement)

Does he love travelling? (Question)

He built a new house. (Statement)

Did he build a new house? (Question)

Using *do* forms is another method of conversion.

2.2.4.2 Questions to Statements

Is it good to revise your topics before the examination? (Question)

It is good to revise your topics before the examination. (Statement)

Why don't you try to help him? (Question).

You should try to help him. (Statement)

Why couldn't you go to sleep earlier? (Question)

You should go to sleep earlier. (Statement)

Why are you wasting your time by playing online games? (Question)

You should not waste your time by playing online games. (Statement)

2.2.4.3 Exclamatory Sentences to Assertive Sentences

What a lovely scene it is! (Exclamatory)

It is a lovely scene. (Assertive)

What a hot climate it is! (Exclamatory)

It is a hot climate. (Assertive)

Wow! What a delicious dessert! (Exclamatory)

It is a delicious dessert. (Assertive)

How clever she is! (Exclamatory)

She is very clever. (Assertive)

What a thrilling experience it was! (Exclamatory)

It was a thrilling experience. (Assertive)

2.2.4.4 Assertive Sentences to Exclamatory Sentences

He behaves like a child. (Assertive)

How childish he is! (Exclamatory)

The park is very crowded. (Assertive)

How crowded the park is! (Exclamatory)

It is a haunted place. (Assertive)

What a haunted place it is! (Exclamatory)

This flower is beautiful. (Assertive)

What a beautiful flower it is! (Exclamatory)

He is making a lot of noise. (Assertive)

What a noisy person he is! (Exclamatory)

2.2.4.5 Imperative Sentences to Interrogative Sentences

Speak louder. (Imperative)

Will you speak louder? (Interrogative)

Keep the books on the shelf. (Imperative)

Will you keep the books on the shelf? (Interrogative)

Take him to hospital. (Imperative)

Will you take him to hospital? (Interrogative)

Talk properly. (Imperative)

Will you talk properly? (Interrogative)

Walk fast. (Imperative)

Will you walk fast? (Interrogative)

2.2.4.6 Imperative Sentences to Assertive Sentences

Let him take some rest. (Imperative)

He should be allowed to take some rest. (Assertive)

Don't tell lies. (Imperative)

You should not tell lies. (Assertive)

Listen carefully. (Imperative)

You should listen carefully. (Assertive)

Don't play with fire. (Imperative)

One should not play with fire. (Assertive)

Obey the laws of the government. (Imperative)

One should obey the laws of the government. (Assertive)

2.2.5 Simple, Compound, Complex Sentences

Based on the Clause structure, sentences are classified into Simple, Compound and Complex.

Note: What is a Clause?

A group of words which contains a subject and a predicate and forms part of a sentence is termed as Clause.

Eg: When it rained, they stopped playing.

The two clauses in the above sentence are *when it rained* and *they stopped playing*.

Clauses are of two types;

a) Main clause/ Principal clause- Clause which contains the main idea of the sentence.

b) Subordinate clause/ Dependent clause- Clause which does not have an independent meaning, but depends upon another clause to convey a complete thought.

Eg: When it rained, they stopped playing.

Main clause: *They stopped playing.*

Subordinate clause: *When it rained.*

2.2.5.1 Simple Sentence

Look at the following sentences:

Radha is a smart girl.

Did she arrive yesterday?

She went to church to pray.

All these sentences have only one Main clause, i.e., a clause which contains the main idea of that sentence. Such a sentence which has only one Main clause is termed a Simple sentence.

2.2.5.2 Compound Sentence

Look at the following sentence:

Radha went to the bookstall and bought some new books.

The above sentence has two parts;

■ *Radha went to the bookstall.*

■ *She bought some new books.*

These two parts are joined by the conjunction **and**. Each of these parts has an independent meaning. In other words, the above sentence has two Main clauses. A sentence which has two or more Main clauses are termed a



Compound sentence. In a compound sentence, the clauses are mainly joined by co-ordinating conjunctions like *and*, *but*, *or*, etc.

Eg: *She was very sick, so she took medicines. She is a short girl, but she runs fast.*

2.2.5.3 Complex Sentence

Look at the following sentence:

As she was a brilliant student, she answered all the questions.

The above sentence has two clauses;

- *As she was a brilliant student.*
- *She answered all the questions*

The above-cited sentence has one Main clause and a subordinate clause. A sentence which has only one Main clause and two or more subordinate clauses is termed a Complex sentence.

Eg: *Although she is tired, she chose not to take rest.*

While she was cooking food, all her friends were watching television.

2.2.6 Positive and Negative Sentences

Read the following sentences:

He is a thief.

He is not a thief.

How is the first sentence different from the other? The negative word *not* changes the entire meaning of the above-mentioned sentences. A Positive sentence is an affirmative sentence without any negative words, such as *not*, *no*, *never*, *neither...nor*, *not at all*, etc.

Eg: *The sun sets in the west.*

India won the first T-20 world cup.

A Negative Sentence is a sentence which has any of the following negative words; *no*, *not*, *never*, *none*, *nothing*, *nowhere*, *neither...nor*, *no one*, *hardly*, *scarcely*, *barely* etc.

Eg: *He has done nothing to win the election.*

Recap

- ▶ Sentences
- ▶ Subject
- ▶ Predicate
- ▶ Types of sentences.
- ▶ Assertive/declarative sentences.
- ▶ Interrogative sentences.
- ▶ Types of Interrogatives.
- ▶ Imperative sentences.
- ▶ Exclamatory sentences.
- ▶ Change of one sentence type to another.
- ▶ Clause
- ▶ Two types of Clauses.
- ▶ Sentence classification based on the Clause structure.
- ▶ Simple sentence

- ▶ Compound sentence
- ▶ Complex sentence
- ▶ Positive sentences
- ▶ Negative sentences

Objective Questions

1. What is a sentence?
2. Which of the following group of words can be considered as a sentence?
 - a. The doctor apple keeps away a day an.
 - b. Living he in my city.
 - c. Gandhiji is regarded as the Father of our Nation.
3. Frame a sentence from the following group of words.
he singer talented is a
4. Identify the subject and predicate in the following sentence.
 Ram is riding a bicycle.
5. What is an Assertive sentence?
6. Which of the following is an example of an Interrogative sentence?
 - a. What are your plans for future?
 - b. Open the windows.
 - c. He is living in an island.
7. What is an Imperative sentence?
8. What is an Exclamatory sentence?
9. What is a Simple sentence?
10. What is a Complex sentence?
11. What is a Compound sentence?
12. What is a Positive sentence?
13. What is a Negative sentence?
14. Change into Assertive.
 Open the doors and windows.
15. Change into Question.
 He is a professor.
16. Which of the following is a negative sentence?
 - a. He hates watching news.
 - b. Hurry up! We have hardly one hour left.
 - c. She is jealous of her friend.

Answers

1. A sentence is a group of words which express a complete thought.
2. Gandhiji is regarded as the Father of our Nation.
3. He is a talented singer.
4. Subject: Ram
Predicate: is riding a bicycle
5. A Sentence which explains a fact or makes a statement or an assertion is known as an Assertive sentence.
6. What are your plans for future?
7. Imperative sentences are commands, wish or requests.
8. A sentence which expresses a sudden feeling or an emotion is known as an Exclamatory sentence.
9. A sentence which has only one Main clause.
10. A sentence which has only one Main clause and two or more Subordinate clauses.
11. A sentence which has two or more Main clauses.
12. Positive sentences are affirmative sentences without negative words.
13. Sentences with any negative word.
14. You should open the doors and windows.
15. Is he a professor?
16. Hurry up! We have hardly one hour left.

Assignments

1. What is a sentence? What are the different types of sentences?
2. Identify the subject and predicate in the following sentences.
 - a) They are making a kite.
 - b) This beautiful dress is stitched by my mother.
 - c) Children are playing in the ground.
 - d) Raji is driving a car.
 - e) Asia is the largest continent in the world.

Suggested Reading

- ▶ Martin, H. and P. C. Wren. *English Grammar and Composition*, S. Chand Publishing, 2015
- ▶ Moothathu, V.K. *Concise English Grammar*, OU Press, 2012.
- ▶ Wood, F.T. *A Remedial English Grammar for Foreign Students*, Trinity, 1965.

Unit 3

Concord

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ construct grammatically correct sentences
- ▶ learn the usage of correct verb forms for different subjects
- ▶ develop necessary knowledge to frame grammatically correct sentences
- ▶ hone speaking and writing skills

Prerequisites

In the realm of English grammar, the concept of concord plays a pivotal role in ensuring clarity and precision in communication. At its core, concord refers to the agreement between the subject and verb in a sentence, a rule that underpins the structure of clear and grammatically correct statements. Without this harmony, sentences risk becoming confusing or even meaningless. This idea is not merely a guideline but a principle that governs various aspects of grammar, from grammatical concord-which ensures agreement in person and number between subjects and verbs- to more nuanced forms like notional concord, where meaning takes precedence over structure, and concord of proximity, where the verb agrees with the nearest noun. These types of concords are essential tools that allow speakers and writers to maintain the integrity of their sentences, avoid ambiguity, and enhance readability.

In exploring the intricate rules of concord, we delve into the importance of subject-verb agreement in different contexts, such as when subjects are joined by conjunctions like and, or, or nor, or when collective nouns are considered singular or plural depending on context. Additionally, peculiarities such as the use of singular or plural verbs with certain nouns, like species or scissors, are crucial to mastering concord. Understanding these rules and exceptions strengthens our grasp of the language and promotes effective communication. Thus, concord is not just a set of rigid rules but a flexible and dynamic system that adapts to the nuances of the English language, ensuring its fluidity and coherence.



Keywords

Concord, Grammatical Concord, Notional Concord, Concord of Proximity

2.3.1 Concord

The word *concord* means agreement. An agreement refers to a contract between two or more individuals. Sometimes agreements are signed between two or more organisations or even between two countries. In terms of law, an agreement is a legal contract. What do you think is *concord* in English grammar? Well, in English grammar the term *concord* refers to Subject-Verb agreement. In other words, the Subject and Verb in a sentence should agree with each other.

Types of Concord

There are three types of Concord:

First-person (I, we)	}	take the plural form of the verb
Second-person (you)		
Third-person plural (they)		
Third-person singular (he, she, it)	→	takes the singular form of the verb.

Eg: *I don't agree with him.*

You don't need to speak in English.

It was a thrilling event.

Use of *be* forms:

<i>I</i>	<i>am/was</i>
<i>We</i>	<i>are/were</i>
<i>He/she/it</i>	<i>is/was</i>
<i>They</i>	<i>are/were</i>
<i>You</i>	<i>are/were</i>

1. Grammatical Concord
2. Notional Concord
3. Concord of Proximity

1. Grammatical Concord

Grammatical concord incorporates Concord of person and Concord of number.

► Concord of Person

Look at these sentences:

He is a chemist.

They have changed a lot.

The subject *he* is followed by the verb *is* and *they* is followed by the verb *have*.

According to Concord of Person:

Note: Usually, the Subject **I** is followed by **am/was**, but in conditional clauses, **I** is followed by **were**.

Eg: I wish **I were** a butterfly.

If **I were** a billionaire, I would build a palatial house.

► Concord of Number

She is doing research work.

They have already submitted the report.

In the above-cited sentences, the singular subject *she* is followed by a singular verb and the plural subject *they* is followed by a plural verb *have*. Concord of number states that if the subject is singular, the verb is singular and if the subject is plural, the verb is also plural.

Eg: *This film is* based on a true-life incident.

They are making kites.

2. Notional Concord

Notional concord refers to the agreement of the subject with the verb based on the meaning of the sentence rather than the syntax.

- When a collective noun is taken as a single unit, a singular verb is used and when taken separately, a plural verb is used.

Eg: The council *has* submitted its report.

The jury *were* divided in their opinion

Collective nouns: class, crew, commission, assembly, family, staff, team, committee, council, jury, army, audience, band, cabinet, government, etc.



Note: Police, cattle, vermin, poultry, gentry, people are followed by plural verbs.

Eg: The cattle *are* grazing in the meadows.

The police *are* assigned to protect the public.

Singular verbs are used with the **plural expression of height, weight, amount, quantity, distance and time**.

Eg: Rs. 100 *is* just enough for that gift.

250 kilometers *is* not a short distance.

When phrases which express amount or quantity are taken as separate units, the verb should be plural.

Eg: 60 gold coins *were* collected from the old palace.

70 percent of players *were* selected from the competition.

Fraction and Percentage followed by a singular noun takes a singular verb. If it is followed by a plural noun, the verb should be plural.

Eg: Two-third of the tumbler *is* empty. 50 percent of doctors *are* on strike.

3. Concord of Proximity

The word *proximity* means closeness. Concord of Proximity refers to the principle that the verb should agree with the nearby noun rather than a distant noun in the sentence.

When two subjects are connected by *as well as*, *as much as*, *with*, *along with*, *together with*, *more than*, *rather than*, *besides*, *in addition to*, *except*, the verb agrees with the first subject.

Eg: The mother *as well as* her children *has* visited us.

The students *along with* their teacher *are* going for a picnic.

When two subjects are connected by *or*, *either...or*, *neither...nor*, *not...but*, *not only...*

but also, one or two, more...than the verb agrees with the nearby noun.

Eg: *Either* the leader *or* the workers *have* come.

Neither the sons *nor* the old woman *is* ready to leave the house.

2.3.2 Important Rules of Concord

- ▶ When two or more subjects are connected by *and*, a plural verb must be used.

Eg: Meenu *and* Ajayan are doctors.

Sita, Krishnan *and* Vimal have qualified the test.

- ▶ When two subjects are connected by *and*, conveying a single idea, the verb must be singular.

Eg: Bread *and* butter is my breakfast.

Age *and* experience brings wisdom.

Note: My cousin *and* friend is coming. (the same person)

My cousin *and* my friend are coming. (two different persons)

- ▶ In the case of sentences starting with *there*, the verb depends on the subject that comes after *there*.

Eg: *There* is no need to criticize him.

There were twelve mangoes in the basket.

- ▶ Nouns such as *species*, *gallows*, *innings*, *deer*, *sheep*, *means*, *series*, *aircraft* etc. have the same singular and plural forms. Thus, the verb can either be singular or plural.

Eg: Several *species* of animals are now extinct.

A new species of frog was discovered in the Western Ghats.

<i>Plurals with no singular forms</i>	<i>Same singular and plural forms</i>
Goods, manners, oats, odds, outskirts, riches, earnings, savings, contents, funds, clothes, steps, surroundings, thanks, etc.	Gallows, sheep, swine, deer, means, innings, crossroads, headquarters, aircraft, barracks, species, corps, offspring, etc.

- ▶ Some nouns which denote pairs, such as *spectacles*, *scissors*, *trousers*, *pants*, *shoes*, *pliers*, *binoculars*, etc. are considered as plural and thus plural verbs should be used.

Eg: My spectacles *are* broken.

These scissors *are* brought from her shop.

Note: A pair of/ one pair of + singular verb

Two/three...pairs of + plural verb

Eg: A pair of shoes costs Rs. 500.

Certain nouns, such as names of books,

organisations, diseases, countries appear to be plural in form, but singular in meaning. Such nouns should be followed by singular verbs.

Eg: *Sons and Lovers* is a book written by D.H. Lawrence.

Rickets is caused due to the deficiency of Vitamin D.

The United States is a part of the North American continent.

Generally, the names of subjects, such as *Politics*, *Mathematics*, *Statistics*, *Economics*, *Physics*, etc. are considered singular nouns and

thus singular verbs should be used.

Eg: Politics is an interesting subject.

Mathematics is not my favourite subject.

Note: In general use, plural forms are preferred.

Eg: Statistics show that the gap between the rich and poor are widening.

Her politics is different from mine. (political opinions)

One of, each of, every one of, either of, neither of, the number of are followed by plural nouns and singular verbs.

Eg: *One of* the members has attended the seminar.

Either of them is smiling.

Many a, more than one are followed by a singular noun and a singular verb.

Eg: *Many a* soldier was killed in the battle.

More than one craftwork was selected for the exhibition.

A number of, a small number of, a large number of, a good number of, a great number of, a good many, a great many, a minority of,

the majority of, both, few, several, many are followed by plural nouns and plural verbs.

Eg: *Both* of them are intelligent.

Many people have attended her wedding.

When *a lot of, most of, some of, none of, plenty of, a good deal of, a great deal of, the greater part, the greatest part, all, any,* etc. are followed by an uncountable noun, the verb is singular and when followed by a countable noun, the verb is plural.

Eg: *Plenty of* toys are available in the shop.

A lot of money was wasted on decorating the house.

Each, every, either and *neither* are followed by singular nouns and singular verbs.

Eg: *Each* worker is tired.

Either girl is cheerful.

Someone, somebody, everyone, everybody, anyone, anybody, no one, nobody, nothing, anything are followed by a singular verb.

Eg: *Someone* has to take responsibility.

Nobody is interested in this program.

Recap

- ▶ Concord
- ▶ Subject-verb agreement
- ▶ Types of concord
- ▶ Grammatical Concord
- ▶ Concord of Person
- ▶ Concord of Number
- ▶ Notional concord
- ▶ Concord of Proximity



Objective Questions

1. What is concord?
2. What are the three different types of concord?
3. What is Grammatical concord?
4. What is the agreement of a subject with a verb based on the meaning of that sentence rather than the syntax known as?
5. Which concord states that the verb should agree with the nearby noun?
6. Write down the types of verbs (singular or plural) which agree with the following subjects:
We, he, she, they
7. Identify the correct sentence.
 - a) I are a student.
 - b) I am a student.
 - c) I is a student
8. Identify the correct sentence.
 - a) He was absent on that day.
 - b) He am absent on that day.
 - c) He were absent on that day.
9. Spot the error in the following sentences.
 - a. A pair of spectacles are on the table.
 - b. More than one girls are playing on the ground.
 - c. Somebody have taken my bottle.
 - d. Each song of the film are melodious.
 - e. A good number of artists is coming to the biennale.
 - f. A tennis player and a coach has attended the function.

Answers

1. Subject-verb agreement.
2. Grammatical concord, notional concord and concord of proximity.
3. Singular subject takes a singular verb, a plural verb is used with plural subjects.
4. Notional concord
5. Concord of Proximity.
6. We- plural verb He – singular verb She- singular verb They- plural verb

7. I am a student.
8. He was absent on that day
 - a) A pair of spectacles *is* on the table.
 - b) More than one *girl is* playing on the ground.
 - c) Somebody *has* taken my bottle.
 - d) Each song of the film *is* melodious.
 - e) A good number of artists *are* coming to the biennale.
 - f) A tennis player and a coach *have* attended the function

Assignments

1. Match the following using the rules of concord

Seventy years	Are	to pay the fine.
The children	Is	decided to organize a strike.
Either Ram or his friends	Has	happy.
The minister along with the party workers	Have	not a short time period.
Smitha	Is	a kind woman.

2. Fill up the following details about yourself. Remember to follow the rules of concord.

- a) I (name).
- b) My hometown
- c) I(work)
- d) My family.....
- e) My hobbies.....
- f) I..... (likes)
- g) I..... (dislikes)
- h) My ambition
- i) My friends



- j) My best friend.....
- k) I wish.....
- l) Ithankful to.....

3. Fill in the blanks.

- a) Mary along with her son to church. (goes, go)
- b) Neither Sarath nor his friends won a prize. (has, have)
- c) The Police..... threatened the thief. (has, have)
- d) Twenty-five percent of workers..... willing to sign the contract. (is, are)

Spot the error in the following sentences.

- a) Krishnan and Kamal is good friends.
- b) Angel with his relatives are going to the park.
- c) Ram has not only a bike but car.
- d) My spectacles has been broken.
- e) A number of labourers is working in that factory.
- f) He stay in a hostel.

Suggested Reading

- ▶ Hewings, Martin. *Advanced Grammar in Use with Answers: A Self-Study Reference and Practice Book for Advanced Learners of English*, 3rd edition, CU Press, 2013.
- ▶ Martin, H. and P. C. Wren. *English Grammar and Composition*, S. Chand Publishing, 2015.
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Unit 4

Tenses

Learning Outcomes

Upon the completion of this unit, the learner will be able to:

- ▶ learn the use of different verb forms for different tenses.
- ▶ identify the correct time of occurrence of an action in sentences.
- ▶ gain effective communication and writing skills.

Prerequisites

In the study of English grammar, the concept of tense is a fundamental aspect that helps convey when actions or events occur in relation to the present moment. Tense, as a grammatical tool, shows whether an action happens in the past, present, or future. This categorization allows speakers to express time with clarity and precision. The primary tenses—Present, Past, and Future have various forms that further refine the expression of time.

Within each of these broad tense categories, we encounter several forms, such as the Simple, Continuous, Perfect, and Perfect Continuous tenses. Each form serves different functions, making it possible to express actions with specific nuances. For example, the Present Simple tense describes habitual actions or universal truths, while the Present Continuous tense emphasises ongoing actions or actions happening right now. Similarly, the Past Perfect Continuous tense reveals actions that were ongoing in the past and continued up to a specific point in time.

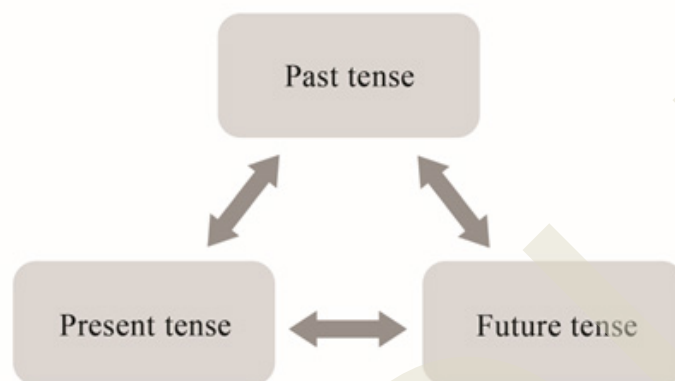
The future tense, though often signalled by the auxiliary verb “will,” also takes on various forms, such as the Future Perfect Continuous, to express actions that will be in progress at a certain point in the future. The different tenses are not just limited to expressing time but also communicate aspects such as habitual actions, ongoing situations, completed actions, and even future predictions.

In summary, understanding tense and its various forms is essential for accurate communication in English. Each tense, with its different aspects, provides a more detailed view of time, enriching both written and spoken expression. By mastering the use of tenses, we can clearly indicate when something happens, how long it lasts, and its connection to other events.



Keywords

Past tense, Present Tense, Future Tense, Non-Conclusive verbs



Four distinct forms for each of the three tenses:

Tenses	Simple	Continuous	Perfect	Perfect Continuous
Present	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
Past	Simple Past	Past Continuous	Past Perfect	Past Perfect Continuous
Future	Simple Future	Future Continuous	Future Perfect	Future Perfect Continuous

2.4.1 What is Tense?

Read the following sentences:

He talks to her. (present time)

He talked to her. (past time)

He will talk to her. (future time)

The above-mentioned sentences indicate actions performed in different time periods. In

English grammar, tense denotes the time of an action, whether the action has occurred in the present, the past or will happen in the future.

The three main tenses are:

2.4.1.1 The Present Tense

The Simple Present Tense

Look at the following sentences:

He plays football.

They play football.

In the Simple Present tense, the verb is either in the base form or in the **-s/es** form. The base form is used with all plural Subjects and the **-s/es** form is used with every singular Subject. It is to be noted that only the base form is used with *I* and *You*. Thus, the form of the Simple Present tense can be simply written as:

Subject + verb's base/or base + -s or -es

Uses of the Simple Present Tense

- To denote a recurrent or habitual action.

Eg: *He wakes up early in the morning.*

He watches movies every Sunday.

- To denote a universal truth or a proverb.

Eg: *Slow and steady wins the race.*

The moon revolves around the earth.

- To denote a permanent state.

Eg: *He has two children.*

The Taj Mahal stands on the Yamuna.

- To express scheduled or planned future action.

Eg: *He starts his new work on Monday.*

The Prime Minister comes to Kerala next month.

- In Imperative and Exclamatory sentences.

Eg: *How honest he is!*

Please, listen to him.

- In newspaper headlines.

Eg: *The Kerala High Court issues notice to the government on the Kochi metro case.*

The UN peace talks with the Taliban fail.

- For sports commentaries and dramatic narratives,

Eg: *Dhoni finishes off in style. A magnificent strike into the crowd and India lifts the World Cup after 28 years.*

The curtain rises, the beautiful Bella sings a song. Suddenly she notices something strange in her room.

- Formal declarations.

Eg: *I declare the athletic meet open.*

I declare the above-mentioned information is true.

- To introduce quotations.

Eg: *Shelley says, "If winter comes, can spring be far behind".*

The advertisement says, "Buy one, get one free".

- To introduce promises.

Eg: *He promises never to drink alcohol.*

I promise to do my duty.

- Used in suggestions with *why don't you?*

Eg: *Why don't you take me out?*

Why don't you post a picture of your child?

- In Subordinate Clauses (to refer to future)

Eg: *He will call us when breakfast is ready.*

He will go to the shop when he finishes his work.

- To give instructions and directions.



Eg: *How do you get to the shopping mall ? You go straight and then turn right...*

How to prepare chicken cutlets? Wash the chicken and then soak it in buttermilk...

- Used in sentences that begin with **here** and **there**.

Eg: *There is no substitute for hard work.*

Here comes my sister.

Time words

Time words are words which are often found with a particular tense. The following Adverbs and Adverb phrases are used with Simple present tense:

Always, usually, generally, occasionally, frequently, daily, annually, barely, hardly, rarely, seldom, often, every month, every day, every year, every week.

The Present Continuous Tense

Read the following sentences:

Ancy is drawing pictures.

They are drawing pictures.

The form of the Present Continuous tense is as follows:

Subject + is/am/are + (verb) ing

Uses of the Present Continuous Tense

- To express an action that is progressing at this moment.

Eg: *Ancy is reading a novel.*

Ancy is sleeping now.

- To denote a definite future action.

Eg: *Ancy is coming home tomorrow.*

Ancy's brothers are leaving for the USA next month.

- To denote an action happening about this time, but not necessarily at the moment of speaking.

Eg: *Ancy is preparing a speech for a conference.*

Ancy is teaching commerce.

- To suggest that situations or actions are temporary.

Eg: *Ancy, my friend, is staying with me this week.*

Ancy is repairing her umbrella.

- To indicate a developing or slowly changing situation.

Eg: *My son is getting taller every day.*

The weather in my village is getting colder day by day.

- To refer to repeated actions or events happening around the moment of speaking.

Eg: *Ancy is reading a lot of magazines these days.*

Why is she beating her child?

- Used with always, constantly, continuously, forever, perpetually, etc., to indicate frequent repetitions.

Eg: *Ancy is continuously complaining about her job status.*

The house owner is always demanding more rent.

- To indicate an action which begins before a particular point of time and probably continues after it.

Eg: *At seven, I am watching news.*

At nine, they are playing cards.

Note 1: Words such as *always, continuously*, and similar words can

be used with progressive forms to mean very often.

Eg: *He is always losing his temper.*

He is always getting phone calls.

Note 2: Non-Conclusive verbs

There are certain verbs which are not used in the Continuous tenses. They are usually used in the Simple tenses as these verbs describe actions which cannot be started or stopped at our will. They are:

1. Verbs of senses: see, hear, smell, taste, notice, etc.

Eg: *He hears a loud sound.*

This cough syrup tastes bitter.

2. Verbs of thinking: think, imagine, guess, know, understand, believe, remember, forget, mean, trust, differ, agree, feel, disapprove, regard, etc.

Eg: *I think you are mistaken.*

3. Verbs of feeling (likes and dislikes): want, desire, wish, like, love, dislike, need, prefer, hate, wish, etc.

Eg: *He needs some coffee.*

He doesn't like her.

4. Verbs of possession: have, possess, own, belong to, etc.

Eg: *He owns a car.*

This house belongs to him.

5. Verbs of appearing: appear, look, seem, resemble, etc.

Eg: *He resembles his father.*

This kid looks sick.

* Certain verbs, such as lack, owe, deserve,

depend, concern, consist of, contain, matter, include, involve, signify, mind, cost, etc. are also not used in the Continuous Tense.

Eg: *This box contains gifts for children.*

Your success depends on your ability to work hard.

* The verbs which are **not** used in the Present Continuous Tense are **not** used in the Present Perfect Continuous too.

Note 3: However, in some exceptional cases, certain above-mentioned verbs can be used in the continuous form. For eg:

1. Except: We are expecting some good news. (to await something)

2. Taste: The chef is tasting the kebab to see if it is cooked well. (to ascertain the taste of something)

3. See: I am seeing my lawyer tomorrow. (meeting someone by appointment)

4. Hear: The court is hearing the case next week. (listen formally to)

5. Think: I am thinking about starting a new business. (to consider about something)

6. Feel: I am feeling very energetic today. (suggestive of a mental condition)

7. Smell: She is smelling the flower. (to perceive the scent)

► Time words

Now, right now, still, today, at present, and at this moment.

The Present Perfect Tense

Study the following sentences:

Sid has visited this palace thrice.

They have visited this palace thrice.



The form of the Present Perfect tense is as follows:

Subject + has/have + past participle of verb

Uses of the Present Perfect Tense:

- ▶ To denote a recent action for which time is not mentioned.

Eg: *Sid has finished writing the examination.*

Sid has just come out.

- ▶ To denote something that is continuing from the past up to the present moment.

Eg: *Sid has prepared for the civil service examination since 2018.*

Sid has lived in this village for twenty years.

- ▶ To denote a completed activity or occurrence, which extended from some point of time in the past up to the present.

Eg: *Sid has written two essays since morning.*

Sid has corrected many documents since midnight.

- ▶ To denote an action that was completed in the past, but the result of that action can still be perceived.

Eg: *Sid has bought a washing machine.*

Sid has learned his lessons.

- ▶ To denote habitual actions.

Eg: *They have always helped each other.*

I have always finished my work on time.

- ▶ **Time words**

Just, just now, already, recently, lately, till now, up to now, so far, yet, ever, never, since, for, this month, this morning, this evening, this afternoon.

The Present Perfect Continuous Tense

Look at the following sentences:

He has been living in this town for the last ten years.

They have been living in this town for the last ten years.

The form of the Present Perfect Continuous tense is:

Subject + has been/have been + (verb) ing

Uses of the Present Perfect Continuous Tense:

- ▶ To denote an action that began in the past and is still progressing in the present.

Eg: *He has been teaching in this college for the last five years.*

They have been doing business since 1990.

- ▶ To denote actions that are already completed. The results of such actions can still be noticed in the present.

Eg: *Why do you look so tired? I have been practicing skating.*

Have you had your lunch? No, I have been cleaning my room.

Time words

Since - denotes a point of time.

Eg: *I haven't seen him since Tuesday.*

For - denotes a period of time.

Eg: *I haven't seen him for two weeks.*

2.4.1.2 The Past Tense

The Simple Past Tense

Read the following sentences:

I went to Calicut yesterday.

They lived in Calicut in 2020.

The above-mentioned sentences represent two past events. i.e., they are in the Past tense.

The form of the Simple Past tense:

Subject + past form of the verb

Uses of the Simple Past Tense:

- ▶ To denote a past action completed at a particular time.

Eg: *I met him yesterday.*

Gandhi was born in 1869.

- ▶ To denote a habitual action in the past.

Eg: *When I was a child, I played basketball every day.*

I always went to school by bus.

- ▶ To denote an action which occurred at a moment or a period of time in the past.

Eg: *I met P.V. Sindhu on our visit to Delhi.*

I lived in Chennai for five years.

- ▶ In conditional clauses.

Eg: *If I had money, I would build a new house.*

If I tried, I could easily win the race.

Time words

Yesterday, ago, previous week, last month, last week

The Past Continuous

Analyse the following sentences:

She was singing a Hindi song.

They were singing a Hindi song.

From the above-mentioned sentences, you might have observed that the Past Continuous tense can be formed by:

Subject + was/were + (verb)

ing

Uses of the Past Continuous:

- ▶ To denote continuity of an action that took place in the past.

Eg: *She was working on the field all day.*

She was cooking all morning.

- ▶ To represent two different actions happening at the same time.

Eg: *I was watching television while she was reading.*

She was sleeping while her sister was studying.

- ▶ To denote an action that was progressing in the past when another action happened.

Eg: *When she came, you were sleeping.*

She hid behind the door when they were playing hide and seek.

- ▶ Used with always to denote a recurrent action.

Eg: *She was always guiding me to perform well.*

They were always arguing with their manager.

The Past Perfect Tense

Read the following sentences:

Sam had gone to office.

They had gone to office.

The Past Perfect tense is formed by:

Subject + had + past participle of verb



Uses of the Past Perfect Tense:

- ▶ When two actions occurred in the past, the Past Perfect tense is used to denote that action which was finished first and then to denote the second action, the Simple Past tense is used.

Eg: *When Sam arrived home, his mother had gone to sleep.*

The magic show had begun before we reached the auditorium.

- ▶ Used with *till, until, before, etc.*, to suggest that an action is completed.

Eg: *Sam waited there until his father had arrived.*

Before Sam had walked to his home, he heard some good news.

- ▶ In Subordinate Clause (to suggest something impossible to happen).

Eg: *If Sam had practiced more, he could have qualified for the finals.*

If you had told me earlier, I would have helped you.

The Past Perfect Continuous Tense

Look at the following sentences:

She had been studying for three hours.

They had been studying for three hours.

The Past Perfect Continuous tense can be formed by:

Subject + had been + (verb) ing + object

Uses of the Past Perfect Continuous Tense:

- ▶ The Past Perfect Continuous tense denotes an action that began in the past, continued for a certain time and then ended in the past itself.

Eg: *She had been working as a gardener before she joined government service.*

She had been laughing for half an hour.

- ▶ To denote a repeated action in the past when the number of occurrences is not mentioned.

Eg: *She had been ringing the bell for some time*

She had been announcing your name for a long time.

2.4.1.3 The Future Tense

In English grammar, there are several ways to indicate the notion of futurity. Apart from the future tense (*will* and *shall*), the Simple Present tense, the Present Continuous tense, etc., are used to denote futurity.

Our future activities are often influenced by certain factors such as our willingness, likelihood, etc. But there are certain pure future events such as:

My grandmother will be 80 in December.

The Simple Future Tense

Look at the following sentences:

He will visit your home tomorrow.

I shall visit your home tomorrow.

The Simple Future tense takes the form:

Subject + will/shall + base form of verb

Uses of the Simple Future Tense:

- ▶ To denote an action that will happen in the future.

Eg: *He will buy a new car.*
I shall meet her the next day.

- ▶ To express opinions or assumptions about the future.

(Most often verbs, such as *afraid, believe, hope, suppose, think, wonder*, etc. and adverbs, such as *perhaps, surely, probably*, etc., are used along with it.)

Eg: *I am sure he will clear all his debts.*

We will surely get there on time.

- ▶ To indicate habitual actions which we think will occur in the future too.

Eg: *The nightingale will sing in the forest.*

Flowers will bloom in spring.

- ▶ To depict formal announcements of future, weather forecasts, etc. in newspapers and news broadcasts.

Eg: *The Prime Minister will inaugurate the new stadium tomorrow.*

Rain will persist for two more days.

The Future Continuous Tense

Read the following sentences:

Laila will be giving you a gift tomorrow.

I shall be giving you a gift tomorrow.

The form of the Future Continuous tense is as follows:

Subject + will/shall + (verb) ing

The Future Continuous Tense is used to indicate a continuous action in the future.

Eg: *Laila will be attending the webinar tomorrow.*

Laila will be watching the news around 9 am tomorrow.

The Future Perfect Tense

Analyse the following sentences:

Anju will have completed the course by next year.

I shall have completed the course by next year.

The form of the Future Perfect tense is:

Subject + will/shall + have + past participle of verb

The Future Perfect Tense is used to denote an action which will be completed within a certain future time.

Eg: *Anju will have read two books by Saturday.*

They will have left London by the time you reach there.

The Future Perfect Continuous Tense

Study the following sentences:

By 2025, Maria will have been living in Kolkata for five years.

By 2025, I shall have been living in Kolkata for five years.

The form of the Future Perfect Continuous tense is:



Subject + will/shall + have
been + (verb)ing

The Future Perfect Continuous Tense is used
to denote an ongoing action which will be

finished within a certain time in the future.

Eg: *By 2025, Maria will have been
working on this project for four years.*

*By next June, I will have been
learning English Literature for three years.*

Recap

- ▶ The tense
- ▶ Tenses in English grammar
- ▶ The Simple Present tense
- ▶ The Present Continuous tense
- ▶ Non-conclusive verbs
- ▶ The Present Perfect tense
- ▶ The Present Perfect continuous tense
- ▶ Time words
- ▶ The Past tense
- ▶ The Simple Past tense
- ▶ The Past Continuous tense
- ▶ The Past Perfect tense
- ▶ The Past Perfect Continuous tense
- ▶ The Future tense
- ▶ The Future Continuous tense
- ▶ The Future Perfect tense
- ▶ The Future Perfect Continuous tense

Objective Questions

1. What is tense?
2. Which are the three different tenses in English grammar?
3. Which tense is used to denote a universal truth or proverb?
4. Which tense is used to express an action that is progressing at this moment?
5. Which tense is used to denote a recent action for which time is not mentioned?
6. What is the form of the Present Perfect Continuous tense?
7. Spot the error in the following sentences:
 - a. She is going to market daily.
 - b. He has reading newspaper now.
8. Which tense is used to denote a past action completed at a particular time?

9. Which tense is used to denote the continuity of an action that took place in the past?
10. What is the form of the Past Perfect tense?
11. What is the form of the Past Perfect continuous tense?
12. Which tense is used to denote an event which will occur in the future?
13. Which tense is used to express an ongoing action in the future?
14. Spot the error in the following sentences:
 - a. He had write a play.
 - b. We believe that we will have win this game.

Answers

1. Tense denotes the time of an action.
2. The Present tense, Past tense and Future tense.
3. The Simple Present tense.
4. The Present Continuous tense.
5. The Present Perfect tense.
6. Subject + has been/have been + (verb) ing
7. a. She goes to market daily.
b. He is reading newspaper now.
8. The Simple Past
9. The Past Continuous
10. Subject + had + past participle of the verb
11. Subject + had been + (verb) ing + object
12. The Simple Future
13. The Future Continuous
14. a. He had written a play.
b. We believe that we will win this game.

Assignments

1. Based on your learning of Tenses, fill up the incomplete boxes.

Simple present	sub + base form of verb/ -s/-es of verb	Manu watches football.
Present continuous		Manu is watching football
	sub+ has/have + past participle of verb	Manu has watched football.
Present Perfect Continuous		Manu has been watching football.
Simple Past		Manu watched football.
	Sub + was/were + (verb) ing	
Past perfect		
		Manu had been watching football.

2.

Use the correct tense forms of the verbs given in the brackets:

- Heto temple daily. (is going, goes)
- Imy cousin lately. (did not see, have not seen)
- He your point. (is understanding, understands)
- They the matter soon. (will discuss, discuss)
- Vinayto London last year. (goes, went)
- We believe that he this test. (passed, will pass)
- Her son there for five years. (living, has been living)
- By 2022, Leenain Delhi for twenty years. (will live, will have been living)
- I her yesterday. (meets, met)
- By tomorrow evening, I the matter with my manager. (will have discussed, will discussing)
- Raju badminton every weekend. (plays, have played)
- When I came in, you were..... to your mother. (talking, talked)
- The President the crowd this evening. (will addressed, will be addressing)
- The bus.....when he the bus station. (reached, reach, has left, had left)

Suggested Reading

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BLOCK - 03

Language Development- Part 2

Unit 5

Reported Speech

Learning Outcomes

At the conclusion of this unit, the learners will be able to:

- ▶ differentiate between Direct Speech and Indirect Speech
- ▶ convert sentences in Direct Speech into Indirect Speech
- ▶ understand the correct usage of Reported Speech in writing and speech
- ▶ familiarise themselves with the use of different Reporting Verbs in a sentence
- ▶ become aware of the use of reporting verbs appropriately

Prerequisites

Imagine you are retelling a story or sharing a conversation you had with a friend. How do you ensure that your words capture the original meaning, even if they are not exact quotes? This is where the concept of reported speech comes in. In this unit, we will explore how to convey someone else's words in both direct and indirect forms, mastering the art of precise communication while adapting to different contexts.

Direct speech preserves the speaker's exact words, enclosed in quotation marks, such as: *Jeena said, "I am learning Hindi now."* On the other hand, indirect speech (or reported speech) paraphrases the message without quotation marks, often requiring adjustments in verb tense, time expressions, and pronouns, like: *Jeena said that she was learning Hindi then.* These transformations require a solid understanding of grammar and sentence structure to ensure the meaning remains accurate and clear.

Throughout this unit, you will learn the rules and nuances of changing direct speech into indirect speech. You will examine how verb tenses shift, expressions of time and place evolve, and modal verbs adapt in reported speech. By practicing these skills, you can develop the confidence to communicate effectively, whether you are recounting a conversation, summarising a discussion, or writing a formal report. You will learn how to skilfully transform direct speech into reported speech, adapting various sentence types- statements, questions, and commands-into their appropriate reported forms. By mastering these techniques, you will improve your ability to convey messages indirectly, a crucial skill for clear and effective communication in both spoken and written contexts.



Keywords

Direct speech, Indirect Speech, Reporting verbs

Discussion

3.5.1 What is Reported Speech?

Look at the following sentences:

Jeena said, "I am learning Hindi now".

Jeena said that she was learning Hindi then.

In writing or speech, there are two ways of reporting the words of a speaker.

They are **Direct Speech** and **Indirect Speech**. In Direct speech, the speaker's words are exactly repeated as he/she has said and are enclosed within quotation marks. In Direct Speech, there are two parts; the reporting part and the speech part. The verb that precedes the speech part is known as a reporting verb. The most commonly used reporting verbs are *said* and *told*.

Jeena said, (reporting part)	"I am very hungry now". (speech part)
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3.5.1 Reporting and speech parts

In **Indirect speech**, the words of the speaker are reported without using his/her **exact** words. Thus, it is also known as **Reported Speech**. It is to be noted that in **Indirect Speech**, the words of the speaker are not enclosed within quotation marks.

- a) Change in the reporting verb.
- b) Change in the verb form based on the **tense** of the reporting verb.
- c) Change in people, time and place expressions.

3.5.1.1 Changing Direct Speech to Indirect Speech

When a Direct Speech is converted into an Indirect Speech, there **occurs** a

Change in the Verb Form

The following different tables show the change in verb form while employing them in various types of sentences.

Direct Speech	Indirect Speech
Simple Present <i>Jeena said, "I want a physics textbook".</i>	Simple Past <i>Jeena said that she wanted a physics textbook.</i>

3.5.2 Direct and indirect speeches

Present Continuous <i>Jeena said, "I am going to the bank".</i>	Past Continuous <i>Jeena said that she was going to the bank.</i>
Present Perfect <i>Jeena said, "I have completed the task".</i>	Past Perfect <i>Jeena said that she had completed the task.</i>
Present Perfect Continuous <i>Jeena said, "I have been sleeping for hours".</i>	Past Perfect Continuous <i>Jeena said that she had been sleeping for hours.</i>
Simple Past <i>Jeena said, "I wrote a letter to the chairman".</i>	Past Perfect <i>Jeena said that she had written a letter to the chairman.</i>
Past Continuous <i>Jeena said, "I was watching the news".</i>	Past Perfect Continuous <i>Jeena said that she had been watching the news.</i>
Simple Future <i>Jeena said, "I will buy a new phone".</i>	Conditional <i>Jeena said that she would buy a new phone.</i>
Future Continuous <i>Jeena said, "I will be going for lunch".</i>	Conditional <i>Jeena said that she would be going for lunch.</i>

3.5.3 Examples of past, present and future tenses

Direct Speech	Indirect Speech
I	He/she
We	They
Me	Him/her
My	His/her
You	He/she/I
Our/ourselves	Theirs/themselves
Us	Them

3.5.4 Changes in the expressions of people



Direct Speech	Indirect Speech
Now	Then
Here	There
These	Those
This	That
Thus	So
Yesterday	The previous day/the day before
Ago	Before
Today	That day
Tomorrow	The next day/ the following day
At once	Just then
Tonight	That night

3.5.5 Changes in the expressions of time-A

The day before yesterday	Two days before
The day after tomorrow	In two days' time
Next week/year, etc.	The following week/year, etc.
Last week/year, etc.	The previous week/year, etc.
A year ago	A year before/earlier

3.5.6 Changes in the expressions of time-B

Direct Speech	Indirect Speech
Can	Could
Will	Would
Shall	Should
May	Might

3.5.7 Change of Modals in Indirect Speech

Note 1: The verbs **would**, **should**, **could**, **might** and **ought to** in the Direct Speech do not change in the Reported Speech.

Eg: *Geetha said, "I should start a new business"* (Direct Speech)

Geetha said that she should start a new business. (Indirect Speech)

Note 2: **Must** to **had to** (present necessity)

Eg: *Geetha said, "You must do it now"* (Direct Speech)

Geetha said that I had to do it then. (Indirect Speech)

Must to would have to (future necessity)

Eg: *Geetha said, "You must finish the work next week"* (Direct Speech)

Geetha said that I would have to finish the work the following week. (Indirect Speech)

Must remains unchanged

Eg: *Geetha said to me, "You must obey the traffic rules."* (Direct Speech)

Geetha told me that I must obey the traffic rules. (Indirect Speech)

of the speech part remains unchanged.

Eg: *Ben says, "I am doing well".*

(Direct Speech)

Ben says that he is doing well.

(Indirect Speech)

- If the reporting verb is in the Past tense, verb forms have to be changed as shown in table 3.5.2

- The reporting verb and the reported speech are joined by using the connective

that.

Eg: *Ben said, "I have bought a new book for my friend".* (Direct Speech)

Ben said that he had bought a new book for his friend. (Indirect Speech)

Ben said, "I shall practice yoga". (Direct Speech)

Ben said that he would practice yoga. (Indirect Speech)

- When reporting universal truths or proverbs, the verbs are not changed.

Eg: *Wordsworth said, "The Child is the father of man".* (Direct Speech)

Wordsworth said that the Child is the father of man. (Indirect Speech)

3.5.1.2 Reporting of Assertive Sentences

- If the reporting verb is in the Present or Future tense, the tense



“Actions speak louder than words”, said he. (Direct Speech)

He said that actions speak louder than words. (Indirect Speech)

- If the reporting verb in the Direct Speech is **said to**, it should be changed to **told** in the Indirect Speech.

Eg: *Ben said to me, “I saw your mother yesterday”. (Direct Speech)*

Ben told me that he had seen my mother the previous day. (Indirect Speech)

Ben said to Meena, “I have already watched this movie” (Direct Speech)

Ben told Meena that he had already watched that movie. (Indirect Speech)

Note: Besides **said** and **told**, the following reporting verbs can also be used according to the context.

***Affirmed, argued, complained, declined, remarked, answered, assured,** etc.*

Eg: *Ben said to Ram, “I will help you surely.”*

Ben assured Ram that he would help him surely.

3.5.1.3 Reporting of Imperative Sentences

- While reporting Imperative Sentences, the following reporting verbs should be used:

***asked, ordered, commanded, requested, apologised, suggested, proposed, advised, warned, implored, begged, invited, encouraged, reminded, urged,** etc.*

Eg: *Ann said to her friend, “Please, let me complete this work”. (Direct Speech)*

Ann requested her friend to let her complete that work. (Indirect Speech)

“Don’t go outside”, said Ann to the child. (Direct Speech)

Ann asked the child not to go outside. (Indirect Speech)

Note: Forbade or **not infinitive** is also used for negative imperatives.

Infinitive refers to: to + base form of the verb

- While reporting commands, requests, suggestions etc. the following word order must be observed:

Subject + verb + object + infinitive

Eg: *Ann said to her son, “Don’t play with this knife”. (Direct Speech)*

Ann advised her son not to play with that knife. (Indirect Speech)

Ann said to me, “Work hard to score high marks”. (Direct Speech)

Ann advised me to work hard to score high marks. (Indirect Speech)

- If the reporting verbs are **suggested, denied, insisted, apologised**, etc., reporting verb + (verb) ing form can also be used.

Eg: *Ann said, "Sorry, I came very late yesterday".* (Direct Speech)

Ann apologized for coming very late the previous day. (Indirect Speech)

"Let us go for a walk", Ann said. (Direct Speech)

Ann suggested going for a walk. (Indirect Speech)

3.5.1.4 Reporting of Exclamatory Sentences

- For reporting of Exclamatory Sentences, the following reporting verbs can be used:

exclaimed with joy/sorrow, exclaimed bitterly, shouted in delight, cried out in joy, wished, prayed, etc.

- While reporting Exclamatory Sentences, all the exclamatory marks and words must be removed.

"What a brilliant film!", said Das. (Direct Speech)

Das exclaimed that it was a brilliant film. (Indirect Speech)

"Alas!, The kitten is dead", said Das. (Direct Speech)

Das exclaimed with sorrow that the kitten was dead. (Indirect Speech)

"I wish you got selection", said Das (Direct Speech)

Das wished that I had got selection. (Indirect Speech)

Das said, "May you live long". (Direct Speech)

Das prayed that I might live long. (Indirect Speech)

Das said, "What a wonderful place!". (Direct Speech)

Das exclaimed that it was a wonderful place. (Indirect Speech)

3.5.1.5 Reporting of Interrogative Sentences

- While questions are changed into Indirect Speech, the following reporting verbs should be used;

Asked, demanded, enquired, wanted to know, etc.

- While reporting Interrogative Sentences, *Subject + verb* word order, should be followed.

- When reporting a question that begins with an auxiliary verb, the connective *if* or *whether* should be used with the reporting verb.



► If the question begins with question words like *who, whom, whose, what, which, why, when, where* and *how*, no connective should be used with reporting verb.

► Question mark (?) should not be used in Indirect Speech.

Roy said to Priya: "Where are you studying?" (Direct Speech)

Roy asked Priya where she was studying. (Indirect Speech)

Roy said to Priya: "Why didn't you bring my chessboard?" (Direct Speech)

Roy asked Priya why she hadn't brought his chessboard. (Indirect Speech)

Roy said to Priya: "When will you go to Mumbai?" (Direct Speech)

Roy asked Priya when she would go to Mumbai. (Indirect Speech)

Roy asked the students: "Did you study for the examination?" (Direct Speech)

Roy enquired whether the students had studied for the examination. (Indirect Speech)

Roy said to Priya: "Did you know our English teacher?" (Direct Speech)

Roy asked Priya if she had known their English teacher. (Indirect Speech)

Roy said to me: "Do you play cricket?" (Direct Speech)

Roy asked me whether I played cricket. (Indirect Speech)

Note: Yes or No questions:

Eg: *Sudhi said, "Did you watch that movie?" Renjith said, "Yes" (Direct Speech)*

Sudhi asked Renjith whether he had watched that movie and Renjith said that he did.

Mixed types:

Eg: *Sudhi said, "I am reading a novel". "What are you doing now?" (Direct Speech)*

Sudhi said that he was reading a novel and asked me what I was doing then. (Indirect Speech)

Recap

- ▶ Different ways of reporting the speaker's words
- ▶ Direct Speech
- ▶ Reporting part
- ▶ Speech part
- ▶ Reporting Verb
- ▶ Indirect Speech
- ▶ Changing Direct Speech into Indirect Speech
- ▶ Change of verb forms
- ▶ Change of Modals
- ▶ Reporting of Sentences
- ▶ Reporting verbs
- ▶ Word order
- ▶ Use of connectives
- ▶ Mixed type questions

Objective Questions

1. Which are the two ways of reporting the words of a speaker?
2. Which are the two parts of Direct Speech?
3. Identify the correct statement related to Direct Speech.
 - a) In Direct Speech, the words of the speaker are exactly repeated.
 - b) Quotation marks are not used in Direct Speech.
 - c) Direct Speech is also known as Reported Speech.
4. Which of the following is changed, when Direct Speech is converted to Indirect Speech?
 - a) Change in verb form according to the tense of the reporting verb.
 - b) Change in the reporting verb.
 - c) Change in time and place expressions.
 - d) All the above.
5. Change the following modals into Indirect Speech
 - Can
 - Will
 - Should
6. Change the following time and place expressions to the Indirect Speech

Ago

This

Tonight

7. Which of the following reporting verbs are used for reporting an Imperative Sentence?

Exclaimed with joy, advised, shouted in delight, requested, enquired

8. Which of the following reporting verbs are used for reporting a question?

Asked, ordered, commanded, enquired, apologized, advised

9. Which of the following reporting verbs are used for reporting an Exclamatory Sentence?

Ordered, exclaimed with sorrow, advised, prayed, wished, enquired

10. Which is the connective used for reporting the questions beginning with auxiliary verbs?

11. Change the following sentences into Indirect Speech

a) He says, "I am good".

b) The King said to the soldier, "Bring the thief here".

12. Change the following questions into Indirect Speech.

a) "What is your email id?", she asked.

b) She asked, "Why are you so happy today?"

Answers

1. Direct Speech and Indirect Speech.
2. Reporting part and Speech part
3. In Direct Speech the words of the speaker are exactly repeated.
4. All the above.
5. Can- could
Will- would
Should- should
6. Ago- before
This – that
Tonight- that night
7. Advised, requested

8. Asked, enquired
9. Exclaimed with sorrow, wished, prayed
10. If or whether
11. a) He says that he is good.
b) The King ordered the soldier to bring the thief there.
12. a) She asked what my email id was.
b) She asked why I was so happy that day.

Assignments

1. Change the following sentences into Indirect Speech.
 - a) The boy said, "I am playing games now".
 - b) "Get out of my house", Amala said.
 - c) "May you achieve all success in your life", she said.
 - d) "What are your plans for the college day celebrations?" the principal asked the chairman.
 - e) The group leader asked, "Have you completed your assignments?"
 - f) Rahim asked, "Do you wish to participate in the dance competition?"
2. Imagine that you are a journalist. You got an opportunity to interview any of your favourite actor/actress. Prepare atleast five questions to be asked to him/her in Direct Speech. After preparing the questions, convert them into Indirect Speech.

Suggested Reading

- ▶ Quirk, Randolph and Greenbaum, Sidney. *A University Grammar of English*, abridged edition, Pearson Education Limited, 1973.
- ▶ Moothathu, V.K. *Concise English Grammar*, OU Press, 2012.
- ▶ Murphy, Raymond. *English Grammar in Use Book with Answers: A Self-Study Reference and Practice Book for Intermediate Learners of English*, 4th edition, CU Press, 2012.
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Unit 6

Active and Passive voice

Learning Outcomes

Upon the completion of this unit, the learners will be able to:

- ▶ identify and differentiate sentences in the Active and Passive Voice.
- ▶ create sentences in the Active and Passive Voice.
- ▶ convert sentences from the Active to Passive Voice.
- ▶ analyse sentence structures, focusing on subjects, verbs and objects.
- ▶ apply active and passive voice to improve writing clarity.

Prerequisites

Have you ever noticed how the same idea can be expressed in different ways, depending on what you want to emphasise? That is the power of active and passive voice. In the world of English grammar, Active and Passive Voice play a crucial role in shaping the way information is presented. Voice is the grammatical feature that determines whether the subject of a sentence performs an action or receives it. For instance, compare the sentences: “The child kicked the ball” and “The ball was kicked by the child.” While both convey the same event, the first emphasises the doer of the action (the child), and the second highlights the recipient (the ball). This dynamic difference forms the foundation of understanding Active and Passive Voice.

Active Voice is direct, concise, and often preferred for its clarity and impact. It places emphasis on the subject performing the action, making sentences more engaging and assertive. For example, “She completed the project on time” clearly underscores her role as the doer. On the other hand, Passive Voice shifts the focus to the action or the recipient, often used when the doer is unknown, unimportant, or implied. For instance, “The project was completed on time” prioritises the result over the agent. This flexibility in emphasis makes Passive Voice invaluable in certain contexts, such as formal writing, scientific reports, or situations where tact is needed.

Understanding the intricacies of converting Active Voice into Passive Voice involves mastering patterns of sentence transformation, tense adjustments, and changes in subject-object relationships. With practice, learners can not only refine their grammatical accuracy but also wield the power of voice to tailor their communication to specific purposes and audiences. In the following unit, we will explore the mechanics of Active and Passive Voice, equipping you with the tools to use both effectively.

Keywords

Voice, Active Voice, Passive Voice, Object, Object Complement, Passive forms, Conversion of Sentences

Discussion

3.6.1 What is Active and Passive Voice?

Look at the following sentences:

The child kicked a ball.

A ball was kicked by the child.

In the first sentence the Subject *The child* who is the doer of the action is given importance. In the second sentence, the Object *A ball* is given more prominence. The form of a Verb that indicates whether the Subject performs an action or the Subject is the recipient of an action is termed Voice.

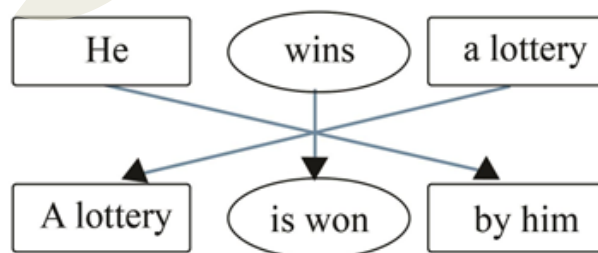
Voice can be categorised as:

- 1) Active Voice
- 2) Passive Voice

If the Subject of a sentence is given emphasis or if the Subject acts, such a sentence is said to be in the Active Voice. If the Subject is being acted upon, it is called the Passive Voice., i.e., in the Passive Voice, the emphasis is on the Object. Thus, the Active Voice is used to emphasise the agent or the doer and the Passive Voice is used to emphasise the action. The Passive Voice is also used when the doer of the action is irrelevant or when the subject is too vague or unknown. For eg:

- *Someone has kidnapped the minister's son.*
- *People must obey the rules of the government.*

3.6.2 Conversion of the Active Voice into Passive Voice



3.6.1 Pattern of active and passive sentences



Active Voice (AV)	Passive Voice (PV)
<i>Simple Present</i>	<i>Object + Am/is/are + Past Participle of Verb (PP) + by + Subject</i>
<i>Present Continuous</i>	<i>Object + Am/is/are + Being + PP + by + Subject</i>
<i>Present Perfect</i>	<i>Object + Has/have + been + PP + by + Subject</i>
<i>Simple Past</i>	<i>Object + Was/were + PP + by + Subject</i>
<i>Past Continuous</i>	<i>Object + Was/were + being + PP + by + Subject</i>
<i>Past Perfect</i>	<i>Object + Had been + PP + by + Subject</i>
<i>Simple Future</i>	<i>Object + will/shall be + PP + by + Subject</i>

3.6.2 Pattern of passive sentences with different tense forms

Active Voice (AV)	Passive Voice (PV)
<i>He makes toys.</i>	<i>Toys are made by him</i>
<i>He is writing a letter</i>	<i>A letter is being written by him.</i>
<i>His team has won the prize</i>	<i>The prize has been won by his team.</i>
<i>He advised me.</i>	<i>I was advised by him.</i>
<i>He was teaching the students.</i>	<i>The students were being taught by him.</i>
<i>He had consulted the doctor.</i>	<i>The doctor had been consulted by him</i>
<i>He will announce the results.</i>	<i>The results will be announced by him.</i>

3.6.3 Examples of active and passive sentences with different tense forms

Thus, the initial step before converting the Active Voice into the Passive Voice is to identify the Subject, Verb and Object in a sentence. Then the following changes are to be made;

- Interchange the Subject and the Object; Object in the Active Voice should be changed into Subject in the Passive Voice.

Eg: *He is reading a book.* (AV)

A book is being read by him. (PV)

Note 1: Only those sentences with Transitive Verbs can be converted into the Passive Voice. An Intransitive Verb has no Object. So, it cannot be converted into the Passive Voice. For eg:

He constructed this tunnel. (Transitive Verb)

This tunnel was constructed by him.

He is running fast. (Intransitive Verb)

Note 2: Certain stative verbs such as *belong, want, remember, lack, resemble* etc. do not have any passive form. For eg:

This purse belongs to him.

He resembles his father.

- In the Passive Voice, only the Past Participle form of the verb should be used. Eg: *He arranged this entertainment show. (AV)*

This entertainment show was arranged by him. (PV)

- The Verb in the Passive Voice takes singular or plural form depending on the Object.

Eg: *He has bought some apples. (AV)*

Some apples have been bought by him. (PV)

- The Verb in the Passive Voice should be followed by **by + doer**.

Eg: *He took my chair. (AV)*

My chair was taken by him. (PV)

Note: If the Subject in the Active voice is vague or unknown (someone, anybody, people etc.), the agent **by** is not used.

For eg: *The people always admire this leader. (AV)*

This leader is always admired. (PV)

- Change of Pronouns

Active Voice (AV)	Passive Voice (PV)
<i>I</i>	<i>Me</i>
<i>We</i>	<i>Us</i>
<i>She</i>	<i>Her</i>

He	Him
They	Them
You	You
It	It

3.6.4 Pronouns in active and passive voices

3.6.3 Passive Voice Verb with two Objects

Look at the following sentences:

The farmer gave her an old plough.

Here the Verb *gave* has two Objects; *her* and *an old plough*. *Her* is the **Personal or Indirect Object** and *an old plough* is called the **Direct Object**. Thus, the above sentence can be converted into Passive in two ways:

She was given an old plough by the farmer. (Personal Object)

An old plough was given to her by the farmer. (Direct Object)

In English grammar, usually, the Personal Object is taken as the Subject in the Passive Voice.

Eg: *She showed me a beautiful portrait.* (AV)

I was shown a beautiful portrait by her. (PV)

Eg: *I sent her to a stationery shop.* (AV)

She was sent to a stationery shop by me. (PV)

3.6.4 Passives: Object Complements

Read the following sentence.

We considered her a scholar.

In some sentences, the Object is followed by an Object Complement, which refers to a noun or an adjective that describes an Object. In the above sentence, *her* is the Indirect Object and *a scholar* is the Object Complement. While converting into the Passive Voice, the Object and Object Complement become the Subject and Subject Complements respectively.

Active to Passive

Object -> Subject

Object complement -> Subject complement

Eg: *We considered her a scholar.* (AV)

She was considered a scholar by us. (PV)

This book made the writer famous. (AV)
The writer was made famous by this book. (PV)
The police found the guard sleeping. (AV)
The guard was found sleeping by the police. (PV)

3.6.5 Passive Infinitive

Passive Infinitive is commonly used after modal verbs to indicate a possibility.

Passive Infinitive form: **to be + Past participle of verb**

Eg: *She has to complete this task. (AV)*
This task has to be completed by her. (PV)
Each student has to learn a foreign language. (AV)
A foreign language has to be learned by each student. (PV)

3.6.6 Use of Other Prepositions in Passive Infinitive

We have already learned that the Verb in the Passive Voice should be followed by **by + doer**.

Eg: *The servant opened the door. (AV)*
The door was opened by the servant. (PV)

However, there are certain Passive forms in which **by** is replaced by prepositions like *in, with, at, to*, etc.

Eg: *This box contains old ornaments. (AV)*
Old ornaments are contained in this box. (PV)
Mr. Arun knows her. (AV)
She is known to Mr. Arun. (PV)
That news alarmed us. (AV)
We were alarmed at the news. (PV)

3.6.7 Changing Imperative Sentences into the Passive Voice

When converting an Imperative Sentence into the Passive Voice, the following word order should be followed;

Let + object + be + Past participle

Eg: *Please, post this Christmas card. (AV)*
Let this Christmas card be posted. (PV)
Open the windows. (AV)
Let the windows be opened. (PV)
Don't tease him. (AV)
Let him not be teased. (PV)
Let us buy that doll. (AV)



Let that doll be bought by us. (PV)

Don't insult him. (AV)

Let him not be insulted. (PV)

Read these documents carefully. (AV)

Let these documents be read carefully. (PV)

Note: When converting an Imperative Sentence without an Object, the word order should be:

You are + ordered/requested/advised + to + base form of verb.

For eg: *Get out. (AV)*

You are ordered to get out. (PV)

Study well. (AV)

You are advised to study well. (PV)

3.6.8 Changing Interrogative Sentences into the Passive Voice

Questions beginning with *do/does*

Active Voice	Passive Voice
Do/does + Subject + Verb + Object	Am/is/are + Object + Past Participle of Verb + by + Subject

3.6.5 Change of *do/does* questions into passive voice

Eg: *Does he ride this horse? (AV)*

Is this horse ridden by him? (PV)

Do the police arrest the culprits? (AV)

Are the culprits arrested by the Police? (PV)

■ Questions beginning with *did*

Active Voice	Passive Voice
Did + Subject + Verb + Object	Was/were + Object + Past Participle of Verb + by + Subject

3.6.6 Change of *did* questions into passive voice

Eg: *Did he win the prize? (AV)*

Was the prize won by him? (PV)

Did he cook the food? (AV)

Was the food cooked by him? (PV)

■ Questions beginning with *has/have*

Active Voice	Passive Voice
Has/have + Subject + Verb + Object	Has/have + Object + been + Past Participle of Verb + by + Subject

3.6.7 Change of *has/have* questions into passive voice

Eg: *Has she arranged the meeting?* (AV)

Has the meeting been arranged by her? (AV)

Has she completed the work? (AV)

Has the work been completed by her? (PV)

■ Questions beginning with *who*

Eg: *Who made that noise?* (AV)

By whom was that noise made? (PV)

Who broke that window? (AV)

By whom was that window broken? (PV)

Who painted this door? (AV)

By whom was this door painted? (PV)

■ Questions beginning with *what, where, when, why* and *how*

When did you buy this computer? (AV)

When was this computer bought? (PV)

Where did she keep the blanket? (AV)

Where was the blanket kept? (PV)

What is she doing? (AV)

What is being done by her? (PV)

Why did the teacher punish you? (AV)

Why were you punished by the teacher? (PV)

Recap

- ▶ Voice- active and passive forms
- ▶ Active Voice- subject of a sentence is given emphasis
- ▶ Passive Voice- the doer of the action is irrelevant
- ▶ Interchange of the Subject and Object



- ▶ Transitive Verbs can be converted into Passive Voice
- ▶ Intransitive Verb has no Object- it cannot be converted into Passive Voice
- ▶ Two types of objects are Direct Object and Indirect Object.
- ▶ The Personal Object is taken as the Subject in the Passive Voice
- ▶ Object Complement - refers to a noun or an adjective that describes an Object
- ▶ Passive Infinitive form.
- ▶ Conversion of Imperative Sentences
- ▶ The Passive form of questions

Objective Questions

1. What is Voice?
2. Which Voice is used to emphasize the action?
3. Which Voice is used to emphasize the doer?
4. Which form of the verb should be used in the Passive Voice?
5. Which Object is usually taken as the Subject in the Passive Voice?
6. Convert the following sentences into the Passive Voice
 - a. The driver has helped the beggar.
 - b. The mother beat the child.
 - c. I will invite you.
 - d. He has threatened me.
7. What do you mean by an Object Complement?
8. Which form is commonly used after modal verbs to indicate a possibility?
9. What is the word order for converting an Imperative Sentence into the Passive Voice?
10. What is the passive form of questions beginning with *do/does*?
11. What is the passive form of questions beginning with *did*?
12. Change the following Imperative Sentences into the Passive Voice.
 - a. Please come in.
 - b. Shut your mouth.
 - c. Raise some funds for the event.
13. Change the following Interrogative Sentences into the Passive Voice
 - a. Do you know my address?
 - b. Who invited you to the event?

Answers

1. The form of the Verb that denotes whether the Subject acts or the Subject is the receiver of an action is called Voice.
2. Passive Voice.
3. Active Voice.
4. Past Participle form of the verb.
5. Direct Object
6.
 - a) The beggar has been helped by the driver.
 - b) The child was beaten by the mother.
 - c) You will be invited by me.
 - d) I have been threatened by him.
7. An Object Complement refers to a noun or an adjective that describes an Object.
8. Passive Infinitive form.
9. Let + object + be + past participle
10. Am/is/are + Object + Past Participle of Verb + by + Subject.
11. Was/were + Object + Past Participle of Verb + by + Subject.
12. You are requested to come in.
Let your mouth be shut.
Let us raise some funds for the event.
13. Is my address known to you?
By whom were you invited to the event?

Assignments

1. Change the voice of the following sentences.
 - a. They locked the door.
 - b. Veni plays the guitar.
 - c. The doctor prescribed some medicines for her.
 - d. This man feeds the stray dogs.
 - e. Where did you find the keys?
 - f. Everyone will blame us.
 - g. The earthquake destroyed the ancient mosque.
 - h. Please convey my message to all.
 - i. The children are planting trees.
2. Change the following sentences into the Passive Voice

- a. The librarian gave him a new book.
- b. My aunt gifted me a fountain pen.
- c. The company offered him a promotion.
- d. The poet's early death was a shock to us.
- e. Those people in the town know him.

Suggested Reading

- ▶ Krishnaswamy, N. *Modern English A Book of Grammar Usage and Composition*, Laxmi Publications, 2009.
- ▶ Martin, H. and P. C. Wren. *English Grammar and Composition*, S. Chand Publishing, 2015.
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Sentence Transformation

Learning Outcomes

Upon the completion of this unit, the learners will be able to:

- ▶ become aware of the various types of sentences and structures
- ▶ identify and construct Simple, Compound and Complex sentences.
- ▶ convert one sentence type into another without changing the meaning.
- ▶ improve the writing skills.
- ▶ develop necessary knowledge to frame grammatically correct sentences
- ▶ apply sentences transformation skills to improve writing clarity and precision

Prerequisites

Have you ever wondered how to rewrite a sentence while preserving its meaning, or how to adapt a sentence to fit different contexts? Sentence transformation is an essential skill in English grammar that involves changing the structure of a sentence without altering its meaning. It refers to the process of converting one type of sentence into another, such as turning a simple sentence into a complex or compound sentence, and vice versa. This transformation not only improves linguistic flexibility but also helps in expressing ideas more clearly and effectively, making communication more engaging. By mastering sentence transformation, learners can improve their writing and speaking skills, ensuring their thoughts are conveyed in diverse ways that cater to different contexts.

The art of transforming sentences can be broken down into various types. For instance, converting simple sentences into compound sentences involves joining two independent clauses with coordinating conjunctions, such as 'and,' 'but,' or 'or.' Similarly, turning a compound sentence into a simple sentence requires reducing one of the clauses into a phrase or a single word. Complex sentences, which contain one main clause and at least one subordinate clause, can also be transformed into simple sentences by eliminating the subordinate clause or rephrasing it into a more compact form. This transformation enables a shift in tone, emphasis, or even the level of detail conveyed.

Furthermore, sentence transformation is crucial in writing more sophisticated and varied sentences, whether for academic, professional, or creative purposes. Understanding how to switch between different sentence structures allows for greater control



over sentence length and complexity, helping to avoid monotony in writing. It also enables learners to manipulate emphasis and focus in their sentences, allowing for clearer communication of ideas. By practising sentence transformations, learners develop a deeper understanding of grammar and syntax, which leads to more effective writing and stronger communication skills overall.

This unit will take you to the art of rewriting sentences with precision, clarity, and creativity, a skill that sharpens both your writing and communication abilities.

Keywords

Sentences, Transformation, Simple, Compound, Complex

3.7.1 Sentence Transformation

You might be familiar with the word *transformation*. It simply means a change in nature or form. What do you mean by Sentence Transformation? In English grammar, a Simple sentence can be converted into a Complex or Compound sentence and vice versa. Thus, the Sentence Transformation refers to the change in the form and structure of a sentence without altering its meaning. There occurs different situations and causes to conduct the Sentence Transformation process which will be explained in the following sections.

3.7.2 Conversion of Simple Sentences to Compound Sentences

A Simple sentence is a sentence with one Main Clause, which contains a single subject and predicate, whereas a Compound sentence contains two or more Main Clauses. Now, look at the following sentences:

Being a sculptor, he made a gigantic statue of a mermaid (Simple).

He is a sculptor and he made a gigantic statue of a mermaid (Compound).

Here a Simple sentence is converted into a Compound sentence. What do you think are the changes that occur when a Simple sentence is converted to a Compound sentence?

The phrase *being a sculptor* in the Simple sentence is transformed into a Clause, *he is a sculptor*. Then, the converted Clause joins with the original Clause, *he made a gigantic statue of a mermaid*, by employing the co-ordinating conjunction *and*. This way, a Simple sentence is changed into a Compound one.

A Simple sentence can be converted into a Compound sentence by:

- Elaborating a word or a phrase into a Clause.
- Connecting the Clauses with co-ordinating conjunctions, such as *and*, *but*, *or*, *yet*, *for*, *not only...but also*, etc.

Eg: *Besides being diligent, he is rational* (simple).

He is not only diligent but also rational (compound).

In spite of his popularity, he failed in the poll (simple).

He was popular but he failed in the poll (compound).

He is tall enough to catch that ball (simple).

He is very tall and he can catch that ball (compound).

Owing to heavy rains, the authorities cancelled the match (simple).

It was raining heavily and the authorities cancelled the match. (compound).

You must have the perseverance to achieve success in your life (simple).

You must have perseverance or you will not achieve success in your life (compound).

Seeing his friends, Kiran walked towards them (simple).

Seeing his friends, Kiran walked towards them (simple).

Kiran saw his friends and walked towards them (compound).

Obedying their teacher's words, the students stopped talking to each other (simple).

The students obeyed their teacher's words and stopped talking to each other (compound)

3.7.3 Conversion of Compound Sentences to Simple Sentences

Look at the following sentences:

He was sick and he went to hospital (compound). *Owing to his sickness, he went to hospital* (simple).

In the above example, a Compound sentence is converted into a Simple sentence. Here the Clause *he was sick* is reduced to a phrase *owing to his sickness*. This leads to the understanding that a Compound sentence can be changed into a Simple sentence by converting a Clause into a phrase or word.

Note: Simple sentences can be formed by:

1. Using Participial constructions. (verb +ing)

Eg: *They walked through the jungle and they saw a lion* (compound).

Walking through the jungle, they saw a lion (simple).

He failed again, therefore he decided to quit. (compound)

Having failed again, he decided to quit. (simple)



2. Using an Infinitive

Eg: *She is busy and she can't talk now. (compound)*

She is too busy to talk now. (simple)

3. Using a Gerund

Eg: *He told the truth and was released from jail. (compound)*

Telling the truth, he was released from jail. (simple)

4. Using a Preposition with a noun

Eg: *Yadu is a singer as well as a dancer. (compound)*

Besides being a singer, Yadu is a dancer. (simple)

5. Using an Adverb or Adverbial phrase

Eg: *He was fortunate or he wouldn't have reached there on time. (compound)*

Fortunately, he reached there on time. (simple)

Eg: *You must exercise daily otherwise you won't stay healthy. (compound)*

You must exercise daily to stay healthy. (simple)

She is a poor woman, yet she helps other people in her village. (compound)

In spite of her poverty, she helps other people in her village. (simple)

He must walk fast or he will not reach on time. (compound)

He must walk fast to reach on time. (simple)

She was a careless girl; therefore, she made many mistakes in the examination. (compound)

Being a careless girl, she made many mistakes in the examination. (simple)

Not only money but also some ornaments were robbed from that house. (compound)

Besides money, some ornaments were robbed from that house. (simple)

Students must study well or they will not get good marks. (compound)

Students must study well to get good marks. (simple)

3.7.4 Conversion of Simple Sentences to Complex Sentences

We have already learned that a Simple sentence has only one Main Clause. A Complex sentence is a sentence which has one Main Clause and one or more Subordinate Clauses.

For converting a Simple sentence to a Compound sentence, we have elaborated the word or phrase in the Simple sentence into a Clause. Similarly, for converting a Simple sentence to a Complex sentence we need to elaborate a word or a phrase into a Subordinate Clause.

Note 1: Complex sentences can be formed by:

1. Using a Noun Clause

Eg: He admitted his ignorance. (simple)

He admitted that he was ignorant. (complex)

The King ordered to hang the traitor. (simple)

The King ordered that the traitor should be hanged. (complex)

2. Using an Adjective Clause

Eg: Shajahan built this monument. (simple)

This is the monument which was built by Shajahan. (complex)

We met an illiterate man. (simple)

We met a man who was illiterate. (complex)

3. Using an Adverb Clause

Eg: Join an aviation course to become a pilot. (simple)

If you want to become a pilot, join an aviation course. (complex)

Despite being an eminent officer, she is criticized by the media. (simple)

Although she is an eminent officer, she is criticized by the media. (complex)

Note 2: Noun Clause, Adjective Clause and Adverb Clause are three kinds of Subordinate Clauses.

1. Noun Clause: The Main Clause which acts like a noun.

Eg: What she said was not the truth.

2. Adjective Clause: An Adjective Clause qualifies a noun or pronoun in the Main Clause.

Eg: This is the car which I wish to buy.

3. Adverb Clause: An Adverb Clause modifies a Verb, an Adjective or an Adverb in the Main Clause.

Eg: She is happy because she got a gift from her friend.

Eg: *He was too poor to take his son to a hospital. (simple)*

He was so poor that he could not take his son to a hospital. (complex)

He bought a car from his friend. (simple)

He bought a car which belonged to his friend. (complex)



Rony is a man of sincerity. (simple)

Rony is a man who is very sincere. (complex)

On seeing the clown, the little boy began to laugh. (simple)

The little boy began to laugh as soon as he saw the clown. (complex)

Despite his injury, the wrestler performed well. (simple)

Even though the wrestler was injured, he performed well. (complex)

This is the pathway leading to the park. (simple)

This is the pathway that leads to the park. (complex)

The manager of the company approved of my recommendations. (simple)

The manager of the company approved of what I recommended. (complex)

3.7.5 Conversion of Complex Sentences to Simple Sentences

Read the following sentences:

While we were walking to our school, we met our aunt. (complex)

Walking to our school, we met our aunt. (simple)

Here a Complex sentence is converted to a Simple sentence. You might have noticed that the Subordinate Clause in the Complex sentence is reduced to a phrase in the Simple sentence, i.e., *While we were walking to our school* is changed to *walking to our school*. Thus, a Complex sentence can be converted to a Simple sentence by reducing a Subordinate Clause to a phrase or a word.

Eg: *She said that her grandmother was a righteous woman. (complex)*

She stated her grandmother's righteousness. (simple)

The teacher remarked how smart the boy was. (complex)

The teacher remarked on the boy's smartness. (simple)

Smoking is so dangerous that it can cause cancer. (complex)

Smoking is dangerous enough to cause cancer. (simple)

Anna is a clever girl that she will surely find a solution to our problem. (complex)

Being a clever girl, Anna will surely find a solution to our problem. (simple)

The farmer found a land which was very barren. (complex)

The farmer found a barren land. (simple)

Although she was educated, she couldn't find a job for herself. (complex)

In spite of being educated, she couldn't find a job for herself. (simple)

3.7.6 Conversion of Compound Sentences to Complex Sentences

How is a Compound sentence different from a Complex sentence? A Compound sentence has two or more Main Clauses and a Complex sentence has a Main Clause and one or more Subordinate Clauses. Now look at the following sentences:

You must obey my words or you will be punished. (compound)

If you don't obey my words, you will be punished. (complex)

When a Compound sentence is changed to a Complex sentence, the Main clause, *you must obey my words* is changed to a Subordinate Clause *if you don't obey my words*. Thus, to convert a Compound sentence to a Complex sentence, one of the Main Clauses is changed to a Subordinate Clause. Subordinating conjunctions like *that, though, if, when, which, who, after, before, so...that, unless, whether*, etc. are used to connect the Clauses.

Eg: *Shakespeare is a well-known writer and he belongs to the Elizabethan era. (compound)*

Shakespeare is a well-known writer who belongs to the Elizabethan era. (complex)

He studied well but he did not pass the examination. (compound)

Even though he studied well, he did not pass the examination. (complex)

You should tell the truth otherwise you will be arrested. (compound)

You should tell the truth so that you will not be arrested. (complex)

The driver saw the red signal and he stopped the vehicle. (compound)

When the driver saw the red signal, he stopped the vehicle. (complex)

AIDS is a fatal disease and it is caused by a virus. (compound)

AIDS is a fatal disease which is caused by a virus. (complex)

It was his first film, yet he won the best actor award for that film. (compound)

Though it was his first film, he won the best actor award for that film. (complex)

3.7.7 Conversion of Complex Sentences to Compound Sentences

Look at the following sentences:

Unless you start at once, you will be late. (complex)

You start at once otherwise you will be late. (compound)

How can we convert a Complex sentence to a Compound sentence? A Complex sentence can be converted to a Compound sentence by modifying the Subordinate Clause into a Main Clause. In the above example, the Subordinate Clause, *unless you start at once* is modified to a Main Clause *you start at once*. Let us look at more examples.



Eg: *He ran away lest he should be seen. (complex)*

He ran away or he would be seen. (compound)

Though he wished to become a director, he did not join any film institute. (complex)

He wished to become a director but he did not join any film institute. (compound)

As soon as he finished his work, he went to the post office. (complex)

He finished his work and went to the post office. (compound)

Although it is raining, you must leave now. (complex)

It is raining but you must leave now. (compound)

This is the shop which sells fruits and vegetables. (complex)

This shop sells fruits as well as vegetables. (compound)

Though he is impolite, we admire him for his courage. (complex)

He is impolite yet we admire him for his courage. (compound)

3.7.8 Transformation of the Degrees of Comparison

A degree of a sentence can be changed without changing its meaning in the following ways:

- *Goa is the smallest state in India. (Superlative Degree)*

Goa is smaller than any other state in India. (Comparative Degree)

Goa is smaller than most other states in India. (Comparative Degree)

Most other states in India are not so small as Goa. (Positive Degree)

Very few states in India are as small as Goa. (Positive Degree)

- *Russia is the largest country in the world. (Superlative Degree)*

Russia is larger than any other country in the world. (Comparative Degree)

Russia is larger than most other countries in the world. (Comparative Degree)

Very few countries in the world are as large as Russia. (Positive Degree)

Most other countries in the world are not so large as Russia. (Positive Degree)

- *Talc is the softest mineral on the earth. (Superlative Degree)*

Talc is softer than any other mineral on the earth. (Comparative Degree)

Talc is softer than most other minerals on the earth. (Comparative Degree)

Very few minerals on the earth are as soft as talc. (Positive Degree)

Most other minerals on the earth are not so soft as talc. (Positive Degree)

■ *The Burj Khalifa is the tallest building in Dubai. (Superlative Degree)*

The Burj Khalifa is taller than any other building in Dubai. (Comparative Degree)

The Burj Khalifa is taller than most other buildings in Dubai. (Comparative Degree)

Very few buildings in Dubai are as tall as the Burj Khalifa. (Positive Degree)

Most other buildings in Dubai are not so tall as the Burj Khalifa. (Positive Degree)

■ *The Blue Whale is the biggest animal on our planet. (Superlative Degree)*

The Blue Whale is bigger than any other animal on our planet. (Comparative Degree)

The Blue Whale is bigger than most other animals on our planet. (Comparative Degree)

Very few animals on our planet are as big as the Blue Whale. (Positive Degree)

Most other animals on our planet are not big as the Blue Whale. (Positive Degree)

■ *The Red Diamond is the rarest diamond found in India. (Superlative Degree)*

The Red Diamond is rarer than any other diamond found in India. (Comparative Degree)

The Red Diamond is rarer than most other diamonds found in India. (Comparative Degree)

Very few diamonds found in India are as rare as the Red Diamond. (Positive Degree)

Most other diamonds found in India are not so rare as the Red Diamond. (Positive Degree)

Recap

- ▶ Sentence Transformation- change in the form and structure of a sentence without altering its meaning
- ▶ Simple to Compound- Elaborating a word or a phrase into a Clause- using Coordinating Conjunctions
- ▶ Compound to Simple- Compound sentence can be changed into a Simple sentence- converting a Clause into a phrase or word
- ▶ Simple to Complex- for converting a Simple sentence to a Complex sentence - elaborate a word or a phrase into a Subordinate Clause
- ▶ Complex to Simple- Subordinate Clause in the Complex sentence is reduced to a phrase in the Simple sentence
- ▶ Compound to Complex- one of the Main Clauses is changed to a Subordinate Clause
- ▶ Complex to Compound- modifying the Subordinate Clause into a Main Clause
- ▶ Transformation of the degree of a sentence

Objective Questions

1. What do you mean by Sentence Transformation?
2. How can we convert a Simple sentence to a Compound sentence?
3. How can we convert a Compound sentence to a Simple sentence?
4. How can we convert a Simple sentence to a Complex sentence?
5. Convert the following Simple sentences to Compound sentences
 - a. You must learn the rules to finish this task.
 - b. Seeing the principal, the students greeted him.
6. Convert the following Compound sentences to Simple sentences.
 - a. You must obey the rules of this company or you will be suspended.
 - b. They were hungry and they went to a family restaurant.
7. Convert the following Simple sentences to Complex sentences.
 - a. She is too young to drive a car.
 - b. It is an important matter to be discussed today itself.
8. How can we convert a Complex sentence to a Simple sentence?
9. How can we convert a Complex sentence to a Compound sentence?
10. Convert the following Complex sentences to Simple sentences.

After finishing her homework, she watched a film.

If you follow the advice of your coach, you can become the best athlete.
11. Convert the following Compound sentences to Complex sentences.

His father compelled him to study journalism, but he took physics.

Amal was in Dubai and he worked there as a computer engineer for two years.

Answers

1. Clarity
2. Emphasis
3. Rhythm
4. Formal diction and Informal diction
5. Denotative meaning
6. Figurative language
7. Ask a favour
8. Comma
9. Apostrophe
10. Em dash

Assignments

1. Identify and categorise the following sentences into Simple, Compound and Complex.
 - a. Time wasted is wasted forever.
 - b. That boy who is the son of our principal is my classmate.
 - c. Sophocles wrote *Antigone* and it is a tragic play.
 - d. As Akbar was a generous king, he was liked by all.
 - e. She lost her keys in the parking area and we are searching for it.
 - f. He goes fishing whenever he gets free time.
 - g. It is too difficult to convince a clever man like him.
 - h. I will give you the money which I have saved to buy a watch.
2. Convert the following to Simple sentences.
 - a. The king was so wise that he defeated the enemies in no time.
 - b. Adam completed his training and then joined the army.
 - c. If you are not confident, you should not participate in this competition.
 - d. He is not only a poet but also a scholar.
 - e. James was ill, yet he managed to attend the function.

Suggested Reading

- ▶ Green, David. *Contemporary English Grammar Structures and Composition*, second edition, Laxmi Publications, 2015.
- ▶ Martin, H. and P. C. Wren. *High School English Grammar and Composition*, S. Chand Publishing, 2017.
- ▶ Moothathu, V.K. *Concise English Grammar*, OU Press, 2012

Unit 8

Common Errors

Learning Outcomes

By the end of this unit, the learner will be able to:

- ▶ become aware of the common errors in the use of English
- ▶ use the correct grammatical usages
- ▶ fine-tune the speaking and writing skills
- ▶ avoid subject-verb agreement mistakes in various sentence structures and tenses.
- ▶ apply error-free grammar to improve clarity and accuracy in communication

Prerequisites

Have you ever noticed how small mistakes can completely change the meaning of a sentence? In a multilingual country like India, English has become an important means of communication, bridging diverse cultures and regions. However, the complexity of English grammar often leads to common errors in everyday speech and writing. These errors, though seemingly minor, can affect the clarity and effectiveness of communication. Understanding and correcting these mistakes can greatly enhance one's proficiency in the language. This unit explores some of the most frequently made errors by English speakers in India, focusing on common issues related to nouns, verbs, adjectives, articles, and more.

One area where these errors often occur is in the use of nouns. Many learners confuse synonymous nouns or misapply them in various contexts. For instance, 'centre' and 'middle' are often interchanged, though they refer to different concepts. Similarly, terms like 'cause' and 'reason' or 'house' and 'home' are frequently used incorrectly. Understanding the subtle differences in meaning and usage of these nouns is crucial for achieving accuracy in both spoken and written English.

Another significant source of confusion arises with verbs, where similar-sounding words or incorrect tense forms lead to mistakes. The distinction between verbs like 'lie' and 'lay,' or 'rise' and 'raise,' often perplexes learners. In addition, misuse of phrasal verbs, such as 'borrow' and 'lend,' or the confusion between 'steal' and 'rob,'

can lead to unintended meanings. Correcting these common errors is essential to mastering English grammar, as proper verb usage is fundamental to clear and precise communication.

Keywords

Common Errors, Nouns, Verbs, Adjectives, Articles

3.8.1 Common Errors

In a multilingual country like India, English has emerged as an important medium of communication. However, there are certain errors which are commonly made by the English speakers of the country. These include errors in the use of Nouns, Adjectives, Verbs, Tenses, Articles etc. Let us discuss and clarify some of the most commonly made errors that occur in our daily usage of the English language.

3.8.2 Errors in the use of Nouns

The errors that occur while using the Nouns include the improper use of certain synonymous nouns and the usage of certain slang words and phrases in a formal writing.

1. Centre/middle

You should stand in the middle of the circle.
(Incorrect)

You should stand in the centre of the circle.
(Correct)

He is standing in the centre of the road.
(Incorrect)

He is standing in the middle of the road.
(Correct)

Here, **Centre** refers to a point which is at an equal distance from the whole edges of a circle. **Middle** refers to the midpoint which is at an equal distance from two sides.

2. Cause/reason

She has a good cause to be angry. (Incorrect)

She has a good reason to be angry. (Correct)

The geologists were not able to explain the reasons for floods? (Incorrect)

The geologists were not able to explain the causes of floods? (Correct)

The meaning of both **cause** and **reason** are different and hence their usages vary in different contexts. **Cause** conveys the meaning of the production of a result and **reason** justifies the cause.

3. House/home

She has decided to rent a home. (Incorrect)

She has decided to rent a house. (Correct)

He built a new home. (Incorrect)

He built a new house. (Correct)

House refers to a physical structure or building whereas **home** is the place where someone's family resides.

4. Habit/custom

He has a custom of smoking. (Incorrect)

He has a habit of smoking. (Correct)

Habit is associated with a person's activities while **custom** refers to a practice followed by society.

5. Poem/poetry

The students have to learn all these three poetry. (Incorrect)



The students have to learn all these three poems. (Correct)

A **poem** refers to a single piece of poetry whereas **poetry** is a form of literature which deals with different types of poems.

6. Scene/scenery

The police immediately rushed to the crime scenery. (Incorrect)

The police immediately rushed to the crime scene. (Correct)

Scene refers to a particular place whereas **scenery** refers to the general surroundings of a region.

7. Ground/floor

She laid the blanket on the ground. (Incorrect)

She laid the blanket on the floor. (Correct)

Ground refers to the surface of the earth (outside the house), whereas **floor** is the surface of a room, on which one may walk.

8. Room/place

Is there any place for this child on that bench? (Incorrect)

Is there any room for this child on that bench? (Correct)

In the above sentence, **room** refers to space.

9. Foot/leg

She hurt her foot in that accident. (Incorrect)

She hurt her leg in that accident. (Correct)

Foot refers to the part of the human body below the ankle, and **leg** refers to the part from hip to above ankle.

10. Finger/toe

There are five fingers in my feet. (Incorrect)

There are five toes in my feet. (Correct)

Fingers are associated with hands and **toes** are associated with the foot.

11. Appetite/desire

Rahim has no appetite for money. (Incorrect)

Rahim has no desire for money. (Correct)

She has an insatiable desire for chocolates. (Incorrect)

She has an insatiable appetite for chocolates. (Correct)

Appetite is a strong desire, especially for food while **desire** refers to a wish or an ambition.

12. Cousin/cousin sister

My cousin sister is an entrepreneur. (Incorrect)

My cousin is an entrepreneur. (Correct)

Cousin sister/cousin brother is Indian slang usage, whereas the word **cousin** is a gender neutral noun.

13. Means

Her means is very small, yet she financially supports her mother. (Incorrect)

Her means are very small, yet she financially supports her mother. (correct)

When the noun **means** indicates wealth or income, the following verb should be plural

14. Phenomena

The scientists predicted that some unusual phenomena is likely to happen today. (Incorrect)

The scientists predicted that some unusual phenomena are likely to happen today. (Correct)

The term **Phenomena** is plural and hence plural verb should be used in the sentence.

3.8.3 Errors in the use of Verbs

Errors that occur while using Verbs include the incorrect use of certain identical verbs, the improper use of certain synonyms of verbs and the wrong use of verbs in their past participle form.

1. Lie/lay

Lie down the blanket on the floor. (Incorrect)

Lay down the blanket on the floor. (Correct)

Lie means to recline or rest. **Lay** means to put. **Lie** is an intransitive verb and it does not take any object whereas **lay** is a transitive verb and it requires an object.

Lie- lay- lain

Lay-laid- laid

Note: **Lie** also means to tell something that is not true.

Lie-lied-lied

Eg: *She lied to me.*

Lay also means to produce eggs.

Eg: *The hen lays eggs.*

2. Rise/raise

Rise your hands to show your support. (Incorrect)

Raise your hands to show your support. (Correct)

Rise refers to come up or go up or get up from lying and sitting positions whereas **raise** means to lift something.

3. Hanged/hung

The children hanged the chart on the wall. (Incorrect)

The children hung the chart on the wall. (Correct)

Hanged is often used to refer to the death/ killing of a person by hanging. In other cases, for instance, to attach to **hook** on a wall, **hung** is used

4. Borrow/lend

I want to lend a book from my teacher. (Incorrect)

I want to borrow a book from my teacher. (Correct)

I will borrow you my pen. (Incorrect)

I will lend you my pen. (Correct)

Borrow means to obtain something from someone for a period of time. **Lend** refers to give something to be used for a period of time.

5. Steal/rob

Someone robbed my money. (Incorrect)

Someone stole my money. (Correct)

That bank was stolen yesterday. (Incorrect)

That bank was robbed yesterday. (Correct)

The correct meaning of **steal** is to take something from someone without permission, whereas **rob** focuses on a person or a place from which the thing is taken.

6. Deny/refuse

The poor lady denied to take the food and money we offered. (Incorrect)

The poor lady refused to take the food and money we offered. (Correct)

He refused that he was a criminal. (Incorrect)



rect)

He denied that he was a criminal. (Correct)

Refuse means to turn down an offer. To **deny** is to state that something is not true.

7. Discover/Invent

The telephone was discovered by Graham Bell. (Incorrect)

The telephone was invented by Graham Bell. (Correct)

To **invent** means to create something new. To **discover** means to find out something that has already existed but remained unknown.

8. Made of/made from

She gifted me a necklace made from silver. (Incorrect)

She gifted me a necklace made of silver. (Correct)

The paper is made of trees (Incorrect)

The paper is made from trees. (correct)

When a substance undergoes a complete transformation from its original form, **made from** is used. If the material has not undergone for a major change, **made of** is used.

9. Drown/sink

The old man was sunk in this river. (Incorrect)

The old man was drowned in this river. (Correct)

They saw a ship drowning in the sea. (Incorrect)

They saw a ship sinking in the sea. (Correct)

To **drown** means to die or suffocate by being under water for a long time. To **sink** means to

go below the water's surface.

10. Flown/flowed

All the birds had flowed away from the field. (Incorrect)

All the birds had flown away from the field. (Correct)

Flown is the past participle of fly and **flowed** is the past participle of flow.

Fly-flew-flown

Flow-flowed-flowed

11. Agree/accept

They agreed our gifts. (Incorrect)

They accepted our gifts. (Correct)

They accepted to come with us. (Incorrect)

They agreed to come with us. (Correct)

Accept means to receive something that is offered or given to you. **Agree to** means to do exactly what somebody has asked you to do or to be in harmony or accordance in opinion.

12. I want that you should bake some cookies. (Incorrect)

I want you to bake some cookies. (Correct)

The clause **that** is not used with the verb **want**. The verb **want** is accompanied with **to**-infinitive.

13. She suggested them to watch a film. (Incorrect)

She suggested that they should watch a film. (Correct)

The verb **suggest** is not used with **to**-infinitive, but with **that** clause.

14. We enjoy to play football. (Incorrect)

We enjoy playing football. (Correct)

The verb **enjoy** should be followed by an **ing** form of verb, not by **to-** infinitive.

15. *They made her to clean the table.* (Incorrect)

They made her clean the table. (Correct)

Bare infinitive is used after **make**.

16. *The villagers called him as a wizard.* (Incorrect)

The villagers called him a wizard. (Correct)

The verb **call** is not followed by **as**

3.8.4 Errors in the use of Adjectives

Apart from the mistakes made while using the English Nouns and Verbs, the users of English as a second language also commit errors in the usages of Adjectives. Most of these faults are associated with Degrees of Comparison.

1. Use of the Superlative degree

Of my two daughters, Geeta is the most brilliant. (Incorrect)

Of my two daughters, Geeta is more brilliant. (Correct)

A **Comparative degree** is used when two things or persons are compared.

2. Use of the double Comparative or Superlative

He is more taller than his friend. (Incorrect)

He is taller than his friend. (Correct)

Sachin is selected as the most best cricket player. (Incorrect)

Sachin is selected as the best cricket player. (Correct)

3. Use of *other*

Seema is cleverer than any girl in her class. (Incorrect)

Seema is cleverer than any other girl in her class. (Correct)

No girl in the class is as clever as Seema. (Incorrect)

No other girl in the class is as clever as Seema. (Correct)

4. Use of *all* instead of *any*

Seema is the cleverest of any girls in the class. (Incorrect)

Seema is the cleverest of all the girls in the class. (Correct)

5. Comparative Degree

The cost of the mangoes is higher than oranges. (Incorrect)

The cost of the mangoes is higher than that of oranges. (Correct)

The mountains in South India are higher than the North Indian mountains. (Incorrect)

The mountains in South India are higher than those of the North Indian mountains. (Correct)

3.8.5 Errors in use of Adverbs

Errors in the use of Adverbs are primarily associated with the wrong usage of certain Adverbs with almost the same meaning.

1. Very/too

The sand in the desert is too hot. (Incorrect)

The sand in the desert is very hot. (Correct)

This tea is very hot to drink. (Incorrect)

The tea is too hot to drink. (Correct)

Very means exceedingly, suggests a higher degree of something. **Too** suggests that something is more than enough.



2. Very/much

My son is much happy. (Incorrect)

My son is very happy. (Correct)

The elephant is very stronger than a lion.
(Incorrect)

The elephant is much stronger than a lion.
(Correct)

Very is often preceded by adjective's positive degree whereas **Much** is used as a comparative degree.

3. Before/ago

Gopal met his friend before one month.
(Incorrect)

Gopal met his friend one month ago. (Correct)

I have watched this movie ago. (Incorrect)

I have watched this movie before. (Correct)

Both **ago** and **before** refer to a past time. But **ago** is used to indicate a point in the past with reference to the moment of speaking. **Before** is used to indicate a point in the past preceding the time of any specific event or action.

4. Hard/hardly

She worked hardly to get the scholarship.
(Incorrect)

She worked hard to get the scholarship.
(Correct)

There is hard any salt left. (Incorrect)

There is hardly any salt left. (Correct)

Hard means to do something heavily or severely. **Hardly** is used as an adverb to mean almost not at all.

5. Fairly/rather

The competition was fairly difficult. (Incorrect)

The competition was rather difficult. (Correct)

Fairly is only used in a positive/affirmative sense while **rather** is used in both positive and negative senses.

6. Lately/late

He always comes home lately. (Incorrect)

He always comes home late. (Correct)

Lately means recently and **Late** is the opposite of early.

6. Still/yet

She is yet sleeping in her room. (Incorrect)
She is still sleeping in her room. (Correct)

The chief guest has not arrived still. (Incorrect)

The chief guest has not arrived yet. (Correct)

Still is used to refer to an action which commenced in the past and is still progressing in the present. **Yet** is used to indicate an action which is about to happen soon, but has not happened till now.

3.8.6 Errors in the use of Prepositions

Some of the Nouns, Verbs and Adjectives take only certain specific Prepositions after them. So, the most common errors in the use of Prepositions are associated with the incorrect use of Prepositions after these Nouns, Verbs and Adjectives.

1. Resemblance/resembles

The child has a great resemblance with its father. (Incorrect)

The child has a great resemblance to its father. (Correct)

She resembles to her mother. (Incorrect)

She resembles her mother. (Correct)

Resemblance is followed by the preposition **to**. No preposition is used after **resemble**.

2. Pride /proud

I am very pride of you. (Incorrect)

I am very proud of you. (Correct)

He takes proud of his wife's achievements. (Incorrect)

He takes pride in his wife's achievements. (Correct)

Pride means the pleasure being felt in any achievement and **proud** is the feeling of pride. While **pride** can be used as a noun or a verb, **proud** can only be used as an adjective. The usage is:

Pride + in, Proud + of

3. Suitable for

This white gown is suitable with her wedding. (Incorrect)

This white gown is suitable for her wedding. (Correct)

Suitable for means appropriate for a purpose or an occasion.

4. Glanced at/ glanced over

The stranger glanced over me. (Incorrect)

The stranger glanced at me. (Correct)

The kid glanced at a few pages of the colour book. (Incorrect)

The kid glanced over a few pages of the colour book. (Correct)

Glanced at someone.

Glanced over something.

5. Fond of / fondness for

The children are fond for watching the car-

toon. (Incorrect)

The children are fond of watching the cartoon. (Correct)

She has a fondness of jewels. (Incorrect)

She has a fondness for jewels. (Correct)

While the adjective **fond** is followed by the preposition **of**, the noun **fondness** is followed by the preposition **for**:

Fond of something

Fondness for something

6. Discuss

They discussed about the matter with our principal. (Incorrect)

They discussed the matter with our principal. (Correct)

7. Enter/ enter into

The bride entered into the auditorium. (Incorrect)

The bride entered the auditorium. (Correct)

They entered an agreement with their director. (Incorrect)

They entered into an agreement with their director. (Correct)

Enter means to go into. For instance, *enter the hall*.

Enter into means to be part of or involved in an agreement or conversation

8. Attend/ attend to

We attended to the seminar organised by the panchayat. (Incorrect)

We attended the seminar organised by the panchayat. (Correct)

The doctor has a severely wounded patient



to attend. (Incorrect)

The doctor has a severely wounded patient to attend to. (Correct)

Attend means to be present at a place or to go to a place. **Attend to** means give attention to.

3.8.7 Errors in the Use of Tense

Errors in the use of Tense include the use of inappropriate form from tense formats of a verb.

1. Use of an incorrect sequence of tense

Merlin asked me where I am going. (Incorrect)

Merlin asked me where I was going. (Correct)

If the verb in the Main Clause is in the Past tense, only the Past tense should be used in the Subordinate Clause. However, **this** rule is not applicable for *permanent facts* and *verbs within quotations*. For eg:

She said that India is located in the Northern Hemisphere. He said, "I am reading a poem".

2. Incorrect use of **will** instead of **would** in the Subordinate Clause

They said that they will attend the function. (Incorrect)

They said that they would attend the function. (Correct)

If the Verb in the Main Clause is in the Past tense, **will** should be changed to **would** in the Subordinate Clause. (Also applicable to **may** and **can**)

3. Incorrect use of the Simple Past tense after **to**-infinitive

They tried to caught some fish from the pond. (Incorrect)

They tried to catch some fish from the pond.

(Correct)

The Simple Past tense is not used after **to**-infinitive.

4. Incorrect use of the Present Continuous tense instead of the Simple Present tense

He is playing hockey every day. (Incorrect)

He plays hockey every day. (Correct)

The Simple Present tense is used to indicate habitual actions.

5. Incorrect use of the Present Perfect tense instead of the Simple Past tense

I have met her yesterday. (Incorrect)

I met her yesterday. (Correct)

As yesterday is the time word for past tense, use the Simple Past tense instead of the Present Perfect.

6. Incorrect use of the Present Continuous tense instead of the Present Perfect Continuous tense.

We are working together since 2015. (Incorrect)

We have been working together since 2015. (Correct)

How long are you learning French? (Incorrect)

How long have you been learning French? (Correct)

The Present Perfect Continuous tense should be used with **since**, **for** and **how long**

7. Incorrect use of the Future tense instead of the Simple Present tense

We shall meet him when we will go to London. (Incorrect)

We shall meet him when we go to London. (Correct)

The Simple Present tense (instead of Future tense) is used in the Subordinate Clauses which refer to future action.

8. *I wish I have a laptop.* (Incorrect)

I wish I had a laptop. (Correct)

To indicate an unreal situation, the Past subjunctive is used after the verb *wish*.

9. *I would quit if I am you.* (Incorrect)

I would quit if I were you. (Correct)

To refer to an imaginary or an unreal situation in the if-clause, the Past subjunctive should be used.

10. *It is time we leave this village.* (Incorrect)

It is time we left this village. (Correct)

The usage **It is time + subject + past verb** means a present moment and also indicates that it is already late.

3.8.8 Errors in the Use of Articles

There are certain general rules for the use of the articles such as **a**, **an** and **the**. However, the rules may vary in some exceptional cases. Errors in the use of the articles include their wrong use in some peculiar cases, which are discussed below:

1. *Do you believe in the God?* (Incorrect)

Do you believe in God? (Correct)

The definite article **the** is not used before:

Heaven, hell, nature, space, god, paradise.

2. *Himalayas are a type of fold mountains.* (Incorrect)

The Himalayas are a type of fold mountains. (Correct)

The Everest is the highest peak in the world. (Incorrect)

Everest is the highest peak in the world. (Correct)

The is used before the names of mountain ranges and island groups. It is to be noted that **the** is not used before the name of a single mountain, island, peak or hill.

3. *Delhi is the capital of the India.* (Incorrect)

Delhi is the capital of India. (Correct)

Generally, **the** is not used before the names of countries and places. But **the** is used before the words like **Kingdom**, **Republic** and also before those countries formed of smaller units, such as *The United States*, *The United Kingdom*, etc.

4. *He played guitar for the children.* (Incorrect)

He played the guitar for the children. (Correct)

The is used before the names of musical instruments.

5. *I like to play the football daily.* (Incorrect)

I like to play football daily. (Correct)

The is not used before the names of games.

6. *She is learning the Kannada.* (Incorrect)

She is learning Kannada. (Correct)

She is learning Kannada language. (Incorrect)

She is learning the Kannada language. (Correct)

The is not used before the names of languages. But if the name of a language is followed by the word *language*, **the** is used.

7. *The gold is a good conductor of electricity.* (Incorrect)



Gold is a good conductor of electricity.
(Correct)

Diamond excavated from South Africa is very costly. (Incorrect)

The Diamond excavated from South Africa is very costly. (Correct)

The is not used before the names of metals if they are used in a general sense. But to mention a particular kind of metal, **the** should be used.

8. *The Lunch will be served at noon.* (Incorrect)

Lunch will be served at noon. (Correct)

Lunch she prepared will be served at noon. (Incorrect)

The lunch she prepared will be served at noon. (Correct)

The is not used before the names of meals unless it is specified.

9. *He was admitted to the hospital last week.* (Incorrect)

He was admitted to hospital last week. (Correct)

The is not used before the nouns, such as *church, school, college, prison, and hospital*, when they are used for the primary purpose for which they are constructed.

10. *He is an European.* (Incorrect)

He is a European. (Correct)

Generally, *an* is used before a vowel sound and *a* is used before a consonant sound. But the words, such as *European, unit, university, yard, year, union*, etc., have the sound of a consonant (j), though they begin with a vowel. Thus, *a* is used before these words.

Recap

- ▶ Common errors
- ▶ Errors in the use of Nouns
- ▶ Errors in the use of Verbs
- ▶ Errors in the use of Adjectives
- ▶ Errors in the use of Adverbs
- ▶ Errors in the use of Prepositions
- ▶ Errors in the use of Tense
- ▶ Errors in the use of the Articles

Objective Questions

1. I have read a.....written by Browning. (poem, poetry)
2. He is not able to quit his..... of telling lies. (custom, habit)
3. The judge ordered that the criminal should be..... (hung, hanged)
4. Mr. Shah's shop was yesterday. (stolen, robbed)
5. These shoes are leather. (made of, made from)

Spot the error in the following sentences

6. The cheetah runs more faster than the deer.
7. I found guitar she lost at the studio.
8. She is an European.
9. Telengana is a state of the India.
10. I prayed to the God.

Answers

1. poem
2. habit
3. hanged
4. robbed
5. made of
6. The cheetah runs faster than the deer
7. I found the guitar she lost at the studio.
8. She is a European
9. Telengana is a state of India
10. I prayed to God

Assignments

1. What are the most common errors that occur in the use of the English language?
2. Identify the error in the following sentences.
 - We enjoy to watch football matches at night.
 - The officer hanged the calendar on the wall
 - The children are playing cricket on the floor.
 - Her mother's aunt's daughter is very strict.
 - Which is the most nearest railway station?
3. Identify errors in the following sentences.
 - She worked hardly for the examination.
 - They entered into the classroom.
 - She said that she will speak to them.
 - I am reading the newspaper daily.
 - You have to study only an unit for this preliminary examination.
 - United States is a rich country.

4. Write down a paragraph on any topic by including the correct usage of different tense forms.
5. Use the following pairs of verbs in different sentences
Resemblance/resembles
Pride /proud
Glanced at/ glanced over
Fond of / fondness for
Enter/ enter into
Attend/ attend to

Suggested Reading

- ▶ Brains, Paul. *Common Errors in English*, Franklin, Beedle & Associates, 2005.
- ▶ Fitikides. T.J. *Common Mistakes in English with Exercises*, Longmans, 1963.
- ▶ O'Brien, Terry. *Common Errors*, Rupa Publications, 2012.
- ▶ Martin, H. and P. C. Wren. *High School English Grammar and Composition*, S. Chand Publishing, 2017.

BLOCK - 04

**Practice, Practice,
Practice**

Unit 1

Reading Comprehensive Passages

Learning Outcomes

The practice exercises in Reading Comprehension Passages are aligned to the following learning outcomes:

- ▶ understand the distinction between main ideas and supporting details in a text.
- ▶ identify key ideas through skimming and scanning.
- ▶ discover the meaning of new words and grammatical usages through context.
- ▶ comprehend new ideas through reading.
- ▶ analyse the reading text efficiently by improving the speed and efficiency of reading.

Prerequisites

Reading comprehension is the ability to understand, interpret, and analyze written text. It involves not just recognizing words but also grasping their meaning in context. Effective reading requires attention to detail, critical thinking, and the ability to infer ideas beyond the literal meaning. There are different types of reading techniques that help in understanding a text efficiently. Skimming helps in quickly identifying the main idea, while scanning is useful for locating specific information. Intensive reading focuses on detailed understanding, whereas extensive reading is used for grasping overall meaning and enjoyment. By practicing comprehension exercises and using these techniques, readers can improve their ability to process information quickly and accurately. Regular reading, especially of diverse texts, enhances vocabulary and deepens understanding, making comprehension a more natural and effortless skill.

Keywords

Comprehension, Skimming, Scanning, Vocabulary

Passage 1

Read the following abstract from the “Forward” of *The Story of my Experiments with Truth*, the autobiography of Mahatma Gandhi and try to answer the questions:

To Gandhiji, civilization, in the real sense of the term, consisted “not in the multiplication, but in the deliberate and voluntary restriction of wants.” He always upheld the sublime aim of “simple living and high thinking”. While he strained every nerve to provide gainful employment to the hungry millions of India through various constructive activities, he underscored the imperative need for raising the ‘standard of life’ of the people, including the ethical and moral aspects. To him mere affluence and accumulation of material wealth was ‘a primrose path’ leading to social, economic and cultural disintegration. “True economics,” affirmed Gandhiji, “never militates against the highest ethical standard.” “An economics that inculcates Mammon worship, and enables the strong to amass wealth at the expense of the weak, is a false and dismal science.” At a time when a number of developed countries are faced with this ‘tragedy of mere affluence,’ it would be worth our while recollecting Mahatma Gandhi’s insistence on higher values for the establishment of a new world order. As a recent editorial in the *New Statesman* captioned ‘Not By Bread Alone’ stated, “there is evidently a hunger in the world for governments which are activated by moral principles, which take decisions not because they are expedient, but because they are right.”

There is an erroneous notion that Gandhiji was against the use of modern science and technology and favoured out-dated techniques for some spiritual or sentimental reasons. “I would prize every invention made for the benefit of all,” remarked Gandhiji. “Mechanisation is good when the hands are too few for the work intended to be accomplished. It is an

evil when there are more hands than required for the work, as is the case in India.” Gandhiji was, thus, not against machinery as such, but objected to the ‘craze’ for machinery and its ‘indiscriminate multiplication’. In place of ‘mass production’ he advocated a system of ‘production by the masses’. He clearly envisaged that in a developing country like India, with scarce capital and abundant labour, the physical energies of the masses could be converted into a vast constructive force under a democratic frame-work, which Professor Mumford, in a somewhat different context, terms a ‘megamachine’.

- a. What is ‘civilization’ according to Gandhi?
- b. “An economics that inculcates Mammon worship, and enables the strong to amass wealth at the expense of the weak, is a false and dismal science.” The word ‘Mammon’ here could be associated with:
 - i) Civilization, ii) Money, iii) Honour, iv) Religion
- c. What was Gandhi’s attitude towards the use of modern science and technology?
- d. What is meant by ‘tragedy of mere affluence’?
- e. Take decisions not because they are expedient, but because they are right.” What is the meaning of the word “expedient” here?

Passage 2

The world is very full of people - appallingly full: it has never been so full before, and they are all tumbling over each other. Most of these people one doesn’t know and some of them one doesn’t like; doesn’t like the colour of their skins, say, or the shapes of their noses, or the way they blow them or don’t blow them, or the way they talk, or their smell, or their clothes, or their fondness for jazz or their dislike of jazz,



and so on. Well, what is one to do? There are two solutions. One of them is the Nazi solution. If you don't like people, kill them, banish them, segregate them, and then strut up and down proclaiming that you are the salt of the earth. The other way is much less thrilling, but it is on the whole the way of the democracies, and I prefer it. If you don't like people, put up with them as well as you can. Don't try to love them: you can't, you'll only strain yourself. But try to tolerate them. On the basis of that tolerance, a civilized future may be built. Certainly, I can see no other foundation for the post-war world.

For what it will most need is the negative virtues: not being huffy, touchy, irritable, revengeful. I have lost all faith in positive militant ideals; they can so seldom be carried out without thousands of human beings getting maimed or imprisoned. Phrases like "I will purge this nation." "I will clean up this city" terrify and disgust me. They might not have mattered when the world was emptier: they are horrifying now, when one nation is mixed up with another, when one city cannot be organically separated from its neighbours. And, another point: reconstruction is unlikely to be rapid. I do not believe that we are psychologically fit for it, plan the architects never so wisely. In the long run, yes, perhaps: the history of our race justifies that hope. But civilization has its mysterious regressions, and it seems to me that we are fated now to be in one of them, and must recognize this and behave accordingly. Tolerance, I believe, will be imperative after the establishment of peace. It's always useful to take a concrete instance: and I have been asking myself how I should behave if, after peace was signed, I met Germans who had been fighting against us. I shouldn't try to love them: I shouldn't feel inclined. They have broken a window in my little ugly flat for one thing. But I shall try to tolerate them, because it is common sense, because in the post-war world we shall have to live with Germans. We can't exterminate them, any more than they

have succeeded in exterminating the Jews. We shall have to put up with them, not for any lofty reason, but because it is the next thing that will have to be done.

Read the above extract from "Tolerance" by E.M. Forster and answer the following questions:

- There are two ways of dealing with people one does not like. Which are those ways?
- Why do lines like "I will purge this nation" terrify the author?
- From the context what does the word 'appalling' mean?
- Why do you think the writer chose Germany to exemplify his views?
- What is the antonym of the word 'lofty'?

Passage 3

Read this longer passage, a short story "Crossing the Road" by Ruskin Bond. Then attempt to answer the questions below:

Samuel was a snail of some individuality. Some considered him to be the bad snail in the family, but that was because he did not listen to his elders and liked to do things in his own way, trying out new plants or venturing into forbidden places. Birds and butterflies recognized no man-made borders, so why should snails? They'd been around longer than humans and were likely to be around even longer. Not that Samuel had any global ambitions. It was just that the cabbage patch in which he and his fellow snails had been living did not appeal to him any more. He was heartily sick of cabbage leaves. And just across a busy road—his international boundary—was a field full of delicious looking lettuce. And any snail would prefer lettuce to cabbage.

The trouble was, it was a very busy road, linking one city to another, and on it flowed a constant stream of cars, trucks, motorcycles,

bicycles, vans, even the occasional steamroller. Samuel did not like the idea of being crushed under a steamroller. There were better ways of exiting planet Earth—being swallowed by a large stork, for instance.

And then, of course, snails can't run. With the help of a little of their own juices, they glide slowly and leisurely over grass and weed and pebbles, in search of a juicy leaf or the company of a fellow snail. They were not made to run. They are not predators like the larger carnivores. Nor do they prey on each other like humans. They are all for minding their own business. And now here was Samuel, making it his business to invade that lettuce patch on the other side of the road.

Well, nothing ventured, nothing gained. And ignoring the warnings of friends and familiars, Samuel set out to cross that life-threatening road. He could, of course, have waited until it was dark, but the road would have been no safer then. A constant stream of container trucks came thundering down the highway all through the night.

Tentacles waving, he began his stately crawl across the road.

Almost immediately he was nearly run over by a boy on a bicycle. Instinctively, Samuel withdrew into his little shell. Not that it would have made any difference. It might have protected him from a small bird, but not from a cycle tyre. Samuel looked up and down the road. It was a single width road, and vehicles could approach from either direction. It appeared to be clear at the moment.

Samuel advanced, covering a distance of some twelve inches in sixty seconds flat. Then—woosh—a car sped by, its tyres missing Samuel by inches. He was almost blown away by a cloud of dust and exhaust fumes. And then came another car. Samuel cringed. And survived. And wondered if he should turn around and go back the way he came. But snails aren't

great thinkers. The lettuce patch was all that mattered.

Samuel had advanced by two or three feet when there came a deep rumbling sound and he felt the ground quiver beneath him. A huge truck was bearing down on him! Sometimes it is an advantage to be small. Samuel was somewhere in the middle of the road, and nowhere near the wheels when the truck thundered over him. All the same he was dazed and shaken, unable to move any further. Soon another truck would be coming along. Or was it a tractor that was chugging along towards him?

Just then there was a squeal of brakes, a blare of horns, and a tremendous crash. The truck had hit an oncoming car and both had veered off the road and were lying in a ditch. For a time all traffic ceased. Samuel emitted a slimy jet and began to crawl again. Then there was a burst of activity. A motorcycle came tearing down the road, whizzing past a bewildered Samuel, and then stopping at the accident site. A policeman dismounted. In the distance a siren wailed. An ambulance was on its way.

And then it began to rain, a gentle patter on the tarmac. Refreshed, Samuel slid forward. The rain came down harder, and a fallen peepul leaf came sailing towards Samuel. It stopped beside him and Samuel crawled to the leaf. A spurt of rainwater picked up the leaf and sent it sailing across the remainder of the road and onto the grass verge.

Excelsior!

Samuel was home if not dry. The lettuce field stretched before him. Motor horns and ambulance sirens melted into the distance. Humans could take care of themselves. So could snails! It would take him weeks to munch his way through a small corner of that lettuce patch, but he was going to try. To the winner the spoils!

The rain stopped and he began his feast.



The lettuce was all right, but it wasn't much better than the cabbage field he had left a little over an hour ago. Had the journey been worthwhile? Could he cross that road again? The odds were against survival.

He'd just have to settle down in this new and unfamiliar world. The grass is always greener on the other side until you get there!

- Pick out any element of sarcasm in the passage.
- Samuel often makes references to humans. Pick out some instances.
- Onomatopoeia is the use of words whose sound suggests the sense. Pick out some onomatopoeic words from the passage.
- What is the moral of the story?
- Explain the snail's difficulties in crossing the road.

Passage 4

Read the following passage from *Live-science.com* and answer the questions:

Working out who invented the car is a long and winding road, and pinpointing a single person responsible is not a simple matter. If you rewind the development of cars past GPS, past antilock brakes and automatic transmissions and even past the Model T, eventually you'll get to the Benz Motor Car No. 1, the missing link between cars and horse-drawn buggies.

Karl Benz patented the three-wheeled Motor Car, known as the "Motorwagen," in 1886. It was the first true, modern automobile, meaning Benz is most often identified as the man who invented the car. Benz also patented his own throttle system, spark plugs, gear shifters, a water radiator, a carburetor and other fundamentals to the automobile. Benz eventually built a car company that still exists today as the Daimler Group.

Benz patented the first gasoline-powered car, but he wasn't the original visionary of self-propelled vehicles. Some highlights in the history of the car: Leonardo da Vinci had sketched a horseless, mechanized cart in the early 1500s. Like many of his designs, it wasn't built in his lifetime. However, a replica is on display at the Chateau Clos Lucé (opens in new tab), Leonardo's last home and now a museum. Sailing chariots, propelled by the wind were in use in China when the first Westerners visited, and in 1600, Simon Steven of Holland built one that carried 28 people and covered 39 miles (63 km) in two hours, according to General Motors. Nicholas-Joseph Cugnot, a Frenchman, built a self-propelled vehicle with a steam engine in 1769. The cart, designed to move artillery pieces, moved at a walking pace (2 mph or 3.2 km/h) and had to stop every 20 minutes to build a new head of steam.

"The word 'car' has meant different things at different times. At the end of the 19th Century, a car was a "streetcar" i.e. a tram. Street-cars before that were 'horse cars' which were omnibuses pulled by horses on rails. The word 'car' became available to what was previously called a 'horseless carriage' or possibly a motor car.

- Why is it difficult to trace who invented the car?
- What is the missing link between the cars and horse-drawn buggies?
- Explain the role of Karl Benz in the history of cars.
- Lists some highlights in the history of the car.
- The word car meant different things at different times. Analyse.

Passage 5

Five score years ago, a great American, in whose symbolic shadow we stand today, signed

the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. And so we've come here today to dramatize a shameful condition. In a sense we've come to our nation's capital to cash a cheque.

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men yes, Black men as well as white men would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked insufficient funds. But we refuse to believe that the bank of justice is bankrupt.

We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of

gradualism.

(Extract from Martin Luther King Jr.'s speech "I Have a Dream.")

Now, attempt the following questions:

- What came as a "joyous daybreak to end the long night" of the captivity of the African Americans?
- How does Martin Luther King explain that even after the mentioned 100 years, the African Americans are still not free?
- "America has defaulted on the promissory note." Why?
- There is a monetary symbolism in the passage. Try to trace it.
- "We have come to this hallowed spot." What do you think "hallowed" means?

Passage 6

Animal ethics may seem a relatively recent area of contention. However, the debate over the moral consideration of animals and how humans should treat them can be traced back to early antiquity. Hesiod's poem is the earliest Greek attempt to differentiate humans from animals on philosophical grounds, arguing that humans received the divine gift of justice, a gift not possessed by any other living creatures. The third-century philosopher Porphyry also refers to the myth in his work, "On abstinence from animal food", stating that together with the slaughter of animals, war and injustice were introduced to the world.

Porphyry was what we would call today an advocate for animal rights and vegetarianism on both spiritual and ethical grounds. The Neoplatonic philosopher believed that animals are conscious and capable of assessing situations, have memory, and can plan and communicate. He argued that killing an animal diverts from the much-needed spiritual progress that one should aspire to achieve. He



further suggested that by consuming meat, the body becomes corrupt and unhealthy, and that it leads to obesity (it turns out that obesity was as much undesirable then as it is today).

But more importantly, Porphyry asserted that killing a harmless animal is no different from taking the life of a human being – and thus became one of the first to state, in writing at least, that the animal life is equal to that of a human.

This view is in tune with today's philosophical debate about the value of animal life. "Even many champions of animal rights believe that human life is more valuable or important than animal life. While I myself do not think that human beings are more important or valuable than animals, I think it possible that our lives are more important to us than their lives are to them. That is one of two views, between which I am ambivalent," explains Professor Christine Korsgaard from Harvard University, one of the most respected moral philosophers in human/animal relations. "The other view, opposed to that one, is that when you take life away from any creature, you basically take away everything that matters to that creature, and one creature's 'everything' cannot be more than another creature's 'everything.'"

The first known advocate for animal rights and vegetarianism was the great Pythagoras who lived in the 6th century B.C.E., who was also the first man to call himself a philosopher; or "lover of wisdom". Today children learn about his right-angle triangle theorem, but the mathematician was also the first to suggest that Earth is round and that the moon shines because its surface reflects light from the sun. He was held in such extraordinary esteem that some believed him to be the son

of Apollo (because of his handsomeness) and the grandson of the mighty Zeus himself. Not only was Pythagoras famous for his theories, but also for his fashion choices, for he wore white robes with trousers, a truly extravagant choice for that time.

Until the word "vegetarian" became synonymous with going off meat, it was the phrase "Pythagorean diet" that was used to tell your friends you had gone vegetarian.

Yet for Pythagoras, going meat-free had little to do with animal wellbeing. His impetus was metempsychosis, the belief that at death, the soul transmigrates into another body. After such revelation, how could one expect to touch meat? Some, such as the Greek pre-Socratic philosopher Empedocles went so far as to compare the act of eating flesh synonymous with the act of cannibalism.

(Extract from the article "The Surprising History of Vegetarianism" from www.haaretz.com)

Now, attempt the following questions:

- What are some of the earliest appeals for vegetarianism?
- Why can Porphyry be considered an advocate for animal rights?
- "This view is in tune with today's philosophical debate about the value of animal life." What constitutes "today's philosophical debate"?
- What was the Pythagorean diet?
- Why did Pythagoras support a vegetarian diet?

Unit 2

Analysing Literature

Learning Outcomes

Upon the completion of this unit and doing practices in it, the learner will be able to:

- ▶ to develop an understanding of different genres.
- ▶ to appreciate drama, poetry and prose.
- ▶ to differentiate the rudiments of different genres.
- ▶ to analyse a text.

Prerequisites

When we engage with a literary text, it is essential to go beyond surface reading and explore its deeper meanings. Literature is built on various elements such as theme, plot, character, setting, and style, each contributing to the overall impact of the work. Understanding these elements helps in appreciating the writer's craft and the text's significance. Analyzing literature becomes easier when we recognize patterns, symbols, and literary devices that shape the narrative. By developing a critical perspective and asking meaningful questions, we can uncover multiple layers of interpretation, making the reading experience richer and more insightful.

Keywords

Genre, Critical Analysis, Literary Terms

Discussion

These are the things to be kept in mind while analyzing literature.

Firstly, one should understand the genre of the piece of text that one is analyzing. Genre is a style or category of art, music or literature. So while analysing a piece of writing, one can identify the genre to which the text belongs. It

is easy to analyse first if the text is a piece of poetry, prose or drama.

Suppose the lines analysed are poetry, then look at what kind of poetry it is.

Poetry can be popularly divided into three: 1) narrative poetry, 2) dramatic poetry and 3) lyric poetry.



4.2.1 Narrative poetry

Narrative poetry is a form of poetry that tells a story. It uses both the voice of a narrator and also of characters. There are two major types of narrative poetry: **Epics** and **Ballads**. **Epics** are long narrative poems. Examples of epics are Homer's *Iliad* and *Odyssey*. *Mahabharata* and *Ramayana* are two of the oldest epics of the world. It should be noted that *Mahabharata* is narrated by Vaisampayana to Janamejaya. The Kurukshetra war is narrated by Sanjaya and is contained within Vaisampayana's narration.

Ballad: A Ballad is a type of narrative poem that tells the story and is traditionally set to music. A popular narrative ballad was usually passed down orally. Traditional ballads are typically of unknown authorship. Example of a ballad is *Ballad of Sir Patrick Spens*, a work of unknown authorship.

4.2.2 Dramatic Poetry

Dramatic poetry is of three types – the first is **drama** written in verse, the second is **dramatic monologue** and the third is **soliloquy**.

Dramatic monologue: Robert Browning's poem 'My Last Duchess' is a dramatic monologue. In the poem, a Duke is a speaker and there is a listener. As the poem opens the Duke says: "That's my last duchess painted on the wall/ Looking as if she were alive." The readers understand that the Duke is the narrator and they also understand from the lines that there is a listener.

Soliloquy: In Shakespeare's *Hamlet*, the protagonist Hamlet utters the famous soliloquy, 'to be or not to be.' It is written in poetic form and is uttered by Hamlet when he is alone. In a soliloquy a character speaks his thoughts to himself and is not directly addressing anyone.

4.2.3 Lyric poetry

Lyric poems are short poems sung to the accompaniment of a lyre. The word "lyric"

comes from that Greek word "lyre", meaning a stringed musical instrument. There are many types of lyric poems like **Ode**, **Elegy** and **Sonnet**.

An Ode is an address. It is a formal, ceremonious lyric poem that addresses and often celebrates a person, place, thing or idea. Examples of ode are - Ode to a Nightingale by John Keats, Ode to the West Wind by Percy Bysshe Shelley.

An elegy is a poem of mourning. It is a poem written in mourning at the passing away of someone. A poem that has a pensive and melancholic mood and tone can also be called an elegy. An example of an elegy is "Lycidas" by John Milton who wrote it to commemorate the death of Edward King who was his contemporary at the University of Cambridge.

A sonnet is a lyric poem of fourteen lines. There are many types of sonnets like **Petrarchan Sonnet**, **Shakespearean Sonnet** and **Spenserian Sonnet**.

Although there are many other types of poetry, these major classifications will help one appreciate the most common and popular forms of poetry.

Along with this one should know some other aspects of poetry. For instance, one should be able to understand the rhyme scheme of a poem.

4.2.4 Rhyme Scheme

Let us have a look at a Shakespearean Sonnet:

If we look at the last words of the lines, we see that the words 'day' and 'may' rhymes. These words we can consider as 'A.' Then there are words like 'temperate,' and 'date,' rhymes and have been marked as 'B.' Marking like this, we get the rhyme scheme of a Shakespearean Sonnet as : ABAB CDCD EFEF GG.

Shall I compare thee to a summer's **day**?
 Thou art more lovely and more temperate:
 Rough winds do shake the darling buds of **May**,
 And summer's lease hath all too short a date;
 Sometime too hot the eye of heaven **shines**,
 And often is his gold complexion dimm'd;
 And every fair from fair sometime **declines**,
 By chance or nature's changing course untrimm'd;
 But thy eternal summer shall not **fade**,
 Nor lose possession of that fair thou ow'st;
 Nor shall death brag thou wander'st in his **shade**,
 When in eternal lines to time thou grow'st:
 So long as men can breathe or eyes can **see**,
 So long lives this, and this gives life to **thee**.

A
B
A
B
C
D
C
D
E
F
E
F
G
G

Similarly if we look at the rhyme scheme of a Petrarchan Sonnet it is: ABBA ABBA CDE CDE OR CDC CDC and a Spenserian Sonnet is ABAB BCBC CDCD EE.

Similarly, the rhyme scheme of any poem can be analyzed.

4.2.5 Figures of Speech

Simile: Similes compare the likeness and often use the word 'like,' or 'as.' Example: O my Love is like a red red rose.

Metaphor: A metaphor describes something as another which can be compared with the earlier in its feature. Metaphor is understood that something 'is' something else and not that something is 'like' something else. Example: Beauty is truth, truth is beauty.

Synecdoche: A part of something is taken as a whole. 'A hundred sails' for describing a hundred ships.

Oxymoron: Oxymoron features two words which appear to contradict each other but

makes sense of the situation overall. Example: 'Pleasing pains,' 'I burn and freeze.'

Hyperbole: Hyperbole is an extravagant exaggeration. Example: 'My grandad is as old as time.'

Idiom: An idiom is a phrase which has resemblance to the situation it describes, but implies the facts or story behind it. Example: "There is a silver lining in every cloud."

Personification: In personification an inanimate object or an abstract concept is spoken of as though it were endowed with life or human attributes. Milton writes of the sky in *Paradise Lost*: 'Sky lowered, and muttering thunder, some sad drops/ Wept at completing of the mortal sin.'

Symbolism: In symbolism, an object is used as a symbol of something. For instance, 'a red rose' can symbolize love.

Alliteration: Alliteration is the repetition of the same sound at the start of a series of words



in succession. Look at these lines from Samuel Taylor Coleridge's *The Ancient Mariner*: "The fair breeze blew/The white foam flew/And the furrow followed free/We were the first to ever burst into the silent sea."

Assonance: Assonance is a literary device in which the repetition of similar vowel sounds takes place in two or more words in proximity to each other. Example: "Rise high in the bright sky."

Onomatopoeia: Onomatopoeia is the formation of a word from a sound associated with what is named. Examples are words like 'cuckoo' and 'sizzle.'

Pun: Pun is a play of words. The pun exploits the different possible meanings of a word. Example: "A horse is a very stable animal."

Irony: Irony is a situation in which something intended to have a particular result has the opposite result.

In case of prose, one can analyse the **character, plot, setting, theme, and style** of the text. The character is the who of the text, plot is the what, setting is the where and when, theme is the why, and style is the how of a story. Along with this one can analyse the point of view of the narrative.

Point of View: Point of view is the way a story is told. Most narratives have a **third-person point of view** where characters are referred to as 'he,' 'she,' and 'they.' In the **first-person point of view**, the narrative is uttered from the point of view of an 'I.' **Second-person point of view** is not very common and the narrator addresses someone as 'you' in the narrative.

In poetry, prose and drama, one can also analyse if the narrative is comedy, tragedy or satire.

Although there are numerous other elements to keep in mind when analyzing a piece

of literature, these aspects will help in doing a fair job for a beginner.

Exercises

1. Attempt a critical analysis of the following lines from the poem "A Red, Red Rose" by Robert Burns

O my Luve is like a red, red rose

That's newly sprung in June;

O my Luve is like the melody

That's sweetly played in tune.

So fair art thou, my bonnie lass,

So deep in luve am I;

And I will luve thee still, my dear,

Till a' the seas gang dry.

(Hints: Poetry, prose or drama, Rhyme scheme, Theme, Figures of speech)

2. Attempt a critical analysis of the following speech:

There was a time when our people covered the land as the waves of a wind-ruffled sea cover its shell-paved floor, but that time long since passed away with the greatness of tribes that are now but a mournful memory. I will not dwell on, nor mourn over, our untimely decay, nor reproach my paleface brothers with hastening it, as we too may have been somewhat to blame. Youth is impulsive. When our young men grow angry at some real or imaginary wrong, and disfigure their faces with black paint, it denotes that their hearts are black, and that they are often cruel and relentless, and our old men and old women are unable to restrain them. Thus it has ever been. Thus it was when the white man began to push our forefathers ever westward. But let us hope that the hostilities between us may never return. We would have everything to lose and nothing to gain. Revenge by young

men is considered gain, even at the cost of their own lives, but old men who stay at home in times of war, and mothers who have sons to lose, know better.

(From “Chief Seattle Speech” - The Suquamish Tribe, <https://suquamish.nsn.us/home/about-us/chief-seattle-speech/>)

(Hints: Oratorical style, theme, major thrust areas, moral)

3. Critically analyse the following excerpt from the novel *The White Tiger* by Aravind Adiga

Sir, Neither you nor I speak English, but there are some things that can be said only in English. My ex-employer the late Mr. Ashok's ex-wife, Pinky Madam, taught me one of these things; and at 11:32 p.m. today, which was about ten minutes ago, when the lady on All India Radio announced, “Premier Jiabao is coming to Bangalore next week,” I said that thing at once. In fact, each time when great men like you visit our country I say it. Not that I have anything against great men. In my way, sir, I consider myself one of your kind. But whenever I see our prime minister and his distinguished sidekicks drive to the airport in black cars and get out and do namastes before you in front of a TV camera and tell you about

how moral and saintly India is, I have to say that thing in English. Now, you are visiting us this week, Your Excellency, aren't you? All India Radio is usually reliable in these matters. That was a joke, sir. Ha! That's why I want to ask you directly if you really are coming to Bangalore. Because if you are, I have something important to tell you. See, the lady on the radio said, “Mr. Jiabao is on a mission: he wants to know the truth about Bangalore.” My blood froze. If anyone knows the truth about Bangalore, it's me. Next, the lady announcer said, “Mr. Jiabao wants to meet some Indian entrepreneurs and hear the story of their success from their own lips.” She explained a little. Apparently, sir, you Chinese are far ahead of us in every respect, except that you don't have entrepreneurs. And our nation, though it has no drinking water, electricity, sewage system, public transportation, sense of hygiene, discipline, courtesy, or punctuality, does have entrepreneurs. Thousands and thousands of them. Especially in the field of technology. And these entrepreneurs—we entrepreneurs—have set up all these outsourcing companies that virtually run America now.

(Hints: Epistolary style, Point of view, Comedy)

Unit 3

Grammar and Vocabulary

Learning Outcomes

Upon the completion of this unit and doing practices in it, the learners will be able to:

- ▶ to construct grammatically correct sentences for communication.
- ▶ to identify the correct usages of words.
- ▶ to use a variety of accurate sentence structures.

Prerequisites

A strong foundation in grammar and vocabulary is essential for effective communication. Grammar provides structure to language, while vocabulary enhances expression and clarity. Learning grammar in context through sentences and exercises helps in understanding its practical application rather than memorizing rules mechanically. Similarly, expanding vocabulary through reading and usage in daily conversations makes learning more natural and engaging. A balanced approach to both grammar and vocabulary ensures better language proficiency and confidence in writing and speaking.

Keywords

Grammar, vocabulary

Exercises

1. Divide the following sentences into subject and predicate.

A. Birds fly.

B. Children sing.

C. Dogs bark loud.

D. Many women like to ride bikes.

E. Certain animals can live both in land and water.

F. Most children of the present generation are kind to animals.

G. No one likes to be shouted at.

2. Categorize the sentences as Declarative/Assertive, Imperative, Exclamatory and Interrogative:

- A. Who taught you grammar?
- B. They will come, won't they?
- C. What a day!
- D. All the glitters is not gold.
- E. A man who is cruel to animals, cannot be kind to humanity.
- F. Please shut the windows.
- G. Stop there!
- H. Help her, please.
- I. Try to give within your means rather than being dissatisfied.

3. Turn the positive sentences to negative sentences and vice-versa:

- A. He is a student who works hard.
- B. She is an educated and independent girl.
- C. Is she a doctor?
- D. Can you not sing?
- E. Do not eat cold food.
- F. He doesn't like sour food.
- G. He does not speak German.

4. Use the correct question tags:

- A. Mary studies well, _____?
- B. He is not well, _____?
- C. They saw us, _____?
- D. The day is good, _____?
- E. It has stopped raining, _____?
- F. They are not to blame, _____?

G. He came late, _____?

H. She can swim, _____?

I. Everyone was happy, _____?

J. I am on time, _____?

K. One has to love one-self, _____?

L. Let us watch football, _____?

M. He cannot run, _____?

N. They are not early, _____?

O. No one gave the correct answer, _____?

P. Neither of them could have done this, _____?

Q. Stop talking nonsense, _____?

R. Use your commonsense, _____?

S. Please pass the salt, _____?

T. Keep quiet, _____?

U. Please sit there, _____?

V. Read it aloud, _____?

W. Be careful when you drive the car, _____?

X. Take care of your health, _____?

Y. Study well, _____?

Z. Everyone can do this, _____?

5. Write the plural forms:

- A. Calf
- B. Scarf
- C. Photo



D. Dynamos
 E. Folio
 F. Knife
 G. Shelf
 H. Leaf
 I. Woman
 J. Goose
 K. Mouse
 L. Louse
 M. Commander-in-Chief
 N. Court-martial
 O. Man-of-war
 P. Woman-hater
 Q. Boyfriend
 R. Lady doctor
 S. Grown-up
 T. Pick-pocket
 U. Man servant
 V. Woman servant
 W. Lord Justice
 X. Radius
 Y. Nucleus
 Z. Phenomenon

6. Write the feminine form:

A. Bachelor
 B. Wizard
 C. Deer
 D. Dog
 E. Lad

F. King
 G. Count
 H. Author
 I. Priest
 J. Emperor
 K. Heir
 L. Monster
 M. He-goat
 N. Land-lord
 O. Grandfather
 P. Milkman
 Q. Shepherd
 R. Master
 S. Patron
 T. Salesman
 U. Merman
 V. Bridegroom
 W. Fox
 X. Widower
 Y. Hero
 Z. Baron

7. Put *a*, *an* or *the* in the following sentences:

- A. There is ____ storm coming.
- B. They went to ____ market to buy some fish.
- C. It was ____ good decision.
- D. After ____ year or two they will return.
- E. ____ fox saw ____ crow sitting in ____ a tree with a ____ piece of cheese in its mouth.

F. _____ an honest man is _____ noblest work of God.

G. They went to the station, but _____ train has left.

H. He lit _____ the fire.

I. She wrote _____ letter to her father and posted it.

J. Would you please pass me _____ salt.

K. They shall be back in _____ hour's time.

L. _____ river was treacherous.

M. _____ police arrested _____ one-eyed man.

8. Write the three forms: Positive, Comparative, Superlative:

A. Tall

B. Beautiful

C. Old

D. Good

E. Bad

F. Cold

G. Dark

H. Short

I. Clever

J. Sad

K. Tender

9. Rewrite the following sentences using *too...to* or *enough...to*.

A. She is strong. She can climb the mountain.

B. The man is cruel. He will not feed the animals.

C. The shirt is every small. He cannot wear it.

D. The boss is a dull man. His cannot make the company successful.

E. I am very tired. I cannot work today.

F. The dam is strong. It will hold the flood waters.

10. Use the correct tense of the verb:



- A. When he _____ (arrive), the train _____ (left).
- B. I _____ (leave) Thiruvananthapuram tomorrow.
- C. As soon they _____ (understand) that it _____ (rain) they _____ (take) out their umbrellas.
- D. Just as she was _____ (entering) the room, they all _____ (run) out.
- E. The show already _____ (begin) before they _____ (reach) the theatre.
- F. He _____ (work) in New York for five years. I saw him.
- G. I _____ (write) to her yesterday.
- H. He _____ (go) to the place tomorrow.

11. Fill in the blanks with the proper verbs:

- A. A Poet and a critic _____ visiting our college.
- B. He thought that six feet _____ a good height for a person.
- C. One of the players _____ injured during the match.
- D. There _____ some famous people visiting the place.
- E. Many a passenger _____ hurt in the accident.
- F. A good many passengers _____ hurt in the accident.
- G. The news of the earthquake _____ shattered them.
- H. Politics _____ not everyone's game.
- I. The United Kingdom _____ a country that is still a super power among nations.
- J. Measles _____ not a common disease now.

Unit 4

Précis

Learning Outcomes

The exercises in this unit are aligned to the following outcomes:

- ▶ distinguish between main points and supporting details in a text.
- ▶ identify the gist of a written material.
- ▶ summarize a text by including all the vital details.
- ▶ prepare a précis that is easy to read, yet exhaustive in all the important ideas.

Prerequisites

Learning to write a précis is a valuable skill that enhances clarity and conciseness in writing. A précis is not merely shortening a text but carefully extracting its core ideas while maintaining coherence and logical flow. It requires distinguishing between essential and non-essential details, ensuring that the original meaning is preserved in a compact form. Writing a good précis involves using precise language, avoiding redundancy, and restructuring sentences without altering the main message. Mastering this skill helps in effective communication, making complex information more accessible and easier to understand.

Keywords

Summarize, Gist, Main Points, Sub-points

How to write a good précis

Look at these sentences: In a world riddled with burning issues like poverty, hunger, wars and pollution, every action of an individual has more implications than they realise. In our innocence, we might overlook the consequence of our own behaviour. Constant and unwavering monitoring of one's own actions is fruitful in making a better world than criticis-

ing others' ways of conducting their business."

Now read the following sentence : It is better to realize the impact of one's own actions that contribute to global issues like poverty and wars rather than criticising others.

The first passage has been rewritten in the second sentence, but in fewer words without compromising the meaning. This is what a précis does. It makes things clear and concise



without compromising the meaning and vital details.

Here are some tips to remember while preparing a precis:

- ▶ Read the passage thoroughly and carefully to understand the meaning.
- ▶ If possible underline or try to remember the most important parts of the passage.
- ▶ Stick to simple language as far as possible.
- ▶ Remove the unimportant details, multiple examples, extensive statistics, and keep only the very essential details.
- ▶ From an exam point of view, the precis should be one-third of the length of the original passage.
- ▶ Give a suitable title for the precis - not too long or not too short.
- ▶ Since a passage has to be small, in most cases the precis only one paragraph. A precis is not an essay and is not long.
- ▶ Summarizing does not mean adding new ideas. The precis has to be true to the original text.
- ▶ The precis has to be in Third Person even if the original text is in First Person or if it is in the form of a dialogue.

Example

Prepare a precis of the following passage:

There is no need to run, strive, search or struggle. Just be. Just being in the moment in this place is the deepest practice of meditation. Most people cannot believe that just walking as if you have nowhere to go is enough. The Buddha said, 'My practice is the practice of nonpractice.' That means a lot. Give up all struggle. Allow yourself to be, to rest.

People talk about entering nirvana, but we are already there. Aimlessness and nirvana are one. Many of us have been running all our lives. Practice stopping. "Our greatest fear is that when we die we will become nothing. Many of us believe that our entire existence is only a life span beginning the moment we are born or conceived and ending the moment we die. We believe that we are born from nothing and when we die we become nothing. And so we are filled with fear of annihilation.

The Buddha has a very different understanding of our existence. It is the understanding that birth and death are notions. They are not real. The fact that we think they are true makes a powerful illusion that causes our suffering. The Buddha taught that there is no birth; there is no death; there is no coming; there is no going; there is no same; there is no different; there is no permanent self; there is no annihilation. We only think there is. When we understand that we cannot be destroyed, we are liberated from fear. It is a great relief. We can enjoy life and appreciate it in a new way.

(Thich Nhat Hanh, *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*)

The precise of the above excerpt is given below:

Finding Peace and Happiness

Thinking that people come from nothing and will soon become nothing after death, people search and struggle to aim for such things as nirvana. It is to be understood that nirvana and aimlessness are one and the same. We are already there, and we need not fear death. We can find solace if we understand the Buddha's realization that concepts like birth, death, same, different - are all powerful illusions. When we understand that we cannot be destroyed, we learn to enjoy life and live in peace.

Now attempt to write precis of the following passages:

Passage 1

Nothing is more vital to life than breathing: in a lifetime, about 250m litres of air passes through your lungs. Yet walk along a busy city street and you will inhale something like 20m particles in a single lungful. Toxic air is now the biggest environmental risk of early death, responsible for one in nine of all fatalities. It kills 7 million people a year, far more than HIV, tuberculosis and malaria combined, for example. Dr Maria Neira, the World Health Organisation director with responsibility for air pollution, is blunt: "It is a global public health emergency."

How much does it cost us? The lost lives and ill health caused are also a colossal economic burden: \$225bn in lost labour income in 2013, or \$5.11tn per year (about \$1m a minute), if welfare losses are added in, according to a 2016 World Bank report, which called the figure "a sobering wake-up call".

Air pollution is getting worse in the developing world and, while it is getting better in some developed nations, our knowledge of how comprehensively it damages our bodies and minds is growing even faster.

Dirty air has been with us for centuries – previously, we simply lived with it – and no one has yet had air pollution as a cause of death on their death certificate. It is only in recent decades that the damage to health has become clear, and in recent years that the health crisis has received widespread attention, thanks to research revelations, government legal defeats and the Volkswagen diesel scandal.

But there is a silver lining to air pollution's cloud of smog: action to cut it not only brings immediate benefits but also helps fight climate change in the longer term.

Who does it affect? Almost everyone. Over 90% off the world's population lives in places where air pollution is above WHO guidelines. It is worst in south and east Asia, where most of humanity lives, with traffic, dirty industry and the open burning of waste delivering a triple whammy.

India has almost half of the top 50 most polluted cities in the world, China has eight and Iran has three. Africa is highly polluted but little measured: in 2015 Paris had three times more monitoring stations than the entire continent. (From *The Guardian*)



Passage 2

The light has gone out of our lives and there is darkness everywhere. I do not know what to tell you and how to say it. Our beloved leader, Bapu as we called him, the Father of the Nation, is no more. Perhaps I am wrong to say that. Nevertheless, we will never see him again as we have seen him for these many years. We will not run to him for advice and seek solace from him, and that is a terrible blow, not to me only, but to millions and millions in this country. And it is a little difficult to soften the blow by any other advice that I or anyone else can give you.

The light has gone out, I said, and yet I was wrong. For the light that shone in this country was no ordinary light. The light that has illumined this country for these many years will illumine this country for many more years, and a thousand years later, that light will be seen in this country and the world will see it and it will give solace to innumerable hearts. For that light represented something more than the immediate past, it represented the living, the eternal truths, reminding us of the right path, drawing us from error, taking this ancient country to freedom.

All this has happened when there was so much more for him to do. We could never think that he was unnecessary or that he had done his task. But now, particularly, when we are faced with so many difficulties, his not being with us is a blow most terrible to bear.

A madman has put an end to his life, for I can only call him mad who did it, and yet there has been enough of poison spread in this country during the past years and months, and this poison has had an effect on people's minds. We must face this poison, we must root out this poison, and we must face all the perils that encompass us, and face them not madly or badly, but rather in the way that our beloved teacher taught us to face them.

The first thing to remember now is that none of us dare misbehave because he is angry. We have to behave like strong and determined people, determined to face all the perils that surround us, determined to carry out the mandate that our great teacher and our great leader has given us, remembering always that if, as I believe, his spirit looks upon us and sees us, nothing would displease his soul so much as to see that we have indulged in any small behaviour or any violence.

(Jawaharlal Nehru's words on the assassination of Mahatma Gandhi)

Passage 3

The Himalaya and humans are both Cenozoic creatures. The Cenozoic (literally 'new life') is the latest era in Earth's history, encompassing the past 65 million years. By human standards, this is a long period of time, but by the Earth's scale of 'deep time,' it represents merely 1.5 percent of Earth's age (4500 million years). About 65 million years ago, the Mesozoic ('middle life') Era or the Age of Reptiles ended with the extinction of dinosaurs

and many other species, and the Cenozoic or the Age of Mammals began.

What is more is that the Himalaya is the youngest mountain on Earth, and geologically speaking, it is still active and still rising to the sky. There are many active faults and numerous earthquakes (some big and many small) in the Himalayan region. Likewise, humans are also the youngest species on Earth, and they are still rising to their human potential, intellectual peaks, and spiritual sky. Just as the rise of the Himalaya has been accompanied by earthquakes and landslides, so has been the development in human's communities associated with changes, crises and challenges.

The Himalaya, the youngest mountain on Earth, did not come into existence all of a sudden. It has taken tens of millions of years for these mountains to form. When the Mesozoic Era began about 245 million years ago, India together with Africa, South America, Australia, and Antarctica were parts of a super-continent in the southern hemisphere called Gondwana. (It was named after the Gond tribes in central India, in whose land the evidence for the existence of the former super-continent was first discovered in the mid-nineteenth century by British geologists working in the Geological Survey of India in Calcutta.)

A vast sea, which geologists have named the Tethys (after the wife of Oceanus in Greek mythology) lay between Gondwana and Eurasia. Gondwana was subsequently split into several major tectonic plates. Gondwana was Mother of four continents (Antarctica, South America, Australia, and Africa) and one subcontinent (India); she was also Mother of the three oceans (the South Atlantic, the Antarctic, and the Indian Oceans) that separate these continents.

The Indian continental plate separated from Gondwana about 120 million years ago, and as it drifted northward, the Tethys ocean became small and smaller because it began subducting beneath the margin of Asia. Ocean-floor rocks (mainly basalt) are heavier than continental rocks (mainly granite); so when they are pushed together, the oceanic floor subducts beneath the continental margin. And in so doing, a magmatic arc made up of volcanic and granitic rocks is produced on the continental margin from the melting and upward rise of the subducting oceanic crust (as it happens today along Indonesia, Japan, and the Andes). This was also the case with the subduction of the Tethys. The volcanic and granitic rocks in Kohistan (in northern Pakistan), Ladakh (in India) and all along southern Tibet (from Kailas through Lhasa to Mishimi hills at the easternmost boundary of the Himalaya) are products of the Tethys subduction. These rocks were formed between 120-40 million years ago. This magmatic range is known as the Trans-Himalaya - a term coined by Alexander Cunningham in his book Ladak (1854). The Trans-Himalaya was extensively explored by the 'Pundits' of the Indian Survey during the 1860s-1890s and by the Swedish geographer Sven Hedin, author of the three-volume book, Trans-Himalaya (1909-1912).

Source: www.himalayanclub.org



Unit 5

Essay Writing

Learning Outcomes

Upon the completion of this unit and doing practices in it, the learners will be able to:

- ▶ to develop writing skills.
- ▶ to imbibe critical thinking.
- ▶ to prepare different types of essays.
- ▶ to work independently on developing an idea.
- ▶ to enhance vocabulary by using appropriate words in essays.

Prerequisites

Essay writing is a structured way of presenting ideas, arguments, or reflections in prose. It allows the writer to explore a topic in depth, providing clarity, coherence, and logical progression of thought. An essay can be descriptive, analytical, persuasive, or narrative, depending on its purpose. Effective essay writing requires a clear thesis, well-organized paragraphs, and strong supporting evidence. By mastering this form, writers can articulate their thoughts effectively and engage readers with well-structured arguments and insights.

Keywords

Argumentative Essay, Expository Essay, Narrative Essay, Descriptive Essay

Although there are innumerable ways of writing an essay and many different types of essays, we can classify essays into four major types for clarity: Expository, Narrative, Persuasive and Descriptive.

Expository Essay: An expository essay requires the students to explore an idea, communicate factual information, compare and contrast, evaluate, provide a clear and focused

explanation of a particular topic.

Narrative Essay: Narrative essays are anecdotal and experiential. It tells a vivid story usually from a particular person's viewpoint.

Persuasive Essay: A persuasive essay has a strong persuasive argument. It is an attempt to convince the reader of an opinion by walking through a number of logical arguments. The persuasive essay can also be called an argu-

mentative essay as it argues in support of an idea.

Descriptive Essay: A descriptive essay gives a detailed description of something - person, object, experience, place or situation.

Essays can also be classified into numerous other types like Analytical Essay (reviews of books, movies, situation, or an essay that brings forth some subtle nuances of a topic), Philosophical/Reflective Essay (that discusses some profound issues like life, death, love, truth etc) and Process Essay (that describes how to do something).

Components of an essay:

Every essay can be divided into three distinct parts: 1) Introduction, 2) Development of an idea, 3) Conclusion.

In smaller essays, the introduction and conclusion can be in a single paragraph each and the development of the idea can be made in many paragraphs.

Example 1: Descriptive Essays

My Favourite Place

How does one find one's favourite place? It would make sense to say that the place where one finds oneself, their true selves, would be their favourite place. Places often have great influence on people and help them discover or rediscover themselves. My first memories that are very dear to me are of my ancestral home in Alleppey. The house was, I thought, as comfortable as the proverbial mother's womb. It was surrounded by huge trees, whose branches cast a brilliant shade on the house even in the middle of a sweltering summer.

Nature has a way of luring us into its soothing lap and this beautiful place in Alleppey did the same to me. If the trees captured our hearts at home, just a stone throw away was the vast ocean that beckoned us with its mighty waves. Most evenings we would rush to the sea, to run through its beaches, bury our feet in its wet sands, pick sea shells and dig holes and build sand castles.

On the days when the sea is rough we will all huddle up in the house or splash about in one of the ponds around the house. The ponds were also a relief on the summer days and its cool waters soothed not just our bodies but also our minds. To add to the joy of being in the surroundings were the flock of cousins who thronged the house during vacations. They came from near and far and the joy of being at the beautiful place multiplied manifold in pleasant company.

The aroma of grandmother's cooking was literally the icing on the cake. It connected to the place not just through the sites and sounds of cooking, but also through the tempting wafts of delicious recipes. All of this makes Alleppey my favourite place. As a child my heart leapt with joy at the thought of the place, and as an adult it still rejoices at the prospect of being in such a beautiful and serene place.

Example 2 : Persuasive Essay

Why are alternative medicines still popular?

Alternative medicines have played a significant role in the healing of diseases for centuries and its rising popularity shows no sign of dying down. The numerous benefits directly linked to alternative medicines have created a wave of interest in them. Alternative medicines include a wide array of treatments which, while understood to be unorthodox, have many advantages over modern forms of medicines. They are capable of achieving health bene-



fits that modern medicines may not be able to achieve. As its practices may not be deemed to be traditional or standard, alternative medicines are often criticized and there are many detractors of these forms of medicines.

Alternative medicines however should not be misunderstood to be quack remedies or medicines for the poor who cannot afford modern medicines. Many people are found to be using alternative medicines because they have understood it to be better alternatives, being less intrusive with less side effects, and are probably in congruence with their orientation towards health and life.

It can be argued that nothing can compete with a standard hospital room with modern equipments and sophisticated tools. But if alternative medicines are not seen as branches that are inimical to modern medicine, they can be understood to be systems that work to improve human health in their own unique way.

The lack of sophisticated equipments in alternative medicines do not render them less effective. In fact, they have their own unique properties and functions in sorting out many health related issues and they have been doing so for hundreds of years.

In India, Ayush is the name for the ministry of alternative system of medicines. The Ministry of Ayush has encouraged education and research in Ayurveda, Yoga, Naturopathy, Unani, Siddha, Sowa Rigpa and Homeopathy. Such attempts will go a long way in ensuring that traditional systems of medicines do not become extinct and that the knowledge that humanity has accrued over the centuries are not lost.

The best thing to do with alternative systems of medicines is not to wish them away but to encourage research and development in it so that it overcomes its short falls and flaws if any and becomes better at helping humanity

deal with health challenges better.

Example 3 : Narrative Essay

A Trip to Manasarovar.

Manasarovar is a large freshwater Lake situated in Tibet. It is considered to be a remnant of the Thethys sea. The lake holds religious importance for many groups of people like Hindus, Buddhist and Jains. Because I had heard about the visual splendor that Manasarovar was, I packed my bags and left for the place the first opportunity that I got.

Close to Manasarovar is Mount Kailash, the mountain considered to be the abode of Lord Shiva. The place, of course, is a geological wonder. But for most visitors, it is often part of their spiritual quest. The lake is at a height of 4557 meters above sea level and is unbelievably cold. It was wonderful to see Mansarovar from which the four major rivers Brahmaputra, Ghagra, Sindhu and Satluj originate.

Standing at the edge of the waters one could feel the majestic presence of the six other mountain ranges that surrounded Mount Kailash. Near the lake are many types of herbs and shrubs that have many medical properties. The flora consists of Nagmani flowers, the nettle plant and stinging nettle, among others.

On the way to Manasarovar, we also stop at Gowri Kund and Rakshas Tal. Although the place was cold and one could feel the lack of oxygen weighing one's body down, it was also exhilarating because of the sheer beauty and magic of the place. I hold the memories of Manasarovar close to my heart and look forward to visiting the place again.

Example 4 : Expository Essay

An expository essay is an essay that explains a topic without presenting the readers with a subjective opinion of the author. Look at this essay on Computers from brittanica.com.

The Beginning of the Computer

A computer might be described with deceptive simplicity as “an apparatus that performs routine calculations automatically.” Such a definition would owe its deceptiveness to a naive and narrow view of calculation as a strictly mathematical process. In fact, calculation underlies many activities that are not normally thought of as mathematical.

Walking across a room, for instance, requires many complex, albeit subconscious, calculations. Computers, too, have proved capable of solving a vast array of problems, from balancing a checkbook to even in the form of guidance systems for robots walking across a room.

Before the true power of computing could be realized, therefore, the naive view of calculation had to be overcome. The inventors who laboured to bring the computer into the world had to learn that the thing they were inventing was not just a number cruncher, not merely a calculator. For example, they had to learn that it was not necessary to invent a new computer for every new calculation and that a computer could be designed to solve numerous problems, even problems not yet imagined when the computer was built. They also had to learn how to tell such a general problem-solving computer what problem to solve. In other words, they had to invent programming.

They had to solve all the heady problems of developing such a device, of implementing the design, of actually building the thing. The history of the solving of these problems is the

history of the computer.

Let us now look at the features of a good essay:

1. A good essay is the result of careful planning. It presents accurate information and rejects what is redundant.
2. A good essay is comprehensive in its vision, yet not verbose and vague.
3. It is as objective as possible and even while presenting the author's own view point, it is not prejudiced or biased.
4. The language used in a good essay is appropriate to the content of the essay. Jargons are included only if the essay is intended for a specific group of readers who understand those words.
5. A good essay is clear and concise and has an appropriate title.

1. Attempt an essay on the following:

- A. Population Explosion
- B. My favourite day in school.
- C. The movie I liked the most.
- D. Is reading habit declining in youth?
- E. How to avoid another pandemic.
- F. Why empowerment of women is the empowerment of a nation.
- G. The benefits of eating home-cooked food.
- H. Today's youth have exhibited a greater sense of responsibility to nature and the planet.
- I. Uninvited guests.



Unit 6

Report Writing

Learning Outcomes

The exercises in this unit are aligned to the following learning outcomes:

- ▶ prepare comprehensive reports.
- ▶ practice objectivity in writing.
- ▶ arrange ideas coherently and intelligibly in a report.
- ▶ prepare reports according to purpose and audience.

Prerequisites

Reports are structured documents that present information in a clear, concise, and objective manner. They are written to record, analyze, or communicate findings based on observations, research, or events. Reports follow a systematic format, including headings, subheadings, and factual details tailored to a specific audience. Common types of reports include news reports, business reports, research reports, and technical reports. While some reports, like those in newspapers and magazines, are brief, others, such as business and research reports, can be detailed and extensive. Effective report writing requires clarity, accuracy, and logical organization to convey information efficiently.

Keywords

Newspaper Report, College Magazine Report, Objectivity, Structure of a Report

Features of a good report

The following are the features of a good report:

- ▶ Clear Objective
- ▶ Proper Structure
- ▶ Easy and Clear Language
- ▶ Audience appropriate jargons.
- ▶ Accurate Information
- ▶ Objectivity

- ▶ Relevance
- ▶ Conciseness
- ▶ Attractive Presentation

Structure of a Report

The structure of a report is as given below:

- ▶ Title
- ▶ Table of Contents
- ▶ Statement of Problem
- ▶ Introduction

- ▶ The context of the report and procedure followed
- ▶ Findings and Recommendations
- ▶ Conclusion
- ▶ Appendices (in any)
- ▶ Bibliography
- ▶ Headline (Title)
- ▶ Reporter's name, Place and Date (Depending on the report, name or place can be excluded too)
- ▶ Body
- ▶ Conclusion

Such a structure can be followed for a large and comprehensive report. However, a newspaper or magazine report can have a simple structure:

Sample Reports

Report on Science Exhibition for the College Magazine.

On 10 November 2021, St. Antony's College, Thiruvananthapuram, organized a science exhibition. The exhibition was organized in connection with World Science Day for Peace and Development which is annually held on November 10th to raise awareness on the benefits of science worldwide. Ms Sreeja Raghav, the renowned scientist was the chief guest for the day. The exhibition started at 10:00 a.m. and was open to the students and their parents. It was conducted in three different venues in the college which consisted of two exhibition halls and the college auditorium.

The program started with the principal of the school delivering a commencement speech and announcing that the three best exhibits would be selected for regional level exhibition which was to be held in a month's time. As the exhibition started, students from various departments presented their projects. Each project was the work of at least ten students. However, the presentation of the project was done by two students at a time. The major themes covered included space technology, EV technology, solar energy, artificial intelligence, internet of things and robotics. Just before the exhibition was opened to the students, Ms Sreeja Raghav and the Principal went around looking at the different models designed by the students and listened to the descriptions and asked them questions. This was followed by the students and parents seeing the projects, and clarifying their doubts. The exhibition had models of the projects and also visual representations of the concepts behind the projects. These were prepared on charts and some were also presented on laptops. Ms. Raghav delivered a small speech on the importance of science and also congratulated the students on their effort in preparing the projects.

There was a team of four professors who were the official judges for the day and they announced three prizes in the end. Prakash Rajan, first year Chemistry student won the first prize. Jayden, first year student from the Department of Maths won the second prize and Mia Joseph, second year student Commerce student won the third prize. The three students were given prizes at the end of the program by the Principal and all the participants were given certificates and mementos for their effort. The exhibition came to an end at 4:00 p.m.



Now, read a newspaper report on the extreme weather conditions in India.

India saw extreme weather disasters on 241 of 273 days of 2022, claiming 2577 lives.

Aditi Gupta, 01 November 2021

India experienced extreme weather events between January and September this year which claimed 2,755 human lives and 69,000 animals across the country. A latest report by India's environment think tank Centre for Science and Environment said that the "worse is happening now" with each month experiencing extreme weather days be it heatwaves, coldwaves, heavy rainfall, flooding, lightning, storms, cyclones, cloudburst and snowfall in different regions in the country through various seasons.

According to the report titled 'The State of Extreme Weather 2022', which analyzed extreme weather events in India in its first 273 days this year, more than 400,000 houses and 1.8 million hectares of cropland was damaged by weather disasters. During a webinar ahead of the international climate conference COP 27 scheduled to begin on November 7 in Egypt, CSE Director General Sunita Narain said the extreme weather disasters were the "revenge of nature" and an impact of climate change.

Presenting the report, its authors Rajit Sengupta and Kiran Pandey said that on 241 out of the 273 days in 2022, India experienced extreme weather events. While on 159 days the country saw lightning and storms, there was heavy rainfall, floods and landslides on 157 days, heatwaves on 66 days, coldwaves on 30 days, cloudburst on 11 days and snowfall on two days. These events also claimed several lives.

Around 1214 human lives were claimed by heavy rain, floods and landslides between June and September with north-eastern state of Assam being hit the worst with 221 deaths followed by central India's Madhya Pradesh with 112 deaths. Nearly 954 people were killed due to lightning and storm between July and September with Madhya Pradesh recording maximum deaths at 164 followed by Maharashtra at 94.

The report said that India recorded 66 days of heatwaves which claimed 45 lives with the early onset in March until July. The western state of Rajasthan was worst hit by heatwaves which lasted 42 days followed by Maharashtra with 24 days of heatwaves and 34 deaths. Rajasthan did not record any death due to heatwave, the report said.

The country also experienced cold waves or cold days for 30 days with 22 days in January and eight days in February in two states and Union Territories. While Madhya Pradesh had 21 days of cold waves, it lasted for 20 days in Uttar Pradesh. No lives were claimed.

The 11 days of cloudburst killed 33 people in four states with maximum deaths in Himachal Pradesh at 12. Two places - Jammu and Kashmir and Arunachal Pradesh

experienced snowfall which lasted two days in the entire 273 days and claimed a total of eight lives. While one person died in Jammu and Kashmir, seven deaths were recorded in Arunachal Pradesh.

“While January saw cooler daytime temperatures, February remained almost half a degree colder than normal, resulting in 30 cold wave days and 12 hailstorm days. January was also abnormally wet. It was the seventh wettest since 1901 while February was drier than normal,” said Kiran Pandey, Programme Director, Environment Resource Unit, CSE. (www.wionews.com)

Practice Exercises

1. Prepare a report for your college magazine on the Annual Day event.
2. You are the reporter covering a match for the Football World Cup. Write a brief report of the match.
3. Write a report on waste management in your locality.
4. Prepare a study report on animal abuse in your state.

സർവ്വകലാശാലാഗീതം

വിദ്യായാൽ സ്വതന്ത്രരാകണം
വിശ്വപൗരരായി മാറണം
ഗ്രഹപ്രസാദമായ് വിളങ്ങണം
ഗുരുപ്രകാശമേ നയിക്കണേ

കുതിരുട്ടിൽ നിന്നു ഞങ്ങളെ
സൂര്യവീഥിയിൽ തെളിക്കണം
സ്നേഹദീപ്തിയായ് വിളങ്ങണം
നീതിവൈജയന്തി പാറണം

ശാസ്ത്രവ്യാപ്തിയെന്നുമേകണം
ജാതിഭേദമാകെ മാറണം
ബോധരശ്മിയിൽ തിളങ്ങുവാൻ
ജ്ഞാനകേന്ദ്രമേ ജ്വലിക്കണേ

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